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Recasts in the EFL Classroom: A Comparison of Native and Nonnative Teachers

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Recasts in the EFL Classroom: A Comparison of Native and Nonnative Teachers

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Dedication

To God and my family

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Recasts in the EFL Classroom: A Comparison of Native and Nonnative teachers

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Recasting (i.e., corrective feedback in which the teacher paraphrases a learner's incorrect utterance without explicitly labeling it as erroneous) is a frequent phenomenon in classroom discourse. Despite its frequency and naturalness, educators continue to debate its efficacy. At issue is whether learners notice such implicit feedback in order to make use of it. This on-going debate centers on the following question: What makes a teacher's recast noticeable to a student? While most of the studies in the recast literature have emphasized student factors such as working memory and/or developmental readiness (e.g., Havranek & Cesnik, 2001), few studies have explored how teacher factors affect learner perceptions of and receptivity to recasts. This study fills this gap by employing qualitative methods to investigate student perceptions of their teacher recasts. Six classes in Applied English Departments at three different institutes of technology in mid-southern Taiwan participated in this study. Different methods were employed to gather student and teacher data in order to arrive at a more complete understanding of classroom recasts:

classroom observations, individual student interviews, group stimulated recall interviews, and teacher interviews. According to student interview data, seven teacher categories (e.g., nativeness, teacher language use, teacher affect, etc.) were found to have a significant impact on students' noticing of and receptivity to recasts. In particular, the findings indicate that EFL student perceptions of recasts are profoundly affected by teachers' language use (e.g. phonetic and syntactic features) and teachers' nativeness (e.g., native vs. nonnative). Other factors such as teacher-student rapport also mediate students' attention to and understanding of feedback. In addition to the student self-report data, classroom observation data of teachers' behavior indicated striking differences as well--native teachers tended to correct more grammatical errors while nonnative teachers corrected more phonological errors. In light of these findings, suggestions for improving student awareness of corrective recasts are given to both native and nonnative teachers. It is hoped that the qualitative categories uncovered in this study will lead to more rigorous, testable hypotheses for future quantitative analysis.

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Chapter 1: Introduction

1.1. BACKGROUND

In second language learning, corrective feedback has become one of the foci and has been studied in various settings with learners of English as a second language (ESL) as well as with learners of English as a foreign language (EFL). Corrective feedback includes responses of all types that language learners receive during their interaction with teachers or more proficient interlocutors such as native speakers of the target language. Corrective responses serve to maintain the flow of the communication and ensure that the meaning of the utterances produced by both parties is well understood, while grammatical forms are also revised from time to time. Among the types of corrective feedback being identified and researched are repetition, clarification request, and recast, to name a few. Recast is the form of corrective feedback that has been widely studied due to its potential for enhancing second language learning. The most widely accepted definition of recast comes from Long (1996), who defines it as "Utterances that rephrase a child's utterance by changing one or more sentence components…while still referring to its central meaning" (p. 434). When this definition is applied to second language classrooms, a recast is any incorrect learner utterance that is then corrected by the teacher or a more proficient peer interlocutor through a rephrasing as in the following example:

Student (erroneous utterance): He *tell* me that he was having lunch with his friend yesterday afternoon.

Teacher (grammatical recast): He *told* you that he was having lunch with his friend yesterday afternoon.

Recasts have received much attention due to their complex nature and/or

negative evidence and/or positive evidence they may provide in fostering second language learning. Many recast studies have been conducted in the ESL/SL (second language) settings or immersion programs (Lyster & Ranta, 1997; McDonough & Mackey, 2006; Oliver, 2000) whereas others have examined interactions outside of the classroom (Braidi, 2002; Oliver, 1995). Factors investigated in the recast literature have mainly been learner variables such as developmental readiness (e.g., Ishida, 2004), verbal working memory (e.g., Haveranek & Cesnik, 2001; Mackey, et al., 2005), and the noticing of recasts (e.g., McDonough & Mackey, 2006). Additionally, several studies have addressed the context of interaction and L2 learners' awareness of recasts (e.g., Nabei & Swain, 2002). However, few studies have examined recasts in the EFL context. Moreover, no study has yet explored the impact of teachers on EFL learners' perceptions of and receptivity to recasts.

1.2. PURPOSE OF THIS STUDY

The goal of this study is to explore the influence of the teacher on EFL learners' responses to recasts. As indicated previously, recasts have been investigated under a variety of contexts (e.g., Braidi, 2002; Lyster, 1998a; Ellis et al., 2006) and thus have been defined in many different ways (e.g. Doughty & Valera, 1998; Han, 2002; Leeman, 2003; Lyster & Ranta, 1997; Mackey et al., 1998; Philp, 2003; Sheen, 2004). According to research in the field of corrective feedback, recasts are facilitative of and beneficial to L2 learners' interlanguage development (Ayoun, 2001; Long et al., 1998; Mackey et al., 2005; Oliver, 1995, 2000). Many factors that may have an influence on the efficacy of recasts or corrective feedback have been researched. Among them are age (Mackey et al., 2003; Oliver, 2000), developmental readiness

(Han, 2002; Haveranek & Cesnik, 2001; Mackey & Philp, 1998), verbal working memory and/or selective attention (Mackey et al., 2005), learning context (e.g. Ellis et al., 2001; Lyster & Mori, 2002; Sheen, 2004), and noticing or awareness of recasts (Carpenter et al., 2006; Mackey et al., 2000; Philp, 2003). Most of the factors featured the learner while ignoring the teacher (Mackey et al., 2004).

EFL learners' stereotypes of a native speaking (NS) teacher may influence how EFL learners perceive and receive corrective feedback such as recasts. Moreover, teachers' nativeness also has an impact on learners' uptake following the recast. The nativeness of ESL teachers has been debated but not thoroughly investigated in the recast research. Some studies have focused on students' perception of nonnative (NNS) ESL instructors (e.g. Filho, 2002). However, this line of research is not particularly associated with recasts. For example, Zacharias (2007) conducted a study examining teachers' and students' attitudes toward teacher feedback. The findings showed that not all students shared a positive attitude toward teacher feedback. Those who held a negative view of teacher feedback claimed that they would not adopt the teacher's feedback due to the teacher's nonnativeness. They considered the NNS teacher feedback unreliable and believed that some errors might still exist in the written feedback. Thus, it may be argued that student perceptions of teacher feedback could vary due to the teacher's nativeness, and this assumption may be applied to recasts in the EFL context as well.

The assumption that second language learners prefer NS teachers has been supported by other studies (Amin, 1997). Filho (2002) examined ESL learners' perceptions toward their NNS ESL instructors. A commonly recognized perception regarding NS teachers was also verified in this study i.e., that ESL students regard NS

teachers as better instructors since they know "English by nature" (p. 69). Thus, the belief that NS teachers are better language teachers may also exist among the EFL learners, and this appears to be particularly true in Asian countries like Taiwan. While researchers have argued whether native or nonnative speakers are the more ideal language teachers (Braine, 1999), SL/FL learners tended to follow the "native-speaker norm."

In addition to nativeness, some other variables related to EFL instructors may affect teachers' corrective feedback: teaching methods, personality, and the affective factors. These socio-cultural issues have been rarely explored likely because of the inclination to frame second language learning in terms of a psycholinguistic process with little reference to the socio-cultural context. Nevertheless, studies from educational psychology may provide a general picture of how a more capable other may influence the learners' construction of knowledge and/or their language development. Following up on Vygotsky's social learning theories, Wertsch and Rupert (1993) maintain that individuals not only use mediational means such as languages to develop mental functioning but also use forces other than the mediational tools such as culture, history or the society in which the interaction is situated, and these forces may facilitate development of mental representation. They argue that it is not possible to fully understand the social relationship in learning through the study of cognitive strategies alone. The values and the authority that play out in the interaction should also be taken into consideration. Therefore, the different levels of authority in the foreign language classroom may also have an impact on the interaction between teachers of differing nativeness and EFL students. It is likely that due to the native-speaker norm unconsciously implanted in learners' values, that

corrective feedback provided by NS teachers may possess more authority than that of NNS teachers.

Based on the notion of constrained attentional source (i.e. learners' limited attention or awareness in processing incoming information), Van Patten (1996) stated that language learners first attend to the lexical semantics of discourse. In other words, due to learners' limited cognitive capability, they process input for lexical meaning before processing grammatical properties of the input. In a similar vein, Gass (1997) noted that in order to process syntactic elements learners have to comprehend the meaning of the utterances first. Thus, learners' limited cognitive capacity is directed at comprehending the utterances before detecting of grammatical components. A response that is a recast provides learners with a comprehensible context, and as Long (2007) states, "when interlocutors share a joint attentional focus, and when the learner already had prior comprehension of at least part of the message, thereby facilitating form-function mapping" (p. 77). Therefore, in contrast to other types of feedback, recasts embed the target structure or the linguistic form in the context. Concurrently, they maintain the meaning of the utterances while offering opportunities for learners to notice form and function.

Other factors such as task types and target structures have been studied with respect to their influence on the effectiveness of recasts. Revez and Han (2006), for example, examined the relationship between task types, task content familiarity, and the effectiveness of recasts. They studied the past progressive form based on the previous finding that learners may attend to the form when it is perceptually salient and when the form does not entail any other semantic meaning than indication of time (Doughty & Williams, 1998). Their results suggest that learners' accuracy of

producing the target structure increases along with their familiarity with the task content. Furthermore, the task type leads to different levels of efficacy regarding the consistency of the structure.

The majority of recast research has been conducted in ESL situations, where learners may have more sources of input outside of the classroom as compared to the foreign language setting (Lyster, 1998a; Lyster, 1998b; Long et al., 1998; Ellis et al., 2001). For instance, McDonough and Mackey (2006) explored the influence of recasts along with the types of responses following recasts on learners' development of question formation in English. They found that students' responses to recasts were often delayed; that is, students' responses did not always immediately follow the recasts. A majority of students provided with recasts advanced to stage 5 (*Do* auxiliary second), according to Pienemann and Johnston's (1987) order of acquisition. Furthermore, the results showed that both students' primed production and teachers' recasts were two significant predictors of English question development. Immediate repetitions of recasts, however, were not correlated with learners' acquisition of question formation. McDonough and Mackey (2006) suggested that individual learner differences such as working memory may mediate the effect of recasts. Among the interactionist studies by Long and many other researchers (e.g., Lyster, 1998a, 1998b, 2004; Philp, 2003; Seehouse, 1997, Van den Branden, 1997), different perspectives of recasts have been examined in various instructional settings. It is likely that in the EFL context, the negotiation of meaning may be less prevalent due to EFL learners' having fewer opportunities to receive the target language or to their limited language proficiency (McDonough, 2004; Phillipson, 1992). As long as EFL learners learn the language in a classroom setting, the interaction between the teacher and the students

still exists and likely has an important influence on their language learning (Pica et al., 1996).

Recent trends in recast studies have emphasized L2 learners' perception of recasts and their noticing of the gap between their incorrect utterance and the target language provided by their interlocutors (e.g., Carpenter et al., 2006; Philp, 2003). It is believed that through this awareness of the difference between utterances, L2 learners may first notice the components that were either added, deleted or changed in their utterances by their interlocutors (Saxton, 1997). Then, they may establish a hypothesis concerning the usage of the target structure and test it when producing modified output (Swain, 1985). This process of detecting differences in the forms in the utterances may accelerate their acquisition of the target structure. Specifically, it may hasten their ability to restructure their existing interlanguage and consolidate the linguistic structures that L2 learners already partially know.

Unfortunately, recasts in EFL contexts are seldom explored. It is likely that in these contexts, recasts may become another important source of input or modified input (Long, 1986) for language learners since EFL/FL learners' exposure to the target language is generally limited to the classroom (Pica et al., 1996). For that reason, recasts may play a more important or a significantly different role in EFL/FL learners' language development than they do in the SL context, where learners may receive large amounts of input outside the classroom as well. Studies have also shown that peer interaction in ESL may elicit more negative or corrective feedback such as recasts or clarification requests because students' proficiency levels may vary and the interaction may create more opportunities for more negotiation of meaning. With the increase of more meaning negotiation, learners must produce more output to convey

their meaning, and this may also lead to more occurrences of corrective feedback including recast. (Mackey et al., 2003; Oliver, 1998; Shehadeh, 1999).

As noted above, the majority of recast studies have focused on the analysis of L2 learners' utterances as well as learner variables. One of the conclusions of the recast literature is that recasts are the most commonly used feedback in language or content-based classrooms (e.g., Lyster, 2002, Lyster & Morris, 2006). From the perspective of social-constructivism, learning is a process of knowledge construction not through interaction but in interaction (Hampel, 2006). In other words, EFL learner perceptions of corrective feedback may not only be affected by their language proficiency or their current state of interlanguage only but they are also significantly impacted by their personal relationship with teachers or peers, for example (Morris & Tarone, 2003). Furthermore, EFL learners' perceptions of recasts may correspond to their receptivity and the eventual uptake of feedback. Since students' learning approaches have shown to be affected by their conceptions of learning (Van Rossum & Schenk, 1984), it appears sensible to "look for parallel related constructs of teaching" (Kember & Kwan, 2000, p. 470). Teachers' common use of recasts may also reflect their teaching and learning philosophy, which may be derived from their past learning and teaching experience. If teachers' conceptions of their teaching approaches can be identified, then the influence of these conceptions may show how teachers' beliefs or values of teaching lead to various applications of the teaching approaches and the types of feedback they use in the classrooms. As Sheen (2004) noted, further investigation of teachers' approach to their use and provision of corrective feedback in particular recasts should be taken into account. Moreover, it is important to understand teachers' perception and their beliefs about recast because it

has been the most popular type of feedback in second language classrooms.

In short, these socio-cognitive instructor variables have not been well examined. It can never be emphasized enough how important the teacher's role is particularly in the EFL classroom. Furthermore, teachers' nativeness and their manner of providing feedback are likely to significantly affect EFL students' language learning and their perception of the target culture. The results of this study confirm that teacher nativeness indeed plays a significant role with regard to EFL learners' perception of and receptivity to recast. Students paid more attention to NS teachers' recasts and remember the correct utterance better based on interview data. They were more emotionally and cognitively charged when receiving recasts from NS teachers. However, there were a few salient counter examples to the main finding. For instance, some students mentioned that NNS teachers' recasts were more impressive to them. To these students, NNS teachers' recasts were more effective partly because they were slower and they were framed in terms of a contrast to the equivalent Chinese form or expression.

1.3. ORGANIZATION OF THIS THESIS

In Chapter Two, learning theories associated with recasts are examined along with studies exploring learners' variables such as developmental readiness and students' perception of teacher recasts in different forms of dyadic dialogues. Recast studies conducted in a variety of settings are reviewed as another important part of the theoretical background of this study. Therefore, an overall review of literature pertaining to teachers is included to establish the framework of the potential teacher-related factors particularly concerning teachers' personal characteristics such

as nativeness. Finally, two research questions raised from the literature review are proposed.

In Chapter Three, the research methods and the rationale of the methodology used in this study are presented, secondly details the data collection as well as gives a detailed description of the research sites and participants. Next, the methods of data analysis including coding are explained, and definitions of categories are summarized. Finally, the credibility of the data is discussed.

In Chapter Four, the findings are divided into two main sections: 1) classroom recasts in the EFL setting.; and 2) categories related to EFL learner perception of teacher recasts. The first section addresses the frequencies of recasts in each of the six classes in addition to the frequencies of types of corrective feedback based on the conceptual framework establish by Lyster (1998b). A comparison between recasts and other types of corrective feedback such as elicitations shows that teachers' use of different types of feedback may correlate to their nativeness and nonnativeness. An analysis of the recast contexts is presented, including the frequencies and types of errors. The second section is a combination of all the categories and sub-categories related to teachers. Categories were identified from interview data and/or recast episodes from classroom observations. The recast episodes are examples to illustrate and further verify the identified categories.

Chapter Five begins with a general conclusion for this study. That is followed by a discussion of the gap between teachers' intention of error correction and student perception of teacher recasts. The final section is devoted to teaching implication, limitations, and future implications for recast research.

Chapter 2: Literature Review

This chapter begins by laying out the theoretical framework of recasts by reviewing relevant learning theories. Next, studies in recasts and definitions of recasts from both first and second language learning are presented along with the operationalized definition of recasts for this study. Third, studies regarding students' noticing of recasts and literature pertaining to teacher factors such as nativeness and classroom management are reviewed as further support for the conceptual framework of this study. The chapter ends with two research questions.

2. 1 RECASTS AND LEARNING THEORIES

Many theories have been proposed to explain how learners acquire a second language. Among these theories, several have implications for recasts, including the Input Hypothesis (Krashen, 1985), the Noticing Hypothesis (Schmidt, 1990), the Direct Contrast Theory (1997), the Interaction Hypothesis (Long, 1996), and the Output Hypothesis (Swain, 1985, 1995). These theories explain the mechanism of language learning from different angles. For instance, the Input Hypothesis asserts that second language learning is implicit and that the language knowledge learned through instruction can only be used for monitoring and editing the output. The Noticing Hypothesis, on the contrary, asserts that second language (L2) learning takes place when the learner's consciousness is raised or the learner's awareness of the target language is addressed. All of these theories and hypotheses to a greater or lesser extent contribute to the conceptual background as well as to theoretical framework of recasts.

2.1.1. The Input Hypothesis

Input, either in the form of listening or reading, is the main resource for L2 knowledge for L2 learners (Mackey and Gass, 2005). Krashen (1985) stated that a second language is acquired by understanding messages or obtaining comprehensible input. He further explained that learning second languages is unconscious and incidental. Thus, formal instruction has no impact on L2 development. The role of teachers is to provide L2 learners with sufficient comprehensible input. Krashen's hypothesis asserted that by exposing learners to language at or beyond the level of their current linguistic knowledge, the learners acquire the grammatical knowledge embedded in the input. Although Krashen claimed that language acquisition may not involve awareness or consciousness, his hypothesis developed with the element of noticing. He first posited three stages with respect to how input is converted into intake (i). The first stage is comprehending an L2 i+1 form. The second stage is noticing a gap between the target language or the i+1 form and the learner's IL (Interlanguage) system. The final stage is the eventual reappearance of the i+1 form with minimal frequency. (Krashen, 1983, p 138-139). Thus, it is likely that when receiving comprehensible input, learners have to comprehend and then further notice the input, which may become the apperceived input (Gass, 1988). Apperceived input is then converted into intake that gives rise to the acquisition of the target language. In other words, language acquisition is not only a result of implicit learning but learner's awareness or noticing of input also plays an important role.

2.1.2 The Noticing Hypothesis

The Noticing Hypothesis states that being aware of input plays a more significant part in language learning. In contrast to Krashen's dual-system hypothesis,

the Noticing Hypothesis stresses the necessity of awareness in acquiring a language. When learners obtain target language input of the target language, it is critical that they be aware of what they are receiving. Schmidt (1990) proposed the Noticing Hypothesis, which states that the noticing of input or information is necessary for second language learning. He indicated that although both conscious and unconscious processes are involved in language learning, consciousness-raising during the process of language learning plays a significant role in the process, and unconscious learning may have been overestimated by scholars like Krashen. Schmidt (1990) recognized the possibility of implicit learning in second language but emphasized the impact of conscious learning in second language acquisition. According to Schmidt (1990) understanding or awareness of information is not peripheral to learning. Schmidt (1995) further noted that the idea that second language learning is implicit and unconscious is "interesting theoretically but of little practical value" (p.45). He emphasized that awareness or noticing is still crucial to second language learning because the limited and selective attention is more likely to constrain L2 learner's cognitive processing of incoming information. The concept of noticing identified by Schmidt (1990) includes no variation with regards to the impact of task types. Nevertheless, Robinson (1995) further indicated that if noticing involves "detection plus rehearsal," a result of the allocation of attentional resources to complete the task at hand, it may act to initiate the process of responding to different tasks and further differentiate how the input is encoded in the long-term memory.

While there is still some debate concerning whether learners can attend to form and meaning simultaneously, some studies of first language (L1) acquisition have suggested that young learners compare differences between their incorrect speech and

the positive input provided by their caretakers (Farrar, 1990, 1992; Saxton, 1997). Furthermore, L1 learners may incorporate the corrected linguistic structure into their immediate output or during later interactions. However, these findings are mixed.

2.1.3. The Direct Contrast Hypothesis

Given the importance of input in language learning, researchers have debated what constitutes input and the relative value of various types. Whereas a branch of acquisition theories has insisted that only positive evidence or modeling can serve as the input (Chomsky, 1968), some researchers have argued that negative input/evidence is also necessary and facilitative of language learning (Schachter, 1984, Saxton, 1997). Positive evidence is the input or the well-formed sentences of the target language that learners receive (Gass, 1997). With research rooted in L1 acquisition, Saxton (1997) proposed the Direct Contrast theory, which supports the notion that in addition to positive evidence or modeling, negative input/evidence may contribute to language acquisition as well. Long (1996) defined negative evidence as evidence that learners obtain which indicates that an utterance is unacceptable in the target language. On the one hand, nativists have claimed that linguistic information (i.e. positive input and negative evidence) is the only available resource of input for language learning, and that for children, both positive input and negative evidence are the same. On the other hand, the findings of Saxton's (1997) study suggest that negative evidence is more effective in encouraging or promoting children's adaptation of correct forms than is positive input. The assumption behind the Direct Contrast Theory is that "the child can make relevant comparisons between aspects of her own speech and those produced by the adult" (Saxton, 1997, p. 157). Put another way,

negative evidence provided through recasts by adults fosters young learners' acquisition of the correct form.

2.1.4. The Interaction Hypothesis and the Output Hypothesis

Two additional important learning theories associated with recasts are the Interaction Hypothesis and the Output Hypothesis, both inspired by the Input Hypothesis. Of the three positions that SLA research has taken to explicate language learning, the weak-interface position, which later became the Interaction Hypothesis (Long, 1996), contends that there is an interface between the learners' linguistic knowledge and the external linguistic environment. That is to say, second language acquisition not only occurs solely due to the learners' access to the Universal Grammar (Chomsky, 1981) or the Language Acquisition Device (Krashen, 1985). The Interaction Hypothesis, proposed by Long (1996), states that interactions is crucial in the process of language development because it facilitates learning by connecting "input, internal learner capabilities, particularly selective attention and output in productive ways" (p.452). Through meaning negotiation between L2 learners and more proficient speakers or NSs, the learners force themselves to be understood by their interlocutor. In doing so, learners attempt to produce the utterances that go beyond their current level. Theoretically, through this interaction L2 learners notice the information gap between their output and the signals they receive from interlocutors by cues such as recasts, confirmation checks or requests for clarification. As Mackey (1999) stated, "Through the resulting interaction, learners have opportunities to understand and use the language that is incomprehensible. Additionally, they may receive more or different input and have more opportunities

for output" (p. 558). In other words, the output that learners produce during interactions as well as the input they receive is associated with their L2 development and may facilitate their language acquisition.

This Output Hypothesis, proposed by Swain (1998), suggests that output may function to force learners to process the language in depth with more mental functioning because learners have to attend to what they perceive during this two-way flow of information exchange. According to Swain (1998), in this process, learners notice a hole or "a gap between what they want to say and what they can say, leading them to recognize what they do not know and what they know only partially" (p. 126). This noticing of the gap eventually results in their attention to the form and the acquisition of the language (Long, et al., 1998; Mackey, 1999; Pica, 1994).

The learning theories reviewed above are mainly derived from the perspective of cognition without taking any socio-cultural components into account. Factors like learners' emotional states during interaction are excluded. It is likely that the affective factor has some type of influence on the way learners perceive the responses of their interlocutors. Furthermore, in a second language learning setting, students may look to their teachers for emotional support when their language proficiency has not achieved certain level. Similarly, variables such as teachers' teaching methods or the relationship between teacher and students may significantly influence the language learner perceptions of corrective feedback.

2.2 RECASTS AS CORRECTIVE FEEDBACK

Many interaction studies address interactional feedback, sometimes referred to as corrective feedback, and its potential effect on L2 acquisition. Many types of

interactional feedback have been explored and identified by researchers through a variety of methods such as observational studies (e.g., Lyster, 1998a, 1998b; Lyster & Ranta, 1997; Lyster, 2002), and experimental and quasi-experimental design (e.g., Carpenter et al., 2006; Han, 2001; Iwashita, 2003; Leeman, 2003; Long et al., 1998; Mackey, 1999, 2003; Panova & Lyster, 2002; Philp, 2003). These studies have investigated how feedback impacts learners' perceptions as well as their learning of the target language. Moreover, research has also suggested that for language learning, the task type and the target structures affect the effectiveness of feedback types on language learning (Revesz & Han, 2006). Among the research on corrective feedback are studies by Lyster that focus on the negotiation of form (Lyster, 2002, 2004). Several other researchers have examined feedback types by using different approaches that are subtly different from Lyster's categories (Van den Branden, 1997). However, recasts have been regarded as a type of interactional and/or corrective feedback even though there has also been debate on whether recasts provide positive or negative evidence or both (Han, 2001, Leeman, 2003, Long et al., 1998).

Ethnographic research on the efficacy of recasts has shown that recasts are not more beneficial to interlanguage development than other types of corrective feedback such as metalinguistic cues or the request for clarification albeit recasts are the most frequently used feedback type in the classrooms particularly for young learners in the content-based classrooms. For example, Lyster and his colleagues conducted most of their studies in corrective feedback in the context of a French immersion (FI) program in Canada (e. g. Lyster & Ranta, 1997; Lyster, 1998a; Lyster, 1998b; Lyster & Mori, 2006). Most of the participants in these studies were French L2 learners at the primary level. Almost all the studies conducted in FI classrooms have been observational.

Frequencies of turns and feedback types as well as learner's uptake are usually the foci of these studies. Learner uptake, according to Lyster and Ranta (1997), refers to "different types of student responses immediately following the feedback" (p. 574). Most of the lessons observed in Lyster's studies have been in the content-based classroom. Lyster has argued that most of the conversational breakdowns which are regarded as negotiation of meaning (Long, 1983, 1996) should be regarded as the negotiation of form. Regardless of the distinction, the interactional feedback types that have been defined and categorized by Lyster are recasts, explicit error correction, and prompts (Lyster & Mori, 2006). Lyster defines prompts as the following four feedback types: clarification requests, metalinguistic feedback, elicitation, and repetition. These four types were first defined as negotiation of form (Lyster & Ranta, 1997). Confirmation check is not listed as an interactional feedback type, likely due to its frequent co-occurrence with recasts (Oliver, 2000). Through his research, Lyster found that recasts, albeit the most popular feedback type in instructional settings, were not the most effective form of feedback and rarely led to learner uptake.

Although recasts have been explored with respect to factors that affect their efficacy, there are additional elements that need attention. One of the criticisms of recast studies has been the neglect of these social or socio-cognitive factors (Ellis & Sheen, 2006). It is undeniable that the social factors such as the interpersonal relationships among learners in which recasts occur would impose a certain level of effect on teacher's provision of and the L2 learner's use of the corrective feedback during interactions. Social factors may impede or enhance the effectiveness of corrective feedback for students' language development. For example, Morris and Tarone (2003) conducted a study investigating the influence of classroom dynamics

on students' perceptions as well as interpretations of recasts. Twenty-three students participated in this study. The more proficient students were paired with the less proficient ones, and students were asked to finish a jigsaw task. Based on interview data, it was shown that students' interpersonal relationships indeed affected their perceptions of and their receptivity to recasts. Some less proficient students totally ignored the recasts provided by the more proficient students simply because they perceived the recasts to be a sign of mockery. Further research is needed to explore how the socio-cognitive factors such as the relationship between teacher and student may impact the learner's receptivity to as well as the effectiveness of recasts.

Corrective feedback has been given the broadest range of different meanings from any responses to students' erroneous utterances to the specific elicitation of learners' reformulated utterances. Moreover, researchers have examined the necessity of corrective feedback as it may prevent the formation of fossilization of errors learners may make in second language learning (Gass, 1991). In addition, corrective feedback is categorized in terms of its explicitness and implicitness. Researchers often use the terms implicit negative feedback and corrective feedback interchangeably, which may cause ambiguity. Corrective feedback can be broadly defined as "any teacher's behavior following an error that minimally attempts to inform the learner of the fact of error" (Chaudron, 1988, p. 150). Thus, any linguistic or paralinguistic cues such as a direct request for clarification, facial expression or a rise in intonation that notifies learners of the occurrence of the errors may all be categorized as corrective feedback. However, students may not be aware of the feedback or may not respond to it. Lightbown and Spada (1999) refer to corrective feedback as "Any indication to the learners that their use of the target language is incorrect" (p. 171). This definition

corresponds to that of Chaudron (1988) by encompassing a wide range of responses from the teacher even including the nonlinguistic clues in interactions.

Various types of corrective feedback (e.g., the request of clarification, confirmation check, and recasts) also entail varying degrees of explicitness or implicitness. Although researchers have debated whether recasts are implicit or explicit corrective feedback, recasts are most frequently considered to be implicit primarily because they may not be as salient as other types of feedback. Lightbown and Spada (1999) indicate that corrective feedback can be unambiguous by providing explicit error correction, for example; or can be implicit through the provision of the correct form by the teacher as a recast. Given the types of negative evidence proposed by Long (1995), Oilver (1995) referred to corrective feedback as implicit negative feedback and argued that the negative evidence that many studies have examined is influenced by assumptions about directive negative evidence as proposed by Chomsky (1981) and that the implicit information concerning the incorrectness of speech, which could function as a type of negative evidence, has been ignored. Oliver further defined the reactive negative evidence as a type of negative feedback. Because recasts were in the subcategory of implicit negative evidence, they were then regarded as a type of implicit negative feedback. In the same vein, Oliver (2000) stated that reactive negative evidence was described as negative feedback because "Reactive negative evidence highlights differences between the target language and a learner's output…" (p. 120). Hence, any response that contrasts the difference between a learner's non-target like utterance and acceptable target language usage may be considered implicit negative feedback. Based on this concept of feedback, many interaction studies have addressed recasts as implicit negative feedback and/or

corrective feedback (Ayoun, 2001;Ishida, 2004; Iwashita, 2003; Long et al, 1998; Lyster & Ranta, 1997; Lyster, 1998a; Lyster, 1998b; McDonough, 2005; Oliver, 1995, 2000; Sheen, 2004; Sheen, 2006).

Of special interest in interaction studies is the potential contribution of corrective feedback to second language acquisition due to the insufficiency of comprehensible input necessary for language acquisition to occur. Gass (1991) purported that the input that learners received would not become intake if it were not "consciously" noticed. Through the noticing process, learners are able to compare the mismatches between the target language and their existing interlanguage knowledge. Tatawy (2000) indicated that for Gass, corrective feedback serves as "an attention getting device" (p. 4). Furthermore, Gass (1991) suggested that the lack of corrective feedback may lead to fossilization of errors. Nevertheless, when regarding recasts as negative feedback with the integration of additional cues instead of viewing them as negative evidence only (e.g., Doughty & Valera, 1998; Oliver, 1995; Long & Robinson, 1998), the saliency concerning the corrective function of recasts is enhanced. With additional clues, learners appear to be more aware that recasts point out incorrect utterances (Doughty, 1999).

2.3. RECASTS AND LEARNER UPTAKE

Many studies have investigated ways that learners respond to corrective feedback. These learners' responses are called learner uptake. Studies of immersion classrooms conducted by Lyster and his associates suggest that recasts may not be conducive to L2 learning, particularly for young learners. The learning context of many of his studies was in the immersion classroom. Lyster based this conclusion on

the low rate of uptake following teachers' provision of recasts in the content-based immersion classroom. Lyster and Ranta (1997) aimed to examine corrective feedback and learner uptake. They identified error types and different types of feedback, including recasts. The error types identified in the study were phonological, lexical, grammatical, or multiple (i.e. more than one type of error occurring in a single turn). The data came from observations of the immersion classrooms at the elementary level in Canada. Teachers in these classrooms appeared to use recasts frequently. The results showed that the immersion learners were not able to notice the gap between their own utterances and the correct forms provided by teachers, due to the similarity of recasts to another type of corrective feedback, repetitions. In addition, it appears that certain types of errors seemed to correlate with recasts and learner uptake of recasts appeared to be low. Furthermore, researchers concluded that recasts may work better for more proficient and adult learners who are able to recognize a recast as corrective feedback, not simply as an restatement of the learner's original utterance.

Panova and Lyster (2002) conducted a study of patterns of corrective feedback and uptake in an adult ESL classroom. Based on the six types of corrective feedback identified by Lyster and Ranta (1997) (explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition), and two types of learner uptake, namely uptake with repair and uptake with need-repair (Panova and Lyster, 2002, p. 576), the study investigated the types of feedback used by teachers. The results indicated that there were seven types of corrective feedback used by the teacher including the six types of corrective feedback identified by Lyster and Ranta (1997) whereas recasts and translation were the feedback used the most frequently.

Panova and Lysters (2002) categorized translation as a recast response "due to

their similar function of reformulating nontarget learner utterances" (Panova & Lyster, 2002, p. 582-583). The results of the Panova and Lyster's study showed that more than half of the feedback turns were recasts (55%). In response to learner uptake moves, recasts composed 40% of the total feedback. Thus, the researchers found that teachers utilized recasts much more frequently than any other type of corrective feedback in the classroom.

Researchers have put forward several explanations for the frequent use of recasts by teachers. One reason is that for students with low proficiency level other types of corrective feedback moves such as clarification would require too high a level of learner response. In other words, when teacher attempts to clarify a student's utterances, it forces a student to produce more utterances to respond to the teachers' clarification. This forced output would be very challenging for low achievers in particular and may create a breakdown in the interaction. Another perspective derived from the Panova and Lysters (2002) study highlighted the learner's readiness for acquiring the target structure that recasts emphasized. The researchers concluded that more proficient learners may pay attention to recasts and take them as negative evidence. On the other hand, the positive evidence that recasts provide would be more appropriate for less proficient learners. Lyster (1998b) examined four error types (grammatical, phonological, lexical, and unsolicited use of the first language), and their relationships to three main feedback types (negotiation of form, recasts, and explicit correction) as well as to learner repair. Even though the focus of that study was not about learner uptake, the types of repair produced by learners could still be identified as uptakes since they included repair of non-target items as well as utterances that still needed repair (Lyster & Ranta, 1997). The findings of Lyster's

1998b study suggest that when grammatical and phonological errors occur, teachers tend to use recasts. When dealing with lexical errors, negotiation of form was utilized more often than recasts. With respect to the pattern of corrective feedback and repair of learner errors, most phonological repairs were learner repetition following a recast. Most of the grammatical and lexical repairs were peer and self repairs that followed negotiation of form. Given the ambiguity of recasts, researchers have argued that some lexical errors are often regarded as alternatives to the learner's ill-formed utterance. In conclusion, two patterns of corrective feedback have been frequently noted in the literature. First, teachers prefer to use recast in response to grammatical and phonological errors but prefer negotiation of form to correct lexical errors. Second, recasts appear to precede phonological repairs while negotiation tends to precede grammatical and lexical repairs. Furthermore, recasts may not be an effective method of corrective feedback for young learners due to their implicitness and the potential positive evidence they provide the learners. In other words, young learners may not pay attention to recasts as negative feedback.

Lyster (2004) investigated whether Form-Focused Instruction (FFI) improved French students' accuracy of grammatical gender. More specifically Lysters (2004) examined the effectiveness of FFI with and without corrective feedback focusing on recasts and prompts (i.e. elicitation, metalinguistic cues, clarification request, and repetition). The results of the study showed that learners did not benefit from recasts as much as they did from prompts. The researcher argued that the ineffectiveness of recasts may be due to the ambiguity of gender errors in the recast or the difficulty learners had in noticing the morphosyntactic errors in recasts. It appears that recasts are not regarded as effective in enhancing young learners' language acquisition due to

their implicit nature and to the low frequency of learner uptake. However, the lack of learner repair may not suggest that learners do not attend to corrective feedback.

Ellis, Loewen and Erlam (2006) studied the effects of implicit and explicit corrective feedback (specifically recasts) on the acquisition of L2 grammar. They argued that some recasts were quite explicitly corrective and the feedback supported explicit error correction. The purpose of this study was to see if explicit error correction in the form of metalinguistic information was more beneficial to students' acquisition of grammar than implicit feedback in the form of recasts. The results indicated that the metalinguistic group differed significantly from both the recast and the control group in promoting students' grammatical learning.

2.4. RECASTS AND INDIVIDUAL DIFFERENCES

The recast literature has mainly focused on learners' psycholiguistic processes by examining the treatment of recasts and how students respond to recasts from their interlocutors. However, individual learner differences such as language aptitude, general motivation and attitudes toward correction could affect learner receptivity to corrective feedback as well as the effectiveness of recasts (Ellis & Sheen, 2006, p. 591). DeKeyser (1993) suggested that the most predictive individual difference variables with regard to L2 learners' overall achievement are aptitude, motivation and anxiety. Other individual difference variables include personality and field dependence.

Individual learner differences that have been explored throughout the studies of recast and other studies are the following: age difference, developmental readiness,

and working memory, which is regarded as a component of language aptitude (c.f. Oliver, 2000; Doughty & Valera, 1998; Mackey et al., 2005). Oliver (2000) performed a study investigating the effectiveness of negative feedback (NF) in the form of recasts on different-aged groups in two participatory structures: teacher-fronted lessons and pair work. The findings showed the conformity of two of the four features proposed by Pinker (1989) for negative evidence to be accounted for in second language acquisition: existence and usefulness. Furthermore, age and context affected the patterns of interaction. Adult learners appeared to receive more NF than young learners, which may be due to their greater cognitive ability to "make use of this feedback, at least in the beginning of acquisition" (p. 143). Nevertheless, there was no significant difference between the proportion of the negative feedback received by adults and young learners.

Another important individual learner difference is developmental readiness. Unlike the construct of language proficiency, developmental readiness refers to L2 learners' capability to acquire the target structures in accordance with their existing language ability; developmental readiness has been identified as an important factor in effectively receiving recasts. Many studies have suggested that recasts are more effective when L2 learners are developmentally ready to acquire the grammatical structure (Han, 2001). In other words, learners' current IL system would impact their perception and receptivity, to which their selective attention may be related since for less proficient learners, the more difficult linguistic form would require greater cognitive capability for processing information or input. In many studies, developmental readiness was often based on the sequence of acquisition of grammatical morphemes proposed by Pienemann and Johnston (1987), in particular

question formation (e.g., McDonough & Mackey, 2006). That is to say, developmental readiness often refers to L2 learners' current linguistic knowledge. Mackey (1999) suggested that using question formation to measure L2 learners' language development may be limiting and problematic. She noted that other measures should be used when assessing L2 learners' developmental readiness.

In short, the above view of individual differences reviewed in the previous section demonstrates the complexity of analyzing the efficacy of recasts. Among these individual differences, developmental readiness appears to be drawn on the most frequently and to be considered as critical for recasts to be effective in enhancing L2 learning. Nevertheless, more research is needed to determine and identify the construct of developmental readiness according to L2 proficiency level.

2.5. THE DEFINITIONS OF RECAST AND THE TERMINOLOGY IN RECAST STUDIES

2.5.1. Definitions of recasts

According to the learning theories reviewed in the previous sections, recasts are regarded as implicit negative feedback, and the occurrence of recasts appears to derive from the communication breakdowns during the process of meaning negotiation. Many studies have adopted Long's (1996) definition, which is to reformulate a child's (or learner's) utterance by changing one or more components in the sentence while retaining its central meaning (e.g., Ayoun, 2001; Braidi, 2002; Bigelow et al., 2003; Carpenter et al., 2006; Iwashita, 2003). While the majority of studies appear to define recasts under the framework outlined by Long, there are still some concerns with respect to how the term has been defined in each study and to the subtle differences that the researchers may have imposed on it. Before examining the definitions, four

features indicated by Farrar (1990) should be mentioned since they pertain to the definitions of recasts in both L1 and L2 learning: (1) reformulating the child's utterance, (2) expanding the child's utterance, (3) continuing the topic of conversation initiated by the child, or (4) replying to the child's utterance (p. 609). Mackey and Philp (1998) stated that recasts may be provided under a variety of situations although they adopted Long's notion. They argued that recasts could be provided when the meaning was clear but the form was nontarget-like or when both the form and the meaning were needed for clairifcation. Therefore, recasts may include the rephrasing of a child's or learner's erroneous utterance whether the meaning was transparent or not. Definitions of L1 recast research are summarized in Table 2.1.

Table 2.1: Definitions of recasts in L1

Definitions in L1
Bohannon et al. (1996) ● "A broad set that includes all recasts that display relation between an initial child utterance (Platform utterance) and a recast that expands, deletes, permutes, or otherwise changes the platform while maintaining significant overlap in meaning." ● "The "growth" potential of helping the child learn new relationships" (p. 551).
Farrar (1992) ● The utterances that "parents use in order to explicitly correct the child's sentence by adding syntactic or semantic information" (p. 90).
Morgan, Bonamo, and Travis (1995) ● " Adults' reformulations of children's utterances" (p. 181). Serving as corrective feedback
Long (1996) ● "Utterances that rephrase a child's utterance by changing one or more sentence components…while still referring to its central meaning" (p.434).

Farrar (1992) suggested that recasts were the utterances "in which parents explicitly correct the child's sentence by adding syntactic or semantic information" (p. 90). Recasts defined here entail changes or additions of the morphosyntactical, phonological or lexical items to a child's speech. In Long's version, the child's ill-formed utterances are reformulated by the adults while the meaning is still maintained. This definition seems to partially echo the four features that Farrar (1990)

noted about recasts. Likewise, Oliver (1995) stated that recasts are the correct utterances provided in response to a child's syntactical and semantic errors. In another study, Oliver (2000) further defined recasts as a type of negative feedback which often co-occurred with confirmation checks. Long et al. (1998) indicated that corrective recasts are the target language provided "incidentally" during the discourse in order to clarify the meaning, not to focus on the reformulation of the form in particular. In other words, the meaning is the object of the communication, not the language per se. The definitions by Long and Oliver may represent different concepts of scope with respect to recasts. For Oliver's (2000) definition, recasts frequently occur with confirmation checks, which may suggest that the recasts in this context are more in the framework of the corrective recasts defined by Doughty and Williams (1998). The recasts offered in their study were not only the reformulation of the erroneous utterances but included the repetition and the stressed intonation of the learners' errors. When the interlocutors use confirmation checks before providing a recast, the mismatch between learner's erroneous utterances and the target language provided by the interlocutor may be enhanced; that is to say, learner's attention may be directed to the correct form in the recast due to the confirmation checks. Thus, the efficacy of the recasts would not result from recasts only but also from the confirmation checks.

A third and less used definition of recasts comes from Lyster and Ranta (1997), who referred to recasts as "the teacher's reformulation of all or part of a student's utterance, minus the error" (p. 46). Although Lyster and Ranta (1997) categorized recasts according to their definition of the term, their definition still corresponds to Long's definition in some respects. Lyster (1998b) also defined recasts "as the teacher's implicit provision of a correct reformulation of all or part of a student's

ill-formed utterance" (p. 58). In this context, recasts are still regarded as a type of implicit corrective feedback. Bohannon et al. (1996), by referencing the narrowed sense of recasts proposed by Morgan et al. (1995), gave recasts a similar but slightly broader definition. They argued that recasts can include any utterance that shows the relationship between the child's utterance (platform utterance) and the subsequent utterance in which an adult expands, deletes, transforms, permutes, or changes the platform while preserving the original meaning. According to Morgan et al. (1995), the purpose of recasts is not for the reformulation of the utterance but for "children to learn new relationships" (p. 551). Thus, recasts not only provide young learners with positive evidence or modeling but also involve the establishment of interpersonal relationships. However, it is obvious that all these definitions of recasts in L1 and L2 learning are subtly different but are all rooted in the context of meaning negotiation. Recasts defined in the context of first language learning occur during the interaction between the parent/caregiver and the child whereas recasts in second language contexts are provided mostly by a teacher, a more proficient peer (Morris & Tarone, 2003), or a native speaker (Braidi, 2002).

When comparing the definitions put forth by researchers in L1 and L2 acquisition, it appears that the definitions of recasts proposed by L2 researchers are more restricted than those proposed in the L1 literature (Nicolas et al., 2001). Definitions of recasts in L2 are summarized in Table 2.2.

Table 2.2: Definitions of recasts in L2 literature

	Definitions of recasts in L2
Ayoun (2001)	"Verbal corrective feedback provided during the course of an interaction, in naturalistic or instructional settings" (p. 227).

Bigelow et al. (2006)	"Recasts, which provide an immediate correct reformulation of a learner's erroneous utterance, can direct learner attention to nontarget components of their speech at moments when they focus on meaning" (p.669).
Braidi (2002)	"Incorporating the content words immediately preceding incorrect NNS utterance…changing and correcting the utterance in some way (e.g., phonological, syntactic, morphological, or lexical)" (p. 20).
Carpenter et al. (2006)	"The NS's reformulation of all or part of a problematic learner utterance that corrected the error(s) without changing the central meaning of the utterance (cf. Long, 1996; Lyster & Ranta, 1997; Mackey & Philp, 1998)" (p. 218).
Doughty and Valera (1998)	"Grammatical information contained in corrective reformulations of children's utterances that preserve the child's intended meaning" (p. 25).
Ishida (2004)	**"**Corrective reformulations of a child's or adult learner's (L1 or L2) utterances that preserve the learner's intended meaning**."** (Long & Robinson, 1998, p. 23).
Long (1996)	"Utterances that rephrase a child's utterance by changing one or more sentence components…while still referring to its central meaning" (p.434).
Long et al. (1998)	"Corrective recasts: responses which, although communicatively oriented and focused on meaning rather than on form…incidentally reformulating all of part of a learner's utterance." "Providing relevant morphosyntactic information that was obligatory but was either missing or wrongly supplied, in the learner's rendition, while retaining its central meaning" (p. 358).
Long (2006)	"A reformulation of all or part of a learner's immediately preceding utterances in which one or more nontargetlike (lexical, grammatical, etc.) items are replaced by the corresponding target language form(s), and where, throughout the exchange, the focus of the interlocutors is on meaning not language as an object " (p. 77).
Iwashita (2003)	"Recasts are utterances that reformulate an interlocutor's utterance without changing its meaning" (p.15).
Lyster (1998a)	"Utterances that rephrase a child's utterance by changing one or more sentence components…while still referring to its central meanings" (Long, 1996, p. 434).
Lyster & Mori (2006)	"The teacher implicitly reformulates all or part of the student's utterance" (p.271).
Mackey & Philp (1998)	"Utterances which rephrase a child's utterance by changing one or more sentence components (Subject, verb or object) while still referring to its central meanings." (Long, 1996, p. 434).
McDonough & Mackey (2006)	"Recasts are more targetlike ways of saying what a learner has already said" (p. 694).
Oliver (2000)	"Recasts… are a type of "other-repetition" in which a learner's deviant utterances are reformulated, providing a model of the correct form, while maintaining the language learner's central meaning" (p. 120).
Panova & Lyster (2002)	"The teacher's provision of the target language form (i.e., recasts)…"(p. 575).
Sheen (2004)	"Recasts refer to the reformulation of the whole or part of learner's erroneous utterance without changing its meaning" (P. 278).

In first language acquisition, recasts do not only involve the restatement of learners' utterances but also include the expansion of it. Further, it also involves the social development of children as they interact with adults, as Bohannon et al. (1996)

suggested. In L2 acquisition, recasts involve mostly restatement. It seems that the definitions operationalized in the studies are different and may be based on a slightly different conception of recasts from the original construct proposed by Long. For instance, Ayoun (2001) operationalized written responses as recasts, which are different from "verbal" recasts occurring in discourse. Given all the different definitions of recasts in these studies, it may be difficult to identify the function as well as the exact efficacy of recasts on interlanguage development. As Ellis and Sheen (2006) noted, the definitions of recasts are "subtly but significantly different" (p. 580). Some of these definitions stress the fact that recasts are for meaning-oriented contexts (e.g., Bigelow et al., 2003; Long et al., 1998). Nevertheless, definitions of recasts in studies conducted in the immersion programs or task-based interaction may not be specifically confined to communicative purposes. In other words, researchers do not always indicate whether the recasts serve a corrective function or are used only for meaning clarification (e.g., Braidi, 2002; Lyster & Ranta, 1997).

Despite all the subtle differences among definitions of recasts, most of them include the reformulation of a child's or learner's utterance by a caretaker, a NS or a teacher while maintaining the semantic aspect of the message. However, sometimes recasts are used not only to correct but also to clarify both the meaning and the form of the learner's language (Mackey & Philp, 1998, Oliver, 2000). Because recasts are sometimes investigated in combination with other types of corrective feedback such as confirmation checks, the real efficacy of recasts on L2 learner's interlanguage development may be constrained. Thus, **in this study, recasts are operationalized as the target language provided by either a NS or a NNS teacher, immediately following an EFL learner's erroneous utterance, and intended for either**

corrective purposes, meaning negotiation, or both because in the EFL context, recasts may be used in contexts other than meaning negotiation due to the EFL learner's limited language proficiency.

2.5.2. Terminology in recast studies

Many terms have been used interchangeably in the recast research. These terms may cause some confusion concerning the nature of recasts. Two types of input in second language learning have been postulated by Long and Robinson (1998) as the sources of L2 language knowledge: positive and negative evidence (see Figure one). Positive evidence refers to the well-formed sentences that learners are exposed to whereas negative evidence refers to the information that learners receive with regard to the incorrectness of an utterance (Gass, 1997). While there are still debates with regard to which type of input recasts may provide to contribute to learners' acquisition of a second language, findings of several studies indicate that recasts offer both positive and negative evidence (Farrar, 1990, 1992; Han, 2002; Leeman, 2003). At the same time, recasts have been investigated as a type of corrective and/or implicit negative feedback (Oliver, 1995). Implicit negative feedback refers to strategies for meaning negotiation after communication breaks down. However, in this study, recasts are regarded as a type of corrective feedback regardless of the type of evidence that they may provide. Figure 2.1. shows Logn and Robinson's framework for types of input for second language acquisition by Long and Robinson (1998).

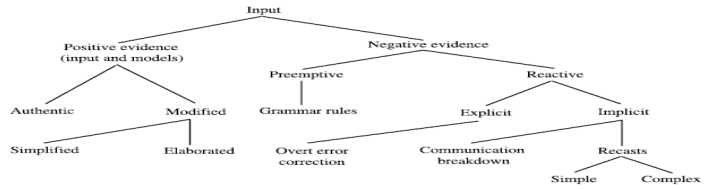

Figure 1. Types of input for second language acquisition. From "Focus on Form: Theory, Research and Practice," by M. Long and P. Robinson, in *Focus on form in classroom second language acquisition,* pp. 15–41, by C. Doughty and J. Williams (Eds.), 1998, Cambridge, UK: Cambridge University Press. Copyright 1998 by Cambridge University Press. Reprinted with permission.

(Nicolas et al. 2001, p. 734)

Figure 2.1: Types of input for SLA (Long and Robinson, 1998)

2.6. TYPES OF RECASTS

Recasts have been explored in various instructional settings using experimental and ethnographic methods. Consequently, types of recasts were categorized according to different criteria. Though some of the categories may overlap, the types of recasts have been classified as the following: corrective, noncorrective, interrogative, or declarative recasts. Farrar (1992) distinguished two types of recasts provided in L1 situations by caretakers in accordance with the corrective function of feedback: corrective and noncorrective recasts. Looking at L2 acquisition, Doughty and Williams (1998) defined corrective recasts as target language provided by teachers, which includes the repetition of the error as well as rising intonation to attract learner attention to the error. Morgan et al. (1995) divided recasts into two main categories: minimal and expanded recasts. Lyster (1998a) analyzed the nature of recasts with data obtained from a previous study (Lyster & Ranta, 1997): two general themes (isolated vs. incorporated, declarative vs. interrogative) and four sub-categories of corrective recasts were coded in Lyster's (1998a) study. Table 2.3 illustrates the type of recasts

that have been identified in L1 and L2 studies.

Table 2.3: Types of recasts in L1 and L2

Types of recasts & definitions	Examples
Farrar (1992): *Two types of recasts* ● **Type I: Corrective recasts:** "Recast that correct a target error" (p. 92). ● **Type II: Noncorrective recasts:** "Recast that does not correct a target but models a target" (p. 92).	● C: The black cat *run* M: Yes, the black cat *is running*. ● C: The black cat M: Yes. The black cat is running.
Doughty & Williams (1998) ● **Corrective recasts:** The teacher repeats students' errors in the utterance with the stressed intonation before providing recasts.	● Jose: I think that the worm will go under the soil. Teacher: I *think* that the worm *will* go under the soil*?* Jose: (no response) Teacher: I thought that the worm would go under the soil. Jose: I thought that the worm would go under the soil. (p. 124)
Lyster (1998a): *Four types of Corrective recasts* ● **Type I: An isolated declarative recast:** "It provides confirmation of a learner's message by correctly reformulating all or part of the utterance with falling intonation and no additional meaning". ● **Type II: An isolated interrogative recasts:** "It seeks confirmation of a learner's message by correctly reformulating all or part of the utterance with rising intonation and no additional meaning". ● **Type III: An incorporated declarative recast:** "It provides additional information by incorporating the correct reformulation of all or part of a learner's utterance into a longer statement". ● **Type IV: An incorporated interrogative recast:** "It seeks additional information by incorporating the correct reformulation of all or part of a learner's utterance into a question". (p. 58-59)	● St: *Oui c'est le assistante.* "Yes, it's the assistant." T3: *C'est l'assistante. Ensuite c'est … ?* "It's the assistant, Next, it's … ?" ● St: *Dans euh … dans I'Ontario.* "Inside Ontairo." T3: *En Ontario? Non. Oui?* "In Ontario? No. Yes?" ● St: *Comme les travaux de toutes les jours.* "Like everyday chores." T3: *Non. C'est pas les travaux de toutes les jours.* "No. Not everyday chores." ● St: *C'est comme le cereale.* "It's like cereal." T5: *Est-ce que tout le monde est d'accord avec ca, que les gallettes de riz c'est comme des cereals? Oui?* "Does everyone agree with that, that rice cakes care like food grains? Yes?" (P. 66)
Morgan et al. (1995): Three types of recasts ● **Type I: Minimal recast** ● **Type II: Expanded recasts** ● **Type III: Related recasts**	● C: Sun fall down. A: The sun fall down? Well, yes, it looks like it. ● C: Lady hat on. A: The lady has a hat on? ● C: Dis a tape recorder. A: There is a tape recorder? ● C: Where is birthday cake?

● **Type IV: Other recasts** (p. 183)	A: Where is the birthday cake? I don't know. (p. 183, p. 190)
Sheen (2006): Two general types of recasts ● **Type I: Multi-move recasts:** They entail more than one teacher feedback move containing at least a single recast in a single teacher turn a. **Corrective recasts**-recasts that are preceded by repetition. b. **Repeated recasts**-recasts that teacher repeats either fully or partially. c. **Combination recasts**-recasts that occur with other corrective feedback except explicit correction. ● **Type II**: **Single-move recasts**: They include only one recast move in a single teacher turn. (P. 371-372)	● S: She pay the money. T: She Pay? She pays the money. ● S: He probably likes…horse or die horse. T: Hm, a race horse? A race horse. ● S: When I lived in New York, I did not need a car. I used transportations. T: Transportation. Uncountable. ● S: He was a musician. T: He's a musician. (P. 371-372)
Long (2007) ● **Corrective recasts:** "a reformulation of all or part of a learner's immediately preceding utterances in which one or more nontarget-like (lexical, grammatical. etc.) items is/are replaced by the corresponding target language form(s),and where, throughout the exchange, the focus of the interlocutors is on meaning, not language as object" (p. 77).	● NS: Oh, Mary said that you went to um- you went to a game by the Fever? Tai: nou tan hi go yEt NS: You didn't go yet? To the Fever? Tai: wat? NS: Did you go to see the Fever play soccer? Tai: Yes NS: When was that? Tai: nat nat nau NS: Oh uh- later? Oh I see. Who else is going? (Sato, 1986, p. 36) (Cited in Long, 2007, p. 77)

Note: M refers to mother. C refers to child. St refers to student. T refers to teacher. A refers to adult. NS refers to native speaker. Tai refers to the child's name in the conversation.

Although many types of recasts have been identified in recast studies, the analysis of discourse has focused on the linguistic components of the utterances. For example, the multi-move recasts identified in Sheen's (2006) study address the erroneous forms of the language uttered by learners and how their interlocutors reacted to their errors with different kinds of recast before the topic of the dialogue shifted. The contexts in which these recasts occurred were not considered including whether the occurrence of a recast may have been due to a teacher's tendency to correct more grammatical errors than other types of mistakes during the course of interaction. Furthermore, based on the examples in Table 2.3, when the teacher

provided recasts, he/she would repeat either the student's incorrect form of the language with a rising tone first followed by a recast (corrective recast) or say a recast with a rising tone, followed by another recast. The contribution of the teacher's rising tone to the student's understanding or noticing of the recast was not taken into consideration. It is likely that due to the teacher's rising tone to indicate the erroneous utterance or emphasize the recast, the student may have been more aware of the teacher recasts.

2.7. STUDIES CONCERNING LEARNER ATTENTION TO RECASTS

Contrary to most of the recast studies carried out in the 1990s, which primarily addressed language structure, another line of research in recasts emerged in the early twenty-first century to find whether students were able to notice recasts during interaction. A few recast studies in recasts addressed students' perceptions of teachers' recasts or other types of corrective feedback in different settings. Mackey, Gass and McDonough (2000) performed a study investigating learners' perception of interactional feedback in a non-classroom surrounding. Learners were asked to have this dyadic dialogue with a native speaker of the target language to complete a task. The researchers coded the types of feedback based on the type of errors that led to the native interlocutor's feedback. The results showed that learners could quite precisely perceive semantic, phonological, and lexical feedback whereas they were not able to notice morphosyntactic feedback. The findings illustrate the types of feedback that learners may perceive in interactions. However, how students perceived teachers' recasts was not specified in this study.

Nabei and Swain (2002) conducted a case study of a Japanese ESL student and

looked at how recasts may have impacted her language learning. In a theme-based classroom in Japan, mixed methods of stimulated recall interviews and various kinds of tests were used to understand the learner's awareness of teachers' recasts and to measure her L2 learning. The findings indicated that the impact of teacher recasts on L2 learning involves many factors beyond the linguistic content of the feedback. Among them are the teaching environment, the context in which interaction takes place, and how the learners' cognition is oriented. Additionally, paralinguistic features and learners' utilization of the feedback also have an impact on the learning effect of recasts. The interaction contexts in Nabei and Swain's study were group (discussion) and teacher-front activities, which are similar to categories such as teacher-led and student-led discussions. Furthermore, their study indicates that the learner would direct her attention to the teacher's comments or to the teacher's repetition of students' speech such as recasts; likewise, in this study some students also mentioned that they would pay attention to teachers' recasts of their peers' non-target-like utterances from time to time.

Oliver and Mackey (2003) studied the interactional contexts and feedback provided in the ESL classroom of young learners. Due to the nature of the study, classroom observations were conduced and the subsequent coding based on COLT (the Communication Orientation to Language Teaching) gave rise to four interactional contexts: focus on content, communication, management, and explicit language. However, the focus of this study was corrective feedback, not recasts.

Mackey, Polio, and McDonough (2004) examined how second language teacher education and experience could be related to teachers' use of incidental focus on form (F-on-F) techniques (e.g. recasts). By coding the F-on-F incidences on the

basis of Elli's (2001) framework, four types were identified including implicit negative feedback as recasts. The findings suggest that teachers' experience as well as their education should be considered in the field of F-on-F initiated by teachers particularly when more experienced teachers use more incidental F-on-F techniques such as recasting. However, this conclusion may not have taken the contexts of recasts or other types of F-on-F (focus-on-form) techniques into account regarding the extent to which teachers' experience and education may impact teachers' use of feedback in different interactional contexts.

Carpenter, Jeon, and Mackey (2006) completed a study concerning learners' interpretation of recasts by using stimulated recall interviews and students' verbal reports to understand how students interpreted recasts. The results showed that student were more accurate in distinguishing recasts as distinctive from repetitions when the incorrect utterances were not removed from the video, which reveals that students' perceptions of recasts were triggered by the nonnative speech uttered by learners. In a word, their study mainly examined how recasts may be more noticeable to students regardless of teacher-related factors. The researchers also indicated that recasts were more noticeable to learners due to the "immediate context of the interaction" (p. 226) and the paralinguistic elements that teachers provided did not impact students' understanding of the feedback. Nevertheless, their study examined learners with an advanced level of proficiency, which may mean that learners are proficient enough to be aware of the distinction between learners' own non-target-like utterances and teachers' recasts to a greater extent than learners of lower proficiency level. Because the majority of the learners in this study were low level speakers of the L2, teachers' nonverbal behaviors and their teaching methods as well as their language use may

have contributed much more significantly to student perception of the feedback, as compared to the more advanced learners.

Dasse-Askildson (2008) designed a study connecting recasts and motivation as an affective factor to understand the role that motivation may play in how beginning French learners perceived recasts. The researchers used a motivation instrument to find whether the degree of student motivation was associated with the effects of recasts on language learning. The findings showed that motivation did not have an impact although the recast group, the group with higher motivation, performed much better than the control group, the group with lower motivation. However, the Dasse-Askildson study provided a rather different insight from the students' perspective when interpreting teacher recasts in the second language classroom.

One characteristic found in all the studies regarding students' noticing and recasts is that learners per se are still the main focus of this line of research and other probable factors which may affect students' allocation of attention are still not considered. For example, students' emotional state and/or their relationships with teachers may have an impact on their noticing of recasts, but these factors have not yet been examined.

2.8. TEACHERS' CHARACTERISTICS AND RECASTS

A few studies investigated whether teacher characteristics may affect student perception of corrective feedback including recasts. Brosh (1996) stressed "the nature of the personal relationship between the instructor and the learner" (p. 127) (cf. Eble, 1988) for language learning. In his study, personality is referred to as all of the individual's unique and stable qualities, which include an individual's physical

appearance, intelligence, interactional capability, cultural attributes, and psychological attributes such as emotional stability. He argued that these qualities are important for teachers if they want to be successful in their classrooms. All the teachers who participated in his study were NNS teachers, and teacher nativeness was not a factor. Another important finding of Brosh's study is that teaching methods and style of managing the classroom are critical factors of successful teaching, as cited by teachers and students. However, issues such as personalities, nativeness, and methods have not been thoroughly explored in terms of students' perceptions of and receptivity to corrective feedback.

Medgyes (1992) was one of the first researchers to claim that while NS and NNS teachers have different advantages and disadvantages, both can be successful language teachers on their own terms. Following this line of study regarding teachers' nativeness or nonnativeness, Arva and Medgyes (2000) conducted a study to investigate the teaching behaviors of both NS and NNS teachers in secondary schools in Hungary. The researchers aimed to see the correspondence between teachers' actual teaching and their proclaimed behaviors in the classroom based on the perceived differences in teaching behaviors of NS and NNS English speaking teachers as outlined in a previous study by Medgyes (1994). Based on the interviews and the classroom observations, the researchers suggested that NS teachers may be more resistant to correcting students' errors and hardly ever pay attention to grammar teaching whereas NNS teachers are more organized in their lessons and have higher expectations of students than their NS counterparts. Furthermore, in that setting NNS teachers appeared to stick to textbooks whereas NS teachers preferred to use handouts. The NNS teachers were also prone to error correction more consistently and to a

greater extent than NS teachers. The findings also showed that NS teachers may elicit more communication in the target language with EFL learners while NNS teachers have the advantage of being able to use the L1 in the classroom to help students understand the target language. NS teachers were able to create a more relaxing atmosphere by behaving in a "non-teacherly" fashion (p. 365).

Another critical component to teachers' success in the classroom is the teacher-student relationship. This relational development can greatly impact students' internal processing of foreign language input. Frymier and Houser (2000) conducted a study of the teacher-student relationship as an interpersonal relationship. They suggested that teachers' verbal and nonverbal behaviors significantly affected their relationship with students.

Classroom management or classroom management strategies are often coined as discipline. Tauber (1999) enumerated six long-tried models of classroom management that have been designated by researchers from fields such as child development and psychology. These models have been derived from a spectrum of philosophical approaches, where Skinner's Behaviorism falls on one extreme and Ransom Rodger's Humanism on the other. The models range from a place for punishment by Dobson (1992) to teachers' effective training (Gordon, 1977), which addresses the communication process between two people, either that between a teacher and a student or a parent and a child. Gordon's model grapples with this interpersonal relationship and the skills needed for the communication. One's affective status is critical to the flow of interaction and is thus a vital element in determining the success of the communication. Hence, the social and emotional competence of teachers will partly mediate student learning and should be taken into

account (Jennings & Greenberg, 2009). This social and emotional competence of teachers also impacts teacher-student relationships as the following excerpt explains:

> Socially and emotionally competent teachers have high self-awareness. They recognize their emotions, emotional patterns, and tendencies and know how to generate and use emotions such as joy and enthusiasm to motivate learning in themselves and others.
> (Jennings and Greenberg, 1999, p. 495)

Thus, classroom management is not only concerned with disciplining students with ways to maintain order in the classroom. Rather, it is also critical for teachers to develop high social and emotional competence, which would be more conducive to increasing students' learning motivation as well as the teacher's passion for teaching, which would likely, in turn, lead to more effective learning. Put differently, students' perception of teacher support in the classroom may contribute to their learning outcome to some extent. This more affective aspect of classroom management may be relevant to how teachers manage their relationship with students and how this relation may either positively or negatively affect their teaching as well as students' learning in the classroom. Nevertheless, the impact of teacher affect on student perception of feedback in general and recasts in particular is not well understood.

In essence, the studies of recasts have mostly addressed L2 learner utterances, the target language provided by the interlocutors (i.e. teachers, peers, and native speakers), and learner perception of recasts. Furthermore, learner-related variables such as individual learner differences (e.g., developmental readiness and verbal working memory), task types, and target structures have also been examined. Factors that have not been explored as much include the teacher-student relationship and ways that some teacher-related variables may affect learner perception of and their receptivity to recasts. As Sheen (2004) noted, "A socio-psychological perspective on recasts…suggests the need to take into account how learners perceive recasts" (p.

295). Although recasts have been identified as the most common type of feedback used in content-based and language classrooms, the providers of recasts, the teachers, have not been the focus of recast studies. Given the important role that teachers play particularly in EFL classrooms, variables associated with teachers may be critical. In the EFL context, instructors are the main sources of input and feedback available to learners, due to the lack of opportunity to use the target language outside of the classroom. Therefore, this study aims to examine teacher-related variables that may affect EFL student perceptions of recasts as well as EFL student receptivity to recasts. Thus, I proposed and tested two research questions.

1. What are the salient characteristics of recasts in the EFL classroom?
2. In what ways do teachers' personal characteristics such as nativeness affect EFL student perceptions of and receptivity to recasts?

Chapter 3: Method

This chapter is divided into the following sections: (1) The rationale for the research methods used in this study (2) The setting and the participants (3) The procedure and the role of the researcher (4) Data sources (5) Data analysis and triangulation.

3.1. THE OVERALL RATIONALE FOR THE RESEARCH METHODOLOGY

The purpose of this study was to explore teacher-related factor that may affect EFL student perceptions of and receptivity to recasts. Given the nature of this study, qualitative research methods have been chosen. Merriam (1998) stated that the qualitative research paradigm is aimed at "understanding the meaning that people have constructed" (p. 7).

Inductive strategies are applied in qualitative research to identify theories, concepts, abstractions, and hypotheses in an attempt to explain the relevant phenomena. Unlike deductive strategies, inductive strategies include a thorough examination and analysis of all data. That is to say, qualitative researchers want to find theories to explain all the data they obtain from the studies (Merriam, 1998). In this study, the Grounded Theory (Glaser and Strauss, 1968) was adopted to uncover the categories that emerge from the data.

In addition to inductive strategies, qualitative research is characterized by the inclusion of fieldwork. Derived from anthropologists' methods for exploring other cultures, fieldwork requires that researchers visit the research site in person in order to conduct observations or interviews. The researchers who conduct field work usually

establish very close relationships with the participants, becoming very familiar with the site in which the research is conducted. Even though I used to be a full-time instructor in the department when the data were gathered, I had been on a leave of absence for three years and needed to re-acquaint myself with the research site and participants. It was important for me to re-establish the relationships with colleagues, and students, and for them to get to know me as a researcher.

The third characteristic of qualitative research is an emphasis on close description of the phenomena under study. Qualitative inquiry focuses on the rich description of the world that people construct, involving all of the people, the contexts, the activities, and other factors that may directly or indirectly impact on or lead to the occurrence of the phenomenon. Therefore, students' comments about the teachers or the classes, and teachers' evaluation of the students, or any evidence that may show the interaction between teachers and students was used as data in this study.

3.2. METHODS AND THE RATIONAL OF THE METHODOLOGY FOR THIS STUDY

Four different methods were employed in this study: classroom observations, individual student interviews, group stimulated recall interviews for students, and teacher interviews. All the observations and interviews were audio- and videotaped for further analysis. Classroom observations gave an overall understanding of the interaction between teacher and students. Through the observations, I was able to see the routines in each class, which helped me to notice and better understand the learning context in each class. Furthermore, classroom observations also provided me with perspectives regarding the interpersonal relationship between teachers and students, for instance, as well as the teachers' classroom management which was not

always revealed in students' interviews. Another reason for classroom observations "is to provide some knowledge of the context or to provide specific incidents, behaviors, and so on that can be used as reference points for subsequent interviews." (Merriam 1998: 96). Conducting classroom observations familiarized me with the larger context of learning and provided me with some starting points for the following interviews with teachers and students. The last reason for conducting classroom observations was for me to establish a personal relationship with the student participants as well as with the teachers. It was hoped that when the students in each class got to know me, they would know me not only as a researcher or as a teacher but also as a friend. In other words, students' feelings towards me could be friendlier and more open than towards their regular teachers. Furthermore, classroom observations also function as a source of data in this study although there are some teacher-related factors that cannot be observed directly or clearly in the classroom, such as the trustworthiness that teachers bring to students when they provide recasts during the interaction. During the classroom observations, field notes were taken to keep track of what happened in the classroom, including all recast episodes that I witnessed during the class. The audio recording and the video clips taped in the observations were used to code the recasts that occurred in each session. The purpose of audio- and videotaping the class was to assure that no recasting episodes were overlooked.

The main sources of data in this study were individual student and group stimulated recall interviews. The purpose of the interviews was twofold: 1) to understand what students perceived in terms of their interactions with teachers in and out of the classroom, and 2) to understand how interactions may have affected students' perceptions of and receptivity to teacher recasts. Because the emphasis of

this study was to examine teacher-related factors particularly their personal characteristics such as teachers' native identity or their teaching methods and how these factors may have had an impact on students' understanding of the feedback from students' perspectives, both types of interviews were semi-structured in order for me as a researcher to gain access to student participants' perceptions and understanding of their mutual interactions with teachers and their perspectives on learning English as a foreign language. With semi-structured interviews, I did not follow the predetermined questions, which imposed too many limitations on the participants' responses. With these semi-structured questions in mind, I was free to ask interviewees other questions that I considered to be critical in understanding their views about their interaction with teachers. Furthermore, semi-structured interviews allowed me to select the questions that were most suitable for the interviewee at the time. It also happened that the questions for both types of interviews had been modified and increased to some extent to obtain the information that I needed to answer the research questions in this study.

Although both individual student and group stimulated recall interviews are the main sources of data used for this study, they revealed different information concerning the interaction between teachers and students. The student individual interviews were to understand students' perceptions of teacher recasts. Students were required to reflect on their interaction with teachers in the classroom, especially when teachers provided them with recasts to correct their errors. Potential categories were identified based on the interviews. Student group interviews in the form of letting students view the video clips and/or listen to the audio-recording of the recasts episodes in class were included for validating as well as obtaining more relevant information with regard to students' perceptions of and receptivity to teacher recasts.

A reflection form for students to fill out after viewing or listening to the video and/or audio-recording was used to elicit students' responses as how they thought the teacher could make the feedback more impressive to them or how they perceived the feedback in the recast episodes.

Teacher interviews were conducted with the purpose of providing me with another perspective when investigating the interactional patterns in the classroom. Semi-structured questions were designed for this type of interview to understand teachers' beliefs in second/foreign language teaching and learning. The same audio recording or video clips viewed by students were shown to teachers as well and a reflection form for teachers was used to keep a record of teachers' perspectives concerning what factors they considered to influence their interactions with students in class. It was felt that teachers' understanding of theories in second language learning may have contributed to their use of the types as well as the frequencies of feedback in the classroom due to this different concepts they held for language learning to be effective. Furthermore, teachers' interviews concurrently revealed teachers' intention of error correction when they provided recasts in class. It was likely that teachers may not have intended to correct students' errors in their utterances when they reformulated learners' non-target language.

3.2.1. Research sites

This study was conducted in three different universities: the Department of Applied English at (School A), the Department of Applied English at (School B), and the Department of Applied English at (School C) in Taiwan. They are all private colleges located in the mid-south region of Taiwan.

I chose School A as one of the research sites because I used to be a full-time English instructor in the department. Thus, it was easier for me to gain access to the target classes because I was familiar with most of the faculty in the department although there were some English instructors who were new to me. For School B and C, I obtained the consent from three teachers in the fall semester of 2008 and in the spring semester of 2009 respectively. Not long after going back to Taiwan to resume teaching in the fall semester 2008 I started to contact potential schools for two more classes in addition to the two in the department at School A.

To secure these research sites, I contacted either teachers or the departmental chairmen in other universities in Taiwan. I preferred schools that were near my hometown because I was also a full-time teacher while collecting data for my study. I was contacted by a native English-speaking teacher at School B first. Henceforth, "native teachers" (NS teachers) means "native English-speaking teachers" (e.g., Americans, British, Australians) and "non-native" teachers (NNS teachers) means "non-native English-speaking" teachers. After talking to the teacher at School B about my project and meeting with his students, he gave me permission to include his class in my study. The school ranking of School B is similar to School A, which implies that students' levels between both schools are about the same due to their English scores of the national entrance exam. Different from the department of School A concerning the components of the faculty as well as the characteristics of the program, the Applied Foreign Languages Department at School B consists of several different foreign language programs such as Japanese, English, and even Korean. There are two English-speaking teachers and one Japanese-speaking teacher in this department. Students at School B have to take classes beyond the requirements in English classes

such as Japanese conversation class. There is only a four-year college program in the day school at School B instead of School A's different programs during the weekdays and on the weekends. There are the day school or the four-year college program, the evening school including four-year college and two-year college program, and the weekend school including the two-year junior college and two-year college program at School A. School B is smaller than School A although both of them are institutes of technology and both are located in the rural area of the two counties in the mid-south part of Taiwan.

Not long after the beginning of the spring semester 2009 I obtained the consent from a native English-speaking teacher at School C, after contacting teachers as well as the chairmen of the Applied English or Foreign Languages Departments of universities or colleges particularly in the mid-southern part or in the southern part of Taiwan. Because of my full-time teaching position at School A, it would be more convenient for me to go to schools in close proximity to conduct my study. Generally speaking, the ranking of School C is also close to that of School A, which suggests that their students' levels are about the same as those at mine. Nevertheless, another non-native teacher who was also teaching a conversation class at School C rejected my request of observing her class. Thus, I contacted my co-worker at School A, who was teaching a speaking class in the two-year junior college program in the Continuing Education Extension on the weekends. Fortunately, she gave me her permission to conduct my study in her class. During this process of finding potential classes for this research, I noticed that native English-speaking teachers were more open to classroom observations while nonnative English-speaking teachers (Chinese natives) tended to be more protective and conservative. It took one school year for me

to collect data at these three colleges.

In conclusion, six classes from three different colleges participated in this study. Three classes were taught by native English-speaking teachers and the other three were taught by non-native English-speaking teachers. One of these three classes taught by English-speaking teachers is in the Continuing Education extension at School A and the other two are in the four-year college program at School B and C respectively. The other three classes taught by NNS teachers are in two different programs: one in the Continuing Education Extension at School A and the other two in the four-year college program at School A and B.

3.2.2. Teacher participants

The six classes participating in this study were taught by three NS and three NNS teachers respectively. In this study, NS teachers stand for native speakers of English from the U.S and NNS teachers stand for English-speaking Taiwanese teachers. Although the majority of the native speakers of English in Taiwan are from the U.S., there are native speakers of English from other countries such as the UK, Australia, and New Zealand. In this study, the comparison of NS and NNS teachers did not only means comparison between their teaching and their interaction with students but also a comparison between American and Taiwanese cultures.

The three NS teachers are all Caucasian males from the United States. These NS teachers ranged in age from the early 30s to the mid 40s. They all have Master's degrees from accredited universities in the U.S. and are referred to by their pseudonyms of Matt, Bob, and Kevin in this study. The first NS teacher, Matt, has been a full-time English teacher at the college level in Taiwan for more than eight

years. He is the most experienced NS teacher compared to the other two. Moreover, he speaks very good Chinese and is able to talk to students in their native language whenever he finds that students do not understand his speech in class. The class he taught was a conversation class at the two-year college program in the Continuing Education Extension at School A. No textbook was used but he copied pictures or worksheets for students and mostly applied information-gap activities or what he called "games" in his class. Unlike the other two NS teachers who are full-time faculty in their departments, Matt is a part-time teacher at School A and has only taught in the Continuing Education Extension. Nevertheless, he is a full-time teacher at another private college in the northern part of Taiwan. Thus, students may not have too many opportunities to talk to him or ask him questions after class. During the semester, Matt also taught another class on the weekend school at School A as well. However, the length of time for each period of class in the Continuing Education Extension at School A is five minutes shorter than that in the four-year college program, which makes each period 45 minutes long.

The second NS teacher, Bob, has been a full-time English instructor at School B for five years. The class he taught was a junior speech class, in which students were required to do several speech presentations during the semester. No textbook was used in this class but Bob developed his own grading criteria and prepared handouts for helping students to develop the ideas about their topics. Before becoming an English instructor at School B, Bob also taught English to young learners at language schools. Before this speech class, he had taught the same group of students many classes such as English reading, English conversation, and English writing since they entered the program. Thus, students have had his classes for the past two years and have known

him for a period of time, which implies that students may be familiar with his requirements as well as with his ways of teaching in class.

The third NS teacher, Kevin, taught a conversation class. He used a textbook entitled "Ideas and Issues" (Sweeny, 2007) as a basis to create power point presentations in class. Most of the time, he would use them to ask students questions and to elicit responses from them. Before this class, Kevin had taught the same group of students the more basic version of this English conversation class for two year. During the semester, Kevin also taught another class, News English. However, different from the other two NS teachers, Kevin was also a homeroom teacher to this group of students. In Taiwan, when a teacher becomes a homeroom teacher, he/she has to monitor students' attendance as well as take care of any problems in their academic lives at school. Furthermore, there are certain duties that a homeroom teacher has to fulfill such as paying visits to students off campus once every semester. Thus, it also implies that students may have a much closer relationship with him because he not only taught them different classes for several years but was also like a "babysitter" or a teacher, who they could go to for any problems that they had in their lives at school in particular.

The other three NNS teachers are all full-time faculty in their departments. The one male and two females have had a lot of teaching experience. Their pseudonyms for this study are Ming, Ling, and Ping in this study. Ming is Bob's co-worker and taught a sophomore conversation class. He used a textbook entitled "Top Notch (1)" (Saslow & Ascher, 2006) and was also a homeroom teacher of this same class of students. However, he was a new faculty in the department because it was the second year after he had become a full-time teacher at School B that I met

him. Before being an English teacher at School B, he had been teaching English to students of different ages and in different institutes such as language schools. IN addition to being the homeroom teacher of the class, Ming was also in charge of plenty of administrative duties in the department.

Ping and Ling are both my co-workers. They are in their early 40s and early 50s respectively. Ping and I have been co-workers as well as good friends for many years. She has much experience living in the US because she and her husband studied abroad for many years before she became a teacher in the department. In addition, she has also been a full-time English instructor for more than eight years. She used a textbook "Let's Talk (2)" (Jones, 2008) and has been teaching similar classes in different programs for years. The classes that Ping mostly teaches are conversation classes, pronunciation classes, reading classes as well as general English classes. This cohort of students has known Ping since they entered the program because she taught them in the Freshman English pronunciation class. Nevertheless, she was not their homeroom teacher and the class she taught was an English conversation class for sophomores in the fall semester 2009.

Before becoming a full-time faculty in the department of School A, Ling was an assistant professor in the Foreign Languages Department at a public university in Chiayi. After retiring from her previous teaching position, she was employed by school A as a full-time instructor. In addition to the speaking class, she also taught the same cohort of students for the listening and reading class. She was also the homeroom teacher of this class since they entered the program, which implies that students usually had more interaction with her outside of the classroom for their academic affairs. The class that I observed was a speaking class scheduled on

Saturday afternoon right after the reading and writing class. Each session was scheduled as a two-hour class. In this class, Ling used the textbook"Interchange (1)" (Richard, 2004). However, as mentioned in the previous section, the length of time for each period of class was shorter than that in the four-year college program.

3.2.3. Student participants

For the students who participated in this study, most of them were students in the four-year college program while others were in the two-year junior college or two-year college program at School A. All of them were English majors in the Applied English Departments. For those students in the Continuing Education Extension they usually had studied English for at least six years in junior high and in vocational high school before entering the program. Nevertheless, because many of them were enrolled in the weekend school (the Continuing Education Extension) and mostly had full time jobs, they may have graduated years ago from high school before becoming college students. For those students in the four-year college programs at the three schools, few of them were from general high schools. Thus, the English proficiency levels of students from these two different educational systems varied a great deal. For students from vocational high schools, the curriculum addresses the hands-on experience of students entering the job market. In such programs, English is often regarded as just another subject in school, and students are not required to spend too much time studying English. Therefore, students from the vocational school system typically begin the program at a novice or novice-high proficiency level. A description of the participants is summarized in Table 3.1.

Table 3.1: A detailed description of the six classes

School/Program	Class	Year of study	N	Instructor	Student

					s' age
School A /Two-year college/Continuing Education Extension	Conversation	Senior	37	Matt (Native)(NS1)	20-50
School A/two-year junior college/ Continuing Education	Conversation	Freshmen	33	Ling (non-native) (NNS3)	22-65
School A/four-year college/day school	Conversation	Sophomore	39	Ping (non-native)(NNS2)	19-22
School B/ four-year college/day school	Speech	Sophomore	24	Bob (native) (NS2)	19-22
School B/ four-year college/day school	Conversation	Sophomore	42	Ming(non-native) (NNS1)	19-22
School C/ four-year college/day school	Conversation	Junior	31	Kevin (native) (NS3)	19-22

N: the number of students

Students' learning motivation varied a great deal because of this difference between their ages as well as their life experience before entering the program. Most of these students in the Continuing Education Extension had either full-time or part-time jobs. Some of them were even English teachers to young learners and many of them chose to become English majors because of their own interest in the language. Hence, students in this program may have had a stronger motivation in English learning. In addition, some of them had more opportunities to meet with native speakers of English in their work places like kindergartens or language schools and this in turn may have affected their perception of NS teachers to a larger extent than their peers.

In contrast, students in the four-year college program at the day school may not have considered learning English to be as important or interesting. The reason may be that many of them were low-achievers and some of them chose to be English majors because their entering scores were not high enough for them to select majors that they wanted to study. Hence, their learning motivation to learn English was not as strong as those in the weekend school. As mentioned in the previous section, they

usually began the program at a novice or novice-high proficiency level. Due to their lack of interest in the target language, their motivation was low although there were some students who still worked hard in their studies at school. Nevertheless, most of the students that I observed at the day schools were well-disciplined in the classroom and were willing to participate in the learning activities.

3.3. DATA SOURCES AND THE PROCEDURE OF COLLECTING DATA

3.3.1. Data Sources

The data for this study came from the following six sources: 1) student individual interviews, 2) Student group stimulated interviews, 3) Field notes from observations and interviews, 4) Video clips and audio-recording from both observations and interviews, and 5) Reflection forms from students' stimulated recall and 6) Teachers' interviews. Student individual interviews were the main source of data for my second research question related to student receptivity to teachers' recasts albeit no presumed categories were held to define what teachers' personal characteristics were at the beginning. Twenty-four interviews of this kind were conducted at the three colleges. The length of each interview varied according to students' availability for the interview and their ability to elaborate on their answers to my questions. Sometimes the interview lasted for approximately an hour while many of the interviews lasted between 30 and 40 minutes. Nevertheless, I was surprised to see that a few students were very capable of expressing themselves and even had the interviews with me in English. Four students randomly selected from each class participated in this individual interview and most of the interviews were conducted in Mandarin Chinese due to students' limited English proficiency.

Another type of interview, student group recall interviews, gave students the opportunity to view video-clips or listen to audio-recordings and to respond to a set of questions to validate information gained from the individual interviews. The criteria for choosing the audio and/or video recordings for the group interview were that first they must be the recasts that occurred in the previous sessions. However, due to the lack of recasts in one or two sessions, sometimes students had to review the video clips or the audio-recording of the session(s) more than two weeks prior. After viewing or listening to the audio-recording or the video clips, several questions were elicited for them to tell me what they thought about what the recasts that they watched or heard. For example, I would ask them questions like if they realized that the teacher was giving them or their classmates recasts and what would be their reaction if the same recast were provided by a NS or a NNS teacher. In order to increase the credibility of this type of interview, I did my best to invite students who were the receivers of teacher recasts in the audio or video recording to be the participants of the interviews. During each group interview, I asked students to fill out the reflection form after listening to the audio-recording or viewing the video clips so that another type of record of how they perceived teacher recasts and what they thought may have an impact on their perceptions of and understanding of recasts was created for the purpose of validation.

In a similar vein, teacher interviews were conducted by asking teachers to review the video clips or the audio-recording of recasts that were used in student stimulated recall interviews. During the interviews, teachers were also required to fill out reflection forms that focused on what factors they thought may have affected their interaction with students. In fact, teachers' interviews revealed important insights with

respect to teachers' intention of error correction in a classroom learning context, and it is quite opposite to what the research of recasts has suggested. However, the purpose of teacher interviews was to provide me with more perspectives on the interactional patterns concerning the type of feedback that teachers used in these six classes.

3.3.2. The procedure of data collection

3.3.2.1. Obtaining access to schools and target classes

There were six classes as well as six teachers that participated in this project. Among these six classes, three of them were from the department at School A. Before resuming teaching in my department in the fall 2009, I obtained consent from my co-worker, Ping, who was scheduled to teach a sophomore conversation class. Soon after contacting my colleague, I also went to this part-time NS teacher in my department who was scheduled to teach the second-year conversation class of two-year college program in the Continuing Education Extension to ask for his consent. Because four more classes were needed for my study, I began to email teachers as well as chairs of different English or Applied English Departments in my proximity. Then, I obtained the permission to observe classes and interview teachers and students at the other two colleges, School B and School C. I first received an email from the NS teacher, Bob, asking questions about my study after his chair forwarded my emails to the faculty. After meeting with him and explaining the purpose of my study, I again paid a visit to his class and obtained the consent form from his class. Fortunately, another NNS teacher, Ming, from the same department also allowed me to conduct my study in his class. After the four classes in the fall semester 2008, I needed two more classes for this project. Thus, before the beginning

of the spring semester 2009, I sent out emails to look for potential classes. After corresponding with several teachers as well as chairs of departments, I obtained the consent from Kevin, the third NS teacher. Nevertheless, because the NNS teacher from Kevin's department who was teaching another conversation class in the same semester did not give me her permission, I went to a NNS teacher in my department for the possibility of participating in my study. She then allowed me to observe her class as well as interview her and her students. For both the third NS and the third NNS teacher, I obtained their agreement two weeks after the spring semester began.

3.3.2.2. Observations and interviews

3.3.2.2.1. Observations

As a researcher as well as a teacher,I needed to establish a good relationship with the students. Thus, when I first started observing a class, the teacher would ask me to briefly introduce myself to his/her students and state concisely what I was going to do in class. In addition, I also needed to assure them that what I would be doing in class would definitely not affect their grades. For students from the department at School A, they felt closer to me because I was also one of the teachers in the same department. For those in other schools, I attempted to establish good relationships with them by talking to them after class or during the breaks asking how they had been doing at school or asking if there was any school-wide activity going on at the time. In this way, I was able to establish a rapport with them although I was not a teacher in their departments.

While conducting observations in each class, I arrived before the class began and found myself a seat where most students and the teacher would not feel my

presence so easily if the classroom was big enough. Due to the different educational settings of the six classes, the period of time for each class was also slightly different. For the day school, there were 50 minutes for each period of class. For the weekend school, each class was 45 minutes. In addition, the time for breaks was also different for these two systems, which may have affected the length of class time because students sometimes delayed entering the classroom due to a shorter break.

Students may have felt a little uncomfortable and nervous when I first observed them because I had to audio and videotape the whole session. Some students may have looked at the camera during the class from time to time for the first one or two sessions of observations. However, they grew accustomed to the camera after two or three sessions. I asked teachers to hold the microphone so that the dialogues between them and students would be recorded. When teachers held the microphone closer to students, students may have felt a little awkward and may not have known what to say to their teacher at first. Thus, my observations in the classrooms did have an impact on teacher and students' interaction to some extent.

The NS teachers appeared to be more relaxed during my observations while NNS teachers may have adapted their ways of teaching. NS teachers behaved more naturally and one of them even lost his temper. NNS teachers changed their ways of teaching or classroom management and attempted to be more lenient with their students. I came by this perspective based on my interviews with students, teachers, and the interaction with them outside of the classroom as well as through my own observations. For example, Ling changed her way of teaching the speaking class slightly so that her use of recasts and other types of corrective feedback increased. Therefore, it may affect the credibility of the types of feedback she used in this class

as well. Table 3.2 illustrates the length of time that I spent as an observer in each class.

Table 3.2: Length of time of observations in each class

	NS1	NS2	NS3	NNS1	NNS2	NNS3
Number of observations	8	10	6	9	7	6
Duration of each observation	*Approx. 1.5 hours*	*Approx. 2 hours*	*Approx. 2 hours*	*Approx. 2 hours*	*Approx. 2 hours*	*Approx. 1-1.5 hours*
Note	*Weekend school*	*Day school*	*Day school*	*Day school*	*Day school*	*Weekend school*

While approaching the teachers for their consent, I also requested permission to observe more than five times. In order to obtain as much data as possible, I usually did more than five observations in each class and then selected five sessions that had the most recasts based on my field notes as well as the audio- or videorecording. However, due to the different time frames for these two educational systems, my length of time in the field varied. For these classes in the day school, it was approximately ten hours for each class while for the weekend classes, it was approximately seven to seven and half hours respectively. Among these six classes, the shortest amount of observations, which were in Ling's class were due to the many holidays during the spring semester with a total of five sessions cancelled.

During each observation, I took field notes and also audio- and video-taped each session. I paid attention to recasts that occurred in particular during the class although I also attended to the types of feedback that each teacher used. During each observation, I usually took two to three kinds of notes: theoretical notes, method notes, and personal notes. The first type of notes refers to the theories or concepts, which may apply to what I observed in class. I would note it as a reminder to find out the potential supporting theories which may better explicate the phenomenon that I saw.

However, this kind of notes was rare. The second type of notes, method notes, referred to the ways that could help me better obtain the data to answer my research questions more thoroughly. The type of notes that I took most frequently were the personal notes. In my personal notes, I jotted down my feelings towards teacher and student interactions particularly in the classroom. I also attempted to interpret what I saw in class using my own words in personal notes. In addition to these notes, I also calculated the number of turns concerning these types of corrective feedback that teachers used from time to time in the classroom. After the observations, I retyped my field notes and referred back to the audio and/or videorecording for more reflection from time to time.

3.3.2.2.2. Student individual, student group stimulated recall interviews, and teacher interviews

Two types of interviews were employed in this study to investigate students' perceptions of as well as their receptivity to teacher recasts. One was student individual interviews and the other was group stimulated recall interviews. All the interviews were audio- and videotaped. For student individual interviews, four students who participated in class the most frequently were selected as interviewees. Most of the time I asked the teacher to find the appropriate students for the interviews. However, there were also times when I sought out students who may have volunteered to be the interviewees. Nevertheless, all the participating students were selected randomly either by the teacher or by me according to their attendance in class. Most of the students interviewed were those who usually performed well in their classes. Before each interview, I contacted each student to work out a schedule. For these students at other colleges, I usually had the interview either before their class began or

during the time slots when they were free from classes. All the individual interviews lasted from 30 minutes up to an hour depending on how much students could elaborate on what they based to my questions. The type of interview that I originally designed for this study was a semi-structured interview. Thus, before each interview, I had some basic questions in mind and as more interviews were done, I knew better what to ask to elicit more responses from students or to lead students to talk more about their interactions with their teachers. In the end, my interview questions were slightly changed but did not deviate from the original versions a great deal.

In order to establish a relationship between myself as a researcher and the individual students, I usually started an individual interview by asking the students to introduce himself or herself. By so doing, I was able to know more about the student's background as well as his or her past learning experience in English.Students from School A were more acquainted with me because I was one of the teachers in the department. After letting students introduce themselves to me, I would next ask students some questions such as *Have you taken any of this teacher's classes before?* and *how do you like the teacher's teaching in general?*. I usually started a conversation with students in order to make them feel more comfortable during the interview with me. Thus, I typically asked them how they felt about the teacher's class and why they thought so. I also asked about other classmates' opinions of the teacher's teaching. Then I familiarized students with one or two recast examples. During the interview, the topic would often shift because students would say something that was not relevant to what I had asked or they would misinterpret my questions and I would have to rephrase it to help them understand what I was asking. In a similar vein, I sometimes misinterpreted students' speech because they referred to

something that I did not know about. There were times when students took an interest in my studying abroad and would ask me questions about my life in a foreign country and how I felt about it. For students from the four year college program, my role as a teacher may have seemed intimidating at first. However, during the interviews, when I found that students were not on topic and began to talk about something else, I would try to lead the conversation back to my questions. In my interviews with students, I also had to keep reminding them that having interviews with me would not affect their grades and that the content of the interviews would not be revealed to their teachers. It is likely that when students agreed to participate in my study, they might have thought that by so doing, their class grades would be influenced. When students realized that the interview would not affect their grades, they were more relaxed. This kind of situation happened when I conducted interviews with students at the other two schools because I was not a teacher in their departments. Thus, my role as a researcher was more like that of a friend even though I was still a teacher. For the students in the Continuing Education Extension, they may have felt freer to express their opinions or comments on teachers because most of them had either part-time or full-time jobs and were older than students in the four-year college program. Due to their working experience, these students tended to be critical when talking about their feelings towards their teachers. Furthermore, a few of the interviewees in this study were English teachers to young learners, who were more familiar with the field of English teaching and learning than their peers. Thus, their perspectives on their teachers' teaching and their own perceptions of teacher recasts may have been more specific in some repsects than that of other students.

For the group stimulated review interview in each class, eight students

participated in the interview. Four of the eight students were those who participated in the individual interviews and another four students were randomly selected for the group interview. Before the group interview, certain video clips or audio-recordings that showed the occurrence of recasts were selected from class observations. Similar to the student individual interviews, student stimulated recall interviews were also semi-structured. At the beginning of each interview, I asked students what they remembered about the class that they were going to review to help them refresh their memory of the content. I also described what the teacher and their classmates were talking about at the time when recasts occurred. In this type of interview, I attempted to obtain more responses from students after they reviewed the audio- and/or video recording from their classes.

When doing the stimulated recall interviews, I encountered some difficulty gathering students at one time for the audio- and/or video reviewing especially for those students from the other two colleges where I was not working. When having the interviews with these two classes at School B, I had to have two group interviews with students from Ming's class because of their busy class schedule. Similarly, because most of the students in Matt's class at School A had to work during weekdays, I had to divide the target participants into three groups and had the interview with each group separately.

For students at School A, the interviews were conducted mostly in my office during students' free time. Nevertheless, due to the busy working schedules of these students from Matt's class (School A), two stimulated recall interviews were done in my house, which may have also affected students' reaction as well as their interaction with me as a researcher and a teacher (I was also teaching them two subjects during

the semester). They may have felt more anxious and uneasy when having the interview in my house. For students from the other two colleges, the interviews were usually conducted in a classroom or a meeting room located in their departments.

Teacher interviews usually lasted from 40 minutes to an hour, depending on what the teacher wanted to discuss about the video clips/audio-recording. For the two teachers at School A, both interviews were held in my office. For the other four teachers, I had the interviews at their convenience. One of the three interviews with NS teachers was conducted at the teacher's home. The interviews with the other two NS and the NNS teacher at School B and C were conducted in the teachers' offices. The teacher interviews were also semi-structured. The teachers spent much time talking about their relationships with students as well as their interactions with students. Most of the teacher interviews were in English albeit a couple of NNS teachers spoke Chinese from time to time during the interview. It appeared that NNS teachers felt more comfortable having the interviews in Chinese so they could speak their minds with ease.

3.4. DATA ANALYSIS

3.4.1. Transcribing and translating

Before completing all the interviews and observations, I started transcribing interview data from two of the six classes and attempted to identify categories that might be used for the analysis later. However, the categories found in these two classes were only a very preliminary step to the coding of all the data.

All the interviews and observations were transcribed in the language used in the classroom or during the interviews. That is to say, if the interview was in Chinese,

it was transcribed in Chinese. Most of the interviews, either individual or group ones, were in Chinese although a couple of students were able to speak English. Most of the classroom discourse was in English albeit both NS and NNS teachers code-switched between Chinese and English from time to time. While all the NNS teachers switched between the L1 and L2, NS teachers' code-switching depended on their Chinese proficiency. For example, code-switching occurred frequently with one of the native teachers, Matt, because of his advanced proficiency in Mandarin Chinese. After all the interviews and observations were transcribed, I began to sort out the codes first from all interview data. Then I also identified all the recast episodes from the audio-recording and video clips. I also translated most of the codes into English for English readers because most of the interviews were in Chinese.

3.4.2. Constant comparison and coding

3.4.2.1. Open and axial coding

Once all the interviews (student individual and stimulated recall interviews) were transcribed, I read through all the transcriptions and began to sort out potential categories. I first compared all the responses that students provided when the question concerned teachers' nativeness. Because I had done some preliminary analysis of this interview data collected from two of the six classes for a conference presentation, which is only two out of the six classes that I have conducted in this project, I had had some categories in mind when analyzing the data of all the six classes together. All the instances that I coded are from student individual, student group stimulated recall interviews and students' reflection forms from their group stimulated interviews. There was some overlap among these categories that I have identified after comparing

all the instances. Overlapping categories were further refined; categories that I identified were based on a rigorous process. Teacher's personality proved to be too complicated and messy as a category and was not included.

First, I paid attention to key words such as "feedback" or "recasts" in my questions and noted students' answers. It may be that the student was not talking about recasts at all or how teachers' nativeness affected their perceptions. However, I looked at the contexts where I thought students told me what they thought about their teacher recasts. At first, I found coding problematic because the students mentioned many factors and deviated from what I wanted to know. Sometimes students did not focus on recasts but discussed feedback in general. However, I still considered these instances to be associated with their perceptions of recasts because their discussion touched on these issues in the classroom.

Next, during the stage of open coding, I divided all the codes further in terms of teacher's nativeness and nonnativeness. That is to say, I located these subcategories in main categories, according to teacher nativeness. For example, sometimes students mentioned that the NS teacher's provision of recasts appeared to be more influential to them than NNS teachers'.

After reviewing the transcription of the interview data several times as well as viewing the video clips of the interviews to verify my coding, I reviewed data cases without reference to the original transcript. After that, I reviewed the transcription to confirm whether it fit into the category. In other words, I wanted to make sure that all the cases that I put into each category were highly relevant to the theme that I identified. At the same time, I also made a chart for all the preliminary categories and most of the incidences.

After open coding, I reviewed all the themes and incidences in the chart and did a more advanced analysis. I found that I had placed some cases into the wrong categories. At this time, I also translated every case in all the categories. During the process of translation, I again relocated several cases and changed my selection of these cases in order to represent the category more clearly. In addition, I also considered how these categories overlapped and what sort of framework I wanted to impose to make the category more concrete. For instance, in order to better represent the notion of teacher's "kinetic factors," the concept of immediacy behaviors from the field of communication studies was invoked as a main category. Immediacy behaviors include verbal and nonverbal behaviors and in this study the body language or the facial expressions fit into the concept of the non-verbal behaviors. Often times, the facial expressions of the teachers seemed to be attempts to lessen the distance between them and their students.

I changed the titles of several categories and referred back to my data to develop the main categories and subcategories. For example, after changing the title of, teachers' nativeness to teachers' attributes, I started to refine these subcategories in this main category and divided them into nativeness and nonnativeness. I also found that there were some reasons provided by students related to teachers' nativeness such as" Because their (NS teachers') recasts sound more reliable to me." And "I trust more in what they say when they are correcting my errors."

After reviewing my student individual and group stimulated recall interviews again, I found several more subcategories that should be added to the existing codest and sorted them according to the themes that I thought best fit these cases. Furthermore, I also added one more column, "general", to each main category. This

column is for distinguishing between these codes that did not refer specifically to teachers' nativeness and nonnativeness and those that did. There were some subcategories that interviewees did not mention specifically whether NS or NNS teachers affected their receptivity of recast. I also identified a couple of other subcategories that were not found while reviewing all the incidences in the interviews. Therefore, more multiple categories at this stage of axial and selective coding were identified.

Among all of the incidences that were identified in this study, there were four incidences that were not included in the data analysis because these incidences were not pertinent to teacher-related factors. One of these incidences was students' past learning experience since it was not possible to untangle what it was specifically related to teachers based on students' past learning experience. Another incidence that was not included regarded the error types that students thought NS and NNS teachers would correct, which was also not related to student perceptions of and receptivity to teacher recasts.

3.4.3. The establishment of an overall framework for the categories

3.4.3.1. Operationalizational definitions of categories

All the categories were defined in accordance to the common concepts induced from all the codes in each main category and the sub-categories. Additionally, for these codes that show more than one concept determined for the category, they were also placed into the multiple category. Nonetheless, part of the definitions of all the categories were also determined by referring to the existing literature associated with issues such as classroom management, teachers' nativeness and nonnativeness, and

the affective factors regarding teacher-student interaction without addressing recasts in the second language classroom.

Table 3.3. lists the definitions of the main categories and subcategories that were identified in this study in accordance to the concepts induced from all the instances.

Table 3.3: Definitions of categories

Categories	Definition	Subcategories	Definition
Teacher's inherent qualities	Any factors relevant to teacher's individual differences that are stable and do not change often.	Appearance	Students' opinions on teachers' appearance
		Trustworthiness	The extent to which students trust teachers' recasts to be the correct forms of the erroneous utterances
		Teacher's nativeness/ nonnativeness	Students' preference for NS /NNS teachers when receiving recasts from teachers.
		Patience and passion	Teacher's own drive to help students learn the target language.
Student's affective factors	Considering how students perceive teacher recasts with regard to students' personal feelings or how students interpret teacher affective status when receiving recasts.	Emotions triggered by teacher recasts	Students' personal feelings toward teachers' recasts whether they are positive or negative.
		Preferences for certain teachers	Concerning students' personal likeness or dislikes towards the teacher.
		Emotions triggered by teachers' emotional state	Students' impressions and/or interpretation of teachers' looks or moods when recasts are presented.
Interpersonal rapport	The harmony as well as the relationship between teachers and students.	Teacher's image	Teachers' roles as much less authoritarian and are considered to be important figures to imitate or to seek advice from.
		General interaction	Teachers' roles in different contexts and the extent to which they interact with students in these contexts.
Teacher's language use	It refers to teachers' ways of using phonetic and syntactic features when giving students recasts	Phonetic features	They refer to teachers' use of stress, intonation, volume of speaking, rate of speaking, and how their accents may affect student perceptions of recasts

		Syntactic features	They refer to teachers' use of word choice, and the ways they present recasts such as repetition or whether a recast is isolated or incorporated in a longer utterance.
Teacher's teaching	Regarding teachers' ways of teaching classes and how they manage their classrooms.	Teaching methods/teaching content	How teachers teach classes and the target teaching/learning materials.
		Learners' preference or familiarity with teacher's teaching	Students' likeness or dislikes of teachers' teaching as well as the extent to which they know about teachers' teaching.
		Classroom management	Teachers' overall requirements of students in terms of classroom disciplines and their studies.
		Atmosphere	The learning milieu that students perceive in the classroom.
Teacher's immediacy behaviors-non-verbal	Teachers' gestures to communicate with their students for enhancing their psychological presence in student perceptions.	Facial expression	Teachers' looks on their faces to foster students' awareness of teachers' recasts.
		Body language/gesture	Teachers' body movements to help students understand teachers' recasts.
Multiple category	This category encompasses more than one subcategory and refers to two or more codes in one sentence.		

3.5. TRUSTWORTHINESS

3.5.1. Triangulation

Different sources of data were collected in this study to achieve the goal of triangulation. As indicated previously, students' individual interviews were the main source of data whereas the stimulated group interviews as well as the reflection forms filled out by students function as two further sources of information to enhance the credibility of the data provided by students in the individual interviews. In

addition to different types of interviews, classroom observations were employed. The recast episodes from classroom observations were used to validate several of the main categories and/or sub-categories identified in the interview data. The reflection forms filled out by students were used as further validation of certain categories and/or sub-categories that had been identified in the interview data such as teachers' language use. Many students suggested in the reflection forms that teachers' language use such as how fast/slow they spoke or how much they stressed recasts may have had an influence on their perceptions of and receptivity to the feedback.

The video and audio recording of students' individual and group interviews also revealed certain respects of teacher-student relationship concerning their understanding of recasts and other aspects that could not be seen in the classroom observations. For instance, students from one of the NNS teachers' class conspicuously showed their dislike of the teacher during the group interviews whereas such feelings towards the teacher could not be seen during the observations.

Member checking was the last step of triangulation. The transcription was emailed to student and teacher participants so they could verify the text and make any changes. Generally speaking, most of the transcript was found valid according to the responses of the participants.

3.5.2. Generalizability and Credibility

In order to achieve inter-rater reliability and the credibility of the themes and the English translation of the codes identified in this study, twenty percent of all the interview data was re-examined by another bilingual researcher. The categories that another researcher identified were similar to these identified in open coding. In order

to further increase the reliability of the themes, the intra-rater reliability was also utilized in this study. As the principle researcher of this study, I also referred back to the data again sometime after all the categories and sub-categories had been identified and rearranged. Several codes were relocated into different categories after I re-visited the interview data and had a more in-depth understanding of the contexts in which the codes were found. It led to the different orientation of the category with regard to the codes in question. Nevertheless, the intra-rater reliability was nearly 90% since only six or seven out of around 100 codes were relocated after the revisiting.

All the excerpts were translated from Mandarin Chinese to English because most of the student interviews (including individual and group) were conducted in Chinese. Twinn (1997) studied whether translation affected the validity and the reliability of the categories and the themes identified in the original language data by asking two RAs to simultaneously translate interviews into English while the other RA transcribed interviews into Chinese. The results indicated that the categories were not influenced by the translation. The method used in this study to increase the validity and the reliability of interview data was slightly different from that employed in Twinn's study. In this study, another bilingual researcher, who is also a native Chinese and a native speaker of English were hired to enhance the validity and the reliability of the translation of these examples. The bilingual researcher reviewed the Chinese version and the English translations and then edited and changed some wordings of the sentences to express the meaning of the sentences in English more clearly. Then all of the examples of interviews were edited one more time by a female native speaker of English (American). She had lived in Taiwan for thirteen years and speaks Mandarin Chinese well. The inter-rater reliability of the English translation is

approximately 92%.

Chapter 4: Results and Discussion

This chapter is divided into two main sections: the first section includes the frequency of the recasts and error types as well as the contexts in which recasts occurred. The second section addresses categories regarding EFL student perception of teacher recasts along with the examples to illustrate each category.

4.1. THE SALIENT CHARACTERISTICS OF RECASTS IN THE EFL CLASSROOM

The analysis found in this section aimed to answer the first research questions.

What are the salient characteristics of recasts in the EFL classroom?

Recasts episodes identified in the six classes are presented with regard to the following criteria: the total instances of recasts in each class, the contexts in which recasts occurred in the six classes and in each class respectively, and the error types corrected by teacher recasts.

4.1.1. Recasts episodes categorized by contexts

According to classroom observations, recasts occurred in different contexts in each of the six classes, mainly due to teachers' teaching methods and the types of teaching activities teachers had prepared. Additionally, the course type also affected teachers' production of recasts in the classroom. Table 4.1 illustrates the total instances of recasts in the six classes.

Table 4.1: The number of recasts identified in the six classes

	NS (native teachers)	NNS (nonnative teachers)
	35 (Matt)	77 (Ming)
	37 (Bob)	61 (Ping)
	94 (Kevin)	37 (Ling)
Total	166	175

As seen in Table 4.1, the total tallies of recasts for both NS and NNS teachers are

close (166 vs. 175). Nevertheless, a closer look reveals that there are a great deal of differences. For example, of all the NS teachers, Kevin (NS3) produced the highest number of recasts of all the six teachers (Count=94). The teacher who produced the second most recasts was Ming (Count=77), followed by Ping (Count=61). Another NS teacher, Matt, provided only 40 recasts, while Bob offered 37 recasts. Although the total number of recasts provided by the two groups of the NS and the NNS teachers was mostly the same, their teaching methods or what they chose to focus on in class had a great influence on the occurrences of recasts. In addition, other factors such as class length could have impact the teachers' provision of recasts.

Comparing the teaching methods of these six classes, certain levels of variance were found although most of the teachers attempted to provide students with as much time as possible to practice speaking English during the class time. Matt, an NS teacher, always required students to perform information gap activities. According to the teacher's interview, his theory for this activity and for most of his conversation classes was so-called the "game theory." He believed it was in the student's best interest to "play games" during the class so that they would spend most of the time speaking in English. However, the teacher also spent a certain amount of class time explaining the pictures or new vocabulary or expressions to students before they started the game. Thus, it may be expected that when the teacher talked to the students, more recasts would occur because students had more opportunities to negotiate meaning with the teacher. However, there were fewer occurrences of recasts in this class than in the other two classes. This NS teacher when conversing with students in either pairs or groups provided them with model sentences or the correct form of the language to describe the pictures so that students could imitate him. In addition,

because he could speak Chinese very well, it may have indirectly decreased students' inclination to speak English to him. Instead, it happened very often that students would go to him and ask him how to say certain Chinese expressions or words in English. Excerpt (1) shows one student asking how to say *Is it mean?* in English.

(1) A recast episode from classroom observations: Matt's class
S:要怎麼問他兇不兇 (How to ask him if (the dog) is mean?)
T: Oh, is it mean? 很兇 is mean.
S1: Bears
T: Mean [S: Mean]
S1: Ok. It's it's mean?
T: Is it mean?
S: Is it mean?
S2:兇不兇怎麼講? (How do you say mean in English?)
T: Is it mean?
S: Is it mean?
S3: No. M-E-A-N
T: Mean, 很兇, 會咬人 (It bites people). 噢, 你可以問會不會咬人 (Oh, you can ask if it bites people).

In (1), instead of attempting to use English to ask the teacher how to say the expression in English or uttering the sentence with all the English that she knew to make herself understood, the student spoke Chinese directly asking her classmate how to ask the teacher the right way to say the expression in English. Overhearing the student, the teacher's reaction was to provide the student with the translation of the sentence in English, and he even further explained the meaning of the word *mean* by offering the Chinese translation of the word. Later in the conversation, the teacher provided another alternative for what the student intended to ask at first by saying *You could also ask if it bites* in Chinese. Conversations like this occurred very often in Matt's class and the probable explanantion for this phenomenon may be Matt's high Chinese proficiency, which would contribute to his less frequent use of English in class as well as to the students' greater dependence on his translation of Chinese from unknown English terms or expressions. Nevertheless, there were incidences in other

classes when students made errors and did not know how to say certain words or expressions. Excerpt (2) is a recast episode of this kind of case from an NNS teacher's (Ping's) class.

(2) A recast episode from classroom observations: Ping's class

T: So which one do you want to go to?
S: Paris.
T: Paris, ok. because you, you love French food?
S: Yes
T: But it's very expensive. Do you mind?
S: No.
T: No, you don't. Why? Why not?
S: Because it is 很值得
T: How do you know it's worthy? It's ok. Maybe because you are travelling so you want to have a very beautiful memory.
S: Yes.
T: Special memory, ok.
S: Yes.
T: Ok, very good. ok.

In (2), the student uttered a sentence mostly in English but code-switched to Chinese when she did not know which word to say in English. Following her turn, the teacher offered the recast in a longer statement by asking her *How do you know it's worthy?*(The correct sentence should be *How do you know it's worth?*) In order to help the student understand the meaning of the word in English, the teacher kept saying *Maybe because you are travelling so you want to have a very beautiful memory*. With this enrichment of the context for the recast of the word, *worthy*, it was more likely that the student would be more aware of the meaning of that word in this dialogue. However, the teacher did not translate the word, *worthy*, back to Chinese, which may have been due to the context that preceded the recast. The teacher asked the student if she loved French food and after the student's positive response, she continuned to say that the food was expensive and asked if she minded. That was when the student could not express herself completely in English and code-swtiched. Thus, when the teacher reformulated the utterance in the question, the student may

have been aware that the teacher was telling her the correct form of the word in English, which was also corresponding to the previous discussion about the expensive food in Paris. In other words, although the food in Paris was expensive, she still considered it to be worthy of the money spent on it. In addition, the student also comfirmed the teacher's utterances in the later turns. Neverthless, the teacher's recast was not correct because in this context, the correct word should have been *worth*, not *worthy*.

A further comparison of the two Excerpts (1) and (2) makes it clear that the NS teacher would use Chinese to help students understand his utterances from time to time while the NNS teacher attempted to use English as much as possible during her interaction with the student although sometimes it was easier for her to speak Chinese so that the student could understand her uttterances more easily. This phenomenon also reflects the higher total tallies of Ping's recasts compared to Matt's despite the assumption that in a NS teacher's classroom like his, in which more meaning negotiation may occcur due to his "game theory", more recasts or even other types of corrective feedback should have occurred. Of all the NS teachers' classes, the recast frequency from Matt's class is only three points higher than Bob's, whose purpose of the class was not aimed to enhance students' speaking ability but to familiarize students with the format of holding a debate or speech contest. In Matt's class, students may not have had many opportunities to make errors because the teacher provided them with the positive evidence most of the time through their inquiry or a lecture on the pictures for the information gap activities.

With a similar class size as Kevin's, Bob neverthless had more interpersonal interactions with individual students. However, due to Bob's slightly different type of

Bob's class from the rest of the five classes, the learning objectives for the speech class varied to some extent and it further reduced the opportunities for the teacher to provide corrective feedback like recasts in class. In other words, because the main purpose of this class was not to enhance students' oral ability, dialogues with respect to language learning did not occur as frequently as they would have in classes such as conversation or oral training. Thus, it may be suggested that the class type affects teachers' provision of recasts in some respects. Nevertheless, as will be discussed in the next section, the majority of recasts in Bob's class occurred during his conversation with students to develop ideas for the speeech topics. Put differently, most of the recasts in his class happened when he was helping students to express their own ideas or thoughts about certain topics and that was when most meaning negotiation occurred. Thus, his teaching method was also different compared to the other five conversations or oral training classes. He addressed the skills that students needed to learn in order to stand on the stage and present in English. The format of the class was mostly that of helping students become familiar with the form of debate or speech presentations. However, the recasts identified in Bob's class are among the lowest number of the two classes and the type of the class as well as his teaching methods probably due to the nature of his class, which led to this fewer occurrences of feedback. Excerpts (3) and (4) are taken from field notes.

(3) Field notes from classroom observations: Bob's class

Now students were divided into groups and were assigned different tasks. Some of them were in charge of registration etc. The teacher walked around the classroom and guided students in completing their tasks.

(4) Field notes from classroom observations: Bob's class

PN: This NS teacher's teaching methods/style is a little different from what I expected in a speech class. What can I say about it? I thought in a speech class the teacher and the students might spend a lot of time talking about what to say when students were doing their speeches. However, in this class, the NS teacher did not give them very much "input" regarding the

contents of the topics. I think maybe the teacher could provide students with the vocabulary about the topics or those sentences/expressions that may be useful in enriching the content of students' speeches.

In this class, the teacher's teaching methods were profoundly affected by his objectives in the class. Although there are many different aspects of a speech class that could be focused on, this teacher chose to have students practice the form of a debate or a speech presentation. Then, much of his class time was spent discussing the performance of certain students in the previous speech presentations and the responses that the teacher obtained from students were usually limited. Excerpt (5) is an example from class observations:

(5) A recast episode from classroom observations: Bob's class

Before this recast, the teacher played a video clip showing the class Judy's speech.
T: Judy, too short.
SS: (Murmuring).
T: Also, where was she looking? Where was she looking? Shh… Zack, where was she looking?
S: ForWARD (wrong stressed syllable, 2nd syllable)
T: FORward (correct stressed syllable, the 1st). Really?
T: Yes, No ?
S: No.
T: Where was she looking?
S: Down.
T: Yeah, down (with a hand movement showed that the students in the video looked up and down).

In (5), the teacher was asking students what they thought about Judy's speech. When the student Zack said the word *forward* with a wrong stressed syllable, the teacher uttered a recast without stressing the word with a higher pitch but with a slightly slower speed of speaking. However, he neither repeated the recast nor asked the student to say the word again but continued his feedback on the presentation. It is likely that in this context, the purpose of the correction was not for the student to correct the stressed syllable, but for the teacher to remind the student which syllable to stress. It is probable that the teacher uttered the recast automatically without any intention of correcting the student's error in this situation because they were not

having a discussion of new content but about his feedback on how Judy's performance could be better and what other students could learn from her speech presentation. Hence, he continued to ask Zack where Judy was looking when doing the speech presentation.

Another class which had one of the fewest recasts was Ling's listening and speaking class (Count=37). When observing this class, I found that students' overall proficiency was probably the lowest of all the classes albeit some students' English was quite good. In order to cope with students' low listening and speaking ability in English, the teacher taught the class in both Mandarin Chinese and English, that is to say, she code-switched into Chinese quite often to make sure that her students understood what she had just said in English. There were times in her class when she would ask students to do pair or group work to practice the conversations in the textbooks or chapter questions. However, due to the students' lower English proficiency she spent considerable time lecturing on grammar, new vocabulary or expressions. In addition, she also did drill practice to help students become more familiar with sentences patterns as well as the pronunciation of new words. Thus, there was not much time left in each session for student pair or group work. Furthermore, because she also taught the same students in another class, the reading and writing class, which preceded this listening and speaking class, it happened quite often that the time for listening and speaking class was delayed due to quizzes in the reading and writing class. In other words, she often had these quizzes at the end of the reading and writing class, which would last too long for the following listening and speaking class to begin, thus delaying the second class by sometimes up to 30 minutes. This delay of the class definitely shortened the time for the listening and speaking

class. Excerpt (6) is taken from the field notes of my classroom observation in Ling's class.

(6) Field notes from classroom observations: Ling's class

PN: The conversation class is usually delayed because of the quiz, which makes the conversation shorter than the designated class time.

At the beginning of the class, the teacher played a CD for students to listen to. Then, she asked students to repeat after her. She read out each sentence and the students read it after her.

PN: I think the reason that she was doing this was because of students' low language proficiency.

(PN: personal notes)

This field notes exemplify what I often observed in this class. The teacher usually spent half of the class time lecturing on grammar or explaining the new learning content. The class time, originally scheduled for 90 minutes for the class, was often shortened to 75 minutes or even just an hour. This frequent shortage of class time definitely reduced the opportunity for teacher feedback such as recasts to occcur. In addition, the teacher's modification of her teaching methods to deal with students' low language proficiency may have further decreased the opportunities for her to provide feedback such as recasts. Furthermore, students relied on the teacher's translation of unknown words or expressions more frequently than those in other NNS teachers' classes due to their rather low English proficiency. Excerpt (7) comes from a classroom observation.

(7) A dialogue from classroom observations: Ling's class

S:老師,那個姊夫是什麼? (Teacher, what do you call your sister's husband?)

T:就是 in law 阿 (Just say in-law.)

S1: Brother in law

T: Brother in law 阿.OK

T:對不對?寫這個對你的釐清有幫助吧?你會對於那個 brother in law 很清楚.姊夫. (Right? Drawing this family tree helps you to clarify the relationship, right? You know about brother-in-law. Your sister's husband is your brother in law)

S: 我一直都很清楚 (I have always been very clear about who is who).

T: 你一直都很清楚 (You have been very clear about who is who. OK. Good, it is good for you. So, you can start to talk. Introduce yourself. Introduce your family).

S: My family is four, five, six (inaudible).

T: Oh. Then you can in… I am in my late twenties, late twenties

S: Late twenties?
T: Late twenties. 就是二十七,二十八,二十九就叫 late twenties. (If you were 27, 28, or 29 years old, then you were in your late twenties.)
S: Late? L.A.T.E?
T: Mid-twenties 就是二四,二五,二六就是 mid-twenties (If you were 24. 25, or 26 years old, then you were in your mid-twenties.)
T: Early-twenties 就是二十一,二十二,二十三.對.(Early twenties is when you were 21, 22, or 23 years old.)
T: You are in your early twenties.

The student uttered the expression, *late twenties*, with a rising intonation although he was not certain he was using the correct expression. Then, rather than further explaining the expression in English by offering information like *For example, you are 27, 28 or 29 years old now, that means you are in your late twenties.*, the teacher code-switched to Chinese directly and then gave students more examples of similar expressions in both Chinese and English (i.e. mid-twenties, early twenties). Based on my observation of this class, the teacher spoke Chinese approximately one third of the class time. It is likely that she was mostly concerned with students' lower ability to comprehend English utterances. Nevertheless, this adaptation of her interaction with students by using Chinese more frequently in class would definitely decrease the occurrences of recasts because students would not have many opportunities to make errors.

One of the probable explanations for Kevin's high number of recasts could be that of all the six teachers, he interacted with his students the most. Furthermore, he had one of the smallest class sizes, which allowed him to converse with almost every student about the day's topic. Although there were times when Kevin asked his students to read textbook passages aloud, the occurrences were rare. Most of the recasts occurred during his Q & A time with students. Excerpt (8), (9), (10) are three of these recasts, which occurred during the discussions about students' favorite

movies:

(8) A recast episode from classroom observations: Kevin's class

T: How about Ellen, do you have any favorite kind of movie?
S: Horror, horror (incorrect pronunciation)
T: Horror, horror movies. You also like horror [S: Yeah.] movies. You don't' get afraid? You not too afraid?
S: So so.

(9) A recast episode from classroom observations: Kevin's class

T: It's no secret now. Now I know your secret, right? = what kind of movies do you like ?
S: Cartoon(h), cartoon, ha (The student pronounce the word more like Chinese).
T: CarTOONs! Cool! Do you like South Park? Yeah. South Park is very funny, right?
S: Yes.

(10) A recast episode from classroom observations: Kevin's class

T: No, do you like to watch movies?
S: (Murmuring)
T: Cartoons.
S: (Silent talking)
T: Hun,
S; Sing the song,
S: Cartoon (incorrect pronunciation), haha.
T: CarTOONs, ok, cartoons.

In (8), (9), and (10), the teacher talked to three different students individually about their favorite movies. As can be seen from the data, the type of error that the first student made was all phonological, and the second and third students even made the same error (the wrong pronunciation of the word *cartoon*). Incidences like these recast episodes were quite common in Kevin's class because while continuing to ask different students the same question, he was also creating more opportunities for students to orally interact with him, which may in turn have increased students' chance of making errors in their utterances. Like most of the teachers participating in this study, he spent time giving students some background knowledge regarding the topic he was about to discuss with the class. However, it never took very much of his class time and he would start his dialogues with students not long after the introduction to the topic. Hence, Kevin's teaching methods for this class may have contributed to his class having the highest number of recast episodes.

The difference in teaching methods between Matt and Kevin as well as their differing use of Chinese in the classroom may explain the great difference between the numbers of recasts in these two classes. As discussed earlier, Matt's high Chinese proficiency may have decreased his use of English in class, which may also have led students to rely more on his translation of English to Chinese at times. Nevertheless, even though Kevin also spoke some Chinese, his discussions with students were still in English most of the time. According to my observations, Kevin only occasionally spoke Chinese for students' better understanding of new words or terms in his questions. Excerpts (11) and (12) from Matt's and Kevin's respective class may further illustrate this observation.

(11) An episode from classroom observations: Kevin's class

T:Ok. But what if it is something uh how can I ask this? So you can talk to your sister about anything?
S: Yes, about anything.
T:That's good. So you're lucky. You're lucky. Anything, anything. What do you think about asking for advice?
S1: Advice?
T: Uh advice, how to say it in Chinese (The teacher spoke the sentence in Chinese.)
SS: (telling the teacher the Chinese translation).
T: Is it easy for you if you have a problem, will you ask her?
S1: Um: maybe but sometimes it's not uh (T: NS3-observation)

(12) An episode from classroom observations: Matt's class

T: What are you looking for?
S: I am looking my
T: Glasses
S :Glasees on the desk.
T: There are I say on the desk. Desk 有抽屜 (There are drawers for desks), table 沒有抽屜 (No drawers for tables), table 沒有抽屜 (No drawers for tables.)
S: It's on the table
T: It's on the table 英文怎麼說 (How do you say that in English?) 在檯燈的後面 (behind the desk lamp.) 在檯燈的後面 (behind the desk lamp.) 英文怎麼說 (How do you say that in English?)

In (11), Kevin code-switched to Chinese after the student said the word *advice* with a question intonation indicating that she did not know the meaning of the word. He then sought other students' help with the translation of the word in Chinese.

Instead of explaning the meaning of the word in English, the teacher chose to find a Chinese equivelant to the word. Right after the Chinese translation, he continued to talk to students in English which led to more discussion and expansion of the same topic, as seen in Excerpt (13).

(13) An episode from classroom observations: Kevin's class

T: Do you feel like embarrassed that maybe some problems you have you can't tell?
S1: Yes.
T: Yeah, cause it's hard, huh.
S1: Yeah, sometimes.
T: Who do you think is a good person to ask for advice? Like you need help, who is a good person to ask for help?
S1: My friend.
T: Your friends. Do you have any brothers or sisters?

However, Excerpt (12) from Matt's class shows that the teacher spoke Chinese to help students understand the difference between a table and a desk. Without telling the student the difference in English with utterances such as *There are no drawers for tables but just for desks.,* which would still be understandable to the student, he spoke Chinese instead to tell the student what makes a desk different from a table. The teacher's use of Chinese here led the student to utter a sentence in the following turn *It's on the table.*, which suggests that the student knew which word to use due to the teacher's explanation. Then after repeating the student's utterance the teacher continued to use Chinese to ask the student how to say *behind the desk lamp* in English in Chinese, which turned the locus of the dialogue away from the previous content about the glasses. When Matt used Chinese to ask the student how to say certain expressions, it may to some extent have lowered the student's cognitive processing but also at the same time deprived the student of opportunities to produce more utterances by asking the teacher further questions about ways to describe the picture. Although it could be that if a student had attempted to tell the teacher how to

say the sentence in English, he may have made some errors that would have prompted teacher recasts; this did not happen in this situation and in most of the dialogues similar to this one.

Ming, the NNS teacher who produced the most recasts among the three NNS teachers, taught the class with rather different methods because of the multimedia equipment in the classroom. Because this was a conversation class, it was common that the department would assign a language lab for the course so that teachers would make use of the computer system attached with many multimedia functions to provide students with more forms of learning activities. Ming often played video clips for the purpose of warming up as well as building up students' background knowledge about the topic of the day. Excerpt (14) are my field notes from the observations of this class:

(14) Field notes from classroom observations: Ming's class

TN: The teaching method which focuses on the visual aid/multimedia appears to accommodate most of students' preferred learning styles in Taiwan (I think I should find literature to support this view which is that most students in Taiwan are visual learners because parents are usually busy working and most children's main channel of receiving information is television). (TN: Theory note)

While observing this class, I had the impression that the teacher used video clips very often especially when he was introducing a new unit. He would use the same video clips for reviewing the learning materials or for students to practice the conversation. It is likely that the teacher used video clips frequently in this class to provide the students with more native speaker English. However, these practices decreased his time to interact with students. Although there were many recast episodes in this class, most of them happened during students' individual presentations and reading aloud.

4.1.2. The contexts in which recasts occurred

Due to teachers' various teaching methods, learning objectives, and the classroom surroundings, the contexts in which recasts episodes occurred in the six classes varied. However, the contexts in which recasts occurred in both Matt's and Ling's class were similar because of the teaching methods that these two teachers adopted in their classes. For Matt's class, all the recasts occurred during his conversation with students while they were doing pair or group work. None of the recasts occurred during his whole class discussion or lectures on the introduction of the games. Likewise, because Ling used Chinese to explain the grammar points as well as do drill practice to familiarize the students with the pronunciation of the target sentences and/or words and expressions, all the recasts in her class occurred during her individual talks with students in pairs or groups when practicing the conversations or doing the exercises in the textbook. Table 4.2 illustrates the contexts in which recasts occurred in the six classes.

Table 4.2 : The contexts in which recasts occurred: In general

	Student's presentation-performance related	Student's presentation-Content-related	Reading out loud the passage	Student-Led discussion: one-on-on, pair, and /or group work	Teacher-led discussion-Whole-class	Teacher-led discussion-one-on-one/pair and/or group interaction	Total
NS1-Matt	N/A	N/A	N/A	21	N/A	**13**	**34**
NS2-Bob	**3**	**9**	**5**	N/A	**10**	**10**	**37**
NS3-Kevin	N/A	**8**	**12**	N/A	N/A	**74**	**94**
NNS1-Mike	N/A	**25**	**30**	N/A	N/A	**22**	**77**
NNS2-Patricia	N/A	N/A	N/A	**9**	**10**	**42**	**61**
NNS3-Jenna	N/A	N/A	N/A	NA	N/A	**37**	**37**

All the contexts shown in Table 4.2 were identified in accordance with the situations in which recasts episodes occurred in these six classes. Thus, there are contexts that are not applicable due to the type of the class or due to teachers' different

approaches to teaching. The first context is student's presentation-performance related, which suggests that the recasts occurred after a videotaped student's speech presentation was viewed by the class and the teacher asked students for their feedback on their peer's speech performance. Nevertheless, this type of recasts was not pertinent to the content of the speech but addresses how the student could perform better in his/her next speech and/or debate contest. The second context is student's presentation-content-related addressing the recasts, which occurred during or after students' presentations on certain topics and the feedback was provided with respect to the content of the speech. The third context is reading a passage aloud; the recasts occurred when teachers asked students to read a passage in the textbook or handouts for the rest of the class to listen to for the purpose of being familiar with the designated learning content. The fourth context is student-led discussion: pair and/or group work. This refers to the recasts teachers provided when students were performing pair or group work to finish certain learning tasks or activities. However, teacher recasts were offered during students' conversations and without teacher's initiation of the dialogue. The fifth context is student-led discussion: one-on-one interaction, which indicates that the recasts were provided with students' initiation of the interaction such as a question asked by a student to obtain responses from either the teacher or other students. The sixth context is teacher-led class discussion. The last context is teacher-led discussion with students individually, in pair work, or in group work. The difference between this situation and the student-led pair/group work is that in the former situations teachers were the ones who initiated the conversations by asking questions related to the pair/group work, the learning activities, or the topics to be discussed instead of interrupting students' interactions that were generated by the

learning tasks or activities that teachers assign in the sessions.

4.1.3. A further analysis of the contexts in which recasts occurred in each class

In this section, a respective analysis of the contexts in which recasts occurred in each class is presented. Table 4.3 is a further explication of the contexts in which recasts occurred in Matt's class illustrated with examples from classroom observations.

Table 4.3: The contexts in which recasts occurred: T: Matt-NS1

	Student-led discussion: One-on-one, Pair and /or group work	Teacher-led discussion-one-on-one/pair and/or group interaction
NS1-Matt	21	13

The two contexts in which recasts occurred in Matt's class were student-led (pair and/or group work) and teacher-led discussion. In this class, the teacher asked students to do either pair or group work with different pictures that he had prepared. Most of the time students were required to describe the picture or determine the differences between pictures by asking their partners or group members questions. Thus, most of the recasts happened during student interactions while the teacher monitored their practices and interrupted for clarification or error correction. However, there were times when the teacher interrupted and provided recasts during students' conversational practice. Excerpts (15) and (16) are from such observations.

(15) A recast episode from classroom observations: Matt's class

S: How long do you come from Taiwan?
T: What?
S: How long do you come from Taiwan?
T: Say how long do I live in Taiwan? How long do you live in Taiwan?
S: How long do you live in Taiwan?
T: Twelve years. Twelve years.
S: Twleve.
T: Yes. Twelve years

(16) A recast episode from classroom observations: Matt's class

T: Describe a person in English.

S: (inaudible)
T: Huh?
S: Curly.
T: No, wavy hair.
S: Wavy hair.
T: Yyeah. wavy hair. Curly is like her. This is curly hair. This is wavy hair. and he has wavy hair and she has wavy hair.
S1: What is it?
T :Wavy hair.Wavy.[S: wavy]. Yeah, wavy hair. yeah, wavy. Mine is a little wavy, I think. yours wavy? yeah, wavy hair. This is curly hair, curly hair.
S1: He has flate nose.
T: He has a flat nose, right, he has a flat nose. and he has a big nose and he has big ears, big ears.

In (15), the dialogue began when the student asked the teacher how long he had lived in Taiwan. Due to the wrong verb that the student used in the question, the teacher reformulated the utterance with another sentence while saying it with a rising tone indicating that he wanted to confirm whether his interpretation of the student's utterance was correct after the student uttered the wrong sentence again in the third turn. Instead of repeating the same correct sentence again in the fourth turn, the teacher changed the subject of the second sentence using the same sentence pattern as the first one. The teacher may have done so to familiarize the student with the sentence pattern so that the student would know the sentence with the correct subject person pronoun to ask the teacher in the next turn. Thus, the student repeated the second sentence in the previous turn to ask the teacher the question again. This kind of recast to some extent was reinforced by the teacher's provision of another recast whose sentence pattern was the same but only with a different subject pronoun. Nevetheless, the teacher's recast was not grammatically correct because the sentence should have been *How long have you been living in Taiwan?*.

In (16), the conversation started when the teacher asked the student to describe a person in English. In this conversation practice, students had pictures of different people and they had to describe the people in their pictures. A recast occurred when

the student described the person's nose without using the indefinite determiner *a*. Therefore, the teacher reformulated the student's sentence by adding an *a* in his recast. Furthermore, the teacher not only uttered the correct form of the sentence but also repeated it right after the recast. Then he continued to say *and he has a big nose and he has big ears, big ears.* The first sentence *He has a big nose.* may in some ways have increased the chance of the student's noticing of the recast because the sentence pattern was similar to the recast the teacher provided to correct the student's missing indefinite determiner.

The frequencies of the recasts that occurred in these two contexts, student-led and teacher-led discussion are 21 and 14, respectively. The occurrences of recasts in these two contexts did not vary a great deal in this class. It is likely that because the main learning activity that the teacher adopted for this class was information gap activities, and due to the characteristics of this kind of activity, which addresses the interpersonal interaction between teacher and students as well as that among student peers, the number of recasts varied little across contexts. Nevertheless, more recasts occurred in the context of student-led discussions. Table 4.6 shows the contexts of recasts in Bob's class.

Table 4.4: The contexts in which recasts occurred: T: Bob-NS2

	Student's presentation-performance related	Student's presentation-Content-related	Reading out loud the passage	Teacher-led discussion-Whole-class	Teacher-led discussion-one-on-one/pair and/or group interaction
NS2-Bob	**3**	**9**	**5**	**10**	**10**

Five contexts were identified as recasts in Bob's class (Table 4.6). As the only speech class of the six classes, more varied contexts were observed. As discussed previously, the learning objectives set up by the teacher were to familiarize students

with the format of a speech and/or debate contest. Hence, it was natural that recasts occurred in more contexts than in other classes. Excerpt (98) is an example from Bob's class regarding the context of a student's presentation performance.

(17) A recast episode from classroom observations: Bob's class

Before this recast, the teacher had just showed students the video clip of Lisa's speech.

T: What happened?
S: Nervous.
T: Nervous. So how can you become how can you be less nervous, how can you be less nervous? Ken, how can you make yourself less nervous for the next speech?
S: Go to bathroom.
T: I am sorry? Go to the bathroom, and what?
S: Wash my face.
T: Wash your face. It's probably better.

In (17), the student responded to the teacher's question and talked about what he would do if he were nervous about a presentation. In this dialogue, the teacher started the recast with a sentence *I am sorry?* and added the determiner *the* to the student's expression *go to bathroom.* However, because the teacher said the sentence quite quickly in this situation, it is likely that the student was not aware that there was a *the* before the noun *bathroom*. Furthermore, due to the teacher's continuing question, the student had to react to the teacher's inquiry of *what* by saying *wash my face*. It is also probable that the student may have noticed that his utterance was slightly different from the teacher's but did not have time to repeat it in the following turn because he had to answer the teacher's question following the recast.

Excerpt (18) illustrates the context of a student's presentation in which the recast was content-related without concern for the performance-related elements of presenting a speech.

(18) A recast episode from classroom observations: Bob's class

S: I think we should go to Hualien. I heard many people say Hualien has many beauty views. You can go to see (inaudible). Thank you.
T: What? Beautiful. Did you say beautiful views? Did you say beautiful views or what? Beautiful.
S: Beautiful.

Example (18) is a rather short speech presentation because the student only said three sentences about which tourist attraction the class should visit for vacation. The teacher provided a recast by changing the noun, *beauty*, in the student's erroneous utterance, to *beautiful*, an adjective. Then, the teacher said the adjective *beautiful,* and repeated the phrase *beautiful views* for two times. With the recast of the wrong grammatical term that the student used in her speech at first, it is likely that the teacher uttered the phrase *beautiful views* to remind the student of the incorrect phrase that she had uttered. However, it is interesting to see that the teacher continued to say the same phrase again with a rising intonation. Then he used the adjective a fourth time without uttering a complete sentence. In the following turn, the student repeated the adjective. It appeared that the way the teacher presented his recast led the student to notice the error that she had made especially in her presentation when he said *beautiful* the fourth time. Excerpt (19) illustrates the context of a teacher-led discussion-whole class.

(19) A recast episode from classroom observations: Bob's class
T: So why do you need a bigger one (gym)?
S: Show off.
T: Show off to who?
SS: "Show off the other school".
T: Ok. Show off to schools. (At the same time the teacher wrote down the key words, *show off to other schools*, on the blackboard.)

(20) A recast episode from classroom observations: Bob's class
T: So why students don't go there? Why didn't some students go to the gym?
S: Because some students want to play basketball but "so hot already." So…
T: So the students want to play but the weather is bad. (The teacher also wrote down the sentence when saying it to students).

In (19) and (20), the teacher not only repeated his recast orally but also in written form due to the concept map he drew on the blackboard to help students build on their ideas about the topic, *a bigger gym for the school*. In this context, he was

having this discussion with students to brainstorm the reasons why the school needed a bigger gym, intended for students to use the content in their individual speech presentation. Hence, the teacher to some extent repeated his recasts in different forms, for example, the type of recast in (19) and (20). Because the students needed the ideas and/or the sentences or the expressions for their development of the speech content, the teacher repeated the recast. In Excerpts (18), (19), and (20), it can be seen that the teacher often provided recasts with a rising intonation (i.e., *Did you say beautiful view?, Show off to who*?). In different contexts, however, the forms of the teacher's provision of recasts varied. The context of a speech presentation, the teacher might orally repeat the recasts a few times, whereas in the context of brainstorming ideas, he would repeat recast both orally and in written form. In addition, the teacher appeared to often embed his recasts in a longer statement by making the utterance a complete sentence.

Excerpt (21) supplies the context of reading a passage aloud, and in Excerpt (22) the context is a teacher-led discussion-one-on-one, pair, and/or group interaction.

(21) A recast episode from classroom observations: Bob's class

T: Ok. So, Kelly, students will be, go. Students will be.
S: Students will be break down into the "grine, grunps"
T: Groups
S: Groups
T: Lucy go. Group A.
S1: Group A, registration, advertisement.
T: Ok, so. Two students. We'll talk about your jobs in a second. B, next.
S2: Group B, host.
T: Which is one. C.
S3: "Jay". (wrong pronunciation for *Judge*).
T: Judge.
S3: Judge
T: We will have it three, three judges. D. (T: NS2-observation)

(22) A recast episode from classroom observations: Bob's class

T: So all right. What do you find in a boyfriend? What's important?
S: Good-looking and rich
T: Look, Good-looking and rich, you can. What's important in a boyfriend?
S1: Have to kond heart

T: What?
S1: Kind-heart.
T: Kind-hearted? (rising intonation)
S1: For me. (T: NS2-observation)

In (21), the student was reading a paragraph from the course syllabus concerning the rules of the speech contest. During her reading, she made several phonological errors and the teacher corrected her pronunciation of the words immediately after the error occurred. The student also repeated the word right after the teacher's recast. However, unlike the content-related recasts in student presentations, the teacher hardly ever repeated the pronunciation. Two recasts that occurred in this dialogue may also indicate that the teacher regarded the phonological errors that the student made to be fundamental and he expected the student to learn how to pronounce the words correctly. Hence, he interrupted the student's presentation with phonological recasts.

In (22), the student at first self-repaired her error by saying *kind-heart* while her first response to the teacher's question was *kond heart*. However, the phrase she uttered in this turn was not in the correct grammatical form, which should have been an adjective phrase, *kind-hearted*. Here again the teacher provided the recast, *kind-hearted*, with a rising intonation as he had in these recasts that occurred in other contexts. Nevertheless, he did not repeat the recast. Furthermore, because this was a group discussion on a particular topic, the teacher's provision of the feedback was also in a different form than that in the context of teacher-led discussion-whole class. That is to say, the teacher did not repeat the recast either orally or in written form as he had in the whole-class discussion. The recast episodes that occurred in this context were mostly isolated or a more global reformulation of students' erroneous expressions or sentences.

When referring to the frequencies of recasts in each context, it is noteworthy that recasts occurred more often in the contexts more relevant to language learning. Put differently, when discussions took place to help students develop their ideas for a particular topic, the frequencies of recasts were higher than in other contexts. Three contextsobtained the highest frequencies (Count=10, 10, and 9): teacher-led discussion (one-on-one, pair and/or group discussion), whole-class, and student's presentation (content related), whereas the context pertinent to the format regarding how to hold a speech contest or related to rules of presenting a speech had the lowest frequencies (Count=3). It should be noted that the read-aloud passages in this contexts were paragraphs that students read from the class syllabus. Part of the content of the passages was pertinent to the rules of the speech contest whereas there were other short paragraph included as sample essays. However, the teacher mostly corrected students' phonological errors in the context of reading aloud.

In conclusion, according to the data shown in this study, it seems that Bob, the NS teacher, tended to repeat recasts with rising intonation and would repeat them in various forms. This may suggest that his provision of recasts was not very consistent in each learning context and may have depended on whether the context was language-focused or format-focused. Table 4.5 illustrates three contexts in which recasts occurred in Kevin's class: Students' presentation, reading aloud the passage, and teacher-led discussion.

Table 4.5: The contexts in which recasts occurred: T: Kevin-NS3

	Student's presentation:- Content-related	Reading loud the passage	Teacher-led discussion- one-on-one/pair and/or group interaction
NS3-Kevin	**8**	**12**	**74**

Three contexts in which recasts occurred were identified in this class. It is

shown in the table above that the frequencies of recasts in the context of teacher-led discussion, one-on-one/pair and/or group interaction, were extremely high predominantly due to the teacher's teaching methods. In this class, the teacher did not pair or divide students into groups for conversation practice as often as many other teachers did. Instead, he went to each student and conversed with him/her or sometimes with a couple of students at the same time, which contributed to the high frequency of 74 recasts compared to the other two types of contexts. Excerpt (104) is a recast episode from one student's presentation:

(23) A recast episode from classroom observations: Kevin's class

S: Singapore zoo come out personal with the over three thousands and two hundred moments
T: Mammals.
S: Mammals, birds, and reptiles, and fishes and these twenty-eight hectares all they do.
S: This is called Talkway. Uh this is a way on the city try to count by the east coast fish and relax with the seaside road. The (east road) in the "quen"
T:Quintessential
S: Quintessential and made from recent re regression.
T: Recreation
S: Recreation and relaxation for many Singapores and travelers alike.

In (23), the teacher corrected the student's phonological errors during his presentation although there were also some grammatical mistakes (e.g., *this is a way on the city try to count by the east coast fish*). Based on my observation in this class, it appeared that whenever students were doing presentations, the teacher corrected their errors in pronunciation the most frequently, though students made plenty grammatical errors. It could be that the teacher did not want to interrupt the student's presentation too often with other types of corrective feedback such as grammatical, lexical, or complete sentence recasts of the incorrect sentences. It is also likely that during presentations correcting students' grammatical errors or incomplete and/or incorrect sentences or expressions with recasts was not practical and would seriously break down the flow of the presentation. Furthermore, it seems that phonological recasts

were noticed by the students because students would repeat the correction.

Excerpt (24) is a recast episode in which the teacher corrected the student's phonological errors made while reading aloud a passage.

(24) A recast episode from classroom observations: Kevin's class

S: They telephoned the bridge with the message. (.) Iceberg dialag.
T: Dead ahead [S: dead ahead]
S: The qua..
T: Quarter master [S: quarter master]
S: Spun the ship as fast as he could but it was too late. The ship was sailing too fast (wrong pronunciation for the word, *sailing*) [Ss: Sailing] sailing too fast and it was too late to change direction.

S: The Titanic hit the iceberg and the ship sh..ock
T: Shook
S: Shook but most of the passengers were sleeping and were not disturbed.
T: Good.

A comparison of (23) and (24) illustrates this teachers' tendency to only correct students' phonological errors. It may seem natural for the teacher to correct students' mistakes in pronunciation in the context of reading aloud because the student was only reciting the correct form of the language in the textbook. However, unlike another NS teacher, Bob, who usually corrected students' speech presentations after they finished, Kevin would address the pronunciation of certain words and interrupt students' presentations with phonological recasts.

Excerpt (25) is an example of a teacher-led discussion: one-on-one, pair, and/or group interaction:

(25) A recast episode from classroom observations: Kevin's class

T: So is it ok for people to use cell phones in the movie theater?
S1: No, no, I am "very hate".
T: You really hate that. You really hate that. You really hate that. What do you think? Are cell phones annoying? Should they not be allowed in public places?
S2: Yes, it's about "the polite".
T: Being polite.
S2: Yeah, being polite.
T: Courtesy.
S2: Um: yes. And maybe annoy. You can use it "on class" but
T: In class
S2: But not as in class but not as school. I think school you know is big and you have break time. You can took a phone but on class. You can have but not [T: ok] on in class, sorry.

In (25), the teacher asked a couple of students about using cell phones in public places. After the first student's wrong sentence *No, no, I am very hate*, the teacher reformulated the student's utterance by adding an adverb *really* and an object while deleting the auxiliary verb *am*. A characteristic of Kevin's recasts is that he would repeat the correct form of the language again and again as in (26).

(26) A recast episode from classroom observations: Kevin's class

T: Hello, Moto. So my next question is Agatha which company makes the best cell phone do you think?
S: Nokia.
T: Nokia. So is your cell phone Nokia?
S: Yes.
T: So that's why it's the best.
S: It can "take" a long time.
T: It can LAST, it can last a long time.
S: (Student imitated the teacher's recast quietly)
T: It can last a long time. (T: NS3-observation)

In (26), as in (25), the teacher repeated the recast again after the student had silently repeated the sentence. In fact, the teacher to some extent uttered the recast for three times in (26) because at first he said *It can last.* and then continued to utter the sentence more completely. In (25), for instance, he said the sentence three times before he continued with his next question. The reason may be that the teacher wanted to emphasize how much the student hated people using cell phones in the movie theater. However, the student in this case did not have the opportunity to say the recast again because the teacher turned to another student and asked for her opinion of another question that was similar to the first student. Nevertheless, in the following turns another two recasts occurred in which the teacher only mentioned the feedback once following students' uptake of the feedback. One thing to note in this dialogue is that the second student self-repaired. He even said sorry in the last turn after self-repairing his incorrect use of the proposition of the expression in the last turn. It

is likely that when the teacher provided the recast, the student was highly aware of the difference between the error made in the previous utterance *You can use it on class but*. and the teacher's isolated recast *in class* in the following turn.

There are situations when the teacher did not repeat his recasts. Excerpt (27) is an example:

(27) A recast episode from classroom observations: Kevin's class

T: Yes, good. What do you think? Should, are cell phone annoying, should they be banned in public places? Should it be get rid of them?
S1: Um: why?
T: And why, yes.
S: Um:
T: You don't know, hard to say.
S1: Yeah.
T: Hard to say.
S2: Yeah, I think it must "be to ban in use" in the public.
T: Ok. It should be banned in the public. Why?
S2: Yeah. So for example, when you are in a meeting and someone's the phone rang, yeah it rang yeah. In this book, it has mentioned about this.
T: Yeah. It's really annoying. It's really annoying.

In (27), instead of repeating the recast, the teacher continued to ask the same student another question. After investigating Kevin's recasts episodes, it may be concluded that he would repeat recasts from time to time depending on the contexts in which they occurred. It appears that for most of the phonological recasts in the contexts of student's presentations as well as reading aloud, no repetition of recasts occurred, while in the interpersonal interaction for the discussions of topics, the teacher's provision of recasts and the ways that he presented them varied a great deal as well. His pattern in terms of classroom recasts was not very consistent in these three different situations. Table 4.6 illustrates three contexts in which recasts occurred in Ming's class: students' presentation, reading aloud the passage, and teacher-led discussion.

Table 4.6: The contexts in which recasts occurred: T: Ming-NNS1

	Student's presentation-	Reading loud the passage	Teacher-

	Content-related		led discussion- one-on-one/pair and/or group interaction
NNS1- Mike	**25**	**30**	**22**

Three contexts in which recasts occurred were identified in Ming's (NNS1) class. As seen in Table 4.6, the distribution of recasts in each context was quite consistent. This even distribution may have been due to the teacher's teaching methods. Unlike most of the other five teachers, Ming often asked individual students to read the passages aloud, which may have contributed to more occurrences of recasts or other types of feedback such as repetition. He also provided many recasts when students were doing presentations. Ming's recasts regarding the content of students' presentations were offered either during or after the presentations. In addition, his recasts were not limited to phonological errors but also included grammatical or lexical errors. Excerpt (28) is an example:

(28) A recast episode from classroom observations: Ming's class

T: Yes, Kelly. (.) So you tell me. Tell us where do you want to go. Yes. Yes. Yes. Alright, go ahead.
S: Um…I, I can go "family marke".
T: Okay. You want to go to the fam- Family Market. Okay, Fam- Family Mart.
S: Mart and…
T: And how would you, how do you go there? Yeah. How do you get there?
S: Go…
T: Yeah, we have we have several of bunches of Family Mart, but which one do you want to go? Which one?
S: "In school."
T: The Family Mart on campus. The Family Mart on campus. So there are two Family Marts on campus. Which one do you wanna go? (With this body gesture of pointing fingers at two opposite directions.) Is this one in this building or the one in the dormitory?
S: In the building.
T: The one in the building in this building. Okay, so, okay. (T: NNS1-observations)

When the student started to give directions to the convenience store nearest the classroom, the teacher provided the first recast by rephrasing the student's utterance using a different model as well as a phonological recast in the same sentence. In other words, the teacher changed the surface structure of the sentence and also added the /t/ sound to the word *market*. Later in the same turn, the teacher again provided a lexical

recast by saying *Family Mart*, which was a correction of the word *market* uttered by the student in the previous turn. In some respects, the teacher's recasts may have unnecessarily interrupted the flow of the presentation although it appeared that the teacher understood what the student attempted to say.

The teacher also provided recasts after students had finished their presentations, as a review for other students. For example, in (29), the teacher asked the student to repeat what she had just presented. However, because the student's presentation was several minutes long, the teacher stopped the student and made comments after she had repeated a part of her presentation. Example (29) includes several recast episodes after one student, Grace, finished her presentation about giving directions.

(29) A recast episode from classroom observations: Ming's class

T: Okay, let me have a can you read that again? Let me have comment for you. Yeah. So one more time the sentence the sentence number the first sentence, please.
S: If I begin from 斗六…
T: Like if I get started from the 斗六, yes, and…
S: I suggest that by the way of train.
T: I suggest you I suggest you take the train, right?
S: But Kenting without train station.
T: But there's no train station in Kenting, right?

In (29), the teacher reformulated almost every incomplete sentence that the student spoke. It can be seen from (29) that Ming, the NNS teacher provided different types of recasts. For example, when the student repeated the first sentence, which was in fact not grammatical at all, the teacher made it into a complete sentence and repeated it as a way to confirm his understanding of her utterance. In this case, the recasts that the teacher provided could not be categorized as grammatical recasts due to his reformulation of the students' fractional utterance.

Excerpt (30) illustrates the interaction between the teacher and individual students in a teacher-led discussion.

(30) A recast episode from classroom observations: Ming's class

T: Alright, that's very good. The last one, I would, uh, I would invite David. David, can you tell us, why do you think, why do you think, um, uh, that, he's a colleague?

S: (Inaudible)

T: Okay, yes, very good. Give me, she gave us, uh, she gave us three reasons. Reason number one is…

S: They are typing computer.

T: Alright, they are typing computers, okay. Typing on computers, well they are using the keyboard, okay. That's number one, reason number one, and number two?

S: They are sitting next to others.

T: They are sitting next to…next to others, next to each other. Okay, good.

In (30), the teacher asked individual students to answer the questions in the textbook and then conversed with them about the reasons for their answers. In this dialogue, the teacher also attempted to elicit correct language by uttering incomplete sentences so that the student would follow his prompt to finish the sentence. Then the student uttered *they are typing computer*. In the following turn, the teacher repeated the student's utterance, which followed a recast of the student's incorrect sentence previously. While comparing (28), (29), and (30), it can be seen that the teacher would either repeat students' erroneous utterances before offering his recasts or repeat his recasts automatically. In (28) for instance, after the student's incorrect utterance *I can go Family Market.*, the teacher reformulated the student's utterance partly by changing the modal *can* to the main verb *want*. However, he still said *Family Market*, which was not the correct translation of the convenience store. Immediately following his first recast, the teacher repeated the phrase again with the correct translation of the store name, *Family Mart*. The same situation occurred in (28), in which the teacher repeated the student's wrong utterance, *they are sitting next to others*, followed by a recast, *next to each other*. In a similar vein, the teacher repeated his recast in (29) after the student's incomplete sentence (i.e. I suggest you, I suggest you take the train).

The last context in which recasts occurred in this class was the reading aloud of the passage. Excerpt (31) is an example.

(31) A recast episode from classroom observations: Ming's class

T: All right. Number two.

S: (Inaudible) in and festival and classic in on May 20th at 8:pm just the

T: Ok, what is the title of the movie? What is the title of it?

S: "Croaching" Tiger and "Hiddon" Dragon.

T: What's the movie? Crouching Tiger and Hidden Dragon. What's that? 臥虎藏龍. Yes, Crouching Tiger and Hidden Dragon.

In (31), the student was reading aloud a paragraph about a famous Chinese movie, Crouching Tiger and Hidden Dragon. In this dialogue, at first the teacher provided the student with a phonological recast and then code-switched to repeat the movie title to clarify the movie name for the student. It is likely that because the word *crouching* may have seemed unfamiliar to students, he provided the Chinese translation before the recast so that his students would make an easier connection between the pronunciation of the movie title in English and that in Mandarin Chinese.

On the one hand, many of the questions and answers in his class were based on the textbook used for the class, in which the fewest recasts (Count=22) occurred compared to the other two contexts. It is likely that due to the large class size, Ming could not spend too much time on each individual student for dialogue practice. In addition, it is likely that because of this large class size, his teaching methods tended to be more teacher-centered. In other words, most of the learning activities were teacher-led, and students hardly ever had opportunities to practice conversations with one another or in a group. Thus, most of his recasts occurred during students' presentations and reading aloud. However, one probable reason that most of his recasts occurred during the presentations and reading aloud is that each student was seated in a cubicle with a computer monitor as well as a control panel on the table. It would be difficult for him to interact with each student often due to the limitation of space. Ming spent considerable time lecturing on the content of the textbook and then

used the computer system to prompt conversation practice with students. There was a time when he spent forty minutes showing students how to use the CD Rom enclosed in the textbook.

It appears to be Ming's pattern to repeat student's incorrect utterances before offering his recast regardless of the contexts. While most teachers would offer phonological recasts during students' reading aloud immediately following the student's incorrect pronunciation, Ming would repeat the wrong utterances or pronunciation from time to time. It is probable that the teacher repeated students' incorrect sentences, phrases, or pronunciation of certain words as a confirmation of students' utterances and in some respects it may have also enhanced students' awareness of the difference between their non-target utterances and his recasts. Table 4.7 illustrates three contexts in which recasts occurred in Ping's class: student-led discussions and two types of teacher-led discussions

Table 4.7: The contexts in which recasts occurred: T: Ping-NNS2

	Student-led: One-on-one, pair and /or group work	Teacher-led discussion-Whole class class	Teacher-led discussion-one-on-one/pair and/or group interaction
NNS2-Patricia	**9**	**10**	**42**

In Ping's class, three contexts in which recasts occurred were identified as shown in Table 4.7. Of these different contexts, the teacher-led discussion (one-on-one/pair and/or group interaction) obtained the highest frequencies while the student-led discussion had the lowest. However, one thing to note regarding the teacher's teaching method is that although this teacher also used a textbook, she never asked students to read aloud passages from the textbook throughout all the sessions that I observed. In addition, the teacher often used the conversation exercises in the

textbook and expanded them into more enriched learning activities in the classroom. Excerpt (32) is an example of the first context: student-led group work.

(32) A recast episode from classroom observations: Ping's class

S1: What is the average (missing the ge sound) in fall (sounds like full with a falling intonation)?
T: In fall, uh huh. How about the low?
S1: How about the low?
S2: It's six degree celslus.
S1: Six
S2: Six
T: Six, very good. Six.

In (32), students practiced the dialogue with their partners as pair work. When the student mispronounced two words in the sentence, the teacher interrupted and provided a recast of the second phonological error in the first student's incorrect utterance, *full*, which was expected to be pronounced as *fall*. Then in the same turn the teacher asked the question, which should have been asked by the first student. However, there were two phonological errors in the first student's utterance, and the teacher only corrected the student's pronunciation of the second word instead of providing two recasts for both errors. It is quite common that Chinese learners of English delete the last phoneme of English words especially when they are voiceless consonants. However, the last phoneme of the word, *average*, is voiced, but the student's pronunciation of the word made it sound like *every*. Excerpt (33) is a grammatical recast that occurred in Ping's class.

(33) A recast episode from classroom observations: Ping's class

S: She "don't" like hot weather.
T: She DOESN'T like hot weather. uh huh.
S: Yeah.
T: So what is the…which one? Which one is your (inaudible), number one?
S: Yeah.
T: Number one, so what does she want to do if it's warm and sunny?
S: She she
T: She wants to
S:Stay home and watch TV.
T: Stay home and watch TV, uh hun because
S: She "don't" like hot weather.
T: She DOESN'T like hot weather. Oh, I see. Anybody? Anybody? How about you? Did you

interview? Yes ok. which one? No no no. Did you ask Edna?
S1: She feels not comfortable.
T: Oh, she DOESN'T feel comfortable or she feels UNcomfortable, right. Very good. or she feels uncomfortable. Thank you.

Example (33) occurred after students had finished their group work. The teacher asked a few students to share the information that they had obtained during their interviews with their peers based on the questions in the textbook. It is obvious that the first student made the same error again later in the dialogue although the teacher had provided a recast at the beginning when the student made the error for the first time. After the first recast, the teacher attempted to review the content by asking the student to provide another answer to the same question. That was when the student made the same error again. However, it seemed that the student was not aware of her incorrect use of auxiliary verb *do* in the sentence having a third person singular subject. In the later turns when the teacher asked another student for another response regarding the same question, she provided the recast with repetition as well as more alternatives to the same utterance.

The third context in which recasts occurred in this class was the teacher-led discussion whether it was a one-on-one discussion, pair, or group work. Excerpt (115) provides an example.

(34) A recast episode from classroom observations: Ming's class
T: Who are you travelling with?
SS: We are
T: Friends [S: friends] boy friend or girl friend, no.
SS: No
T: Just good friends.
SS: Yes [T: Good, very good].
T: Yes, so reason is it's expensive, right?
S1: Yes, very.
T: Are you in France or not? haha uh yes
S1: 很貴溜 (Very exprensive!)
S2: 沒關係阿 那星星很多 (That is ok. There are so many stars: The stars here means the ranking of the restaurant)
T: Because you think

S1: Good server
T: Good service, ok. and
S2: Good food.
T: Good food, excellent food. Ok.

In this context, the students were talking about choosing a restaurant while travelling to a foreign country with someone. This context was classifed as teacher-led discussion because the teacher provided her recast when students were answering her eliciation *Because you think*...although at the begining of the activity, the students were having this discussion with regard to which restaurant they would like to go to while traveling to a foreign country. The teacher provided a lexical recast after the student's misuse of the word, *server*. It is likely that the student thought they chose the restaurant in Paris because the service was good but perhaps their selection of the vocabulary was affected by their native language. That is to say, it is likely that they either thought that the waitors or waitresses in the five-start restaurant would be very good or they may not have known which word to use to express their idea about the restaurant. Thus, the student uttered *good server*, which may seem to be the word that was closest to what she intended to say about the restaurant. In addition, it also functioned as an implciation to the teacher that they chose the restaurant because of the good service.

As shown in Table 4.7, the frequencies of recasts in the three contexts varied a great deal. It appeared that the teacher was the one who led the discussion most of the time although many conversation activities and topic discussions were adapted in this class to provide the students with as many opportunities as possible to speak English. On the one hand, the teacher would often take over students' turns and continue the dialogues. Hence, it may explain the highest occurrences of recasts in the last context, teacher-led discussion, regardless of the interaction patterns. As long as the teacher

took the initiative to start the interaction with individual students, a greater chance of recasts or other types of feedback may occur. There were times when students were doing their conversation practices, and the teacher interrupted to correct their errors with recasts. Excerpt (35) shows that even though the student uttered a segmental phrase or an incomplete sentence, the teacher did not provide any recast until later in the dialogue when the student made a phonological error.

(35) A recast episode from classroom observations: Ping's class

S1: This is
S2: Visit the Chinese
S1: Chinese
S2: Garden, garden, garden
S1: Garden
T:: You have to say yes
SS: Yes, Chinese garden
T: Garden
S2: Yes, Chinese garden.
S1: What's things to do in summer?
S2: Walk or jog in Standly
T: Stanley Park
S2: Stanley park
T: Good, Stanley Park.

Excerpt (35) is a student-led discussion because most of the time the students were the ones who were asking and finding certain information in terms of what to do in the summer in a foreign city. Three students were involved in this discussion and when the second student uttered *visit the Chinese*, the teacher did not reformulate her incomplete sentence with any feedback but let the dialogue continue until later when second student made this phonological error, *Standly*. It should be noted that in this dialogue, the teacher only provided feedback but did not ask questions that the students were expected to ask another student. In short, this teacher offered recasts much more frequently in teacher-led discussions than did other teachers. Table 4.8 illustrates the only context in which recasts occurred in Ling's class i.e., teacher-led discussion.

Table 4.8 : The contexts in which recasts occurred: T: Ling-NNS3

	Teacher- led discussion- one-on-one/pair and/or group interaction
NNS3-Jen na	37

In Table 4.8, the only context in which Ling produced recasts was the teacher-led discussion. Due to the low English proficiency of this class, the teacher's teaching methods were rather conventional; that is to say, the teacher's lectures took up the majority of the class time. Furthermore, as discussed in the previous section, this listening and speaking class was preceded by a reading and writing class, which usually caused a delay in the listening and speaking class. Thus, this class had a shortened class time. In order to cope with students' low proficiency, the teacher had to code-switch between Chinese and English very often and lectured in Chinese on the target sentence patterns, expressions, new vocabulary, amd grammatical points. She would also spend time doing drill practice to help students be more familiar with the target language

Most of the recast episodes occurred during teacher-led discussions in which the teacher would ask students to practice the conversations or the exercises in the textbook. There were times when the teacher monitored students' pair or group work and started the conversations or dialogues. Excerpt (36) is an example of a teacher-led discussion.

(36) A recast episode from classroom observations: Ling's class

S: My husband is made….importer. He is important….
T: He is a(n) importer.進口商. Importer.
S: Importer.
T: Or he is a businessman.
S: Yes.
T: He is a businessman. He is a(n) importer
S: Yes

In (36), the student's utterance indicated that she wanted to tell the teacher that

her husband imported material from a foreign country as his business. Instead of saying *importer*, she used a wrong word, *important*. It is likely that the student confused *importer* with *important* due to the word root that these two words share. As soon as she uttered the word, *important*, the teacher realized that she had made an error in the word choice and provided a lexical recast immediately following the Chinese equivalent of the word, *importer*. Then the teacher repeated the recast again. After the student uttered the teacher's recast in the following turn, the teacher offered an alternative (i.e. *He is a businessman*) in addition to the recast (i.e., *He is a(n) importer*.) Then after the student responded to the feedback (i.e. *yes*), the teacher again repeated both sentences. It appears that the teacher would repeat her recast by providing more alternatives for students to help them better understand how to say certain expressions or sentences correctly in English. In (36), for instance, when the teacher first uttered *he is an importer*, the student may not have known the meaning of the word, *importer*, although it sounds very similar to *important*. Then the teacher uttered another sentence with a similar meaning to the first recast, *he is a businessman*, as another alternative to provide the student with more options regarding how to express the same idea using different word choices. The second sentence, *he is a businessman*, may have been easier for the student to understand. This dialogue also corresponds to one of the subcategories in terms of student perception of teachers' recasts, which is a teacher's word choice in recasts. In this incidence, it seemed that the teacher was aware that the word, *importer*, may have been unknown to the student. Thus, she provided another recast in addition to the first one.

In conclusion, the contexts in which recasts occurred in this class were mainly teacher-led discussions and most of the time, the forms of interactions between

teachers and students were one-on-one, one-on-two, or in groups. Nevertheless, due to the students' inability to elaborate on the topics that the teacher set for them to discuss, the length of the conversations or dialogues was usually short. Students' utterances tended to be more fractional and more native language (Chinese) was used during the interactions.

As discussed at the beginning of this section, Kevin produced the highest number of recasts of all the teachers, largely due to his rather unique teaching methods. Because the class size was small, he was able to have dialogues with almost every student for every question even though the majority of the teachers also had many interpersonal interactions with their students in the classroom. When comparing Kevin's approach in his class to those of the other five teachers, it is obvious that he spent most of his time talking to individual students. However, Ming, Ping, and Matt spent a lot of time explaining the content before pairing or grouping students to interact amongst themselves for the information gap activities. Matt, for instance, would spend time calling roll and giving vocabulary quizzes. He also talked for quite a long period of time about the variety of vegetables or fruits, for example. Then, he divided students into groups for the information gap activities and began to talk to students in pairs or in groups. Ping, who also frequently asked students to do pair work and group work, spent considerable time explaining the learning activities that she had prepared for the class. Like many Chinese teachers who teach conversation classes, she also did drill practice in class from time to time to help students become familiar with the pronunciation as well as the meaning of the new vocabulary, which may have decreased the time she could provide recasts or other types of feedback through dialogues with individual students. Ming, who had the second highest

frequencies of recasts, had the fewest conversation activities compared to the other teachers who also taught the same type of classes. The distribution of his recasts is quite consistent in each context. Nevertheless, due to the limitation imposed by the equipment in the language lab as well as to the teacher's more teacher-centered teaching methods, there was less time for interpersonal communications and interactions between teachers and students or among peers. Most of the types of the recast episodes in Ming's class did not occur in other classes such as those that occurred most frequently in Kevin's (NS3) class (i.e. Teacher-led discussion-one-on-one).

Previous research has focused on student-related factors when examining the effect of recasts. Nevertheless, it has been shown that teacher's factors pertaining to their personal characteristics in particular nativeness and nonnativeness play a critical role in the production of teacher recasts. Furthermore, how teachers manage their classes, their requirements for students, the learning objectives of the class, and the teaching methods, as well as the learning material presented in class could impact the interactional patterns between teachers and students and directly or indirectly have an effect on teachers' provision of feedback. In accordance with the feedback patterns as well as the contexts in which recasts occurred in these six classes, it also seems likely that teachers' methods and class requirements may have affected the types and frequency of recasts in their classrooms. Table 4.9 presents types and frequencies of corrective feedback that teachers used in the six classes.

Table 4.9: Frequencies and types of corrective feedback teachers used in the six classes

		Recasts		Explicit correction		*Metalinguistic clues/talk*		Elicitation		Clarification requests		Repetition	
NS	NNS	NS	NNS	NS	NNS	NS	NNS	NS	NNS	NS	NNS	NS	NNS
Matt	Ming	34	77	7	5	6	6	2	34	9	6	14	9
Bob	Ping	37	61	10	0	2	0	17	46	24	5	2	1
Kevin	Ling	94	37	8	0	1	8	15	9	10	9	0	0
Total	Total	165	175	25	5	9	14	34	89	43	20	16	10

The six types of corrective feedback identified in Table 4.9 were based on the following definitions from Lyster (1998b):

> 1. Explicit correction: Teacher supplies the correct form and clearly indicates that what the student had said was incorrect;
> 2. Elicitation: Teacher directly elicits a reformulation from students by asking questions such as "…or how do you say that in French?" or by pausing to allow students to complete teacher's utterance, or by asking students to reformulate their utterance;
> 3. Metalinugistic clues: teacher provides comments, information, or questions related to the well-formedness of the student's utterance such as Ca ne se dit pas en francais" or"C'est masculine?";
> 4. Clarification requests: teacher uses phrases such as "pardon?' and "I don't understand";
> 5. Repetition: teacher repeats the student's ill-formed utterance, adjusting intonation to highlight the error.
>
> (p.189)

Recast is the sixth type of feedback. Lyster's definition of a recast is not presented here in order to distinguish his definition from that operationalized in this study. According to Table 4.9, recasts was the most frequently used type of feedback for all the teachers compared to other types of feedback provided in the classroom. However, the total tally of recasts offered by NNS teachers was slightly higher than that of the NS teachers. One probable reason could be the class type because one of the NS teachers taught the speech class in which the teaching goals of the course was to familiarize students with certain formats of speech and/or debate contests. This may have contributed to the fewer occurrences of recasts by NS teachers. It is likely that if the class type had been changed to a conversation class, more recasts would have

occurred.

NS teachers tended to offer more explicit corrections and clarification requests; the NNS teachers provided more elicitations. The frequencies of explicit correction between NS and NNS teachers varied significantly (25 vs. 5), which was due to the lack of feedback used by two of the NNS teachers. Nevertheless, this is quite the opposite of student perceptions of teachers' provision of explicit and implicit feedback in the classroom. In (37), one student from Matt's class talked about teachers' different nationalities and their different ways of correcting errors.

(37) Individual student interview (S: Helen, T: NS1, R: researcher)

R: Then let me give you another example. If it is the same feedback (recast) and for example, I was the Chinese teacher and Matt was the foreign teacher, then if we both provided the same feedback, would it make any difference in your receptivity or do you think that there would not be any difference between teachers of different native identities?

S: As for the receptivity, I feel that the difference is that Chinese teachers would let you know explicitly your errors.

In this interview, the student slightly misinterpreted the question that I had asked. However, she did mention what she thought with regard to teachers' ways of correcting errors, which were not limited to the provision of recasts. She regarded Chinese teachers to be more inclined to indicate students' errors explicitly when responding to students' incorrect utterances or pronunciation. This perspective of Chinese teachers is quite contrary to the frequencies of feedback types used by teachers in these six classes. It is likely, however, that Chinese teachers did tend to be more straightforward toward students' errors for the purpose of raising students' awareness of the mistakes. Furthermore, students' impression of Chinese teachers' explicit error correction may have been due to their previous experience with English teachers in the past. Most of the nonnative English teachers at the level of secondary education in Taiwan are more direct in pointing out the errors that students make in

particular when it is related to the accuracy of the target language. Nevertheless, of the three NNS teachers, two of them did not use any explicit error correction (i.e. Ping and Ling), an observation which paints a very different picture from what students perceived concerning teachers' behavior of error correction. Although Ming was the only NNS teacher who used explicit error correction in class, his usage was not very high either. Similarly, although the NS teachers demonstrated higher occurrences of explicit error correction, the frequencies were still relatively low compared to other types of corrective feedback.

The probable reasons that Ping and Ling did not use explicit error correction in their classes could be related to their teaching philosophy and/or the proficiency level of the students. For example, the students' English proficiency in Ping's class was much higher than in Ling's class, which allowed Ping to use the target language in class almost all the time. In addition, it seemed that the teacher was focusing on students' oral practice instead of emphasizing their accuracy when speaking the target language because many of learning activities such as pair work, group discussion, and games adapted by Ping increased students' chances of speaking English during the class time. Excerpt (38) is from the teacher interview with Ping regarding her beliefs in second language learning:

(38) Teacher stimulated recall interview (P: Ping, R: Researcher)

R: Could you talk a little bit about what you believe you know like we have learned something like about second language learning theories. So what theories in SLA do you believe are um kind of mechanism for your students to learn English?

P: Huh (Ping was sort of amazed by the question.)

R: Yeah, it's ok. You can talk a little like you know do you think their first language will interfere their foreign language learning or something like that.

P: Oh, ok. Uh I think it's a very good question. Well, let me think ha ha. Well, I think first indeed their first language influence their second language learning to a big degree, yeah. We have to admit that and especially in spoken English because they don't have much time to monitor or think about what they can say, ok. And so of course they make a lot of mistakes in spoken English. For example, their accuracy is not so good, ok but I want to focus on their I think I would focus more on their fluency or communicative ability, ok. So

as for their accuracy, I would not mind so much ok because it is really difficult and challenging for them to care both accuracy and fluency,

R: Right, right.

P: To some degree we or they have to sacrifice either one [R: right, right] and as a teacher I felt that they, they maybe they don't study very hard so for example their vocabulary bank is very, very limited, although we try to give them new words, new vocabulary in class. But I think I guess it takes a while for them to to internalize (We both laughed) or to use [R: use] try to use them very automatically. Otherwise, they always rely on very old very the words or the phrases, or the usages they are very familiar with to use. of course I think that's natural. Everybody does the same way.

R: It's common.

P:Yeah.

It can be seen from (38) that in order to improve students' fluency as well as their ability to communicate in English, the teacher stresses the importance of students' development in speaking the target language fluently. Furthermore, as Ping mentioned, due to students' rather lower level of English ability, it would be very challenging for them to maintain both accuracy and fluency when speaking the target language. In addition, by the teacher not using any grammatical terminology or explicitly pointing out mistakes, students spent more time communicating with the teacher and their peers albeit they did make errors in their utterances from time to time. This teacher's personal philosophy regarding second/foreign language learning was also in keeping with her minimal use of corrective feedback and metaliguistic talk/clues in the conversation class.

Excerpts (39) and (40) are from the teacher interview with Ling about her expectations of the students:

(39) Teacher interview (L: Ling, R: Researcher)

L: In fact, those students end up studying at weekend school…

R: Um

L: Because many of them are not very well off.

R: Right.

L: I heard this from a speech and the speaker mentioned that these students who studied at Weekend school

R: Um hun.

L: They would end up being at this weekend program.

R: They may have been out of schooling for too long.

L: When I listened to the speech at the time, and (the speaker said that) when these students

ended up being here (in this program)
R: Yeah! That is true!
L: So we should be not too strict on them.
R: Yes, yes. Yes.
L: Something must have happened in their lives, which led them to studying in the weekend program.
R: Right, right, right.

(40) Teacher interview (L: Ling, R: Researcher)
L: I would intuitively repeat the utterance one more time. (Here the teacher means she provided with recasts to help students complete the sentence or the expression.)
R: Yes, yes. Then let's listen…
L: Which means that to me I was not correcting the student's error at the time (When the recast occurred.)
R: Yeah, I know.
L: Because the student was not even able to say a complete sentence. He could not even say certain expressions.
R: Um hum

In (39) and (40), Ling suggested that most of the students studying in the two-year junior college weekend program were usually from more diverse socio-economic backgrounds than those in the four-year college program in the day school. Most of the students in the program had been out of school for a long period of time before they returned to school for continuing education. The lack of continuity with the language may have seriously affected their learning of the target language in the program. Furthermore, this very limited exposure to the target language compared to the students in the weekday school also led to their greater difficulty of learning the language. The teacher's comments on her students may be reflected in her expectations of the students as well as the interactions between her and the students. Because of the reasons mentioned above, she did not impose too many expectations on the students. Her understanding of her students' backgrounds as well as the adjustment of class requirements may have contributed to her more flexible class schedule and less demanding learning tasks in the classroom, as well as to the rather lenient style of classroom management. Thus, her classroom situation may some

extent have affected her choice of types of corrective feedback in the classroom and the amount of the target language that she used in the classroom.

Clarification requests were another feedback type used more frequently by NS teachers. NS teachers tended to have more frequent interpersonal interactions with students than NNS teachers did, due to their teaching methods and their expectations for the classes. Of the three NS teachers' classes, the teachers' teaching styles as well as their expectations of the students included pair work, information gap activities, or one-on-one discussion of certain topics. This could have led to more interpersonal interactions so that more clarification requests were used by teachers for the communication to progress although there were times when communication was interrupted by feedback in particular recasts. NS teachers may not have been able to use Chinese to verify what students had said. Also, NS teachers would have to use more feedback uttered in the target language to confirm or disconfirm students' utterances. In contrast, NNS teachers tended to rely on Chinese to translate students' problematic utterances and to clarify the meaning of the sentences and/or the expressions. Excerpt (41) occurred in Ling's class when the teacher translated one student's utterance into Chinese in order to learn the student's father's occupation.

(41) A dialogue occurred in Ling's class

T: 管理員,管理員,manager? (a security guard, a security guard, manager?)
S3: Bon you 喔…那是法文 (Bon you, oh, that is French.)
T: 沒有, I mean manager 就是經理人 (No, I mean manager, manager.)
S3:經理…. (Manager…)
T: 管理員,管理 what? (a security guard, manage what?)
S4:管理(台語)什麼? (Manage (the student said the word in Taiwanese), what?)
S3: High 樓 (High building)
S4:喔,高樓的, High 樓 (Oh, a tall building, a high building) (Both the teacher and students laughed.)
T:喔,社區啦,community. (Oh, Community!)

In (41), the fourth student tried to tell the teacher that his father worked as a security guard. Instead of saying the word in English, he code-switched between Chinese and English and said *high 樓* (meaning tall buildings). Apparently, the student could not find the correct vocabulary to describe the vocation and picked the only word that he knew pertaining to height and combined it with building in Chinese. Then the teacher directly translated his utterance into Chinese, which immediately made the meaning of the communication between her and the student clear.

There were two teachers who did not use repetitions at all in their classes--Kevin and Ling. The reasons that these two teachers did not adapt the feedback in their classrooms may vary. In Kevin's class, when a student uttered incorrect sentences or a misuse of English expressions, Kevin would often let the student continue his/her talk about the topic without repeating the incorrect sentences and/or expressions. It is likely that the teacher did not want to interrupt very often because sometimes every sentence that the student uttered was incorrect. In addition, the teacher may have wanted to avoid hurting the student's feelings by not correcting his/her errors all the time with different types of corrective feedback. Even so, he still used feedback to provide students with more opportunities to reflect on what they had said. In Ling's class, more Chinese was used to explain the grammar rules or to help students understand the teachers' utterances in English more easily, which may have contributed to the teacher's limited use of different types of feedback.

There were fewer recasts provided by NS teachers than NNS teachers, which may be due to Bob's class type. However, the difference of the tallies of recasts between NS and NNS teachers is not significant. Furthermore, it is more likely that

teachers' individual differences such as their teaching methods or class objectives contributed to this notable distribution of the feedback in the six classes. Despite the fact that the speech class taught by Bob may be attributed to the rather lower frequencies of recasts, NS teachers' provision of recasts are much higher when teachers' interaction patterns with students are taken into account. Due to the high Chinese proficiency of the NS teacher, Matt, the students in his class were more inclined to ask the teacher questions in Chinese. This may also have contributed to the lower occurrences of recasts in Matt's class because the opportunities for students to make errors in their English utterances were a lot fewer as long as the NS teacher understood their utterances in Chinese and responded to them with the correct form of the target language.

One of the feedback types that obtained higher frequencies by NNS teachers, elicitation, was used most frequently by Ming and Ping (Count=46, 34). According to the observations in Ming's class, it seemed that he usually used elicitations as a way to help students complete their utterances. Put differently, the teacher would say part of the sentence responding to his question and let the student finish the rest of the sentence. Nevertheless, the teacher hardly ever asked students how to say a word or an expression in English because he spoke English most of the time in class and explained the new words or expressions both in English and in Chinese before starting dialogues with individual students. In contrast, the students would ask the teacher how to say certain words, expressions, or sentences in English in Matt's (NS1) class, for instance, so the teacher was not the one who elicited students' answers or responses. There were incidences in Ming's class that when the teacher would attempt to elicit students' responses by starting the sentence. Excerpt (42) from an observation of the

class is an example.

(42) Elicitation (T: Ming, S: Student)
S: I will visit Yo-Yo Ma.
T: Okay, you'll visit Yo-Yo Ma. Okay, why?
S: She's, she…
T: She?
S: She…
T: Is that right? She?
S: He.
T: Okay.
S: He is a musician.
T: A musician. Because? Because?
S: Because I like music.
T: Okay, you like music? Okay.

In (42), the teacher attempted to help the student form the answer as to why he wanted to visit Yo-Yo Ma by repeating *because* two times as an elicitation to the student's probable reason for her utterance about visiting Yo-Yo Ma. Thus, the student finally said that it was because he liked music. Situations like this occurred quite often in these two NNS teachers' classes and may imply that the Chinese teachers were more inclined than the NS teachers to scaffold students' utterances during the interactions than NS teachers. It is likely that due to the incomplete sentences or rather fractional expressions uttered by most of the students, the Chinese teachers may have been more eager to provide students with the correct form of the target language in part to help their students become more familiar with the sentence patterns or the possible responses to the questions. They typically did not ask students more questions or use other types of feedback like explicit correction, which could have led to more communication between teachers and students. In addition, the Chinese teachers may have also been more concerned about students' learning of the word usages, sentence patterns, or expressions while NS teachers would rather have stressed the importance of students' ability to communicate in English.

When analyzing Excerpt (42) from the types of feedback that this nonnative

Teacher, Ming, used or provided in his interaction with students, it is also implied that instead of indicating the student's incorrect use of the third-person singular subject of the sentence, *she*, explicitly with an explicit correction such as *Yo-Yo Ma is a he, not a she*, or *You should not say she. It should be he,* he repeated the student's error at first (i.e. *She?*). In other words, because the teacher mentioned in the teacher's interview that he would repeat students' utterances to motivate students to share their ideas with him, it is logical that he did not use explicit correction to point out students' errors in their utterances or pronunciation. Thus, students might be more willing to continue the communication with him in the later turn. In (42), without stressing the student's incorrect selection of the subject pronoun, the teacher repeated the wrong subject pronoun first and then prompted the student's self-repair by asking her if it is correct to say *she* instead of *he*.

The last feedback type favored by NNS teachers is metalinguistic talk/clues. However, occurrences of the feedback were not significantly different between NS and NNS teachers and the frequencies were also relatively low. As far as NNS teachers were concerned, this was the second lowest of all the feedback types. One thing to note is that neither Kevin (NS3) nor Ling (NNS3) produced any instances of metalingusitic talk/clues. Kevin would frequently rephrase or reformulate students' incorrect utterances or pronunciation with recasts while Ling would speak Chinese. It is also likely that because of the students' very low language ability, the teachers' use of repetition would not lead students to be more aware of their errors in the utterances. It may have been much easier for the teacher to use other types of feedback to clarify the meaning of the utterances than repetition. Table 4.11 illustrates the number of error types identified in the recast episodes.

Table 4.10: The number of the error types identified in recast episodes

		Phonological errors		Grammatical errors		Lexical errors		Others	
		NS	NNS	NS	NNS	NS	NNS	NS	NNS
NS1	NNS1	8	42	10	19	8	11	7	7
NS2	NNS2	10	17	17	17	5	13	5	13
NS3	NNS3	30	5	40	18	5	6	25	8
Total	*Total*	*48*	*64*	*67*	*54*	*18*	*30*	*37*	*27*

N=165 (NS teachers=Native teachers), N=175 (NNS teachers=nonnative teachers)

Table 4.10 shows the types of errors identified in all the recast episodes. These error types were identified using the following definitions adapted from Lyster (1998b):

> Grammatical errors: Errors in the use of closed classes such as determiners, prepositions, pronouns, grammatical gender such as he or she, tense, verb morphology, auxiliaries and subjective/verb agreement, pluralization, negation, question formation, and word order.
> Lexical errors: Inappropriate choices of lexical items, for instance using the word motorcycle to describe scooter.
> Phonological errors: Decoding errors as students read aloud, and mispronunciations of certain words that lead to misunderstanding. E.g. Chef is pronounced as chief during the dialogue, and missing pronunciation of the final sound regardless of voiced or voiceless consonants.
> Others: The errors that cannot be categorized in the previous three types.
> (Lyster, 1998b, p. 195-196)

All the definitions have been operationalized to better suit the learning contexts in this study. In Lyster's study, the target language was French, not English, and the differences in these two languages may have contributed to the coding of the type of errors. However, it can be seen that more phonological and lexical errors were corrected by NNS teachers using recasts whereas NS teachers provided more grammatical recasts and others] types of feedback. The frequency of phonological errors corrected by NS and NNS teachers varied quite significantly, contrary to student perceptions of the types of errors that teachers of the two nationalities corrected in the classroom. Excerpt (43) concerns students' impressions of the types of errors that teachers of different native identities would rectify.

(43) Individual student interview (S: Cherry, T: NNS2, R: Researcher)

R: …If the same feedback was provided by a native teacher in the same conversation class and in the same situation and if the same feedback was offered by a nonnative teacher, whose (feedback) is more noticeable to you? The native teacher's or the nonnative teacher's?

S: The native teacher's.

R: Why?

S: Because I think their pronunciation is more authentic.

R: Um then if it is another type of errors, like a grammatical error or a lexical error, and still the feedback was provided by either a native or a nonnative teacher, whose feedback would be more noticeable to you?

S: For the first type of error (grammatical errors), it could be the nonnative teacher.

R: Why?

S:Because based on my impressions, native teachers' grammar may not be that authentic or correct.

In (43), when I asked the student about her receptivity to the feedback provided by NS and NNS teachers, her intuition was that because NS teachers' pronunciation is more authentic and genuine, it is natural and common for them to correct students' phonological errors more frequently than other types of errors made by learners. Furthermore, the student even considered NS teachers' grammar to be more non-standard than NNS teachers. It is likely that EFL learners were more sensitive to NS teachers' accent and intonation during the interactions simply due to their native identity. In addition, it is also probable that most of the students' previous Chinese teachers stressed the importance of grammar, which may have created this student's stereotype concerning the error types that the teachers of these two nationalities would correct. The tallies of the error types in this study, however, suggest a very different picture. here. The data show that NNS teachers provided more recasts for phonological errors and NS teachers produced more recasts for grammatical errors. It appears that NS teachers are more concerned about learners' accuracy whereas NNS teachers emphasize students' fluency.

Another important issue regarding error types is that NNS teachers provided more recasts for lexical errors more often than NS teachers and the difference was

quite significant (NS=18; NNS=30). The occurrence of recasts by NNS teachers to rectify lexical errors was almost twice as those of NS teachers, which may imply that the Chinese teachers were more aware of students' misuse of lexical items. However, NS teachers may have attempted to interpret students' incorrect utterances by other clues such as the contexts or sometimes Chinese translations of the problematic utterances provided by either the teachers themselves or other students before providing a recast for a lexical error. Excerpts (44) and (45) are two examples from Kevin's and Ping's class:

(44) A recast episode from classroom observations: Kevin's class

T: Batman begins, it's good. It's good. Uh I like his car. His car is cool. Allen, El Presidenting (h) do you have a favorite movie?
S: Yes.
T: What is it?
S: Uh. Coast Seven 海角七號
T: The, oh, the one in Taiwan the pop(ular movie), Cape Number seven. So it's very funny?

(45) A recast episode from classroom observations: Ping's class

T: Who are you travelling with?
S: We are
T: Friends [S: friends] boy friend or girl friend, no.
S: No
T: Just good friends.
S: Yes [T: Good, very good].
T: Yes, so reason is it's expensive, right?
S: Yes, very (expensive).
T: Are you in France or not? haha uh yes
S1: 很貴溜 (It's very expensive!)
S2: 沒關係阿, 那星星很多 (That is ok. They have a lot of stars.) (The second sentence means that the restaurant is highly ranked.)
T:Because you think
S1: Good server
T: Good service, ok. and

In (44), the student attempted to translate the title of the movie into English. However, he was afraid that the teacher might not know his English translation, so he code-switched immediately. At first the teacher did not know the movie that the student was talking about. Hence, he hesitated a little while and finally figured out the

movie title through the question he asked of the student as well as the number in the translation. In response to the student's wrong word choice, the teacher provided a lexical recast in his turn by saying *Cape Number Seven*. Furthermore, it happened quite frequently in Kevin's class that when students uttered incomplete sentences or misused English expressions, he only rephrased or even offered a rather global recast to students' non-target speech and then suggested lexical items in his recasts, which may have contributed to his high frequencies of recasts to phonological and grammatical errors. However, the lexical errors were the lowest among all the error types without regard for teachers' nativeness and nonnativeness.

The NS teachers' higher tallies of error type, others, may also partly explain this low occurrences of recasts to rectify lexical errors because considering all the NS teachers' corrections of lexical errors (Count=37), Kevin's recasts of more global errors accounted for the majority of the frequencies (Count=25). These more global corrections were likely due to the fact that most of the time the errors in students' utterances were so frequent that he could not just correct one item at a time. Furthermore, he may have been attempting to confirm his interpretation of students' segmental speeches by recasts at a more general level in order to maintain the interaction and the flow of communication.

In short, from the error types in these recast episodes, it appears that NS and NNS teachers may unconsciously address different aspects of language learning when using recasts as a method of helping students notice their non-target uses of the language. However, almost every teacher who participated in this study mentioned that their recasts were not always intended to correct students' errors but rather only rather to recap students' non-standard utterances, or they reformulated sentences

automatically without any intention to correct the errors. Table 4.11 is a summary of native and nonnative teachers in terms of classroom recasts and their use of corrective feedback.

Table 4.11: A summary of classroom recasts and teachers' use of corrective feedback-NS vs. NNS

	NS	NNS
Classroom recasts	● Focused on grammatical errors ● Repeated in different forms (i.e. oral and written) ● More contexts ● More recasts in meaning negotiation ● More personal dialogues with individual students ● More topic-based discussions with students ● Not intended to correct students' errors	● Focused on phonological errors ● Occurred in the context of reading aloud passages ● More time on new vocabulary, grammar, and the background knowledge of a topic ● Limited to textbooks ● Intended to correct students' errors
Corrective feedback	● Clarification requests, explicit correction, and repetition	● Elicitation, recasts, and metalinguistic cues/talks

4.2. CATEGORIES REGARDING EFL STUDENT PERCEPTIONS OF TEACHER RECASTS

According to the analysis of individual student individual, group interviews, and classroom observations, seven main categories and their sub-categories were developed to answer the second research question:

In what ways do teachers' personal characteristics such as nativeness affect EFL student perceptions of and receptivity to corrective feedback, in particular recasts?

Table 4.12 summarizes all the main categories and subcategories identified through interviews, classroom observations, and field notes concerning student perceptions of and receptivity to teacher recasts.

Table 4.12: EFL student perceptions of and receptivity to teacher recasts in general.

Category	Sub-category
Teachers' inherent qualities	Appearance
	Passion and patience
	Nativeness/ nonnativeness

	Trustworthiness
Student's affective factors	Emotions triggered by teachers' recasts
	Preferences for certain teachers
	Emotions triggered by teachers' emotional state
Interpersonal rapport	Teachers' image
	General interaction
Teachers' language use	Phonetic features
	Syntactic features
Teachers' practices	Pedagogy
	Classroom management
Non-verbal behavior	Facial expressions
	Body language
Multiple category	

The seven main categories derived from the data are all associated with teachers: inherent qualities, students' affective factors, interpersonal rapport, language use, practices, and non-verbal behaviors. In addition, there are a number of subcategories in each of the six main categories. The seventh category, multiple category, was not analyzed due to its overlapping with the other six main categories. In the next section, these categories are illustrated with definitions and examples from the interviews, and classroom observations.

4.2.1. Teacher's inherent qualities

The first main category, **teacher's inherent qualities**, refers to teachers' personal characteristics that are rather stable and not likely to change over time, e.g., appearance or personality. One of these qualities is teacher nativeness, which looks at whether students prefer NS teacher recasts to those of NNS teachers. This sub-category is to some extent similar to another sub-category, trustworthiness. It is likely that because recasts are uttered by NS teachers and due to this norm-standard (Braine, 1999), the recasts seem more reliable to students. For example, one of the students mentioned that when she heard her NS teacher recast, it was like something

piercing (into) her heart. However, it is not likely that one can observe students' responses to teacher recasts with respect to their nativeness and nonnativeness. When students talked about NS teachers' recasts and being impressed by teacher recasts due to his/her nativeness and/or non-nativeness, they revealed some of the reasons behind this nativeness issue. They said, for example, because *Because their recasts sound more reliable to me* or *I trust more what they say when they are correcting my errors*. This phenomenon may be due to this "native-speaker norm" (Brain, 1999). For example, in Excerpt (46) a student talks about why she is more receptive to NS teachers' recasts.

(46) Individual student interview (Student: Wendy, R: researcher)

R: So what would your level of receptivity be if the same feedback (recast) was given by a native and a non-native teacher?
S: Receptivity?
R: Um(.) Or whose recast would be more noticeable to you?
S: (You mean) how noticeable? Maybe the native teacher's.
R: Why?
S: Because he/she is a foreigner.
R: Oh, but I just asked about your receptivity to recasts by these two teachers of different nationalities and you mentioned that it did not make any difference. Then why did you say native teacher's recast would be more noticeable now?
S: Because he is a …foreigner.
R: Um huh.
S: Because English is his native language.
R: So when it comes to the receptivity, whose recasts would be more noticeable to you (or more impressive to you)?
S: Receptivity?
R: I mean if they both gave you the same feedback (recasts), whose recast would you think is better?
S: Regarding receptivity, I think native teacher's recasts would be more acceptable to me.
R: Why?
S: Well, I don't know, either.
R: So still the foreign teacher?
S: Yes.
R: Could you give me a reason why you think so besides the fact that he is a native teacher?
S: Um… I can't think of any other reasons for it.
(Henceforth S stands for student(s), T stands for teacher(s), and R stands for researcher)

At first the student said that recasts provided by both NS and NNS teachers did not make any difference. However, as I further refined the question and made it more specific, there was a very different answer. Although the student's answer to this question may seem contradictory at the beginning, it is that the student did not

understand my question very well when we started the conversation. Once she understood my question, she expressed a different impression of recasts from teachers of different nationalities. After I attempted to confirm her answer to this question, she still insisted that she was more receptive to recasts from native teachers. Nevertheless, as I asked a follow-up question wanting to find out the reasons behind the answer, she could not determine any reasons and kept telling me that maybe it was only because they were native speakers and English was their native language. One thing to note is that this student did not have very much experience with NS teachers. The only experience that she had had with NS teachers was something called "Lunch Program with a Foreign Teacher" in her department, which was not a formal class but an informal gathering for students to have an opportunity to talk to a native speaker in the target language during the lunch breaks. Furthermore, it was not mandatory but depended on students' willingness to participate in the activity. Hence, her preference of NS teachers recasts may be mainly based on NS teacher stereotypes obtained through the opinions or comments of her peers and/or NNS teachers about NS teachers in the past. It is also likely that her stereotypes concerning NS teachers had been reinforced by the media. Students like her may tend to believe that whatever NS teachers say or speak is more "standard" in many ways than NNS teachers although in this interview she also mentioned that sometimes native speakers may say something that is grammatically incorrect. However, she still regarded NS teachers' recasts to be more memorable.

Teacher nativeness and/or nonnativeness may contribute to student perceptions of teacher trustworthiness when providing a recast because many students mentioned during the interviews that NS teachers and the recasts provided by those teachers

would sound more reliable to them. Excerpt (47) is an example from a student who mentioned that NS teacher recasts sounded more trustworthy to her.

(47) Individual student interview (S: Mary, R: researcher)

R: If the native teacher just gave you this feedback without pointing out the errors that you made, would you know that he was giving you feedback?
S: Yes, I would know that he was giving me feedback.
R So you would know. Well then how would you feel if the same feedback was given by a non-native teacher?
S: I would think that was fine.
R: Then would you know that he/she was giving you feedback?
S: I guess so. I think so.
R: Then whose recast would be more noticeable to you, the native teacher's or the non-native teacher's?
S: The native teacher's.
R: Weren't they all the same thing?
S: Because I think native teachers would be more direct but Chinese teachers would be more, well, I feel that Taiwanese (teachers) are more likely to tell you that you are wrong or just correct your errors right away. Chinese teachers have the tendency to correct your errors more explicitly. For foreign teachers, they would just repeat the correct utterance and/or pronunciation again and then ask you to repeat it again. Foreign teachers are more straightforward.
R: So you think that you are more receptive to recasts from foreign teachers?
S: Yeah. You can say that.
R: So the recasts by native teachers would be more receptive to you?
S: Because you would "absorb" it more deeply.
R: Absorb it more deeply? Why is that so? because he is a native teacher or for other reasons?
S: I think maybe fifty-fifty because native teachers often, well, I don't know how to describe my feelings when receiving a recast from a native teacher. When he is correcting my errors, I remember it very well. Yeah.
R: So regarding the type of feedback that we just discussed (recast), you would accept both native and non-native teacher recasts?
S: I can take both.
R: Any difference concerning the level of receptivity?
S: I think I would be more receptive to native teachers' recasts.
R: Why?
S: I don't know. His words hit the nail on my head and pierce my heart.

According to the first student's interview, it initially appeared that she accepted both NS and NNS teacher recasts at first. In addition, the student never mentioned any word about trustworthiness or reliability. However, I still considered it to be an example of trustworthiness because after my further inquiry into her comments on the NS teacher, Bob, she changed her opinions and was determined to say that she would accept NS teacher recasts more easily. During this interview, she mentioned that not only she but also her classmates had made a lot of progress in

English because of Bob's instruction and his ways of questioning students in the classroom. It seems that Bob's teaching pushed students to be more attentive to his class even though the student did not specify attention to recasts. Nevertheless, it is plausible that she puts great trust in what Bob said because of his nativeness. When she mentioned that Bob's recasts were like *the nail on my head and pierce my heart*, it is obvious that when receiving recasts from Bob, shewas receptive to whatever it is and believed his correction of her utterances was reliable and accurate. As this student mentioned at the beginning of the interview, she believed her interaction with Bob to be very good. Her very positive perception of her relationship with the NS teacher may have indirectly affected her receptivity to recasts in the classroom.

Excerpt (48) illustrates student perception of NS teacher trustworthiness.

(48) Individual student interview (S: Tina, R: Researcher)

R: But is there any difference of receptivity between native and non-native teachers regarding the feedback? For example, we had a part-time native teacher, Matt, in the Continuing Education Extension who you may have seen. If the same feedback were given by Matt and Ling (her speaking class teacher), would there be any difference in your receptivity?

S: I feel that I would believe the native teacher's (recast) more.

R: Why?

S: Because after all English is his native language and what he says is supposed to be more standard.

R: More standard. So in your opinion your receptivity to native teachers' recasts would be higher than to non-native teachers'?

S: Yeah.

R: But let's focus on speaking.

S: I still think the native teachers because the credibility of their speech is higher than that of non-native teachers'.

In Excerpt (48), the student mentioned that her receptivity to NS teachers' recasts would be higher than that of NNS teachers because English is their native language and the way they speak the language would be more standard or authentic compared to NNS teachers. It is quite obvious that the student had this belief in mind when answering this question although she did not have too much experience with NS teachers before entering the weekend extension program. Even though all the

teachers in her program were Chinese, she still regarded NS teachers' utterances to be more standard and more trustworthy than Chinese teachers', which is a very interesting phenomenon. Even though all of her classes were taught by Chinese teachers, she expected that if the same class (listening and speaking class in this context) were taught by a NS teacher, the input that she would receive from the NS teacher would be different from what she had received from her Chinese teachers. She also believed that the input or the feedback (recast) from NS teachers would be more authentic and correct. As she mentioned later in this interview, having a class with a NS teacher would make her feel "new." Excerpt (49) is an illustration of her perspective on native English-speaking teachers.

(49) Individual student interview (S:Tina, T: NNS3, R: researcher)
R: So what do you think?
S: I think we have more fun with native teachers or maybe because they are different, they're like a breath of fresh air.
R: Oh, ok. Maybe because they are new to you, you feel like " Oh, he is a foreign teacher!"
S: Feel superior.
R: Superior and also because they are native speakers
S: Um hmm.

It seems that this student has an unconsciously rooted idea about native speakers because she mentioned *superior* as well as *more fun if they are native teachers*, These ideas lead to the projection that anyone who is a native speaker of English is superior to people who speak the same native language as she does. It is noteworthy that this idea of English native speakers is very common in Taiwan. People may blindly believe that as long as someone is a native speaker, whatever he/she says in English should be a model for EFL learners because their utterances are more authentic even though native speakers still make mistakes from time to time. One of the native teachers who participated in my study actually confessed to his students that his knowledge of grammar is very bad even though he is a native

speaker.

Another subcategory related to teacher nativeness is **teacher appearance**. Although only one student mentioned this, it may suggest what students have noticed when teachers provided them with the feedback. Following the previous dialogue with the same student (Tina), Excerpt (5) shows that teacher appearance may have contributed to her noticing the teacher's recasts, especially from NS teachers.

(49) Individual student interview (S: Tina, R: researcher)
R: So your receptivity to recasts whether they are provided by native or non-native teachers is not that different. But then what about your impression of recasts when offered by either a native or a non-native teacher? Which one is more noticeable to you?
S: (The recasts by native teachers) are more impressive to me, I guess.
R: So you think that recasts by native teachers are more noticeable?
S: Yeah.
R: Could you tell me why?
S: Because of the way they speak. The tone is different.
R: Anything else? Other than tones, is there anything else that helps you remember recasts better?
S: Because native teachers are usually very good-looking, haha.
R: Good-looking? This is very interesting!
S: I really think that most of the native teachers from foreign countries are mostly good-looking.
R: Really.
S I hardly ever see some bad-looking foreign teachers.
R: There are some foreign teachers who are not so handsome. I saw a lot of them when I was abroad.
S: So when you pick foreign teachers, you still…
R: Of course we…not really…in fact we
S: (Their appearance) will affect you, right?

What sheds insight in Excerpt (50) is that the student intuitively assumed that when the department emplyed a new native teacher, his appearance seemed to be a very important determining factor eventhough in fact the teacher's appearance was never the reason for being hired. Thus, in addition to the teacher being a native speaker of the target language and the tones of recasts, this student also noticed physical differences between Asians and Westerners. She regarded this difference as a probable factor affecting her receptivity to teacher recasts. Another important point is the gender issue. Because the interviewee was a female student, the gender of the NS

teachers may have had an impact on her impression of the feedback to a greater extent than the male students' impressions. What is interesting is that the student did not mention a possibility of having a female NS teacher. Nevertheless, it is also likely that in her past learning experience and her stereotypes of NS teachers, most of her teachers were males.

Another critical point about teacher appearance is that many Chinese EFL students may perceive native speakers to be more attractive because of their longer noses or their more distinctive facial features than Asians. In Excerpt (50), when the student started talking about teacher appearance, I also tried to tell her that not every foreign teacher looked handsome or attractive and that was never the reason why a department would hire him or her. Furthermore, as she mentioned later in the interview, she thought that native speakers are novel and she would have a better time taking classes with NS teachers. As she said, she felt that NS teachers were superior and better-educated. Her comments about NS teachers revealed her assumptions regarding native English-speaking teachers, whom she considered to be better than their Chinese counterparts.

The last subcategory in inherent qualities is **teacher's patience and passion**. Although only one student mentioned this aspect, it is still essential to take a deeper look at the dialogue and understand why the student brought it up as an important factor for him with respect to his noticing the teacher's recast. Example (51) is from an individual interview with the student.

(50) Individual student interview (S: Nick, R: researcher)
R: Okay. Uh… what else?
S: Um… the passion.
R: What do you mean?_
S: I mean for the teacher's passion [T: teacher's passion?]. I mean for me because I am studying the language, you have to do like you have to do like the (live) or ELT so I will think

about it for a (while).
R: Um:
S: What kind of person is the teacher like you should have patience? Patience to students.
R: Not the patience, P-A-T-I-E-N-C-E
S: Yeah, patience to the students. And he has passion
R: Oh also passion
S: To his teaching.

This male student had been once an exchange student in the US for a semester. Thus, he has much more experience with native speakers and teachers compared to his peers. As revealed to my interview with him, he appeared to enjoy his studies in America very much. Kevin, his conversation as well as the home-room teacher, also mentioned how much progress this student had made in English because of the exchange program. However, it came to my surprise when he brought up this perspective of teacher passion and patience affecting his receptivity to recasts. Among all the students that I had interviewed, he was the only one who mentioned a teacher's passion and patience. In some respects, this idea of teacher passion and patience inspired me to further consider this notion. In a boarder sense, teacher passion and patience may suggest that the teacher be professional in terms of teaching skills and background knowledge of the subject matter. Nevertheless, aside from these aspects of professionalism, what mattered more to him as a student was that the teacher be very enthusiastic about teaching not only as a job but with all the *passion and patience* inside to help his/her students to learn as much as possible. In Excerpt (52), the same student mentions that teachers should do whatever they can to help with their students' learning.

(51) Individual student interview (S: Nick, R: researcher)
R: So you think teacher's passion for teaching is important too. Well, actually it's kind of abstract. When you said passion, it's not very concrete, very specific.
S: All right.
R: Could you make it more specific?
S: Yeah ok like smile?
R: Oh! ok, smile, anything else?

S: Or Um (.) you have patience in teaching you have passion on teaching
R: Right.
S: You are prepared for your class and you have a lot of what you want to give to your students.

In Excerpt (52), the student indicates that when teachers have passion and patience in teaching, these qualities may show in their body language (i.e. smile), in how well they prepared for their classes, or in their desire to really help their students to learn. Students in general are also able to identify these qualities of a teacher from many aspects of instruction and mentoring such as the interaction with teachers in and outside of the classroom.

4.2.2. Affective factors

The second main category is **affective factors,** which includes how students' emotions are affected by the teacher's emotional state. This category focuses on students' personal feelings towards their teachers as well as how they feel about their teachers' feedback. Two subcategories distinguish between students' emotions triggered by teacher recasts and students' emotions triggered by the emotional state of the teacher. A couple of students also mentioned that their preference for certain teachers may have had an influence on their receptivity to recasts. Furthermore, those students who pointed out their friend-like relationship with their teachers also agreed that their positive relationship with teachers definitely affected their attention to and receptivity to recasts in class. Excerpts (53), (54), and (55) are examples that illustrate this perspective.

(52) Individual student interview (S: Mary, R: researcher)
R: So, for instance, do you feel that if you didn't have a good relationship with your teachers or if you did not like the teacher, do you think that it would affect your openness to the feedback?
S: More or less
R: Why?

S: Because in your mind you may think "Oh, I don't like the teacher very much." but if I liked the teacher better, my receptivity would be higher. If not, I may somehow be a little resistant.
R: Um: so you feel that if your relationship with each other was good, your receptivity to the feedback would be higher?
S: Yes.

(54) Individual student interview (S: Nick, R: researcher)
R: Haha, right. Right. So your personal feelings toward teachers. Do you think that feelings also influence your perception or your understanding of the feedback we just mentioned, the recasts?
S: Um yeah.
R: How come?
S: Um: : because as I, um, the information that he gave us is not that direct, is not that that, the (info) is more plain form or natural.
R: When you like the teacher and you think the teacher is not just a teacher but a friend, you will be more attentive to his class.
S: Yes.

(55)Student group stimulated recall interview (SS: Group, R: researcher)
R: Based on the feedback we just talked about (recast), a way of correcting errors, is there any influence on your understanding of the feedback when it comes to your personal relationship with teachers?
SS: Yes, there is some influence. The case is that most of us are closer to the native teacher.
R: Really? Why?
SS: I don't know. It just…
R: So you are more distant from Chinese teachers?
SS: Right! That is true.

In Excerpts (53), (54), and (55), students mention how their perceptions and receptivity may have been impacted by their personal feelings toward the teachers. The first student talked about how her cognition could be affected and how she would decide how much attention she would pay to the teacher's class. It appeared that when she was in favor of the teacher, she listened more carefully to what he or she said and was attentive in class most of the time. In other words, it is likely that this student's preference of teachers may have affected her noticing and awareness of teacher feedback and ,in this context, recasts particularly. One thing to note about student participants in this study is that the majority of them were not language learners of high proficiency. On the one hand, in order for teachers to be more effective in fostering students' learning, it seems critical for teachers to establish a very good

relationship with the students. On the other hand, students with a low level of proficiency may rely much more emotionally on teachers because they lack confidence in their own language ability.

Frymier and Houser (2000) indicated that teaching is not only content; how a teacher relates to students is also critical for promoting students' learning. They have further suggested that: "When communication becomes interpersonal (as opposed to cultural or sociological as described by Miller & Steinberg, 1975), individuals treat one another with greater respect and trust develops" (p. 217). When students' feelings towards teachers tend to be negative, it is less likely that they want to establish an interpersonal relationship with a teacher. Here it seems that when students do not have a very close or positive relationship with their teachers, they may also show less respect to the teachers. Excerpt (56) from one of stimulated recall interviews echoes this perspective.

(56) Group student simulated recall interview (SS: group, R: Researcher)
R: So what do you think about your relationship with him ("him" refers to their home-room teacher, Ming)?
SS: We don't see him very often outside of class.
R: So what do you feel about him so far? Any comments?
S: Um, he is very busy.
R: Very busy.
SS: We are not close to him.
R: Not close to him.
S: Um hum.
R: So?
SS: He is our homeroom teacher.

According to the students' impression of the teacher, they were not close to him although it was his second year as their homeroom teacher. The students all thought that they did not see him very often. Thus, it appeared that the teacher did not establish a close interpersonal relationship with his students due to his very tight working schedule. Thus, later on in this interview when one of the students happened

to be the student who was corrected by the teacher with recasts in the video clip, she mentioned that although she knew that the teacher was correcting her errors, all she wanted to do was to get off the stage as soon as possible. Although it is also likely that the student may have had stage fright, it was not her first time to do this kind of presentation in the same class. Excerpt (57) shows students' feelings when being called onto the stage.

(57) Student group stimulated recall interview (S: Group, R: researcher)

R: What if the teacher was correcting your errors? Like Fen you did the presentation last week, right?
Ss: Oh, yeah.
R: And Ming was repeating what you said along the way, right?
Ss: Right.
R: Ok. So did you remember it? I thought that you should have remembered the presentation very well!
S: Ha ha
R: Right?
S: Just okay.
R: Did you know that Ming was giving you some feedback?
S: Yes, I knew.
R: So you knew.
S: Um.
R: Then I remember that during your presentation, Ming kept repeating your erroneous utterances?
S: Right.
R: Did you know that he was giving you the correct form of your mistakes at the time?
S: Um I knew.
R: So you knew.
S: But I did not feel like repeating them after him.
R: You did not feel like saying the sentences again and after you listened to his recasts, you just let them go?
S: Yeah, ha.
R: Why?
S: I just did not want to stay on the stage anymore. It was terrifying to be on the stage and being asked by the teacher.

At first glance, Excerpt (57) may suggest that the student did not want to repeat the teacher's recasts because she had stage fright. Nevertheless, the same student revealed to me after the interview that she not only did not like Ming very much but also did not like to go to his class. Although she did not skip classes very often due to the attendance requirement by the teacher, she mentioned that she hardly ever paid

attention to the teacher's lectures. Hence, standing on the stage and doing the presentation may have been overwhelming enough and because of her rather negative feelings towards Ming, the recasts offered by him were not perceived by her as beneficial enough to improve her speech; on the contrary, his recasts increased her burden to some extent. Although she realized that the teacher was correcting her errors, she did not intend to take in the input in the form of recasts although she repeated the teacher's recasts from time to time. Excerpts (58), (59), and (60) provide three recast episodes that occurred during her presentation.

(58) A recast episode from classroom observations: Ming's class

S: I want go…
T: I wanna go…
S: Hum…
T: Yes, I want to go.
S:I want to go…
T: To…
S:KFC.

(59)A recast episode from classroom observations Ming's class

T: Yeah.
S: I will take a motorcycle…
T: YOU WILL RIDE! YOU WILL RIDE! (The teacher raised the volume of speaking when saying this sentence.)You will take a motorcycle. Yeah, your scooter, right? Scooter, right? Scooter.
S: Right…the …turn …right

(60) A recast episode from classroom observations Ming's class

T: You will see or you will hit the street, you will see something, I would use 'hit the road' or the uh…any specific stores?
S: I…(.) I…
T: I would SEE something. I would SEE….
S: See(.)全買.
T: I would see the 'Buyers'. Is that Buyers? Yeah. Okay.

While many of the students attended to the teacher's recast on the stage since it was a presentation, this particular student did not respond to his recasts all the time but uttered segmental phrases even right after the teacher stressed the correct phrase to her (i.e. *see 全買*, instead of saying *I would see 全買*). Based on my observation of the session from the video clips, this student kept giggling nervously when Ming

corrected her erroneous utterances. Thus, she may have been very anxious when presenting the speech. Nevertheless, due to her strong, negative feelings towards Ming, she may not have noticed most of the feedback that the teacher provided.

In a similar vein, students who mentioned their relationship with teachers seemed to prefer NS teacher recasts to those of NNS teachers for the affective factors, as shown in Excerpt (61).

(61) Individual student interview (S: Vera, R: researcher)

R: But do you think that you are, ok, so, for example, when ok remember the feedback that I just told you the type of feedback that I just told you and if the same type of feedback was given by Ming and Bob, what would you feel?
S: Um…
R: What would you feel?
S: Hmm. I don't know. How would I feel? I don't know. If Ming he just started give(ing).
R: Yeah. If you said "I hear you say blah blah blah" and Ming said "Oh, I heard you say blah blah blah".
S: Oh, my god.
R: But Bob also did the same thing. What would you feel? What would that make you feel?
S: It sounds very weird but if Ming said it right to me, I would be a little hurt.
R: Really?
S: Yes.
R: Why?
S: I don't know. I would be a little hurt in front of everyone if he said *Vera you are wrong about this one*, I would feel like 'Oh'.
R: But what if he did not say that you were wrong but he just said the correct sentence without telling you that he was correcting your error?
S: I would feel a little hurt, not like Bob.
R: Really?
S: If Bob said the same thing to me, it wouldn't matter. I don't know why.
R: Uh huh. Really, that's interesting. That's very interesting. What makes you feel that way?
S: I don't know (student was laughing and appeared a little anxious)

In Excerpt (61), the student knew both the NS and the NNS teachers very well since they were teachers in the same department. During my observations in Vera's class, I knew that she knew both teachers and actually had very good relationships with them. However, when asked how she felt about a recast provided by both teachers, she insisted that she would have had hard feelings if it had been given by the NNS teacher (Ming). When I tried to find out the reason for this, she could not pinpoint a reason, either. In fact, she was also the same student who mentioned that

the NS teacher was more than a teacher, even more than a friend to her. However, from Excerpt (61), I felt that she may have had this very special bond with the NS teacher for other reasons. One of them was that her English level was probably the best in her class. Hence, the teacher frequently asked her questions in class very often or asked her to help her classmates answer questions if they did not know how to respond to the teacher's inquiry. Second, she often went to the NS teacher for help with problems in school work or learning. Excerpt (62) shows her strong attachment to the NS teacher. In fact, she may have considered him to be her role-model or a father figure since her parents divorced when she was little.

(62) Individual student interview (S: Vera, R: researcher)
R: And uh, let's go back to your teachers ok uh like uh to Bob. Um uh um after all what do you think Bob is like?
S: Bob?
R: Um um.
S: More than friends I guess.
S: So I guess. I don't how he's feel but to me more (than) friends.
R: Um hum. Maybe (he is) just a teacher, a very good teacher to talk to?
S: Um. no! Maybe he thinks that I am a student but to me he is not only a teacher.

In (62), she keeps saying that to her the NS teacher was more than a friend, which reveals her strong emotional connection to him. She once told me that the teacher encouraged her and told her that she was on her own and should learn to take care of everything by herself. It seemed that this teacher's image in her mind was more like a father since her father has not been around since the divorce. Thus, she would look forward to this teacher's class, and she said going to his class was like hanging out with a friend. She did not feel too stressed out in his class and also enjoyed her interaction with the teacher. This state of mind about the teacher may correspond to her attention to this teacher's recasts eventually.

Excerpt (63) concerns students' negative feelings towards teacher recasts.

(63) Individual student interview (S: Ashley, R: Researcher)

R: For example, Chinese teachers, do you think that teachers of these two nationalities make any difference when the same sentence (recast) was uttered by them? Like if I said this sentence and Kevin (NS3) said the same one, would there be any difference in your perception?

S: Yes, there is difference.

R: Any difference in your receptivity?

S: If it was given by a Chinese teacher

R: Um hum

S: (I) would feel stupid (about myself) and I was not allowed to make the mistake.

R: Oh, I see. Ha.

S: I would feel because he/she (Chinese teacher) would say it in Chinese and then you would feel more frustrated. But if it was spoken by a native teacher in English, then you would have this kind of feeling which is that it is more acceptable. In fact, I would feel more comfortable taking in Kevin's recasts and I don't know why, haha.

As this student was taking classes with other Chinese teachers in her department, she felt that when a recast was provided by a NNS teacher, she felt so stupid about herself because unconsciously such a recast may have implied that she was not supposed to make the mistake. Nevertheless, the probable reasons behind her feelings about NNS teacher recasts could be that Chinese teachers are usually more authoritarian figures in students' minds, due to the influence of Chinese culture. Students have been taught to respect their teachers, and so teachers to them are more like parent figures. Chan (1999) illustrated how overseas Chinese learners' learning styles are different from those found in the west, due to this profound influence of culture. As she noted, "Chinese learners have been brought up to respect wisdom, knowledge, and expertise of parents, teachers, and trainers. They have been socialized to respect highly those who provide the knowledge and to avoid challenging those in authority" (p. 298). Thus, Chinese students are supposed to follow teachers' guidance and are not allowed to ask questions. Furthermore, Chinese teachers tend to be more straightforward when indicating that students have made mistakes in their utterances. Sometimes they may dwell on student errors and hope to correct the errors on the spot. This impression may restrain students from receiving Chinese teacher recasts in a

more positive way. Students are not allowed to try out something new from time to time because of these unspoken rules that they have to follow in the classroom. In contrast, NS teachers are quite different due to their ways of thinking and talking to people. Students seem more willing to share what they know or think with NS teachers because it is more comfortable to be with them. To students, NS teachers may not be as judgmental as Chinese teachers and would be more willing to tolerate their use of the language than Chinese teachers. This perspective may correspond to Li's (2003) study comparing the concepts of learning between Chinese and U.S. cultures. While U.S. learning concepts address the learning process and include active thinking and cognitive process, Chinese counterparts emphasize approaches including teacher-student relationship such as "respect one's teachers and value principles" (p. 260). It is likely that because NS teachers focus more on students' learning and thinking processes, their ways of teaching may not affect their interaction with students as much as that of Chinese teachers. One of the NS teachers, Bob, was strict with his students, and students being interviewed even mentioned that in his class, they had to be very attentive because he was demanding and always asked students questions. Another NS teacher, Kevin (the NS teacher mentioned in Excerpt 63) was on the contrary very lenient with students. He hardly ever failed students and did not care very much about classroom management. During my observations in his class, students always came and went during class for personal business. Such incidences hardly ever happened in three Chinese teachers' classes based on my observations. Thus, for EFL students, NS teachers appear to give them more space to think and reflect, which may indirectly influence their receptivity to recasts in some respect. Excerpt (64) occurred in a Chinese teacher's class when he was correcting a student's

phonological errors.

(64) A recast episode from classroom observation (Ming's class)

S: John Teamport at pitcher game and N-W-B-S-L Center (inaudible) family 11:50 am at bowling by bat.

T: All right, so, expression May twenty-forth The game Cannon (inaudible) V.S. How would you say that V.S. again? V.S.

S: V.S.

T: Versus, 那一隊對那一隊(means which team versuses which team) versus. Can you say that one more time? You both, can you say that?

S: Versus

T: Versus, yes, very good. Say that again?

S: Versus

T: Yeah, versus, it's a lot better. It's a lot better. When (the family?) 11:**15** a.m. (the teacher stressed the number *fifteen*) AM at the get away for you. Yes, very good. And question, question, what day the the shorter game?

S : 24th

T: Can you say it's on, it's ON (The teacher stressed the word *on*).

S : It's on 24th. It's on Man 24th.

T: One more time?

S : It's on "men" 24th.

T: MAY

S : May

T: AY. (The teacher pronounced the /e/sound).

S : ay. It's on May 24th.

T: Can you say "it's ON"?

S : It's on.

T: It's ON.

S : It's on.

T: Yeah, it's on May.

S : it's on "men"

T: No. MAY, not men. It's on MAY.

S : It's on May.

T: It's on MAY.

S : It's on May.

T: It's on MAY.

S : It's on May.

T: It's on May 24th.

S : It's on "Men" 24th.

T: One more time. It's on May 24th.

S : It's on "men" 24th.

T: Not men, MAY. One more time, it's on May 24th.

S : It's on May 24th.

T: Yes, very good.

In Excerpt (64), the teacher asks the student to read aloud a paragraph in the textbook first and then asks her questions. Several recasts occurred because of the student's inaccurate pronunciation. Nevertheless, this exchange is worthy of a deeper investigation because the teacher spent almost four minutes attempting to correct this

student's erronous pronuncation of the /e/ sound because the student kept on saying *men* instead of *May*. While the teacher was correcting her pronunciation, the rest of the class was chatting with one another. For the student being corrected in pronuciation, it appeared that she tried very hard to imitate the teacher's pronuciation but after several trials she still failed. In the end, the rest of the class even started listening to their dialogue, and some students started to laugh. Then the teacher indicated explicitly that her pronunciation of *May* was wrong, and then the student at that time pronounced the word correctly. However, she also pronounced the word correctly one or two times when the teacher corrected the same errors with recasts in previous turns. This lengthy interaction focusing on the student's phonological errors may imply that the student was confused with the teacher's pronunciation of /e/ and /ɛ/in the beginning when the teacher recasted it. However, as the teacher continued to correct her error, she sounded a little uneasy because now the teacher was focusing on her by not asking other students to read the passage. As the whole class began to listen to her, she may have felt even more uncomfortable because the teacher had been correcting her error for a while. Although it was not possible to ask how this student felt about the teacher's recasts, it is likely that she was stressed out for being corrected publicly by the teacher for such a long time because the teacher was using the microphone to talk to her, and she also had to respond to the teacher's recasts or corrections with the microphone.

Another subcategory of affective facotors considers **students' emotions triggered by teachers' emotional state**. This refers to the emtional state of the student that is triggered by the teacher's emotional state when giving the recasts. One student mentioned how the teacher's emotional state could affect her receptivity to

recasts.

(65) Individual student interview (S: Nina, R: Researcher)

R: As far as teachers are concerned
S: What do I think about Chinese teachers?
R: No , not really, either native or non-native teachers.
S: Um Emotions.
R: Oh, emotions. Ha, speaking of emtions. That's ok. Why emotions?
S: Because if he/she is in a good mood, he/she will…um…what I am trying to say here is that he/shebrings his/her bad moods to class.
R: Oh, so you think this would affect your judgement of the feebdack we just talked about? Would it? For example, if the teacher was in a bad mood today and then when you were in class, the teacher reformulated your utterance like saying *ok ok you went to a restaurant* and her way of speaking the sentence may not be that…
S: Yeah, then I would think..
R: Then would you think
S: Then I would make a wrong judgment on the sentence (recast) because I do not understansand what that sentence means and then I would think this sentence (.)
R: If he/she just provided you with the correct way to say the wrong sentence you just said, do you think that his/her moods would affect you?
S: Yes, if I do not know what the sentence means.
R: But what if the teacher just rephrased your erronous utterance with the way we just talked about?
S: Well, it would not affect my awareness of the feedback but would affect (my) moods.
R: So his/her moods would affect yours?
S: Yes. Becase we are here to learn, why do we need to put up with the teacher's moods.
R: So you think this would affect your moods?
S: Yes.
R:But it will not affect your noticing of the feedback, right?
S: No, it will not.
R: No. So you will still know that he/she is correcting your errors.
S: Um.

In Excerpt (65), the student first mentions how a teachers' moods may have an impact on her judgment of recasts. Later in the interview, she confirmed that if she did not know the meaning of recasts that the teacher provided, then the teacher's moods would influence her receptivity to the feedback. It may be inferred that it is her opinion about teachers, especially Ling, her teacher in her listening and speaking class. Although in this dialogue the student never mentioned her receptivity to recasts specifically, she indicated that her teacher's moods may account for her positive or negative feelings towards the feedback. The student mentioned that teachers' moods would have an impact on her mood in class as well, which may suggest that her receptivity to recasts could be rather negative albeit her noticing of the feedback was

still salient. However, this kind of negative feeling may create a lasting bad impression of a teacher, and the student may pay less attention to the teachers's teaching or other interactions. This same student revealed to me after my observation in her class that she thought that her teacher could be very moody sometimes and had a long face in class from time to time. Because she was the only student who mentioned the moods of the teacher, her opinions may not be applicable to other students in the same class. Nevertheless, her comment again manifests the importance of affective factors regarding students' learning in the classroom.

Teachers' attitudes are in some respects also associated with teachers' moods, and may impact their intonation as well as facial expressions when presenting recasts. However, an attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally referred to as positive or negative views of a person, place, thing, or event. A couple of students explained how a teacher's attitude may affect their receptivity to recasts.

(66) Individual student interview (S: Shawn, T: NNS3)
R: Anything else? Any other factors that may affect your receptivity to recasts?
S: His/her attitude.
R: His/her attitude? Would you give me an example?
S: Well, it is that he/she is rather kind.
R: Un huh, so you feel that his/her attitude when speaking, if the teahcer is kind, you would know that the teacher is correcting your errors?
S: Um.

According to the Merriam-Webster Dictionary, attitude is "a mental position with regard to a fact or state like a helpful attitude or a feeling or emotion toward a fact or state". In Excerpt (66), the speaker's use of the word *attitude* seems to fit this definition because the student also used the word *kind*. This word may further imply that the student's receptivity to recasts could be impacted by the teacher's mental state at the moment when the recasts occurred. Later in the interview, he also mentioned

that other factors such as the teacher's manner of speaking may have an impact on his receptivity. It appears that, in his opinion, when a teacher's attitude is not very helpful or kind, for instance, his manner of speaking would not be very acceptable to him, and this may contribute to the student's lack of receptivity to the feedback to some extent.

4.1.3. Interpersonal rapport

The third main category is **interpersonal rapport between teachers and students**. Two subcategories were identified: **Teacher's image and general interaction**. This category may seem similar to the previous category, affective factors, because interpersonal rapport is associated with students' emotions as well as their preference for certain teachers. However, this category emphasizes student receptivity to teacher recasts, in particular with regard to their perception of teacher's images and how their interaction with teachers may affect their receptivity to the feedback.

Most of the students, when asked if their relationships with teachers may affect their perceptions of and the receptivity to teachers' recasts, mentioned that their personal relationship with teachers could have an impact on their reaction to the feedback. Excerpt (67) indicates how a student's learning as well as her emotional state could be affected by the student's relationship with her teachers.

(67) Individual student interview (S: Ashley, R: Researcher)

R: So you think that your personal relationship with teachers would affect your understanding of the feedback we just talked about?
S: Yes. If I do not have a good impression of this teacher, when he/she asks you questions, you will not…
R: You wouldn't listen to what he/she says.
S: Yeah. I would not explain anything.
R: So you would not listen to him/her.
S: Right.

Although the student did not mention specifically whether her personal

relationship with teachers would affect her perception, her personal impressions and/or feelings towards teachers could account for her receptivity to teacher recasts. As she said, due to her impression of a teacher, she would not listen to what the teacher said. This may lead to her ignoring teacher recasts and/or other feedback in the classroom eventually. In addition, this student's negative impressions of her teacher would likely prevent her from establishing a good relationship with the teacher. In other words, students' personal impressions of teachers may affect their relationship with those teachers in the long run.

A student, whose teacher was a NS teacher, also mentioned how her relationship with teachers would affect her perception of recasts.

(68) Individual student interview (S: Gina, R: researcher)
R: So in fact, I would like to understand whether you think your relationship with teachers would affect your perception of teacher recasts
S: Yeah, I think so
R: Noticing of recasts?
S: Yes. It will affect (my noticing of recasts).
R: Yes. So you think that it will affect your perception of recasts?
S: Yes. It will.

Although the teacher-student relationship may not always be directly observable, there were times when I wrote in my field notes that teachers appeared to have good relationships with students. Excerpt (69) is an example from my field notes taken in Matt's class.

(69) Field notes from classroom observations: Matt's class
Based on my observations of this class so far, I think the NS teacher has a pretty good relationship with students.

(70) Field notes from classroom observations: Kevin's class
Students in this class are rather quiet. However, when the teacher went to them and asked questions, they appeared to have pretty good interaction with him.

What is very distinctive regarding this relationship issue is that comments like those two in the Excerpts (69) and (70) could only be found in classes with NS

teachers. On the contrary, while observing NNS teachers' classes, comments highlighting a positive teacher and students' positive relationship were not made.

Teachers' image (i.e. **viewing teachers as friends or role models**) has been partly discussed in the previous section. As Vera from Bob's class mentioned, when the teacher is like a friend to her, going to his/her class is like hanging out with a friend. One student from Kevin's class also mentioned a similar perspective concerning how his personal feelings towards his teachers influenced his receptivity to recasts. Excerpt (71) shows the student's perception of the teacher as a friend.

(71) Individual student interview (S: Nick, R: Researcher)
R: Haha, right. Right. So your personal feelings towards teachers, do you think that the feelings also influence your perception your understanding of the feedback we just mentioned, recasts?
S: Um, yeah.
R: How come?
S: Um… (.) because as I, um, the information that he gave us is not that straight, is not that that, the (info) is more plain form.
R: When you like the teacher and you think the teacher is not just a teacher but a friend, you will be more attentive to his class.
S: Yes.

Excerpt (72) is from a stimulated recall interview with a NNS teacher's students.

(72) Student group stimulated recall interview (SS: Group, R: Researcher)
R: So for example if you have a good relationship with the teacher or you are more acquainted with him/her, would this relationship affect you when you are in class? For example if you….
SS: Well,
R: So you would? You feel that you would?
SS: I would listen to him/her more attentively.
R: Why?
SS: Because he/she is a good friend.
R: Oh, ha.
SS: I would listen to what he/she said.

In Excerpt (71), the student indicates clearly that viewing the teacher as a friend would affect his receptivity to recasts because when he regarded the teacher to be his friend, he was more attentive in class. In addition, it may also be inferred from his comments that when a teacher is like a friend, he thinks that the information that the teacher provides is not overly direct or embarrassing. That is to say, if the teacher is a

friend to him, he/she would not correct the student's errors so straightforwardly by explicitly stating that the student made an error in his utterances. Thus, he also mentioned *more plain form* which means that when his teacher is like a friend to him, the teacher would more likely correct the student through implication without embarrassing him before his classmates.

Example (72) does not refer specifically to recasts. However, earlier in the interview, this student mentioned that if his relationship with teachers were not close, it would not affect his attention in class. However, after I asked him if his good relationship with teachers would influence his attention in class, he changed his opinions and stated that as long as he had a good relationship with a teacher, he would pay more attention to what that teacher said in class. This may seem contradictory at first, but very likely, when a student builds up a good relationship with a teacher, the student's image of that teacher does change favorably, which could account for better and more frequent interactions with the teacher both, in and out of the classroom.

According to the student interviews, teachers' nativeness may make a difference to some extent when the students view the teacher as a friend. For example, while most of the students that I interviewed mentioned that their relationships with NS teachers were like friendships, the students who commented on Chinese teachers usually held a rather negative view of them. Excerpt (73) concerns student perceptions of their relationship with NS teachers.

(73) Student group stimulated recall interview (SS: Group, T: NS3)

R: Based on the feedback we just talked about (recast), a way of correcting errors, is there any influence on your understanding of the feedback when it comes to your personal relationship with teachers?

SS: Yes, there is some influence. The case is that most of us are closer to the native teacher.

R: Really? Why?

SS: I don't know. It just…

R: So you are more distant from Chinese teachers?

SS: Right! That is true.

In Excerpt (73), students display strong, positive feelings towards their NS teachers (there are two NS teachers in the department and in this context, students did not refer to any specific one). They mentioned that they had more interactions with their NS teachers and emotionally they also felt much closer to them, which is quite an interesting tendency because these two NS teachers did not speak Chinese. Whenever students needed to go to these teachers with problems or questions, they had to speak English. Nevertheless, most of the students interviewed in this group agreed that they were closer to the NS teachers. On the contrary, while students share the same native language and cultural background as their Chinese teachers, they were not close to them at all for reasons that students could not express. It is perhaps partly due to the fact that Kevin was their homeroom teacher and had a very lenient style of dealing with students, which was quite opposite to the way that many Chinese teachers deal with their students.

Another subcategory of **interpersonal rapport** relates to the **general interaction between teachers and students**. This may encompass many aspects of classroom interactions such as teacher-student relationships and students' feelings towards teachers. Excerpt (74) is taken from a stimulated recall interview with Ling's student.

(74) Student group stimulated recall interview (SS: Group, R: Researcher)

R: Do you think that if you have a good interaction with the teacher or if you have a good relationship with him/her, it would affect your continuation of noticing or listening to it when you listen to this kind of feedback (recasts)?

S1: I think it affects (my listening to the feedback).

R: Then how about you, June?

S2: It would affect my learning.

R: Really.

S2: Yeah, that is true.

R: So emotionally you would be affected, right?

S2: Um.

In Example (74), the first student mentions that her interaction with the teacher affected her listening to teacher recasts without providing any additional information such as what it meant to have a good interaction with the teacher. The second student's response appears to follow the first student's. In this context, the students' indication of having a good interaction with the teacher may have entailed the general interaction in the classroom, including but not limited to the teachers' teaching methods, the teaching material, and the teacher's ways of managing the classroom. However, because the students did not provide any further information with regard to what it meant to have a good interaction with the teacher and how that may affect their noticing of teacher recasts, it is possible that they were referring to aspects of the teacher's teaching or other factors in the classroom that could influence their understanding of the feedback.

Excerpts (75) and (76) reflect the students' overall interaction with teachers.

(75) Individual student interview (S: Shawn, T: NNS3)

R: So you feel that in fact the interaction between your class and the teacher is good? How do you feel?
S: Yeah.
R: Let me check how many minutes I have recorded, 36 minutes, ok. So you think the interaction is good?
S: Um.
R: Um ok. Then do you think this kind of interaction would affect your attentiveness in class?
S: Yes.
R: Then would it also affect your understanding of this kind of feedback (recasts)?
S: Sure.
R: Really? How come?
S: Because mentally I would be more focused.
R: Oh, you would be more focused mentally because you generally have good interaction with teachers?
S: Yes.

(76) Individual student interview (S: Mary, T: NS1, R: Researcher)

R: So you feel that if you have very good interaction with your teacher
S: Um
R: You would be more aware of feedback that we just talked about, like the teacher naturally repeating your erroneous utterances (in the correct form)?
S: Yes, yes.

In Excerpts (75) and (76), both students mention that their overall interaction may have an impact on their understanding of teacher recasts although it is not suggested specfically if their receptivity to recasts would also be affected. However, the overall interaction in this context seems to include many factors that are relevant to teachers, students, and the teaching content in general.

4.2.4. Teachers' language use

Teachers' language use is mainly concerned with the linguistic features of a teacher discourse specfically phonetic and syntactic features. Phonetic features are pertinent to the teacher's speech and include stress, intonation, or rate of speaking. Syntactic features refer to word choice and the overall structure of the utterance. Among the five phonetic features, stress is frequently discussed and refers to "the degree of force used in producing a syllable" (David, 1999, p. 454). Many students mentioned how teachers place stress on a word, or a phrase when recasting. Excerpt (77) is an example of stress provided by the teacher as a recast.

(77) A recast episode from classroom observation: Kevin's class

T: Can you imagine your life without your cell phone? What your life will be like without your cell phone? If I (took the cell phone from his student).
S: I will "be die".
T: You will DIE, right? (Teacher spoke a lot louder when saying the word, *die*) So you won't be able to survive, right? Will you feel like? Did you ever hear of this fish expression? A fish out of water. You will feel like a fish out of water, right?
T: Same question.
S1: No.
T: No, you can't imagine. You can't imagine. You will be like a fish out of water. A fish out of water.
S1: Inconvenient.
T: It would be very inconvenient.

As seen in Excerpt (77), in order to help his students better understand his question, the teacher took the student's cell phone away first and then asked her the

question. After the student spoke the sentence incorrectly, he corrected it with a recast right away but also with a rising tone at the end of the sentence. Although the teacher may have ended the sentence with a rising intonation unconsciously, this may have been interpreted by the student as the teacher's sentence was different in some respect from the one that the student had just uttered. Excerpt (78) is an example illustrating how other students in the same class perceived the recast in Excerpt (77).

(78) Group student stimulated recall interview (SS: Group, T: Kevin, R: researcher)

R: So what do you think the teacher was doing at that moment (after letting students viewed the video clips)? He reacted very quickly (to the student's erroneous utterance "I will be die and said "you will DIE"). What do you think he was doing?
S: I think he was correcting my classmate's grammatical errors.
R: Then did you notice that the teacher was correcting that student's grammatical errors?
S1: Because (he) did not say "me".
R: Hun?
S1: Because (he) did not say me, I will die.
R: Right, because you saw the difference. You heard the difference, right? Then what do you think if there is any difference in terms of teachers' stress (of the word, *die*) comparing to his usual way of speaking?
S2: More…
R: More what?
S2: Stronger.

In Excerpt (78), students were able to distinguish the difference between the teacher's stress and that of his classmate's utterance because the teacher's stress on the word *die* was much stronger when presenting the recast. The grammatical error that the student made here was that she used both an auxiliary verb and a base verb in one sentence (i.e. *I will be die*.) in which there is supposed to be one main verb in the English sentence (i.e. *I will die*.). This is a frequent error of EFL students, due partly to the interference of their native language. In Chinese there is usually more than one verb in a sentence. It is likely that the student spoke the sentence based on the English translation of the Chinese sentence, *我(將)會死*, meaning *I will die*. In Chinese, *將* means *will* and does not have to show up in a sentence to indicate the future tense. However, the student may have directly translated the Chinese sentence into English word by word. Thus, she may have added one more verb, *be*, to the sentence as the

translation of the Chinese character, 會. Moreover, the student may have also confused the auxiliary verb (i.e. *be*) with the infinitive (i.e. *die*) and did not know when to use the right verb as the main verb of the English sentence. Nevertheless, her utterance indicates that the student did not know what form of the verb to put after the modal. When the teacher said the sentence, he strongly emphasized the word *die* and an exaggerated facial expression, and then the teacher paraphrased *You won't be able to survive, right?*. His strong stress of the word as well as his facial expression contrasted his correct form of the utterance and the student's grammatical error. Nevertheless, when asked if other aspects regarding how the teacher presented recasts and what the teacher's facial expression may have looked like at the moment when he said *You will die*, one of the students mentioned that maybe the teacher did not look very surprised but his look may have been a little different than usual. Excerpt (34) is taken from a group student interview touching on this interaction.

(79) Group student stimulated recall interview (Ss: Group, T: NS3)

R: She said "I'll be die." right. "I'll be die". Right? Then the teacher said "You will die." very intuitively. Because I can't show you the video clips since it is difficult for me to locate the segment for you to see because it is the dialogue between the teacher and the student. Since we won't be able to see anything on the video clips, we have to listen to the audio-recording. So what I would like to know is that at the moment when the teacher said "You will die." could you try to guess what his facial expression may be like? You just mentioned his rate of speaking or his tones. What do you all think about it?

SS: Facial expressions, well, you can't say he looked surprised but maybe (his look) was different than usual.

In (79), even though the student was not able to determine the teacher's facial expression from the audio-recording, she could still guess that the teacher had a different look on his face probably because of this NS teacher's frequent use of his body language as well as facial expressions in class.

Many recasts of this kind (i.e. stress) occurred quite often during my observations of these six classes. Excerpts (80), (81), (82), and (83) are four more examples from two NNS teachers' (Ming and Ping) classes.

(80) A recast episode from classroom observation: Ming's class
S: Are you "Maria"?
T: Are you MARY, everybody repeats MARY, (Stress the word).

(81) A recast episode from classroom observation: Ming's class
T: Yes, very good. And Linsy.
S: Is Ms. Comer your teacher?
T: Lindsy, very good. Is MRS… One more time, please.
S: Is "Ms". Comer your teacher?
T: Is MRS. (stressed the word" Mrs."), Is MRS. Is MRS. Comer your teacher. Yes, very good.

(82) A recast episode from classroom observation: Ping's class
T: Three. One, two…woo! What? Answer the question. Okay.
T&S1: What's your favorite season?
S2: My favorite season is spring.
T: Spring?
S2: yes. Uh-huh. Why?
S2: Because "it warm".
T:IT'S warm (the teacher stressed the contraction *it's*), okay. Right. (T: NNS2-observation)

(83) A recast episode from classroom observation: Ping's class
T: Okay, very good. Um…now, thank you very much. So…can I ask some of you, okay, um…anybody, um…那個…欣儀好了 (Ok, how about Ruby?)。欣儀 (Ruby)，uh…what do you think of…knitting? Knitting.
S: ComPLEX. (With the stress on the second syllable.)
T: COMplex. (The teacher pronounces with correct stressed syllable.).Oh-ho, alright, you think it's difficult, right? Oh, okay, anything else?
S: It's boring.
T: It's boring, okay, difficult, complex, and boring, alright. (NNS2-observation)

As a matter of fact, this was the most frequently occurring type of recast in the six classes, and when teachers presented recasts this way, other factors related to teacher's language use such as intonation or the rate of speaking may have occurred in combination with stress. In Excerpt (80), the student was reading sentences in the textbook. When the student pronounced the word incorrectly, the teacher said the word with correct pronunciation slowly and even asked all the students to repeat it after him. In Excerpt (81), the teacher stressed *MRS.* and even repeated the segment *Is Mrs.* again and again after the recast. In example (82), the student missed the auxiliary verb *is*. Instead of reformulating the utterance starting with *it is*, the teacher provided the contraction, *it's*, and stressed it to remind the student that something was missing

in the sentence. In Excerpt (83), the teacher pronounced the word rather slowly and more clearly to let the student know that her stress of the word was not correct. When taking a deeper look at these conversations, most of the students hardly ever had chances to repeat or intake teachers' recasts right after they received them unless the teachers asked them to do so. This situation occurred more often in Ming's class when he asked students to read aloud the sentences in the textbook. It is most likely because the class time was limited and the teachers had to continue their conversations with other students. From Ping's perspective, she may have considered stressing words and/or the syllables to be a good method to raise students' awareness of teacher recasts.

Another feature that was often mentioned by students is the **rate of speaking** when students receive recasts from them. Four students indicated that when NS teachers uttered recasts, they often spoke so fast that they did not even notice that their teachers were correcting their errors. Excerpt (84) suggests that students may not even be aware of teacher recasts due to teachers' rapid rate of speaking.

(84) Individual student interview (S: Tina, T: NNS3, R: Researcher)

R: So you still remember it, right? Then by the time when we have the group stimulated recall interview, we will view the video clips in which feedback occurred again. However, I would like to know if you would remember the sentence I just said, *you went to a restaurant with your friend last night*, if a native teacher and your teacher (Ling) said the same sentence to correct you, do you think that there would be any difference between these two sentences said by these two teachers of differing nationalities? For example, like how receptive or accepting you are to their utterances?
S: In fact, native teachers speak very fast.
R: Right! So you think that they talk very fast, right?
S: In addition, they connect everything together (connected speech). Actually if they slowed down, we would hear it more clearly.

The student mentions two facets with regard to teacher's rate of speaking in

Excerpt (84): the NS teacher's rate of speaking and use of connected speech. Connected speech refers to native speakers' fluid way of speaking English by connecting words in sentences. Because it is very natural for NS teachers to speak English with connected speech, it may complicate the context in which the recast is provided because students are attempting to understand what the teacher has said. Connected speech also accelerates the teacher's rate of speaking the correct form of the utterance.

Teachers' rate of speaking may also be associated with teachers' intention concerning error correction. If teachers intended to provide the student with a recast to correct the error, they may have slowed down their speed of speaking. Based on class observations, when teachers intended to correct students' errors, sometimes they slowed down and even particularly stressed the corrected utterance or the pronunciation of the word. Excerpt (85) is an example from one of the sessions in Bob's class. In this context, the student was giving the class a speech presentation about the best place for the class to travel to for a visit. She suggested several tourist spots in Taipei County, Taiwan.

(85) A recast episode from classroom observation: Bob's class

S: Hello, everyone. I think we should go to Taipei travel. The first day we can invite "sirthy roll" students and (undistinguishable) and the second day go to 九份 and 八里. The "sird" day go to 淡水漁人碼頭 and 鶯歌 and we are to eat at cheap restaurant in three days. Thank you.

T: Third (teacher pronounced the word slowly and clearly and showed the student how to pronounce the /ɵ/ sound.) day.

S: "Sirsday".

T: THIR

S: Sir

T: First, second, THIRD.

S: Third.

T: Yeah, THIRD (stressed the word) day. THIRD DAY.

S: Third day.

T: Yes, it comes somewhat better.

The highlighted section in (85) shows that this NS teacher was correcting the

student's mispronunciation of the voiced */ɵ/* sound. From the video clip, it is very obvious that the teacher wanted to tell the student the correct way to pronounce the voiceless */ɵ/* sound without telling her that her pronunciation was incorrect. He even asked the student to repeat after him several times before she went back to her seat. Although the teacher did not correct the pronunciation error right after the student finished saying the sentence in order not to interrupt her speech presentation, it is still a recast because he did not indicate explicitly that the student made an error. In Excerpt (85), at first the student does not realize the difference between the */s/* sound and the */ɵ/* sound. Instead of telling the student how to pronounce these two sounds and telling her that her pronunciation of the */ɵ/* sound was incorrect, the teacher just continued repeating the sound and expected the student to imitate his pronunciation. It is noteworthy that the student understood that the teacher was correcting her error later without being told outright that she had made an error in her pronunciation. Nevertheless, this type of recast is slightly different from many other types of recasts identified in the research because the teacher delayed providing the recasts and expected the repetition of the recast in return. Furthermore, meaning negotiation did not occur between the teacher and the student.

Many students rely on NNS teachers to repeat the recast in their native language, Mandarin Chinese, or they ask what the teacher says in Chinese to clarify the teacher recast. Excerpt (86) is from Sherry in Ping's class showing her understanding of the difference between NS and NNS teachers:

(86) Individual student interview (S: Sherry, R: Researcher)

S: When the teacher was correcting your error at that moment, Chinese teachers would be more explicit with recasting your erroneous utterance. For native teachers, you may not be able to understand what he/she is talking about because of the words he/she uses so you would not be

aware that he/she was correcting your errors.

R: So based on the type of feedback (recast) that we talked about, could you tell me the difference between native and non-native teachers in terms of the feedback we just discussed?

S: I think the difference between them is that for Chinese teachers, if you did not understand his/her recast, you could speak Chinese and the teacher could translate it into Chinese for us to understand what he /she just said in English.

R: Yeah.

S: But for native teachers, translation may not be possible.

In Excerpt (86), the student mentions two factors which may affect her perception of and receptivity to recasts. One is the word choice in particular that of an NS teacher. The other is her dependence on the NNS teacher's translation of recasts. Although throughout all of the observations I did in this study, the occurrences of a Chinese teacher's translation of recasts were rare. There were indeed a couple of incidences that correspond to this student's description of why NS and NNS teachers differ with respect to the language they use in the classroom. Excerpt (87) is a recast episode from one of the NNS teacher's class.

(87) A recast episode from classroom observations: Ming's class

T: So where is the KFC?

S: KFC on the (.)(inaudible)對面?

T: Yes! The KFC is just at the diagonal, diagonal of the corner, 在對角線的地方有一個 KFC, is that right?

S:Yeah.

The context of Excerpt (87) is that the teacher asked each student in the class to prepare a short presentation giving directions to a location. The student had to tell the teacher where they wanted to start and how to get to the destination. In this dialogue, the student attempted to tell the teacher that there was a KFC (a fast food restaurant) diagonally across the corner. However, she had no clue how to say that in English and code-switched here from English to Chinese. In this study, this situation is also considered to be a type of recast. At first, the student said *KFC on the 對面* (meaning

across the street). And then the teacher reformulated her utterance by saying *Yes! The KFC is just at the diagonal of the corner.* The teacher added the auxiliary verb *is* into the sentence and then told the student how to say *對面* in English. The fast food restaurant was located near the campus so that the teacher knew where it was. Hence, he added the information of the exact location of the restaurant, which was not simply across the street but at the diagonal of the corner. Assuming that the student may not have understood what the teacher had said, the teacher switched to Chinese right after recasting the sentence. It is likely that the teacher was aware that the student might not have known what *diagonal* meant especially in this context, and he needed to translate the utterance into Chinese so that the student would simultaneously know the meaning of the sentence as well as the correct form of the utterance. Furthermore, he also used body language to help the student understand what he was describing by pointing his palm in a diagonal direction.

Students may code-switch from English to Chinese when they do not know how to say certain words or expressions in an English sentence. Excerpt (88) is another example from the same student's presentation.

(88) A recast episode from classroom observations: Ming's class

T: You will see or you will hit the street, you will see something, I would use 'hit the road' or the uh…any specific stores?
S:I (.) I…
T: I would SEE something. I would SEE….
S: See…全買(The name of a supermarket).
T: I would see the 'Buyers'. Is that Buyers? Yeah. Okay. You will see the Buyer on your right hand side or your left hand side?
S:Left.

In Excerpt (88), the student follows the teacher's prompt to give the direction. However, she did not know how to say the name of the supermarket in English. Thus, she switched to Chinese when she came to the name of the grocery store. Then the

teacher uttered the complete sentence with the English translation of the name. Nevertheless, he did not translate the sentence back into Chinese again this time but kept continuing the dialogue with the student. Although in this context the student did not receive the Chinese translation of the sentence, it is still a recast because the teacher provided a complete sentence. The sentence that the student said did not have a subject *You (or I)*. It is also likely that in this student's perception, she knew that when the teacher said *Buyers*, it was the English name of the supermarket that she mentioned in the previous turn because the teacher said *You would see "Buyers*, which is exactly an English equivalent of the name. What may have made this recast of the sentence more salient may be that the teacher continued to say *Is that Buyers?, Yeah, ok*.

In terms of the rate of speaking when teachers provide recasts during their interaction with students, many recast episodes may not be noticed by students because teachers just rephrase the erroneous utterances quickly, leaving no time for students to even be aware that they had made errors in their speech. Excerpt (89) is an example from Kevin's classroom.

(89) A recast episode from classroom observations: Kevin's class
T: What do you think? Would you like to be a high school student again?
S: Maybe yeah, maybe no.
T: Ok, why yes.
S: Um: because you can at home with my family and
T: You can spend more time at home with your family (.) and why no?
S: Because I want to earn money.

In Excerpt (89), the student makes two errors in her utterance. The first one was the inconsistency of the subject pronoun *you* and the possessive pronoun *my*. Instead of saying *I can spend some time with my family.*, she used the subject pronoun *you* instead of *I*. Then, there was no infinitive, *spend*, after the modal *can*. Thus, the

teacher corrected the utterance by saying *You can spend more time with your family.* However, the teacher spoke the sentence quickly and he almost skipped the subject of the sentence when recasting the sentence to continue the interaction with the student. Right after the recast, he continued and asked the student another question (i.e. *Why?*), which may have diverted the student's attention from the recast to the question itself because the students listened more carefully to the question in order to know how to answer it. It seems that the student did not even have time to reflect on her erroneous utterance and on the teacher's recast but rather had to concentrate on answering the question *Why no?*

From the context, it appears that the teacher reformulated the student's incorrect sentence for the purpose of recast at the beginning. However, it is also likely that when the teacher rephrased the sentence, he may not have intended to correct the student's errors but only wanted to clarify what the student had said. In other words, the teacher may not have intentionally spoken the correct utterance although on the surface it seems that he wanted to tell the student the right way to say the sentence.

Volume is a phonetic feature that also contributes to students' receptivity to teacher recasts. It may co-occur with other phonetic features such as stress. When teachers provide students with recasts, they often say it louder than they usually do. Excerpt (90) is an example from a student's interview:

(90) Individual student interview (S: Ruby, T: NNS2, R:Researcher)
R: What is your receptivity to the feedback?
S: Maybe the native teachers' pronunciation is more authentic and then they also speak louder.
R: Um.
S: Yeah.
R: So you think that you would be more able to
S: Understand what he/she is saying.

In (90), this student's impression of the NS teachers' volume of speaking is also

connected with the teacher's authentic pronunciation. According to the observations of these six classes, this impression of a NS teacher's higher volume of speaking may also be due to the gender of teachers because all of the NS teachers in this study were males. However, none of the male native teachers used microphones in class. At the same time, all the NNS teachers in this study did use microphones in class, which is a very interesting phenomenon regardless of their gender. It is likely that because of NS teachers' more authentic pronunciation along with their higher volume of speaking in the classroom without using microphones, this student has the kind of impression that NS teachers usually speak louder (than NNS teachers). When referring back to all the observations in the six classes, it is quite conspicuous that all three NS teachers spoke very loudly in the classroom, regardless of the class size. Likewise, all the NNS teachers used microphones no matter how big or small the class was. Although all the Chinese teachers used microphones in the classroom for students to hear them more clearly, this student's impression is contrary to the potential purpose of the Chinese teachers' use of microphones. Nevertheless, it is likely that a teachers' nativeness as well as pronunciation may account, to some degree, for this student's perception of recasts.

Many students mentioned that teachers stressed words when offering recasts. According to my observations of the six classes, when a teacher was correcting a student's errors with recasts, the teacher would usually stress the correct word, expression, or pronunciation segment to attract the student's attention. Excerpts (91) and (92) are two excerpts from two students' comments in different classes:

(91) Individual student interview (S: Mandy, T: NNS2, R:Researcher)

R: What if these two same sentences were spoken in these two ways, "So you went shopping, you went with your friend to Nice Hotel, to the department store", and the other sentence

"You went shopping yesterday with and you guys went to the department store" (I read the second sentence with a slower speed and more stressed intonation on the word, *went*.), what is the difference based on your perceptions of these two sentences?
S: There is difference because of the words that were stressed as well as the slower speed when it was spoken. When it was spoken slowly, I started to think about what the teacher was saying in the sentence.
R: Right, right.
S: But if the teacher kept talking, then you had to follow his/her pace and you wanted to know
R: Yeah, the content
S: Right, right. You wanted to guess what he/she was saying. That is true.
R: So this way of presenting the feedback will influence your understanding of it?
S: Yes.

In Excerpt (91), the student mentions that when a recast was presented at a slower speed as well as in a more stressed manner, she would begin to think about what the teacher wanted to express with the utterance. Her perspective also indicated that when teachers stressed the correct form of the language and gave students more time to listen carefully by slowing down the rate of speaking, it provided students with time to cognitively grasp the teacher's intended correction. Through this mechanism of stressing recasts and slowing down the rate of speaking, the saliency of teacher recasts may increase and students become more aware of teachers' purposes of providing recasts in their turns. Excerpt (92) is from an individual student interview of a NS teacher's class.

(92) Individual student interview (S: Gina, R: Researcher)
R: So how do you think the teacher should present this sentence (a recast)?
S: Uh, he could ask us.
R: Ask you?
S: Right, right, he could ask us.
R: Can you give me an example?
S: Uh, you say, for example, the sentence you just said, when he first said "go to a restaurant last night".
R: Uh, you say, you say, for example, you say a sentence "I go to a restaurant last night."
S: You go to a restaurant last night." Then
R: The teacher say "Oh, you went to…
S: The teacher says you WENT to, maybe he stresses the word.
R: The word
S: The tense of the verb
R: Oh, ok ok.
S: You mean you went to restaurant last night
R: Uh hun
S: Right, right.
R: He probably will not say…

S: Maybe, um, for those students with a good level of English proficiency, they would know that the teacher was focusing on the tense of the verb.

In (92), the student was an adult student from the Continuing Education Extension who was also a part-time English teacher. Being a language learner and a teacher to young English learners simultaneously may have given her an advantageous perspective on how teachers can improve their presentation of recasts as well as how they can raise students' awareness of feedback. Although she may have mentioned this perspective due to her experience as an English teacher, it is still probable that during her interactions with her teachers whether they were native or non-native English speakers, she has noticed that when teachers provided recasts, they would often stress the word or the pronunciation of certain vowels or consonants in the word to be corrected by the student in the reformulated utterances.

When she first mentioned that the teacher should "ask" students when presenting a recast, she seemed to be referring to recasts spoken with a rising intonation, which is also a specific type of recast- an isolated interrogatory recast (Lyster, 1998a). However, she further explained that she meant the teacher was actually asking or inquiring by emphasizing the word and/or phonological problem that had been corrected in the recast. This is quite contrary to what she mentioned at the beginning, which also triggered another issue. That is, as an English teacher herself, it is likely that she also provided this type of recast in her own classroom. In addition, because she had more knowledge concerning English teaching than her peers, she may have been more aware of the feedback that teachers used in the classroom in which she was as a student.

Excerpts (93), (94), and (95) are three conversations that occurred in different

classes and provide further evidence that teachers put more stress on the words and/or phonological elements in the utterances in order to attract students' attention to their mistakes as well as to the correct form of the language.

(93) A recast episode from classroom observations: Ming's class

T: Number three, the tree sisters. The three sisters. I thought that was a tree, not tree but three, right? The three sisters. yes, could you read that?

S: The tree sisters by Angel Trackpool. A masterpiece studying performacing May 21 (the student pronounced the number as twenty-one) 7:30 one day only at the Peace Cord Theater in the run.

T: Yes. The three sisters from Ann Chen Checkle. Checkle. A masterpeice STUNNING STUN, STUN, STUNNING, PERFORMANCE (the teacher pronunced the word slowly and clearly) performance, you know performance. Yes, performances. PerformanCES (stessed the plural es). May TWENTY-FIRST 6:30 one day only and please call the th eaters in the run. caution. What is the play the (place?)?

S: It's at 7:30 pm

T: Yes. It's at 7:30 pm.

(94) A recast episode from classroom observations: Matt's class

S: 發牌 (deal the cards)

T: Deal the cards. Deal the cards.

S: Deal the cards.

S1: Sharp

T: SHARPENER, SHARPENER

S1: Sharpner.

T: Your turn.

S3: Beg.

S: Huh?

S3: Beg.

S: Huh, beg?

T: Oh, bAg, bAg (the teacher empahsized the /æ/ sound of the word).

S: No, no. I don't.

T: Your turn

(95) A recast episode from classroom observations: Kevin's class

S: some place

T: Some PLACES (with a higher pitch on the word, places).

S: …on my "mobile"… (the student pronounced the word as /ˊmobl /

T: On my moBILE, on my moBILE (the teacher pronounced with two different vowels on the stressed syllable of the word mobile /ˊmob ī l/ and /ˊmoba ī l/).

S: on my mobile

Excerpt (93) occurred when the teacher asked the student to read aloud a short passage in the textbook. He did not correct the student's phonological errors until she finished reading the paragraph. In this context, the teacher stressed the pronunciation of the word *performance* in particular although the student had made three

phonological errors in total. For the word, *stunning*, the teacher repeated the first syllable two times before pronouncing the whole word. However, he did not say the word as slowly as he did when saying the word *performance*. When repeating what the student had just read, he slowed down his speed and pronounced the word *performance* clearly. The second conversation occurred in a group discussion while the teacher was listening and helping students answer their group members' questions. As soon as he figured out that the student's pronunciation of the */æ/* sound of the word *bag* was not correct, he repeated the word with the stressed and prolonged */æ/* sound in order for students to distinguish the difference between */ɛ/* and */æ/* sound. This is one of the pronunciation problems of EFL learners, especially Mandarin Chinese speakers due to the lack of the similar vowels in the learners' native language. However, the student did not repeat the word right after the teacher.

All four of the recasts are examples of isolated declarative recasts. That is when teachers reformulate students' message all or in part without providing any additional information and with falling intonation. The last recast by Kevin may seem somewhat different from the traditional recast. However, he pronounced the expressions in two different phonological forms probably for student to comprehend the difference between the teacher's pronunciation and the student's. In this way, it may have helped the student be more aware of a pronunciation problem with the vowel sound because the teacher provided her with more than one option to correctly pronounce the word, *mobile*. The third recast by Kevin varies slightly from the other three in terms of the ways that teacher presented them. In addition to repeating the recast again, the teacher also stressed the plural suffix *es* with a higher pitch indicating that he wanted the

student to know that *place* is a countable noun and when it appears after a quantifier such as *some*, it has to be a plural with the suffix *es* added to the noun. These examples suggest that teachers' stressed segments of the utterances occurred more often in an isolated context in which the teacher only rephrased and emphasized a part of a longer statement. Furthermore, from all the dialogues, it is obvious that these teachers, regardless of native language, all had the intention of correcting their students' errors.

Intonation was another factor that students also mentioned often with respect to their teacher recasts. Excerpt (96) is an example of intonation.

(96) Individual student interview (S: Jane, T: NS1, R: Researcher)

R: So when it comes to how noticeable the feedback is to you, do you think that it (native and non-native) makes any difference?

S: More noticeable to the errors.

R: For example the same correct utterance was spoken by me and by Matt (her conversation teacher). Whose utterance would you be more aware of ?

S: When it comes to how noticeable it is, I would say native teachers.

R: Why?

S: Because as I said, his intonation will have a greater impression on me or maybe because my learning style is more of the auditory type.

(97) Individual student interview (S: John, T: NS2, R: Researcher)

R: Ok,ok, Then what do you think with regard to teachers. Let's not talk about other types of feedback, just the type of the feedback we talked about a moment ago. What do you think the teacher should do so that you would know that he was giving you that kind of feedback? What factors would affect your noticing of the feedback and why because you just mentioned that you would notice (the feedback), right? Not considering individual factors related to you because I know you are interested in English or you are more motivated. Thus, you may pay more attention to what the teacher says especially. For teachers though, what factors would affect your awareness of feedback?

S: Influence? Well, it's hard to say. I am aware of the feedback because sometimes his intonation is different.

R: Oh, intonation, right, right.

S: Then when I listened to his voice while he was speaking, I would probably know that he was

R: Reminding?

S: Correcting the errors that I just made..

In Excerpt (97), the student clearly indicated that NS teacher recasts were more noticeable to her because of the intonation. This student is from the Continuing

Education Extension and is also an English teacher. Because she has much more experience with native speakers than her classmates, it is likely that she would perceive NS teacher recasts to be more authentic due to the teacher's native intonation. In addition, she also mentioned that it could be because of her personal learning style. In other words, she learns language more effectively through listening to the sounds of the target language. Thus, it is also likely that NS teachers' intonation would provide her with more stimulation in terms of language learning. This student's stronger impressions as well as higher receptivity to NS teacher recasts may be partly due to her preferred learning style.

Another student, John, mentioned in Excerpt (97) that he was aware of teacher recasts probably because of their intonation. In this context, although he did not indicate whether the teachers were NS or NNS, it is obvious that he was talking about NS teachers because he kept mentioning how he and his classmates would react to teacher recasts if teachers spoke too fast. In addition, the feedback from NS teachers would be more noticeable to him for reasons such as *Maybe because English is his (native) language.* and *Somehow I think that I trust him.* Thus, it may be plausible to assume that besides his stronger awareness of teachers' intonation in affecting his perception of and receptivity to recasts, this characteristic of teachers' nativeness may come into play to contribute to his perception of the feedback. One thing to note about this student is that unlike his classmates who were mostly less-motivated in English, he would spend a lot of time studying magazines in English learning and even planned to take a couple of language proficiency tests, including English and Japanese. That is to say, his stronger awareness of how teachers' intonation affected his perception of the feedback may also in some respects be due to his strong motivation

in language learning. Excerpts (98) and (99) are two examples concerning intonation from a NS and a NNS teacher's class respectively.

(98) A recast episode from classroom observations: Ling's class
T: How about you?
S: I have um three brothers and…
T: You have three brothers?
S: Yes and me and mom, two cousin.
T: Two cousins live with you?
S: Yes.
T: Why?
S: My brother. It's my brother.
T: Your brother's kids?

(99) A recast episode from classroom observations: Bob's class
T: Wait, I need to see who's his partner? Is he your partner?
S: wear glasses is smoking the cigeratte and the job.
T: Job? What is your job?
S: Police.
T: Police officer?
S: Yeah.
T: Policeman. What's your job?

In Excerpt (98), the student is describing family members. The student first said that his mother and his cousins lived with him without adding the plural suffix *s* to the noun *cousin*. Thus, the teacher reformulated his utterance by saying *Your cousins live with you?* However, when the teacher recast the student's speech, she raised her pitch. The student tried to answer the question by saying *They are my brother's kids.* Instead of responding with a complete sentence, he uttered phrases like *my brother* and *it's my brother*. After understanding his cousins and mother lived with him, the teacher again rephrased and somehow summed up what he wanted to say in the next turn, which was *Your brother's kids?* Again, the teacher provided a recast here attempting to help the student better express what she thought he intended to say about his family members. Nevertheless, in the later turns, the teacher discovered that the two children were not his cousins but his nephews. The second recast *Your brother's kid?* not only functioned as a recast in this context but also as a clarification from the teacher as to

what the student had said in the previous turns. However, this student thought *cousins* meant *nephews* and that is why he said *yes* to the teacher's recast presented with a rising intonation.

In Excerpt (99), at first the teacher wanted to find out who the student's partner was. After the student spoke an incomplete sentence, *Wear glasses is smoking the cigerette and the job (My partner wears glasses and is smoking cigarettes outside of the classroom. Smoking cigarettes is his job)*, the teacher only picked up one word from the student's utterance and asked another question, *Job? What's your job?*. After the student said *police*, the teacher repeated his job title with the correct word, *police officer*. It may have been too difficult for the teacher to rephrase the semgmented sentence that the student had first uttered. However, when the student answered the question about his job and said the wrong word, *police*, the teacher said *police officer?* with a rising intonation, which also indicated that he wanted to clarify what the student had just said about his job. In a later turn, the teacher even provided another recast *policeman* for the same error.

Syntactic features of teachers' langauge use include: 1)word choice, 2) isolated or incorporated recasts, and 3) repitition of recasts in different forms.

The first syntactic feature is **word choice**. When teachers provide recasts, their word choice may to some extent account for student perceptions of the feedback to some extent. In Excerpt (100), the student discussed teachers' word selection when providing recasts.

(100) Individual student interview (S: Nina, R: Researcher)

R: If for example like Bob's (NS teacher) class and Ming's (NNS teacher) conversation classes were all in English as, then in this kind of surrounding where the class was conducted entirely in English, then if one is a native teacher's class and the other is a nonnative teacher's, then would there be any difference in how you feel if both teachers gave you this type of feedback (recast)?

S: If they both spoke English, in fact, as for Ming, what makes him different from Bob is that when he is in class since we had been in his class before, we knew that the English he spoke was more difficult than that spoken by Bob.
R: Oh.
S: Because Bob knows that we may not be that familiar with English, sometimes we are even afraid of the language, he would use simplest words he could.
R: Simple words.
S: Then whenever he finds that we seem not to understand what he says, he would use even simpler words. Yes. For the nonnative teacher, he would assume that we are supposed to know (the words). So, he would use words that are much more difficult than the words that the native teacher would use.

In (100), this student's perception of teachers' word choice may be due to her NS teachers' intentional selection of simple words to make themselves better understood when offering recasts. It is possible that because NNS teachers share their students' native language, these teachers may not be careful as the NS when choosing their words for the recast. It is also likely that NNS teachers have the tendency to use more formal English structure and vocabulary or "textbook English" whereas NS teachers automatically use the simplest alternative to help the student communicate an idea. Excerpt (101) from Ping's class observation may illustrate this student's perception of teacher recasts.

(101) A recast episode from classroom observations: Ping's class
T: Do you hate doing exercise?
S: I hate jogging.
T: Oh, you hate jogging. Uh-huh, why?
S: It's very…
T: Exhausting, tiring.
S: It's very tire.
T: Tiring, tiring, right. Uh-huh. It's very…okay, you can tell her, it's very tiring.
S: It's very tiring.

In (101), when the teacher asked the student why she hated jogging, the student replied *It's very*…. The teacher attempted to complete the student's ideaby saying *exhausting, tiring*. Then the student tried to say the sentence again but failed. This time the teacher provided the same word, *tiring*, as a recast to help her complete the utterance. In Excerpt (101), it appears that the student attempted to say the word

tiring again but was only able to pronounce the first syllable of the word. Thus, the teacher repeated the sentence as a recast to aid the student in completing the utterance. However, instead of saying the same two words, *exhausting* and *tiring* later in her turn, again in her second recast, the teacher chose to say *tiring*.

Isolated or incorporated recasts differentiate between teacher recasts presented in a segmental form such as a word or a phrase, or incorporated into a longer statement or more complex context. In Excerpts (102) and (103), Wendy and Mary from Ping's and Bob's classes respectively mentioned how incoporated recasts could make a greater impression on them.

(102) Individual student interview (S: Wendy, T: NNS2, R: Researcher)

R: So that's why I'd like to know if teachers gave you this kind of feedback (recast), what could they do to make you notice the feedback more except for the factors you just mentioned, like stress and pronunciation?

S: Say something more.

(103) Individual student interview (S: Mary, T: NS2, R: Researcher)

R: What if the teacher did not say it so clearly. He/she may only tell you "she" instead of he and so on. For example, if you said a sentence like "He likes to go to school. He likes to watch TV." Then your teacher just said "She likes to watch TV." What do you think about this response? That is, if he says "she" without explicitly indicating that you are wrong about the gender of the subject in the third person singular.

S: The foreign teacher would say the correct sentence to you one more time.

R: Right! But what about nonnative teachers? If a nonnative teacher wanted to correct you with a recast, how would she do it? What do you think the difference is between native and non-native teachers?

S: Nonnative teachers may just say "she", emphasizing the word you said wrong in the original utterance.

R: "She" but he/she may not repeat the whole sentence again?

S: Yes. Native teachers would repeat the whole correct sentence to you again and then you could repeat after him/her. Remember that session of our speech class, he would continue to correct our errors.

In Excerpt (102), Wendy stated that recasts provided in a richer context would help her better understand the feedback and furthermore make it more noticeable to her. *Say something more* may refer to teacher recasts embedded in a longer utterance or even with additional detail. For example, in Excerpt (104), the teacher added more

information to the phonological recast.

(104) A recast episode from classroom observations: Ping's class
T: Why do you like spring the best?
S: It's very "wern".
T: It's WARM (stress the word warm), not cold, right? Anything else? (T: NNS2-observation)

(105) A recast episode from classroom observations: Ping's class
T: She doesn't like hot weather. Oh, I see. Anybody? Anybody? How about you? Did you interview? Yes ok. which one? No no no. Did you ask Edna?
S1: She feels "not comfortable".
T: Oh, she DOESN'T feel comfortable or she feels UNcomfortable, right. Very good. or she feels uncomfortable. Thank you.

Excerpts (104) and (105) are the examples of the teacher offering different types of contexts when providing students with her recasts. In (104), in addition to correcting the student's phonological error by stressing the word, *warm*, she continued to say *not cold* to contrast the meaning of *warm* from *cold* to ensure that she did not misinterpret the student's utterance in the previous turn. In (105), the teacher provided the recast along with an additional way of expressing the same meaning. When the student made this grammatical error in her utterance, the teacher added the auxiliary verb *does* and made a contraction of *does* and *not* to make the student's erroneous utterance grammatically sound. Later in her turn, the teacher continued to say *or she feels uncomfortable.* This second recast is in fact a more precise expression of the student's previous utterance by mantaining the surface structure.

In Excerpt (103), Mary made a distinction between NS and NNS teachers concerning how they present recasts. She mentioned that NS teachers appeared to incorporate recasts in a longer sentence or context and quite often to repeat recasts. Furthermore, they would ask students to repeat recasts from time to time. In contrast, according to Mary, Chinese teachers only reformulate the erroneous part of the

utterance or the phonological problem. It is obvious that Mary had formed this impression due to her speech class with Bob, her speech teacher, as she mentioned in the later turn *Remember that session of our speech class, he would continue to correct our errors.* Excerpt (106) is from an observation of Bob's class.

(106) A recast episode from classroom observations:

S: Hello, Everyone, I am Mary. I think we can go to Tainan. When we go to Tainan, we can go to 安平古堡 (A tourist attraction). After visit (inaudible), we can go to Kaohsiung. There are many places that we can play. We can go Friday night and do something now and just (inaudible) and the second day we can go to Kenting. We can play watch the game in hotel and at the night we can go to the night market and shopping or seafood all day.
T: You mean shopping or seafood all day?
S: Eat seafood
T: After visitING
S: After visiting.
T: After visitING.
S: Visiting.
T: After visiting Tainan, we will go to Kaohsiung.
S: After visiting.
T: After visitING. Good!
S: Ok.

In (106), the student was presenting a speech regarding the tourist attraction that she thought would be best for students to visit. After the presentation, the teacher asked her to clarify her comment about shopping and food. Then he turned to the correction of this student's grammatical error, *after visit*. At first, the teacher reformulated the error and provided the isolated recast. Concurrently he also stressed the *ing* morpheme when saying the recast. After the student repeated the recast, he uttered a second recast with the longer statement in which the original utterance occurred in the student's previous turn. Although the teacher did not explicitly indicate that the student had made a grammatical error in her utterance, it appears that the student eventually caught on to the teacher's coorection of her grammatical error as he repeatedly directed her to use the correct form. Then he continued by saying *After visiting Tainan, we will go to Kaohsiung.*

Repetition of recasts refers to teachers' repetition of recasts in different forms (i.e., oral and written). While many of the teachers' repetition of recasts are in oral form, some teachers' repetition of recasts may be in written form due to the type of class or their teaching habits. For example, directly after providing a recast, teachers may write the key words and/or phrases of the recasts on the board. Many students mentioned that teachers' repetition of recasts in writing could affect their perceptions of and receptivity to the feedback.

(107) Group student stimulated recall interview (SS: Group, T: NS1, R: researcher)

R: Let's try to recall your classes with Matt. Do you remember during your interactions with him if he has ever provided you with this kind of feedback (recast)?
SS: Yes.
R: Has he?
SS: Yes, yes.
R: Do you remember how the teacher said it? For example you said something incorrect and the teacher did anything about it? Do you still remember it?
SS: Yeah. Because I, we once asked him, for instance, if something in my house was the same or different from something else.
Ss: Then he came to help us with our question.
R: Oh.
SS: That is what happened.
R: Oh, ok. So what would you feel regarding the feedback we just listened to (in the audio-recording), that is to say, when the teacher said the sentence (a recast), what should the teacher do to let you know that he was correcting your error?
SS: In fact, right after we uttered the wrong sentence, he should correct our errors and repeated the correct sentence again.

In (107), students recalled recasts that the teacher had given them before and were aware of the teacher's error correction during the interaction. When students mentioned noticing the teacher's error correction, it is likely that the teacher had provided various types of feedback including recast. Nevertheless, directly before explaning their awareness of teachers' feedback, they had listened to the audio-recording of the recast episodes that I had selected for the interview. Thus, it is probable that when they talked about teacher error correction they were referring to their interaction with him and suggesting that Matt was providing them with recasts to

indicate that their utterance in the previous turn was not correct. It appeared that these students were highly aware of teacher recasts for some reasons. First, the four students in this group interview were all graduates of the five-year junior college program in the English Department. Hence, their language proficiency was on average better than many of their peers in the same class. Second, they indicated that sometimes when the teacher provided them with recasts, he would ask them to repeat after him. One of the students mentioned that when she heard Matt's recast, she would think about it for a little while and try to say the correct sentence. If what she said was again incorrect, Matt would ask her to repeat the sentence again, which would make the recast more memorable to her. Excerpt (108) occurred in one session of this NS teacher's (Matt's) class, and corresponds to students' impressions of the teacher recasts.

(108) A recast episode from classroom observations: Matt's class
S: How long do you come from Taiwan?
T: What?
S: How long do you come from Taiwan?
T: How long do I live in Taiwan? How long do you live in Taiwan?
S: How long do you live in Taiwan?
T: Twelve years. Twelve years.
S: Twelve
T: Yes, twelve years. (T: NS1-observation)

In (108), the student would like to ask how long the teacher has lived in Taiwan. The sentence is incorrect probably due to the student's direct translation of the Chinese sentence, *你來台灣多久了*? or *你住在台灣多久了?* (meaning *how long have you been in Taiwan?* or *How long have you been living in Taiwan?*) into English because *來* means *come* and *多久* means *how long* and the verb and tense were both incorrect. The teacher rephrased her utterance by adding the verbal phrase *live in* to the sentence to replace *come from* so that the meaning of the sentence was clearer. Not only did the teacher recast her utterance once with the first person subject

pronoun *I,* but he also offered another recast with the second person subject pronoun *you*. Nevertheless, you will notice that the teacher himself provided an ungrammaticalsentence as a recast (i.e. *How long do you live in Taiwan?*) even though he was a native English speaker. The correct sentence should be *How long have you been in Taiwan?* or *How long have you been living in Taiwan?* It seems that this NS teacher's recast was partially affected by his own thinking in Chinese because the teacher appeared to interprete the student's question as *How long have you been living in Taiwan?*The teacher then corrected the word choice*(*using *live* rather than *come from)* without correcting the verb tense. Rather, he left the verb tense as it would be in Chinese and uttered *How long do you live in Taiwan?*, which is very similar to the Chinese sentence *你在台灣住多久了*? In Chinese, the tense is always indicated by a time phrase (i.e., 多久 meaning how long), not in the change of the verb form. It is also likely that the teacher only wanted to indicate that the student should use *live in* instead of *come from* and did not intend to focus on the incorrect use of the verb tense.

Excerpt (109) illustrates how teachers repeat recasts they provide in different contexts.

(109) A recast episode from classroom observations: Matt's class

S: And we both have two cars.
T: You have two cars?
S: Yes.
T: You have two cars?
S1: Yes.
T: Oh, very good.
S: And only we can speak Taiwan Chinese.
T: You can speak Taiwanese? 你會講台語嗎?
S: Yes.
T: Cause you speak Taiwanese and Chinese and English. Taiwanese, and Chinese, and English. You can speak three languages. and also
S: And "spinach" (means Spanish but the student did not pronounce the word correctly and it sounded like *spinach*).
T: And he also can speak three languages.

(110) A recast episode from classroom observations: Ping's class

T: What is the question?
S: What's uh the temperature the low temperature in in summer?
T: Good
S1: The low temperature is thirTEEN (with the stress on the second syllable) ThirTEEN, thirTEEN, thirTEEN (wrong stress for the second and the third time when she said the word).
T: THIRTEEN (stressed on both syllables) uh huh thirteen degrees Celsius, uh hun, Thirteen degrees Celsius. [S: Celsius] Uh huh. Good
S1: Ok.

In (109), the student made an error by saying Taiwan Chinese rather than *Taiwanese.* When the student said *And only we can speak Taiwan Chinese,* it could have three different meanings. Taiwan Chinese could refer to: 1) Mandarin Chinese, 2)Taiwanese, a widely spoken dialect in Taiwan, or 3) a mixture of Taiwanese and Mandarin Chinese. The student may have translated the phrase 台語 (Taiwanese) from Chinese directly to English in the surface structure of Chinese (台 for Taiwan and 語 for the language, Mandarin Chinese), which miscommunicated his idea to the teacher. However, in order to clarify the meaning of the phrase *Taiwan Chinese*, the teacher reformulated the student's erroneous sentence with a recast at first and with a rising tone indicating that he had some doubt about the phrase. Furthermore, he even translated the English sentence into Chinese (你會講台語嗎?) also with a rising tone. Then the student answered *yes* to his recast to comfirm that the phrase *Taiwan Chinese* meant Taiwanese, not something else. In this context, the teacher not only provided the recast in the target language but also in the student's native language to help the student undersand the meaning of what he had just said in English. The teacher further confirmed that his interpretation of the phrase *Taiwan Chinese* also included Mandarin Chinese. Thus, he kept on telling the student that the student could speak three languages. Hence, in this context, the teacher repeated the recast in several different ways including code-switching and a recomfirmation of his original

recast with another recast.

In (110), the error that the student made was a phonological one. When the student repeatedly stressed the word *thirteen* incorrectly, the teacher provided her with a repetition of the recast to raise the student's awareness of her incorrect syllable stress. The teacher continued to say the word with the correct stress two more times. However, the student appeared not to have understood the recast because instead she latched on to the teacher's use of the word, *celsius* and repeated it.

Excerpts (109) and (110) from class observations illustrate that the repeated recasts may vary in response to the errors. In (109), the teacher repeated his recast four times (Taiwanese) and with varying intonations. In (110), the phonological error that the student made may not have seemed very critical to the teacher. It is also likely that this phonological error did not break the communication between her and the student. Thus, the teacher did not repeat the recast like the NS teacher in Excerpt (109) did.

In addition to repeating a recast orally, teachers may provide recasts both orally and in writing. Some students mentioned that if teachers repeated recasts in both forms, they would pay more attention to the target language provided by the feedback. Mary from Matt's class discussed this in an interview (Excerpt 111).

(111) Individual student interview (S: Mary, T: NS1, R: researcher)

R: Then do you feel that is probably because of your job (she is a part-time English teacher teaching English to young learners.).

S: Yeah.

R: Then maybe it is likely that as you mentioned some classmates were not aware of the feedback when the teacher was saying the utterance (a recast), it is likely that they may not be aware of the feedback.

S: Right.

R: They were not aware that the teacher was corrcting their errors.

S: Um hum.

R: So as far as the teacher as concerned, what factors may affect his/her presentation of the feedback(recast)? You know what I mean? When the teacher is saying it (a recast), how should he/she present the feedback so that students would be more aware that the teacher is

implying that their previous utterance is incorrect?
S: (The teacher) writes it (the recast) down.
R: Um hum
S: Because sometime when the teacher provides a recast, first of all students may feel nervous.
R: Um hum
S: Second, they may not know why the teacher is doing this. They might be wondering if the teacher is saying another unrelated sentence.

In (111), the student was an English teacher and is very familiar with what students may feel about teacher recasts because she was a student at the same time. According to this participant, students may be nervous and probably do not know how to react to the teacher's feedback at the moment. They may also be unaware of the teacher's intention to correct their erroneous uterances. Thus, she believes that if teachers wrote down the correct form of the utterance, students would be more aware of the correction. Excerpt (112) and (113) are two dialogues from an observation in an NS teacher's class.

(112) A recast episode from classroom observations: Bob's class
T: Do we have a gym? We do have a gym. Ok. Good. So basically I am assuming that you want it to be bigger and better, right?
T: Ok, first tell us why? All right. So why? Lucy? Why does our school need a better gym?
S: Because uh "it play outside so hot".
T: OK, or what else? Is it too hot or what else? What else to play outside?
S: Baseball game.
T: No no. you said if we go outside, it's too hot. What else can happen?
S: if it "rain".
T: Ok, so need a place to exercise even when hot or raining. (The teacher also wrote down the utterance on the blackboard) Ok. Good.

(113) A recast episode from classroom observations: Bob's class
T: So why do you need a bigger one (gym)?
S: Show off.
T: Show off to who?
S: Show off the other school.
T: Ok. Show off to schools. (At the same time the teacher wrote down the key words on the blackboard.)

Excerpts (112) and (113) occurred in the same discussion about whether the school needed a bigger gym. In (112), the student said *Because it play outside so hot*, which is a very typical Chinese English utterance because the word order is exactly the same as in spoken Chinese. The teacher reformulated the student's utterance and

made it into a question by saying *Is it too hot or what?* While the dialogue continued, the student said *baseball* showing that she had misinterpreted the teacher's questions in the previous turn. Thus, the teacher again rephrased the entire utterance by referring to the student's first utterance saying *If we go outside, it is too hot.* After another incorrect utterance by the same student, the teacher again provided a recast to summarize the opinions that the student had expressed. At the same time, he wrote down key words from the utterance on the blackboard. One thing that must be noted here is that the context in which these two recasts occurred is that the teacher was leading a discussion with students regarding preparation of a debate later in the semester. Thus, on the blackboard, he noted down the key words, phrases, or utterances that would help students gather vocabulary for how to express pros and cons of having a bigger gym at their school. However, this kind of written recast along with the oral one may make the feedback more noticeable to students.

4.2.5. Teachers' practices

This main category, **teachers' practices**, addresses two critical elements related to classroom instruction: **pedagogy** and **classroom management**. Pedagogy pertains to learners' preference for certain teachers and/or the learners' familiarity with teaching, teaching methods, and teaching content. Excerpt (114) is an example from an individual interview with a student at an NS teacher's class.

(114) Individual student interview (S: John, T: NS2, R: Researcher)
R: If they had the class entirely in English?
S: If they had the class all in English, then I think I may fall asleep in Ming's class.
R: Ha, really? Why? Why?
S: No, no. Because well because his (Ming's) way of speaking, comparing to Bob, he does not have that much interaction with you. He would just keep talking and talking. Yeah. Bob would ask what you think and how you feel about something or how you feel. Then if you could not say a thing, Bob would keep asking you.
R: Um so Bob would do whatever to get the answers to the questions from you.
S: Yeah, there was a time when he asked me six or seven times in class.

R: Yeah, that is sort of tiresome, though. So do you think that their ways of teaching may affect you receptivity to the feedback (recast) or your understanding of his feedback. Could you give me an example?

S: If it was Bob who was interacting with you, you might get that maybe he wants to tell you something. Then for Ming, he would keep talking and talking and no one would tell him if they did not understand something he said. So yeah.

R: But if it was Ming and you were in his conversation class and he asked you to maybe do a presentation and then he gave you this kind of feedback, would you be aware of it or what would you think? For example, if I were Ming and you were doing a presentation and after your speech, I said *So John you said that you want to go to Kenting*. (Comparing the assumed incorrect sentence: *I want to go to the Kenting*) in case you said that sentence in your presentation.

S: Then I may feel that yeah I talked about going to Kenting. I may not notice that he was correcting my error. I would not know that he was telling me about the definite article *the* in my utterance.

R: What if it was Bob?

S: If it was Bob, I would find that he was talking about the *the* problem cause he has been doing that all along.

R: Ok. So if it was Ming, you might not notice

S: Yeah, because it also depends on the experience. Since Bob has taught us for a long time, I am familiar with some of his habits or things of that kind.

At the beginning of (114), the student mentioned the difference between the two teachers' teaching methods. While the NS teacher, Bob, would inquire several times in class to elicit responses from students, the NNS teacher's method was more lecture-oriented. That is to say, they had different styles when interacting with students. The NS teacher seemed to initiate more interpersonal communication with students by asking them questions. In contrast, the NNS teacher would lecture most of the class time. From this student's perspective, the NS teacher's inquiry may have led him to pay more attention to the teacher's utterances and he would automatically be more aware of the teacher's recast to some extent. However, the NNS teacher's lecture may have kept students from clarifying what they heard from the teacher. This may have been because the teacher did not give them enough time to ask questions. As John mentioned, as long as the NNS teacher (Ming) was lecturing, students would not ask any questions even if they did not understand what the teacher was saying.

Later in (114), John mentioned that if the recast was spoken by the NNS teacher,

he would not be able to recognize that the teacher was telling him that there should not be a *the* before the proper noun *Kenting*. Nevertheless, if the same recast were uttered by Bob, the NS teacher, he would notice that Bob was correcting his error because he was familiar with Bob's habits and style of teaching. Note that this student's familiarity with the NS teacher's teaching seemed to play a role in his noticing of teacher recasts. Excerpt (115) is an example illustrating this student's perspective.

(115) A recast episode from classroom observations: Bob's class
T: So what have you got? What's your favorite movie?
S: Mr. Bean?
T: Mr. Bean. Why?
S: Because he is very funny.
T: Why is he funny?
S: He always like fool and unluck.
T: UNLUCKY [S: unlucky]. No, he he's always he always ACTS: (stressed the word and slow the speed) like a fool and he is unlucky, yeah, like a fool and is unlucky. Ok.

In Excerpt (115), the student mentioned that Mr. Bean was her favorite. Then the teacher asked why Mr. Bean was her favorite and the student attempted to elaborate on the topic by saying *He always like fool and unluck*. The teacher at first provided a lexical recast by saying *unlucky* while concurrently stressing the word. Right after this lexical recast, the teacher proceeded to say *He always act like a fool and he is unlucky,* providing an incorporated recast to summarize the student's reason for her fondness of Mr. Bean. Then right after this incorporated recast, the teacher repeated the phrase *like a fool and unlucky*.

After examining all the recasts in Bob's and Ming's classes, it may be plausible to suggest that because of these two teachers' very different teaching practices, regardless of the teaching material they adopted, the contexts in which recasts occurred varied a great deal. For example, most of the recasts that occurred in Bob's

class were during discussions of speech presentations or for the teacher to help establish a framework to aid students in constructing their own debate content. Most of the recasts in Ming's class, on the other hand, occurred when students were reading passages aloud in the textbook, doing presentations on the stage, or practicing sentence patterns. Few of the recasts occurred in the context of topic discussions. Furthermore, when comparing Ming's class with another NNS teacher's (Ping's), it appears that teachers' teaching in general or their teaching methods in particular may account for the different contexts in which recasts occur. For example, in Ping's class most of the recasts occurred during discussions with her students although she also used a textbook in the class.

The subcategory of pedagogy contains teaching methods and teaching content. These refer to teacher methods of transforming the teaching material into various forms of teaching and learning activities, including lectures. Like the subcategory of learners' preference and/or familiarity with teachers' teaching, the cases in this category specifically concern how student perceptions of and receptivity to recasts may be impacted by teaching methods as well as the content of the class. Excerpts (116), (117), and (118) are examples to illustrate students' perspectives on teachers' practices.

(116) Individual student interview (S: Cherry, T: NNS2, R: Researcher)
R: So your receptivity to teacher recasts when they were provided by either native or nonnative teachers may be about the same. What if you had more experience with native teachers, would that change your idea about the issue?
S: I think it may change my idea about it more or less.
R: Why?
S: Because I feel that the teaching styles of native and nonnative teachers are different. Because native teachers' teaching styles are more lively and vigorous, that would make me more aware (of their feedback).

(117) Individual student interview (S: Ashley , R: Researcher)
R: So as for the feedback, if it was provided by a Chinese teacher and Kevin (NS3), whose

recast would be more noticeable to you, still Kevin?
S: Well, I still think it depends on the teacher's teaching style.

(118) Group student stimulated recall interview (SS: Group, R: Researcher)
SS: It doesn't matter. His/her teaching content and style would have a greater impact.
R: Oh, you really think so.
SS: Yeah.
R: How come?
SS: If a teacher is not very strict or demanding, we won't be very good student.

Excerpts (116) and (117) appear on the surface to be relevant to teachers' nativeness. However, students addressed the importance of teaching styles or methods when considering their reaction to recasts. The student in (116), Cherry, had little experience with NS teachers. It is likely that her response to the question was based on her stereotypes about native speakers of English. The student in (117), earlier in the same interview, had mentioned that she would prefer the NS to the Chinese teacher due to negative feelings toward the recasts of NNS teachers. Nevertheless, in this part of the interview, she regarded teaching methods rather than nativeness to have considerable impact on her receptivity to recasts.

Excerpt (118) is not specifically pertinent to recasts. However, the students' response is intriguing. They mentioned that if a teacher were not strict or demanding, they would not be very good students. Here what the students mean as *strict* or *demanding* is related to teaching methods because in the conversation class in which these students were enrolled, the Chinese teacher, Ming, did not have many requirements compared to other teachers that I observed in this study. As mentioned, the recasts that occurred in Ming's class were usually in the context of reading passages, practicing sentence patterns, or doing presentations.

Another subcategory of teachers' teaching is **classroom management**. Classroom management refers to the ways that teachers manage their classes in terms

of classroom discipline. This category may seem similar to teaching methods but classroom management has more to do with the atmosphere in the classroom rather than how the teachers presents the material per se. Two themes in this subcategory were identified: factors impacted by teacher's nativeness/nonnativeness, and the atmosphere in the classroom. Excerpt (119) is an example given by students of an NS teacher's classroom management style with comments about the atmosphere.

(119) Group student stimulated recall interview (SS: group, R: Researcher)

R: As for the type of feedback (that we just listened to in the audio-recording), would you be aware that the teacher was correcting your errors? Do you think his ways of teaching have any influence on your understanding of the feedback? You also mentioned that native teachers' ways of teaching are more lively. Then what about Chinese teachers? What do you think, Dave? Do you think their ways of teaching make any difference?

SS: Sure.

R: After listening to the audio-recording.

SS: I think the teacher's management of classroom learning atmosphere is important as well.

R: Don't cover your mouth or I can't hear you.

SS: I think the management of the classroom learning environment makes a difference.

R: So you think that classroom management regarding learning atmosphere is important as well?

SS: Right. So what kind of class does he/she want, what kind of learning environment does he/she want. In addition, I think teachers' ways of teaching are very important, too.

SS: Very important

In Excerpt (119), two students were discussing how teachers' ways of teaching and classroom management may affect their receptivity to teacher recasts. Dave first commented that management of the learning atmosphere would make a difference. Then he indicated that the atmosphere that teachers created could bear on student perceptions of the feedback in the interaction. The perspective that he pointed out here is relevant to the conceptual framework of classroom management because he refers to how students feel about the overall interaction as well as the teachers' discipline techniques. Excerpt (120) is from a group student interview in which the students discussed the ways that the atmosphere in the classroom might impact their receptivity to teacher recasts.

(120) Group student stimulated recall interview (SS: Group, R: Researcher)

SS: Haha, she is stricter
R: Um hum
SS: She is not so easy-going as Matt.
R: Oh.
SS: (We) would start "trembling". Hahaha, that is what it looks like.
R: Then would you especially notice the feedback or just let it pass? If the same utterance (a recast) was spoken by Fen (another Chinese teacher in the department), would you notice that?
S: I think at first
R: Like the feedback we just heard, go one block (In the audio-recording, the original utterance was *go to one block* and the teacher said *go one block*).
S: I think I might not identify with Fen's recast as much as I do with Matt's (her conversation teacher, NS1).
R: Why?
SS: Because, because she, maybe when we were in class, she did not…
R: She did not smile?
SS: Sometimes she would tell some jokes but somehow we just do not have very good interaction with her.
R: Um
SS: The atmosphere is different, too.

Fen, was a Chinese teacher who taught the same cohort of students in another English class in the same semester. The students' responses about their receptivity to recasts by her were rather negative due to the atmosphere in the classroom. AS Italked with the students, they shared that most of the students in Fen's class felt negatively toward her for one reason or another. For instance, according to these students , she would play jokes on individual students during class, but students do not respond well to her type of joke.

4.2.6. Teachers' non-verbal behaviors

Teachers' non-verbal behaviors is a category that includes nonverbal movements, gestures, and facial expressions that foster closeness and interaction with students. Some students mentioned that teacher facial expressions or body language would help them remember the feedback better. Excerpt (121) is an example from an individual student interview.

(121) Individual student interview (S: Helen, R: Researcher)

R: Remember that your teacher may repeat your wrong sentence but correct it as she repeats it. Um: except for the intonation, pronunciation, speed of speaking or their word choice, what else do you think, for example, teachers' nativeness or nonnativeness may make a little difference in how noticeable native teachers' recasts are to you. Do other factors, like teachers' body language, do you think it also makes difference?
S: Yes.
R: For example.
S: For instance some teachers maybe their word choice is more difficult for us to understand or some maybe they are used to using difficult words.
R Yes, yes.
S: Or he/she may not be able to find easier words at the moment, he/she would use TPR (Total Physical Response) to tell us. Then it's more likely we will get it.
R To know teacher recasts?
S: Oh now I know what you are talking about.
R: Oh!
S: Right! So body language is still necessary.

In (121), students clearly indicated that when teachers provided a recast and the word was too difficult for students to understand, then they found it helpful for the teacher to use TPR (Total Physical Response), a teaching technique frequently used in English classes of young learners in Taiwan. Example (122) suggested that teachers use body language to raise students' awareness of errors as well as indicate the right way to say the sentence.

(122) A recast episode from classroom observations: Ming's class
T: Alright. So where do you want to go?
S : I want to go to the office of department applied, Applied Foreign Language.
T: Okay. You want to go you get to the department of Applied Foreign Language, alright. So, from where?
S: From the gate.
T: From the…
S : Gate.
T: The gate. Okay. The front gate or the side gate?
S : The front gate.
T: The front gate, (.) okay, (.) yes.
S : At first you drive through to (.) to the…
T: By bus or by (waited for the student to answer.)
S: By car.
T: By car, okay.
S: To drive through two two buildings. And you will get to the 創意樓.
T: Drive through? (the teacher sort of opened his eyes wide, raised his eyebrows, and looked at the student when he said this sentence, which also stopped the student's presentation for a moment)
S: through two buildings.
T: Drive PAST. By. PAST. PAST (the teacher made a gesture here to show the student what it is like to drive past the building, not through) two buildings. right? (Teacher's body language and stressed word, *past*.)
S: You just drive pass two buildings and you got 創意 Building.

In (122), the student was describing how to get to the departmental office located in another building. When the student said that he would drive through two buildings, the teacher raised his eyebrows and opened his eyes wide and asked the student *Drive through?* with a rising intonation simultaneously offering the student a smile. At first the student did not perceive the teacher's facial expressions as an indication of his problematic utterance and repeated *through two buildings*. However, the teacher reformulated *drive through* and said *drive past, by past* using body language to show *past*, by moving his hand forward through the air. Together this combination of facial expressions and body language, he also stressed the word, *past*, hoping to heighten the student's attention to the correct form of the phrase. The student appeared to understand the teacher's recast and changed the sentence to *drive past two buildings*.

As in several other categories, student perceptions of teachers' non-verbal behaviors appear to be influenced by teachers' nativeness and nonnativeness. Excerpt (123) is from a simulated recall interview from Kevin's class.

(123) Group student stimulated recall interview (SS: Group, T: NS3)

S1: Um… I feel that foreign teachers' (recasts) would be more noticeable probably because of his body movements. Because some um: inside teachers

SS: Chinese! Haha inside

S1: Taiwanese, Taiwanese teachers may not be that exuberant. From my experience, foreign teachers would be very exaggerated or apply some very special gestures when they utter something to make their speech more noticeable to you, like some actions.

S2: It's just that when foreign teachers want to explain some words, they would, they do not know how to say it in Chinese, so they would try very hard to use some other simpler words to help you understand the meaning.

S3: Or just act it out.

S2: But Chinese (Taiwanese) teachers after he/she says the word, if it is still difficult for us to understand the meaning, he/she would just explained it in Chinese right after that.

S1: Right!

In (123), students compared their perceptions of teachers' body language with regard to NS and NNS teachers. In addition to teachers' word choice when providing

recasts, students also noticed that NS teachers generally use more body language than Chinese teachers. Not surprisingly, students from other classes at different schools had similar impressions concerning teachers' non-verbal behaviors. The probable reason is that for Chinese teachers, when it seems like the student does not understand the recast and communication breaks down, the easiest way to get back on track is for the teacher to speak Chinese. Foreign teachers, on the other hand, due to their inability to use Chinese to quickly help students understand the utterance or the word, are forced to find other approaches to resume the interaction. Thus, NS teachers tend to search for simpler words or use body language to help students better understand their intention. Excerpt (124) is from a student's presentation of a famous tourist attraction in Spain.

(124) A recast episode from classroom observations: Kevin's class

S: Ok. Here are a lot of museums and one the first one is the museum of history,(.) Yeah, and the second is the museum of "gramic".

T: Ceramic (the student paid attention to the teacher's face and saw how he pronounced the word.)

S: Ceramic, ceramic. And third is the museum of Picasso. He is a drawer. He's a uh.

T: An artist.

S: An artist, yeah.

Throughout the presentation, the teacher corrected the student's pronunciation several times. In this dialogue, when the teacher said *ceramic*, he opened his eyes wide and raised his eyebrows. Concurrently, he also slowed down his rate of speaking the word because the word contained more than two syllables. To emphasize how the word should be pronounced clearly, the teacher said the word rather slowly, pausing after each syllable. According to my interviews with students, NS teachers tend to use more body language or facial expressions when providing recasts.

4.3. FREQUENCIES OF CATEGORIES AND A FURTHER ANALYSIS

4.3.1. Frequencies of categories in general and specifically in terms of teacher nativeness

Table 4.13 is a frequency chart of all the main categories and subcategories concerning student perceptions of and their receptivity to teacher recasts. Frequencies here refer to the numbers of incidences identified in each category according to the definitions operationalized in this study.

Table 4.13: EFL learners' perceptions of teacher recasts--Frequencies of categories

Category	Sub-category	General	In terms of teachers' nativeness and nonnativeness	Sub-Total	Total
Teachers' language use	Phonetic features	27	NS:18 NNS: 4	48	78
	Syntactic features	9	NS:15 NNS:6	30	
Teachers' practices	Pedagogy	9	NS:6 NNS:2	17	25
	Classroom management	2	NS:4 NNS:2	8	
Teachers' non-verbal behaviors	Facial expressions	4	NS: 2 NNS: 1	7	24
	Body language	7	NS:7 NNS:3	17	
Teachers' inherent qualities	Appearance	0	NS:1 NNS:N/A	1	22
	Passion and patience	1	NS:1 NNS:N/A	2	
	Nativeness/ Nonnativeness	0	NS: 12 NNS: 1	13	
	Trustworthiness	0	NS: 5 NNS:1	6	
Students' affective factors	Emotions triggered by teachers' recasts	0	NS: 2 NNS: 2	4	16
	Preferences for certain teachers	7	NS: N/A NNS: N/A	7	
	Emotions triggered by teachers' emotional state	5	NS: N/A NNS: N/A	5	

Interpersonal rapport	Teachers' image	3	NS:2 NNS:N/A	5	10
	General interaction	3	NS:1 NNS:1	5	
Multiple category		0	NS: N/A NNS: N/A		16

Table 4.13 presents the frequencies of occurrence for each category based on all the interview data. The term, **general**, shows that when students expressed certain factors that may affect their perception of recasts, they did not consider teachers' nativeness to be critical. The fourth column, **in terms of teachers' nativeness and/or nonnativeness**, accounts for student indications that teachers' nativeness and/or nonnativeness made a difference in their perceptions of the feedback. In all the subcategories concerning teachers' nativeness and nonnativeness, the frequencies of NS teachers are always higher than forof NNS teachers. Furthermore, the difference is significant in particular where teachers' nativeness is concerned.

Of all the main categories identified in this study, **teachers' language use**, accounted for almost half of all the frequencies. While **phonetic features** include teachers' rate of speaking, stress, and intonation, **syntactic features** concern teachers' word choice, and whether recasts are presented per se or a part of a longer statement. The two subcategories that obtained the most frequencies in this main category are *teachers' rate of speaking* and *word choice*. Most of the students mentioned that sometimes NS teachers would speak very fast while providing the recasts and students may not be able to notice the feedback. One of the causes of NS teachers' rapid speech is connected speech as mentioned by students in the interviews. Connected speech, one of the phonological features of English, is the fluid way native speakers speak in phrases, linking the sounds of the words together into unbroken phrases or

sentences. Connected speech has not been considered essential when learning English pronunciation at the beginner level, and one of the students poited out that not only had they not learned this aspect of English, but it is made more difficult for them by the fact that Mandarin Chinese is a tonal language while English is not; and English speakers in contrast stress particular words in a sentence. Thus, while Chinese speakers do use connected speech, it is quite different from that of English speakers.

Teachers' word choice was also mentioned quite frequently by students as affecting their perceptions of recasts. Although this aspect of receptivity cannot be easily observed from teacher-student interactions, student perceptions of the words teachers use for recasts may impact their comprehension of teacher recasts. When teachers choose simpler words for recasts, it is more likely that students will latch on to what the teacher said. Naturally, students' level of vocabulary contributes to their understanding of teachers' word choices in recasts. It is probable that when recasting, teachers assume that students know certain words or expressions while in fact students may not know these expressions and therefore do not have a clue that the teacher was correcting an error with a recast. One student mentioned that the NS teacher always used very difficult words and they could not even understand his speech in class. When a situation like this occurred, it was hard for students to notice teacher recasts and even understand them as ways to correct their errors because students had such a hard time understanding the teacher's speech.

Stress, in the subcategory of phonetic features, obtained the second highest frequency (Count=16). It is noteworthy that NS teachers gained higher frequencies of stress when students were asked why they would know that teachers were correcting their errors with recasts. However, NS and NNS teachers stressed recasts quite often

and sometimes NNS teachers place even more emphasis the recasts that they provided (e.g., NNS1), according to my observations in the six classes.

Although many other categories aside from teachers' nativeness and nonnativeness have been identified, the influence of nativeness is still manifested more or less. Repetition of recasts occurred much more frequently among NS teachers (Count=6) than NNS teachers (Count=1). According to the recast episodes examined in this study, most of the NS teachers were in the habit of repeating their recasts either in oral or in written form, as compared to their NNS counterparts. Most of the Chinese teachers would only utter recasts once unless they were correcting students' phonological errors. Based on this study, it appears that one NNS teacher, Ming, tended to repeat recasts more often when correcting a student's pronunciation of the word or a sound. Excerpt (125) is an example from Ming's class:

(80) A recast episode from classroom observations: Ming's class (NNS1)
T: Yes, on, read out loud.
S: On Monday, on the weekend, on the weekday.
T: Ok, 所以是 on (So it's on.)
S: On
T: repeat one more time.
S: On "Marche".
T: On Marche? No, no, March. March [S: March] yeah. March.
S: March twelve
T: Twelveth.
S: Twelvth
T: Twelveth, yes.
S: On Monday.
T: Monday.
S: On the weekend.
T: On the weekend.
S: On the weekday.
T: On the weekeday, yeah, on the weekday. can you say day?
S: Day.
T: Day, a (The teacher pronunced the /e/sound).
S: Day.
T: Day, very good.

All the recasts in this episode (Excerpt 125) are phonological because the teacher repeatedly corrected students' pronunciation mistakes. Although cases like

this could also be found in any of the NS teachers' classes, it appeared that NS teachers would not address an isolated sound as often as this NNS teacher did. Excerpt (81) is a phonological recast from an NS teacher's class:

(126) A recast episode from classroom observations: Kevin's class

S: The Titanic was sailing from South something?
T: South Hampton
S: Oh, South Hampton to New York. It was the fourth day of her maiden voyage (wrong pronunciation of the word *voyage /vɔg/*.)
T: Voyage.
S: Voyage (repeat teacher's pronunciation). Sorry
S: The ship was traveling at 21.5 knots (The student pronounced the word as /nats/.
T: 21.5 knots (a phonological recast). Ok. Good.

One aspect these two cases (Excerpt 125 and 126) have in common is the context in which these phonological recasts occurred; they all occurred when the teachers asked students to read aloud passages from the textbooks aloud. Unlike the NNS teacher, the NS teacher only said the word with the correct pronunciation once. The NNS teacher, however, seemed to eagerly impart the correct pronunciation of the vowels as well as the /ɵ/ sound in order to imprint the pronunciation in the student's memory. However, as indicated previously, students seemed to have a strong perception that NS teachers provide more frequent repetitions of recasts; this has been discussed in detail in the category section. Nevertheless, when considering the types of recasts that have been repeated by both NS and NNS teachers, it appears that most NS teachers would use repetition in the recasts that were more relevant to students' grammatical or lexical errors, albeit they also often corrected students' phonological errors with recasts.

Of all the subcategories in the second main category, teachers' practices, teaching methods obtained the highest frequencies with regard to nativeness (Count=10). Out of the ten tallies, five counts referred to teachers' nativeness as a

factor in students' perceptions of and receptivity to teacher recasts. Most of the students who mentioned this aspect commented that NS teachers have more energetic teaching in general when compared with NNS teachers. According to the interviews, most students' perceptions of teachers' teaching had been impacted by teacher nativeness in some way. One of the students from an NS teacher's class mentioned that comparing to NS teachers' teaching, Chinese teachers' teaching was rather boring and always followed the textbook. NS teachers' teaching is comparatively more flexible and they would add supplementary material or learning activities related to the lesson content, which would make the class more diverse and more interesting to students.

Body language, a subcategory in the third main category of **teachers' non-verbal behaviors** obtained the higher frequency compared to the other subcategory of **facial expressions**. Again students appeared to hold the strong impression that when NS teachers provided recasts, they would use more body language (Count=7) than Chinese teachers (Count=3). As discussed in the category section, my own observations did not indicate a conspicuous use of body language by NS teachers. NS teachers who tended to have more interpersonal interactions with students and had more Q &A and further discussions on certain topics may have used body language that could not be captured by the camera due to the fixed location of the camera in a classroom.

In the fourth main category, **teachers' inherent qualities**, the subcategory with the highest frequency was **teachers' nativeness** (Count=12). This means that students' impressions of NS teacher recasts were more salient than for recasts from NNS teachers. Most of the students who commented on why they preferred NS teacher

recasts mentioned that because teachers are native English speakers, the recasts uttered by them would definitely sound more authentic. The subcategory that obtained the second highest frequency was **trustworthiness**. In this subcategory, again teachers' nativeness accounted for students' stronger perceptions of recasts (i.e. NS=5 vs. NNS=1). As discussed in the previous section, students appeared to perceive NS teachers' recasts to be more reliable and authentic due to this native language standard.

In the fifth main category, **students' affective factors**, the subcategory with the highest frequencies was **preferences for certain teachers**. However, the difference among frequencies for all the subcategories in this main category was not as stark as that in the first main category. It seems that students' partiality to specific teachers could account for their understanding or even receptivity to recasts. Some students mentioned in the interviews that their negative impression of a teacher would deter their noticing of recasts because they would be unenthusiastic about listening to the teacher. In addition, student perceptions of their relationships with teachers may partly be attributed to their preferences for teachers because as long as they like certain teachers more than others, they would have more interaction with the teachers they liked and in turn may have higher receptivity to the recasts provided by these teachers.

The subcategory of **students' emotions triggered by teachers' emotional state** is in some respects similar to **students' emotions triggered by teacher recasts**. The difference, however, is that it pertains to how students' feelings may have been affected by a teachers' emotional state when providing recasts. It is likely that teachers' facial expressions may have an influence on students' feelings, which may further intensify the positive or negative impression of the recasts although it may not

necessarily influence student perceptions of the feedback. As far as all these three subcategories are concerned, students' preferences for certain teachers in general suggested that how much they like a particular teacher, or how well they perceive their interpersonal relationships with a teacher to be, may contribute to their noticing of recasts as well as other types of teacher feedback. Furthermore, it may also be implied from this main category that when students hold strong negative opinions of a teacher or if they do not have a good relationships with a teacher, this would in turn affect their attention to teacher recasts to a greater extent than teacher nativeness or nonnativeness albeit according to the interviews, the majority of students considered themselves to have better relationships with NS teachers.

Of the four tallies in the subcategory of emotions triggered by teacher recasts, two are relevant to the recasts provided by NNS teachers. Contrary to the mostly positive feelings that students had towards NS teachers, recasts from NNS teachers were often received rather negatively by students despite the fact that they were still aware of the teachers' feedback.

The sixth main category, **interpersonal rapport**, addresses how students perceive their personal relationships with teachers. It is also related to the teacher image they construct in their minds, and this image could contribute to perceptions of teacher recasts. One of the subcategories in this main category, **general interaction**, may seem similar to the subcategories of **students' affective factors**. Nevertheless, it is associated with how overall teacher-student interaction may affect student perceptions of and receptivity to recasts. This overall interaction may not be limited to teachers' teaching or teacher-student interpersonal rapport. Rather, it may be more relevant to the teacher-student dynamics student perceive at the time of recast. This

subcategory also obtained the highest frequency compared to the other two, which may suggest that students regard their interaction with teachers as important in enhancing their perception of the feedback.

Another subcategory, teachers' image, specifically addresses the kind of image that students hold of their teachers and how this could influence their receptivity to teacher recasts. Among the five tallies in this category, three of them fall under **general**, which means that teachers' nativeness may not be that critical. However, for most of the students that were interviewed in this study, the image of NS teachers tends to be largely that of friends because many of them mentioned that they would have more interaction with NS teachers. Although students did not indicate clearly in the interviews whether NS teachers are more like friends to them most of the time, it is likely that due to this friend-like image, students would be more willing to communicate with them. Figure 4.1 illustrates the number of incidences based on the three categories: General, nativeness, and nonnativeness.

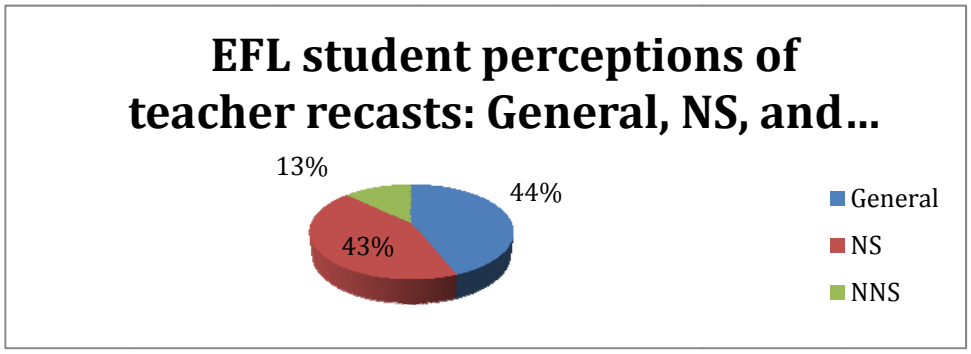

Figure 4.1: Pie chart regarding teachers' nativeness and nonnativeness

Among all the categories, teachers' nativeness accounted for 43 % of the comments. Compared to teachers' nonnativeness, which amounted to 13%, students appear to be more aware of NS teacher recasts. On the other hand, although the

general category accounts for 43%, it is likely that when students talked about how teacher factors impacted their perceptions of and receptivity to recasts, nativeness could still have impacted their noticing of the feedback even though students did not mention it specifically. Figure 4.2. presents the main categories in percentage.

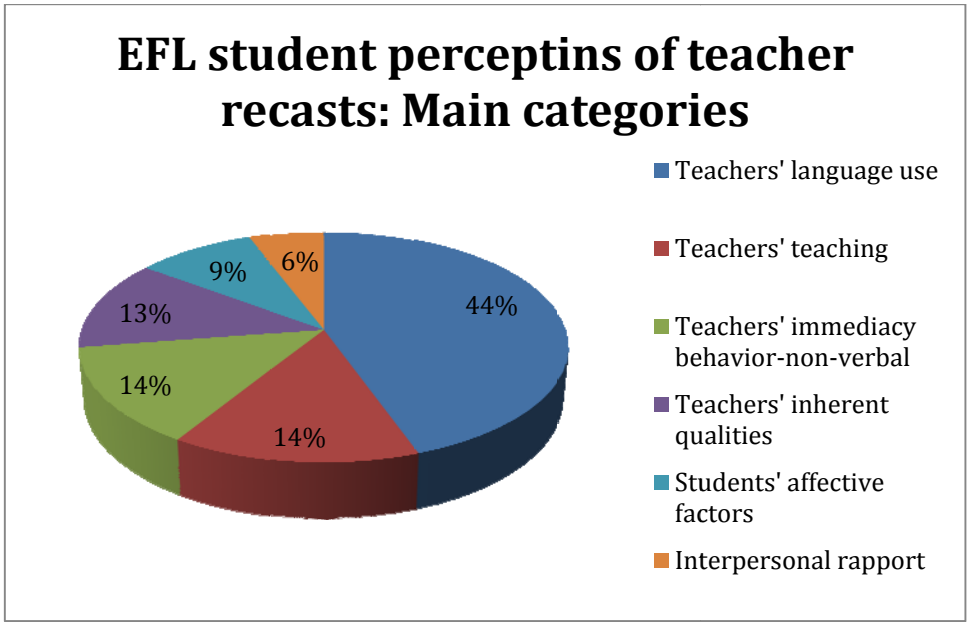

Figure 4.2: Pie chart of all the main categories by percentage

Figure 4.2 illustrates that regardless of teachers' nativeness and nonnativeness, teachers' language use accounted for 44% of the responses. It is likely that because recasts are usually presented in oral form in particular during the oral communication/interaction between teachers and students, teachers' language use in recasts would probably have a great effect on student perceptions of and receptivity to the feedback. It also implies that teachers' language use, including phonetic and syntactic features, accounts for the way students perceive and accept teacher recasts to a greater extent than other teacher-related factors such as teachers' teaching methods or even teachers' inherent qualities. Figure 4.3 is a chart that illustrates all the subcategories developed from the six main categories .

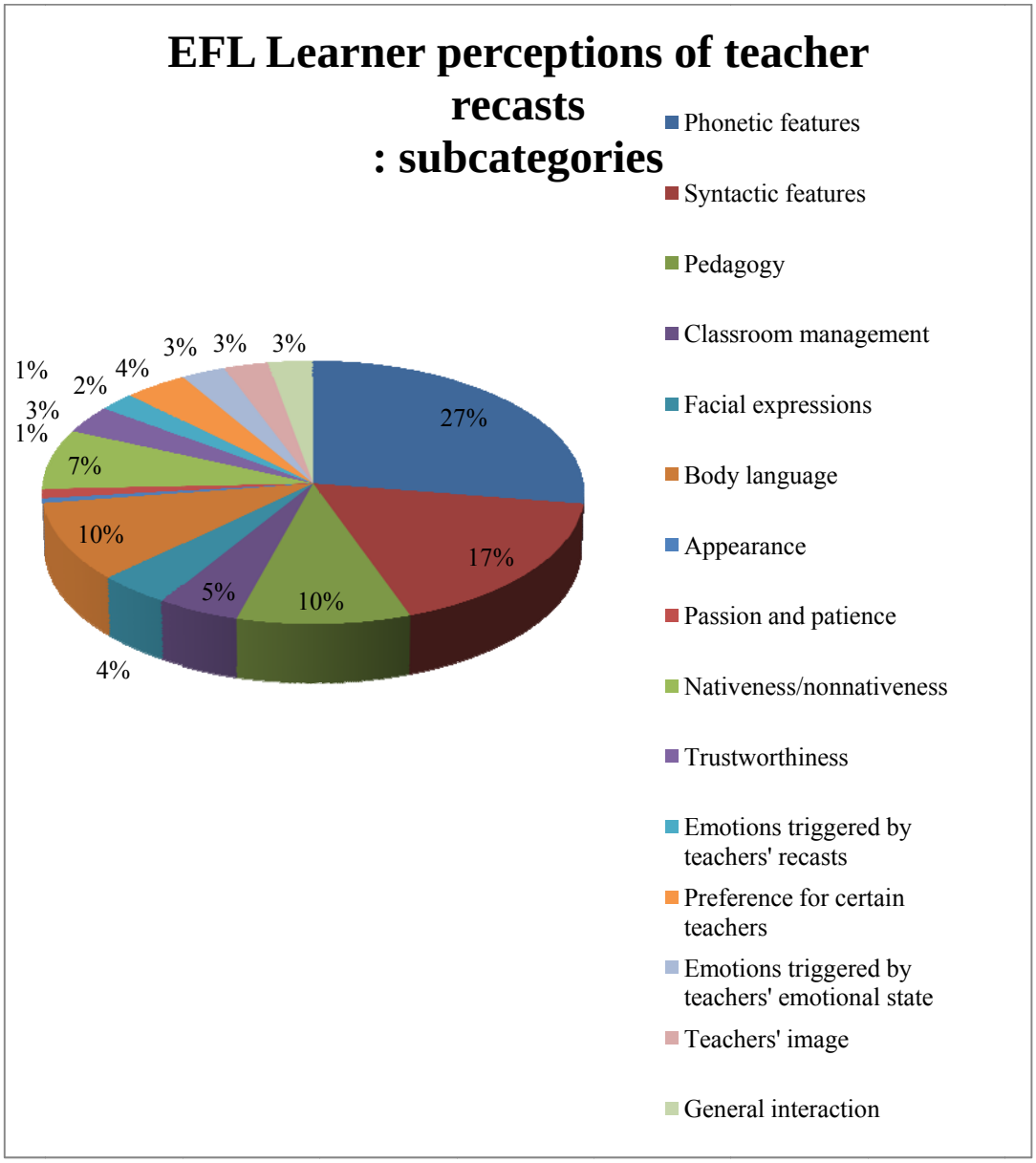

Figure 4.3: Pie chart of all the subcategories by percentage

Figure 4.3 above displays all fifteen subcategories, along with the percentages of their frequencies. The largest portion is attributed to **phonetic features**, a subcategory of teachers' language use, which accounts for 27% of all the frequencies. Representing the next largest portion is the subcategory of **syntactic features**, which accounts for 17% of the frequencies. In addition to teachers' nativeness and

nonnativeness, the other subcategory frequencies show that there are many other teacher-related factors that could affect student perceptions of and receptivity to teacher recasts. For instance, a teacher's emotional state may have an affective influence on student receptivity to feedback. One of the students mentioned that if teachers had a certain look, like a straight face when they provided the feedback, that would make her feel inferior to the teacher and foolish for making the mistake in the first place. While most of the recast studies focus on learner factors, students' affective factors may need more research regarding how a teacher's affective state may lead to students' rather negative perceptions of the feedback and consequently less receptivity to it.

The pedagogy piece, which accounted for 10 % of the total frequencies, suggests that students are concerned about how teachers' teaching regardless of their teaching methods or teaching material may indirectly influence students' perception of the feedback. It is likely that students may consider teaching methods or teaching content while receiving recasts or other types of corrective feedback from teachers. They may listen to teacher recasts and look for certain words or expressions that are expected to appear in the interactions to help them understand teacher recasts or other feedback.

Teachers' nativeness accounted for 10 % of all the frequencies. Although its frequency was not as high as some other subcategories, including pedagogy or the phonetic features of the teachers' language, it illustrates again how student perceptions and receptivity may be affected by teachers' nativeness without regard for other probable factors.

Chapter 5: Conclusion and Limitations

This chapter presents a general summary of the findings, conclusions, teaching implications, limitations, and implications for future research.

5.1. A GENERAL SUMMARY OF THE STUDY AND WHAT THE FINDINGS CAN TELL US ABOUT RECASTS IN A RATHER DIFFERENT FRAMEWORK

As a qualitative study, most of the data was obtained from interviews of two different types (individual and stimulated recall interviews), classroom observations, and field notes, as well as the reflection forms for students and teachers during the stimulated recall interviews. In addition, the audio-recording and video clips from classroom observations and interviews were also taken into account when identifying and interpreting the recast episodes as well as the categories with respect to learner perceptions of the feedback.

Some of the categories and sub-categories identified in the interviews have also been further triangulated through recast episodes distinguished in classroom observations. Many of the categories identified in these interviews, however, may not be observable through classroom observations. Thus, field notes as well as my observations of teacher-student interaction in and outside of the classroom have also been used to explicate the categories. While most of the categories appeared to be associated with issues such as teachers' teaching methods, classroom management, or teachers' language use, the influence of nativeness is still conspicuous. Although it may also be suggested that students' impression of teacher recasts could be affected by many factors that have been identified previously, it is argued here that teachers' native/nonnative identities affect students' receptivity to recasts. In addition, nativeness is linked to a student's overall perception of the recasts and other forms of

corrective feedback. Furthermore, part of the findings in this dissertation study to some extent correspond to the results of Nabei and Swain's study. Teacher- relevant factors such as teaching environment and interaction contexts identified in their study are similar to several categories identified in the current study.

The majority of the students who participated in this study considered native teachers' recasts to be more authentic and trustworthy. However, there are advantages and disadvantages for both NS and NNS teachers regarding the effectiveness of the feedback that they provide during interaction. According to student interviews, when students' language ability is rather low, NNS teachers' recasts may sound less intimidating to them due to the common native language that both teachers and students share. In other words, students may depend on the Chinese translation of recasts offered by Chinese teachers from time to time. NS teachers do not usually have the advantage of code-switching between students' native language and the target language smoothly as NNS teachers. Even though it may have been more challenging for students to interact with NS teachers, students also suggested that communicating with NS teachers may lead to more interaction, which in turn may increase the occurrences of teacher recasts.

Besides teachers' nativeness, other factors like classroom management, teacher-student relationship and/or students' emotions triggered by teachers also illustrated how affective factors or the learning milieu that teachers established in the classroom may impact EFL learner perceptions of and receptivity to recasts. Furthermore, it appears to be more critical for teachers to be emotionally supportive in particular when students' proficiency is low. Put it differently, students at rather low levels may be more sensitive to teachers' emotional states and when they perceive

teachers' recasts or even other types of feedback, their emotions may be affected to some extent, which could lead to less attention to teachers' utterances.

Another major category that appears to be influential is teachers' language use, which includes factors like accent, stress, intonation, word choice, and repetition of recasts in different forms. Students mentioned that they noticed recasts in particular when the teacher repeated recasts in different ways. Furthermore, teachers' word choice also affected their understanding of the feedback insomuch as students may choose to neglect the reformulated utterances when they are uttered with the unknown words and/or expressions. Another important issue in teachers' language use is the rate of speaking, which is more of an issue with the NS teachers than with the NNS teachers. While NS teachers may intentionally slow down their rate of speaking during their interaction with students, their utterances could still be very challenging to students especially for most of the students at low levels of language proficiency. One issue that has been discussed in students' interviews, albeit not frequently, is connected speech. It appears that NNS teachers may have more awareness of students' inability of comprehending English utterances in connected speech. An example from Ming's (NNS1) class showed that the teacher addressed the connected speech of certain part of the sentence when providing his recast, in which he asked the student to imitate his connected speech as a recast (i.e. *S: It's the Tokyo. T: Can you say "It's at"?*). It should be noted that the teacher often asked students to repeat certain words or expressions with connected speech even when it was not a recast. This may also suggest that NNS teachers are more aware of students' difficulty. This is also one of the advantages for nonnative teachers; they are also language learners albeit the much more advanced ones compared with their students. With all the categories identified in

this study, it may be advised that students' understanding of teacher recasts also lies in their social-cultural interaction with teachers, not limited to their cognitive construction of the language form provided through the feedback.

Many of the findings of this study are associated with affective factors or social-cognitive interaction. For instance, the two categories of **affective factors** and **interpersonal rapport** are directly relevant to the affective state of teachers and students. There were also times when students indicated that the teacher's attitude towards them when correcting their errors with recasts mattered a great deal. Nevertheless, teachers' attitude during the interaction concerning recasts could be accounted for the probable issue in terms of student perceptions of and receptivity to the feedback despite the overlapping of attitude with other categories such as teachers' moods or their facial expressions. These categories indicate that student perceptions of and receptivity to recasts may have been to a great extent influenced by teachers' emotional status as well as students' personal relationship with teachers. It is very likely that students' attention to teacher recasts increased along with their preferences for teachers, and decreased when they held a negative personal impression of teachers.

Along with the categories concerning student perceptions of recasts is another focus of this study, classroom recasts in the EFL setting. The classroom recasts in this study refer to the contexts in which recasts occurred. Several contexts have been identified in accordance with the classroom observations in these six classes. Whereas few teachers' provision of recasts seemed to be stable, a couple of teachers used recasts particularly in certain types of learning situations. However, the inconsistent occurrences of recasts in different contexts may be related to the learning objectives,

as in Bob's class or teaching methods as in the form of interaction in Kevin's class. In Kevin's class, he addressed discussions with little group work but rather with much more one-on-one interaction or pair work between teacher and students or between students. Furthermore, the inconsistency may also be due to the teachers' intention for the class regarding the learning content. It seemed obvious that in Ming's (NNS1) class, the teacher would spend a great deal of time correcting students' phonological errors and he also required students to recite sentences in the textbook quite frequently, which eventually led to many more phonological errors to correct with recasts. As a matter of fact, the phonological errors found in Ming's (NNS1) class took up the majority of the frequencies comparing to the occurrences of the same error type in the other five classes. Thus, it may be concluded that the occurrences of recasts in types of contexts have been greatly affected by teachers' teaching goals or approaches in general. Furthermore, teachers' provision of recasts varied even while in the same context. In Ming's (NNS1) class, many of the recasts were for correcting either lexical or grammatical errors during student presentations whereas in Kevin's (NS3) class, most of the recasts offered for students' presentations were for the phonological errors.

Although few students mentioned the error types that NS and NNS teachers would correct in the classroom, the error types corrected with teacher recasts may counterclaim what students perceived. It appears that NS teachers tended to correct students' grammatical errors whereas NNS teachers stressed the importance of pronunciation in recast episodes. This students' stereotype of errors types (i.e., NS teachers correct more phonological errors and NNS teachers correct more grammatical errors) may be due to the accent and the intonation of NS teachers.

5.2. THE GAP BETWEEN TEACHER INTENTION AND STUDENT PERCEPTIONS OF TEACHER RECASTS

Many studies in recasts address how teachers' error correction by recasts may be beneficial to students' second language learning, but researchers have yet to thoroughly investigate whether teachers really intend to correct students' error most of the time when providing recasts in the classroom. Of the six teachers interviewed in this study, many of them indicated that when they reformulated students' non-target utterances in the dialogue or in the whole class discussions, they may not intend to correct the errors but just responded to students' speech automatically. Ping, for example, said that she used recasts to show other students the correct form of the language in particular when it was a whole class discussion when the student in question made mistakes in his/her utterances. In other words, the teacher deliberately thought that providing recasts especially in a whole-class discussion would also give other students an opportunity to notice the error that the student made because it was likely that they could make the same mistakes in their oral English. She wanted students to know the correct form of the language through recasts without explicitly indicating the student that his/her utterance was not authentic.

Another NNS teacher, Ming, on the contrary, was quite aware when he gave recasts or other types of feedback in the classroom. During the interview with him, he indicated that by asking students to repeat his recasts, he would know that the student understood his correction of their non-target language. He seems to stress the importance of pronunciation by emphasizing students' pronunciation and how he attempted to "create their correct, consistent pronunciation or intonation". Hence, it may be inferred that his intention of correcting students' phonological error was

strong, which is confirmed by the frequent occurrences of phonological recasts in his class. Nevertheless, when he provided recasts, they were for other students to know the correct form of the language due to his use of other types of recasts rather than the sounds of the language, as demonstrated by his greater use of other types of recasts apart from phonological ones,

when students were presenting their speeches on the stage. By so doing, it may also have given him an opportunity to show the rest of the class the correct ways to say certain words, expressions, or sentences in the target language. Ling expressed a quite interesting perspective on her provision of recasts in the classroom. She considered her recasts to be a repetition of students' utterances, meaning that she did not intend to correct their erroneous speech due to students' very low proficiency level. She mentioned that most of her students could not even utter complete sentences. Thus, she regarded her recasts to be an attempt to rephrase what she thought the students wanted to say originally. Furthermore, she also explained that when providing recasts during her dialogues with students, she was not correcting their errors even though she reformulated their non-target utterances or "corrected" their pronunciation. Ling's recasts in the class also suggested that it may hurt her students' feelings if she always intended to correct their errors. Thus, although she used recasts quite often despite her more teacher-centered teaching (e.g., spending much time explaining grammatical rules or sentence patterns), she only wanted to give students options for expressing their ideas more authentically.

The feedback from the NS teachers on the recast episodes in their classrooms was quite consistent. They all indicated that when they used recasts during their interaction with students, they usually uttered the feedback either subconsciously or

unconsciously. Most of them were not even aware that they were providing students feedback until viewing the video clips or listening to the audio-recording of these episodes taped in their classes. In other words, most of the NS teachers did not notice that they corrected students' errors with recasts, which was different from many student perceptions after watching the same video clips; that is to say, students typically view teachers' recasts as correcting their errors while teachers may only unconsciously reformulate their erroneous utterances as a response to students' speech. Kevin (NS3) mentioned in his reflection form that he tried not to dwell too much on correcting mistakes yet his class had the highest frequency of recasts. This is a very interesting phenomenon deserving a more in-depth examination. Due to the overall rather low language proficiency of his students, it is likely that even though he may not have intended to use recasts to correct students' incorrect utterances most of the time, unconsciously he may also consider recasts to be the feedback type which may cause the least negative emotional response for his students. Hence, without consciously using recasts as a way to tell his students they made errors in their utterances, he still provided the feedback most of the time for his students by offering alternatives for rephrasing students' non-native language.

Matt (NNS1) also mentioned that when he used recasts in his discussion with students, he did it subconsciously or even unconsciously because he was not going to teach incorrect grammar, based on the interview. Then he indicated that when he heard students saying incorrect grammar, he would just correct them and provide the correct grammar. His remarks may also imply that he may not have intended to correct students' errors with recasts but only used the feedback unconsciously or even automatically. In a similar vein, Bob (NS2) indicated in the interview that he may not

have intended to correct students' errors with recasts but only reacted to their speech with automatic feedback. One thing to note about Bob's interview is that my observations in his class had increased his awareness of using types of feedback in the classroom. Thus, he would pay more attention to his responses to students' utterances during the interaction.

It appeared that most of the teachers were not very aware that they were using recasts in their classroom and many of them did not even consider recasts to be errorcorrection but rather as alternatives for speaking the target language more authentically. Students, on thh other hand, perceived recasts to be error corection. Furthmore, the teachers' intentions when providing recasts may have only been to assis students when they were not able to utter complete sentences or express their ideas clearly with more grammatical sentences or right choice of words, for instance. In short, there is a gap between teachers' intention when using recasts in the classroom and student perceptions of teacher recasts, which may contribute to students' ignorance of the feedback when teachers' intention of using recasts to correct their errors was not very strong.

5.3. TEACHING IMPLICATIONS

One of the foci of this study is to investigate how teachers' nativeness and nonnativeness may have been influential to student perceptions as well as receptivity to teacher recasts. The findings showed that teachers' native identity is likely to affect students' understanding of the feedback than any other factor. One may ask how do teachers of different nationalities make the best of their identity in providing recasts that would be more conducive to students' language learning? According to the results

of this project, there are several things a teacher can do to enhance the effectiveness of their use of the feedback in the classroom.

First, teachers may adjust their teaching methods and/or style to better accommodate students' proficiency level as well as their needs and/or expectations of the class. Through the adjustment of teaching methods, there would be more opportunities for students to be exposed to more input of the target language through different forms of recasts. In other words, teachers, regardless of their native identity, could provide recasts in a variety of forms to make the feedback more noticeable to students; for example, requiring students to repeat immediately after the feedback is given, which would also enhance students' awareness of the correct form of the target language. Furthermore, in an EFL classroom, teachers are usually one of the main sources of input. Teachers play a very important role in helping students distinguish target-like from non-target-like use of the language in question albeit students can obtain input from many venues such as the Internet. However, input in the target language is still limited compared with an ESL environment or a bilingual program. Despite the probable effects of explicit error correction, recasts could still provide EFL learners with input, which may be implicit but lead them to notice the language features in the utterances and/or pronunciation. For NS teachers, repeating recasts in different forms may be very useful in helping students to understand that teachers were attempting to show them native-like ways to speak certain words or expressions in English. Some of the students in the interviews mentioned that when a NS teacher reformulated their utterance and then immediately wrote down the sentence on the blackboard and asked them to repeat it again, they would remember the utterance. It is likely that in students' perceptions, the NS teacher's immediate repetition of the

feedback in different ways reinforced the student's understanding of the utterance, which may have led to greater retention of the sentence or the expression in the short term memory. NS teachers developed different ways to repeat recasts because most of them did not speak Chinese well and did not have the options at nonnative teachers' disposal. However, one of NS teachers' advantages is that they have to speak to students in English most of the time. Thus, during the interaction with EFL learners, NS teachers have to make the most of the sources to make their utterances comprehensible to students. Likewise, students would have to find any possible words or expressions to make themselves understandable to NS teachers, which may in turn lead to more occurrences of teacher recasts or other types of corrective feedback.

Teachers' teaching should also align with students' current language ability as well as their needs. When students' proficiency level is relatively low, teacher should spend time focusing on students' fundamental grammar as well as their vocabulary capacity. Then, by eliciting students' responses through activities like whole-class discussions or information-gap activities, teachers may pay attention to students' errors in common and then offer recasts through both oral form and written briefing to enhance the difference between student's and teacher's utterances. The interaction between teachers and students may not be only a platform for students to practice the grammatical rules that they learned at the current proficiency level but a ground for learners to develop their syntactic ability, as Wagner-Gough and Hatch (1975) argued. The individual interaction between teachers and students is still critical to students' development of syntax. With this change of attentional focus from teachers' lectures to interpersonal conversations either with teacher or with their peers, students may be more aware of their deficiency in certain language skills. With teacher recasts,

students would be able to identify their problematic language and may further "pick up" the recast implicitly without spending too much time on explaining the grammatical structures. In a similar vein, teacher may also provide more examples to further illustrate how to use certain words, expressions, or sentence patterns in the target language. One case from classroom observations illustrates how teachers may provide recasts in a variety of forms except for repeating the feedback. Immediately after the teacher reformulated the student's nontarget-like utterance, the teacher continued to say the same sentence pattern but with different subject pronouns to show the student how to say the same sentence with different subjects. It has been suggested that despite students' low proficiency level as in Ling's class, students will still learn the target language as long as the teacher maintains this consistent, stable, and personal pattern of practicing conversations by adapting types of classroom activities allowing students to talk as much as possible. Furthermore, more practices of conversation would also contribute to more meaning negotiations as well as teachers' use of recasts due to the implicit nature of recasts that would interrupt the communication flow the least. When students' language ability has achieved a higher level, teachers may implement different types of teaching methods such as task-based learning. By assigning students a variety of learning tasks to accomplish in class, teachers may make the tasks more challenging by requiring students to report to teachers the process in English and ask them to ask as many questions as possible for them to complete the tasks. Through more frequent interactions with teachers, students not only learn how to cooperate with their peers in completing the task but are also forced into producing more output for the purpose of better communication between them and teachers, which would eventually lead to more teachers' feedback

including recasts on their utterances.

NNS teachers have the advantage of code-switching between the native and the target language when providing recasts as shown in the Results section. While encouraging students to speak English as much as possible in class, NNS teachers may also pass the message on to students that using their native language from time to time is also helpful in enhancing their communication with teachers or their peers. However, the premise would be that students should do their best to form the utterance in English while supplementing it with Chinese if necessary. It appears that teachers' code-switching in recasts episodes relieves students' load of working memory while attempting to utter a complete sentence in English. On the one hand, code-switching makes the recast stand out, and on the other hand students would notice the Chinese translation and the English equivalent immediately, which may also make the correct form of the language more noticeable to student perceptions. Nevertheless, a combination of using recasts in code-switching with other types of corrective feedback like elicitation may be more effective in helping EFL learners develop their oral fluency as well as accuracy.

Although it may seem less likely that NS teachers could combine code-switching and recasts as smoothly as NNS teachers, NS teachers should also achieve the highest level of proficiency as possible in the students' native language insomuch as they could empathize with EFL learners' difficulties in learning the target language (Medgyes, 1992).

According to the group stimulated recall interviews conducted in this study, many students were not aware of the recasts, or first noticed that teachers were correcting their errors with recasts while viewing the video clips and/or audio

recording although the errors were very basic. Thus, it is also quite important for teachers to find ways to enhance students' awareness and their noticing of teachers' recasts. In addition to these methods indicated previously in this section, teachers of both nationalities may also enhance students' noticing of teacher recasts by slowing down the rate of speech with a more obvious intention of showing students the correct form of the language, for instance. Several students in the interviews mentioned that sometimes when teachers spoke too fast while providing recasts, they would not know that the feedback was provided for them to know the native-like way to utter certain sentences or expressions in English. However, teachers' rate of speaking may have been affected by the limitation of the class time. One teacher, Bob, mentioned in his reflection form that he would speed up when he realized that the session would be finished soon, which may also have an impact on his provision of recasts and other types of feedback as well. In addition, teachers may also provide students with more training in connected speech, which may have been an obstacle for EFL learners to understand teacher recasts. Then teacher's word choice of recasts should also correspond to students' current proficiency level so that when offering recasts during the interaction, students have higher chance of knowing that teachers are providing them with the correct form of their previous non-target utterances.

In conclusion, although the type of input provided through the form of recasts has been considered to be modified input (Long, 1983) it could still be a great venue for EFL learners in particular to obtain the authentic ways of expressing the target language. Through teachers' highlight of recasts with different forms and their distinctive language use such as slowing the rate of speaking, stressing the utterances and/or the pronunciation of the part of the speech in a consistent and stable manner,

students may be more aware of teacher recasts and may further absorb the correct form of the language.

5.4. LIMITATIONS

The majority of the interviews were conducted in Chinese and the examples used for data analysis were translated into English. However, the English translation of these examples may impact the validity of the data albeit another bilingual researcher and a native speaker of English had examined and revised them for the purpose of enhancing the consistency between the original Chinese version and the English translation. It is likely that the English translation of these examples is not semantically as accurate as they are in Chinese, which in some respects may have lessened the credibility of these examples.

Researcher bias is also a limitation to this study. Being both the observer and a teacher concurrently while conducting this project may have colored my understanding of the interactions between teachers and students as well as my interpretation of students' utterances during interviews. After teaching at the college level for many years, my understanding of the learning environment may have prejudiced my observations of these classes. Thus, my interpretation of the information that I obtained through interviews and observations is not neutral.

The values of Chinese culture profoundly affect EFL students in Taiwan. Values such as submission to parents and teachers are deep-rooted in Taiwanese culture. Thus, most Taiwanese students are not as outspoken as one finds in western countries. By the same token, the students who participated in this study were mostly shy and not very forthcoming. It seemed that students may have had some difficulty

expressing what they perceived concerning their interaction with teachers and what they thought about teacher recasts. For example, students responded to my questions with very short answers albeit I attempted to make my questions as clear and comprehensible as possible. Furthermore, students in Taiwan usually expect their teachers to provide as much knowledge as possible without challenging them. Thus, students' responses to my questions were usually in phrases and/or short sentences, which may have lowered the validity of the information that they provided.

Another limitation of this study is that when students were asked to reflect on their perceptions of and receptivity to teachers' recasts, the factors mentioned were not limited to recasts only. It is possible that students confused recasts with other types of corrective feedback. Students may have regarded repetitions to be recasts when they discussed their understanding of teacher recasts although during the interviews, I always gave an example as a basis for them to know what the feedback was like when used in the classroom by teachers.

Due to the limitations of class schedules at the three colleges, the group stimulated recall interviews were usually conducted two or three weeks after the designated session. In addition, because of the students' busy schedules, it was impossible to conduct the group interview immediately following the session was over. Thus, the credibility of the data obtained from this type of interview (i.e. student group stimulated recall interview) may have been weakened since students may have been much less aware of teacher recasts as the class faded from their memories. I tried to overcome this limitation by first refreshing their memory of the content.

The technical issues are also one of the limitations of this study. Only audio-recordings could be used as the prompt in some of the stimulated recall

interviews, which in some respects lowered the opportunities to further validate whether the categories identified in interviews such as body language, attitude, or facial expressions were critical in helping students be more aware of teacher recasts. Students could only listen to the audio recording of recast episodes without any visual references concerning what they thought the teacher was doing at the time and what they thought about teacher recasts at the moment. However, few video clips of recast episodes were used in three of the group stimulated recall interviews and several of the students actually mentioned that they noticed that the teacher may have certain kinds of facial expressions like eye-balling when correcting errors with recasts.

Of all the teachers who participated in this study, four of them were males while the other two were females. Three of the male teachers were native and all the female teachers were nonnative, which may have caused a gender issue to some extent because the interactional patterns may have differed due to teachers' gender in addition to their native identity. Nevertheless, it seems that most of the NS teachers at the college level in Taiwan are males based on my experience looking for potential NS teachers to participate in my study. It is likely that the interactional patterns of female NS teachers could be different to some extent from those of male NS teachers due to the approaches that teachers of different genders may adopt in the classroom. Furthermore, student perceptions of recasts may have been affected by teachers' gender. In other words, students' attention to teachers' utterances could vary to some extent when the teachers are females. Students may regard female teachers to be more friendly and easier to approach and they may feel less intimidated when interacting with female NS teachers. On the other hand, because all of the NS teachers in this study were males, it is likely that student perceptions of recasts may have been

affected by not only teacher nativeness but also teacher gender.

5.5. IMPLICATIONS FOR FUTURE RESEARCH

This study addressed the role of teachers in student perceptions of and receptivity to teacher recasts. Further studies in different contexts such as an immersion or a bilingual program should be undertaken to determine the effect of recasts in the larger learning context.

As a qualitative study, it is important to obtain sources of data that can enhance the credibility of the findings. In this study, the main sources of data were the interviews of two different kinds: individual student and group stimulated recall interviews. A reflection form was used during the group interview for students to explain what they thought to be influential to their understanding of teacher recasts after viewing the video clips or listening to the audio-recording. In future studies, student diaries reporting their interactions with teachers may also be adapted as a source of data to enhance the credibility of the results. With a diary, the researcher would be able to understand what students had been thinking preceding a recast. Nevertheless, in order not to draw students' attention to teacher recasts, the diary would need to be concerned with the overall interaction between teachers and students in the classroom. Students might share more openly their perspectives on their interaction with teachers.

Another research tool, a questionnaire, could also be employed in this type of study to provide the researcher with more data concerning students' perceptions of the feedback. According to the results of this study, students' past learning experience may have an impact on their interaction with teachers. It is evident that students'

impressions or their preferences for certain teachers could be attributed to their learning experiences before entering the college program in particular teachers' nativeness. Thus, it may be that when students have preferences for NS teachers due to their positive learning experiences in the past, they are more attentive to teachers' utterances in the classroom. Finally, the questionnaire could serve as an overall conceptual framework enabling researchers to understand additional aspects of students' knowledge with regard to their interaction with teachers in the classroom from other aspects than interviews or diaries.

A quantitative study would be valuable to further validate the categories and insights derived from the qualitative study: teachers' nativeness, teachers' personality, teacher-student relationship, and teachers' language use. Students are very sensitive to teachers' emotions when teachers correct their errors. This social-cultural relationship established between teachers and students may also hold the key to students' greater willingness to react to teachers' feedback and to maintain the flow of the interaction, which may further lead to students' greater awareness of teachers' corrective feedback including recasts. A quantitative study that investigates these categories is likely to find which categories are more crucial in affecting students' perception of recasts than others. Furthermore, quantitative research may also shed lights on the issues concerning how teachers may address recasts and how recasts may function as a source of input for EFL learners particularly as long as students notice the difference between their non-target utterances and/or pronunciation and teacher recasts.

Another research topic spurred from this study is the reasons why teachers may neglect the opportunities to provide feedback. Based on my observations in the classrooms, there were many opportunities for teachers to provide types of corrective

feedback to implicitly or explicitly correct students' errors. Nevertheless, most of the teachers may ignore students' incorrect utterances from time to time for various reasons. Although teachers' behaviors of error correction may be affected by their teaching beliefs, as one of the NNS teachers mentioned, it is likely that due to the limitation of class length and the interactional patterns between teachers and students, teachers would choose not to correct students' errors.

As discussed previously, NS teachers' gender is an issue in this study since all of them are males. It is probable that student perceptions of and receptivity to recasts have not been influenced by teacher nativeness only. Thus, for future study, NS teachers' gender and teacher nativeness should also be two separate factors.

Despite studies that may have addressed how teachers' nonverbal behaviors may not affect student perceptions of recasts, the results of this study indicated that students indeed noticed teachers' nonverbal behaviors such as their facial expressions or body language like eye-balling. Additionally, learners could also be aware of teachers' language use when teachers provided them in the classroom based on stimulated review interviews although they may sometimes confuse recasts with repetition. Furthermore, these affective factors could have a huge impact on students' orientation of their cognition during the interaction. These factors may be subtle but significantly influence students' perceptions and their noticing of recasts, which would need more research with different paradigms to further validate.

Appendices

Appendix A

Transcript Conventions

. period, falling, ending intonation
? question mark, rising, question intonation
… sound elongation, more dots mean longer elongation
Capital letters (e.g. comPLEX), the stressed syllables in words
(.) period between parenthesis, pause between words
[left bracket, beginning of overlap
]right bracket, end of overlap

(h) laugh token within words
Ha laugh token
(meaning) words or sentences inside parenthesis, analyst's description of supplementary information in the transcript
" quotation mark, indicating student's incorrect utterance
have to kond heart, blocked utterances, indicating the occurrence of one or more recasts

APPENDIX B

Stimulated recall interviews for students and teachers

Stimulated recall interview (for students)

Date	Students' awareness of teachers' corrective feedback, particularly recasts in the classroom	Your reflection (e.g., what factors do you think affect your perceptions when the teacher provides his/her feedback)

Stimulated recall interview (for teachers)

Date	Your reflection (e.g., what factors do you think affect your provision of feedback in the classroom based on what you see in the video clips.)

APPENDIX C

Questions for individual student interview, group student stimulated recall interview, and teacher interview

(1) **Questions for the semi-structured interview with students**:

1. Do you know your teacher before taking this class? Have you taken any class with him/her?
2. Has any of your classmate or friend talked to you about your teacher before you took this class?
3. How do you like this instructor's teaching style?
4. Do you think you have a good relationship with your teacher? Why or why not?
5. Do you think your prior English learning experience have an effect on your impression on your teacher before taking this class? If so, how?
6. What do you feel when a NS or a NNS teacher gives you feedback in the EFL classroom?

(2) **Questions asked in the stimulated recall interviews with the students**

1. Basic questions

Before watching the video

"Do you remember anything about the class?"

While watching the video

"What were you thinking then?"

"What was going on there?"

"You are laughing there, why?"

After watching the video

"Do you have any comments after watching this ?"

"Do you have anything to add?"

2. Specific questions

3. (Asked when students were found to give few comments about the teacher and the teacher's recasts.)

" Here the teacher seemed to heave repeated what X said. Do you think the teacher repeats often? Why do you think the teacher repeated?"

(Adopted from Nabei, 2002)

(3). **Questions for the semi-structured interview with teachers:**

1. Have you taught this group of students before the Advanced Conversation class?
2. What is your general impression on these students so far?
3. Do you think you have good relationship with the majority of the students in this class?

4. What do you think may affect your interaction with students in the classroom?
5. What is your understanding about corrective feedback?
6. Based on the chart shown by the researcher, which type or types of feedback do you think would be the most conducive to students' language learning? Why?

APPENDIX D

A student individual interview

(1) Chinese version

日期:12/31/2008
學生: Mandy
任課老師: Ping
個別訪談
R:Mandy，你以前有沒有上過陳老師的課?可不可分享一下?
S:有呀,以前上過發音課。
R:上她的課感覺怎麼樣?
S 感覺怎樣？就有些地方上感覺不是很好。
R：為什麼？
S:一方面是她沒有把全部都教完，有時又覺得有些地方根本不需要上。
R：你說發音嗎？還是會話？
S: 發音。
R：發音課～哦，可是一個學期的課是很有限。
S: 呀！可是就是～就算很有限吧，你還是也應該把全部的音都教過，而且現在有些同學會因為發音的問題來問我
R: 像 Iris 就有來找我。
S: 對呀~像發音課的部份。
R: 先談談你對會話這門課的感覺?還有沒有什麼想法?
S: 會話課..就是也是速度太快。君:為什麼?為麼會有這樣的感覺?
R: 因為我覺得，我啦～我自己,我喜歡內容多一點,就是我希望每一課都上到。對呀!
R:OK~OK.
S:就是不要好幾個禮拜都是那個課程，其實同學都覺得很無聊了，為什麼一直在上這一課
R:嗯~~哼哼
S:對呀!
R:所以你覺得她同一個 Unit,不要上太久,
S: 嗯~
R: 就是可以再上快一點。
S: 就是再上快一點~對呀
R: OK~那你可不可以聊一下你們班其它同，對於這一門課的想法，對於陳老師這門課的感覺是什麼？或是有沒有什麼想法？其它同學，就你聽到的部份，你聽到的。嗯～嗯～哼
S:我聽到的部份，嗯～就好像滿無聊，我覺得滿無聊的，我們那一群都覺得滿無聊的。

R：你們那一群滿無聊的，你們那一群是指你還有 Tammy..?
S: 没有，Tammy 沒有，我不知道 Tammy 的感覺？
R：那你自己，還有你們那一群的。
S: 我們那一群是覺得滿無聊的。
R: 為什麼?
S: 就我剛講的，就拖太久。
R：ＯＫ～ＯＫ。那你對陳老師上課的方式喜歡的程度怎麼樣？
S: 還好啦！
R：還好。普通。
S: 嗯
R: 我不是說，所謂的普通是說？
S: 就是也不會很喜歡，也不太...嗯~也不會說是很不喜歡(
R: 嗯~哼哼~普通這樣子~OK.
S: 那你可不可以 談一下你自己本身，跟老師的關係怎麼樣？譬如說：你喜不喜歡這個老師，你喜不喜歡她？
S:還好耶。
R：Ｏｋ～那我們稍微來講一個，像老師上課會給很種 FEED BACK，那其中有一個類型，是我比較想看到的，譬如說：你今天講的一句英文可能是有錯誤的，老師再講一次，但是他就把對的句子講出來，正確的講出來，但是她並沒有明講說你當時所講的那一句話是錯的，他只是說：Oh,YOU MEAN..
S: 她就會幫你重整一次,
R: 對，她會 REPHRASE 一遍，但是她並沒有跟你講說，YOU SHOULD SAY, YOU SHOULD NOT SAY，他就是沒有,YOU SPENT...什麼什麼...譬如說你說的一句話說...SHE GO SHOPPING 好了..假設啦~老師就說:SHE GOES SHOPING 她事實上是有把你文法的部份指正出來，你剛應該講 GOES 什麼...她並沒有很明白的講出你講錯的地方，對～那像這樣子的 FEED BACK，老師在這門課， 你覺得老師有沒有常常在給你這樣的 FEED BACK 出現?就你印像所及,目前,其實有拉,就我之前去拍你們班時，有看到幾次
S:沒有很多
R: 沒有很多ＯＫ～ＯＫ。那你覺得這種 FEEDBACK 對你有沒有幫助？
S: 應該是就個人而言吧？
R：就對你而言呢？
S: 我覺得有耶～
R：譬如？為什麼？
S: 因為口說我們本來就不是很流利，那我在講的時候就會停停頓頓的。經過老師講之後就會比較清楚說，這一句應該要怎麼講．
R：嗯～～ＯＫ～ＯＫ。好～你剛有提到你本身跟老師的關係啦也ＯＫ啦！也不是說不好，也是說很普通，你覺得這對你的專心度及注意力有沒有什麼程度影响？
S:不會吧，課程上如果安排得好，我就是比較喜歡上那門課，而不是比較喜歡上那個老師的課。

R：所以你會是針對課程內容
S:對，針對課程
R: 你不會針對老師？
S:對。
R：ＯＫ～即使你可能覺得這個老師還好啦，也不會特別討厭或特別喜歡，你還是ＯＫ
S:對呀～對呀。
T: 那你可不可以談一下你以前學英文的經驗？你怎麼學英文的，那你有沒有遇到一些外籍老師啦，中籍老師啦那些經驗怎麼樣？，稍微分享一下。
S:嗯～我國小吧，國小就開始學的，給表姐教的
R：給誰教的?
S: 表姐教的，然後再來就是我們家對面那邊有教堂，國小時候會到教堂去玩，或唱歌，就跟外國老師
R：喔～嗯・・ＯＫ，那再來呢？之後呢？大一點
S:再來～之後國中的話，國中是・・我上的就是教會學校（君：喔～哦）教會學校，天主教學校，然後，也會比較注重那個詩歌。
R：那你覺得這個對你的英文學習有什麼樣的影响？
S:有吧,因為我還滿喜歡去唱歌的,我就會去注意看一下那個歌詞的說什麼.
R:嗯哼哼..那因為你遇過中外籍老師，你就是有過這樣的經驗，那你覺得他們的教學有什麼不同，不同點在那裡？可以不可以講一下。
S:教學上我覺得外國老師就是我比較喜歡讓外國老師教，上課吧・
R：為什麼？
S:因為就算我講錯，老師也不會很故意，說什麼，有些老師就是會很故意去刁難你。
R: 君：喔～你說中籍嗎？
S:對，有些老師會
R: 君：真的喔～
S:對
R: 君：為什麼？你遇過什麼樣的經驗，可不可以講一下？
S:嗯～就是別人的，不是我自己的
R：喔嗬
S: 我知道就是一點點印像而己，只是覺得說，外籍老師教，因為就像我們是中文就是中文本來就是我們自己的母語嘛，
R：ＹＡ～
S: 就像外國人在講中文我們也不會去刻意，說怎樣
R:君：嗯・・・
S: 對，然後，我講英文那他聽得懂
R：嗯哼
S:對，然後，他也可能不會刻意說去糾正我之類的，然後我們也可以很輕鬆的對談，然後比較不會有壓力。

R：那我們剛提到的類型有沒有，我們剛講的那個方式，就是說老師有時候給你這種 FEEDBACK · 沒有明講你剛講的是錯的，那你對這樣的一種 FEEDBACK，就你目前的記憶裡面，不管中籍或外籍，那一些老師有多一點這種 FEEDBACK？
S: 什麼那一些老師？
R：譬如說：中籍或外籍，你覺得？
S: 中籍老師比較會有
R：為什麼？你覺得？
S: 嗯...就我不太曉得，可是我的感覺是中籍老師會比較注重，譬如說你口語上，有那些錯誤，然後一定要怎麼樣．
R：嗯哼，那你覺得外籍老師比較不會．
S: 比較不會吧，像我去德洲，像是我的談吐，就是我的口說上面不會就那麼的流利
R：對..對
S: 他說沒有關係,就算你用的動詞，名詞用錯他們也聽的懂，那我們就比較敢講
R：比較敢講
S: 對。
R：Ok～ok，那你可不可以比較一下，目前中外籍老師們，所遇到的老師裡面，他們的教學及教學風格裡面，覺得你會比較他們的教學方法，比較優缺點啦，那些是你比較喜歡，那些是你比較不喜歡的，那為什麼這樣子。
S:嗯～我覺得中籍老師就是照著課本講吧
R：嗯．．
S: 那課本有什麼內容就一直按照課本的內容及題型就這樣下去，那外籍老師就是會另外再找一種遊戲，
R：嗯哼
S: 對來輔助你，去學習這樣子。
R：那你覺得你對於惠雯老師的上課方式，有沒有比較像你剛講的這個方式？有沒有？
S: 就是比較按照課本講，
R：你覺得她比較按照課本講！那你就覺得她上課就是比較照本宣科的嘛，是這樣子的嗎？
S: 嗯～照本宣科，不算啦，就是課本裡面有什麼活動，那就按照那個指示去教同學，去教學生這樣子。
R：所以你覺得，就是用課本的活動下去帶，
S:：嗯對，
R:那這樣讓你覺得跟外籍老師的差別，就你覺得。
S:就..嗯，中籍老師就是她講什麼,你就跟著做什麼，對..然後其實在交談上比較沒有那麼多，
R：所謂的交談上？
S: 就是，像如果我們在玩遊戲的時候，然後我們會聽不懂老師在說什麼，我們就會再舉手再問老師，老師你可以過來一下嗎？我們就用英文這樣子

君：對．．嗯，ok，你說的是中籍老師嗎？
S: 外籍老師
R：外籍老師，哦）
S: 然後，中籍老師可能就是他可能有時候也會用中文講
R：Yeah．
S: 然後我們就聽中文，就不會注意到英文的部份，對．．
R: 喔～～！所以你覺得中籍老師，有這樣的一個限制就對了
S: 對．．．
R：因為，就是說你會比較依賴是不是？
S: 對
R: 因為你知道，反正你聽不懂
S: 對，反正等一下他會講中文嘛！所以等一下再聽中文就好了呀．
R：Yeah．所以你就不會努力去想他是在講什麼，這樣子
S: 對．．對。
R：哦～～ok, ok．嗯，很有趣，所以你可不可以談一下，你以前跟外籍老師上課的所發生的你覺得比較特別的事情？外籍老師我們先講外籍老師好了．
S:外籍老師唷，嗯．．．沒什麼印像．
R：那像同樣的像剛剛那一種 FEEDBACK，我們剛講的一句，你講了一句，SHE GO TO THE SHOPPING，那外籍老師就說 SHE GOES TO SHOPPING，跟中籍老師講 SHE GOES TO SHOPPING，你覺得這二個老師講得，不同的母語人士的給你這種 FEEDBACK，那一個的接受程度的你會比較高。
S: 外籍老師。
R：為什麼？
S: 調調不一樣吧？
R：什麼叫調調一樣，可不可以再講具體一點？
S: 可能就是英文不是母語，就覺得好像，還是有一些些，很怪的地方吧。
R：嗯～
S: 那該怎麼講？
R：可是他們講的句子都是正確的呀？
S: 對我知道呀．就是會有先入為主的感覺。
R：哦～你覺得會有
S:對呀．
R：你覺得會有，就你目前的經驗來看的話，
S::對．
R：Ok
S: 會比較有依賴感，對中籍老師。
R：像這門會話，會話課好了．像你們讓惠雯老師教了一個學期嘛，那～你對這門課還有沒有什麼樣子的期待，有沒有什麼想法？
S: 想法唷？我希望～嗯，會希望課程再快一點
R：再快一點

S: 對呀！因為我真的很希望每一個部份都上到吧．你不一定要精確，我覺得，在台灣吧就是就算沒有用到英語的滿多的，然後我覺得，每一方面都學到，然後，大概清楚說，我們要怎麼去使用，這樣子
R：嗯哼，所以你會希望這門課的進再快一點，不要拖太久
S:對呀。
R: 那還有沒有其它的想法？譬如說像英文會話課的這樣的課程，你有沒有希望是什麼樣子的老師來教，有沒有？
S : 之前有給顏家玲老師教過，比較喜歡上她的課。
R: 為什麼？
S: 可能她會講其它課外的東西，
R: 哦～除了課本上的東西她會再講其它的東西
S: 就是延伸。
R: 那會話課這種課，你會不會希望說能夠有一個外國老師來教？會不會？
S: 會呀！
R：為什麼？
S: 因為，看到中籍老師還是會講中文，
R：嗯哼，那我們來比較中外籍老師在，譬如說在講話的腔調，講話的速度，用字，譬如說在他們的肢體語，表情各方面來講，你覺得有沒有什麼不一樣的地方？
S:外籍老師的肢體語言滿多的，就算你不知道他在講什麼，大概從肢體也知道，他們在講什麼
R：Ok．對．．就這方面跟中籍老師比，你覺得會怎麼樣？你覺得，比起來。
S:就～活潑吧！
R：那上課方式呢？
S:上課方式，我覺得他們自己也知道我們是中籍學生，所以他應該速度也會放慢下來，就算他這樣帶過好了，他還是會..再重複，對~還是會再重複。再重複一,二次
君:嗯哼~ya..ok，
S: 那看我們大家有沒有懂了這樣子。
R：那你覺得如果這一門課，不是惠雯老師上，而是一個外籍老師上的，那同樣給這樣的 FEEDBACK，你覺得你在上課的專心度會不會有改變？還是都一樣，不管是中籍或外籍
S: 都一樣
R：都一樣，其實對你來講是都沒有差別
S: 因為我注重的是內容
R：內容．所以你喜不喜歡這個老師？
S:不太重要
R：不太重要？
S: 哼～
R：Yeah～那你覺得就是說，你跟班上的同學關係會不會影响你在上課的專心度？
S: 有時候會

R：有時候會！譬如？
S:像如果老師上到很無聊的部份，我就會開始找旁邊的人講話
R:老師怎麼樣？
S:上到很無聊的時候
R：喔～ok。
S: 就是很無聊我快睡著了，那我就會找旁邊的人講話
R：喔～ok，所以你覺得老師怎麼去上這個課程內容，
S: 還滿重要的
R：還滿重要的，
S: 就是要帶吧，就是不要老師在那裡講他的，那同學在那裡聽聽聽，聽到有些人都快睡著了，對
R：Ok ok，I KNOW，那你覺得目前陳老師，這種上課的方式你覺得怎麼樣？你剛覺得無聊，可是我自己覺得，其實她活動還蠻多的耶！
S: 有呀!都後半段
R: 後半段,那前半段
S: 前半段，可能是引導式，可是我就會覺得開始無聊吧
R：對你來講可能你覺得這個方式你不是很喜歡
S: 對呀，因為可能我自己都懂那個課程在講什麼，
R: 喔！
S: 對，所以我覺得根本就不需要引導
R：那你覺得，現在這個課本的內容會不會太簡單？有沒有可能太簡單？
S: 會呀！
R: 會唷！對你來講太簡單，那～可能如果說班上的同學的程度，可能沒有你這麼好的話，那你覺得可能老師要怎麼上，會兼顧到大部份的同學需要？
S:我覺得她還是兼顧其它人好了....因為我們班上的人，在口說上的程度還是有一點弱。
R：嗯哼哼～yeah,我懂,我懂，所以你覺得就是說，我們就先總結一下就是說，你覺得你跟老師的關係不會影响，上課時候的注意力，
S: 不會
R:不會，那你以前學英文的經驗，你學英文多久？從國小到進吳鳳之前，你學了多久？
S:國小二，三年級開始，十幾年。
R：那很久了耶
S: 對呀！
R: 嗯哼...那你覺得你自己在學英文的過程當中,老師在你學英文當中的角色是怎麼的？是什麼樣的角色？
S:老師的角色唷！
R：從以前到現在，是怎麼樣的角色，這樣子
S: 就是個英文老師。
R：就是個英文老師，yeah，可是我是說你對英文老師的依賴程度好了，就從小

學到現在你覺得那個程度的差別在那裡
S:不懂你的意思？
R：就是說譬如：你剛開始學英文的時候，你會不會覺得老師講的是對的？
S:會！
R：會，可是等到你大一點，譬如你有跟外籍老師接觸之後，又進來吳鳳來念應用英語系，那差別在那裡？
S:呃～學習上吧！學習上，像在閱讀方面，我都會覺得他們為什麼都沒有逐字去講，這個字是什麼怎麼，也不會講說你這個字你會不會這樣子之類的。
R: 那你覺得會話的部份呢？會話課程部份你覺得？）
S: 會話課的部份
R：你國小是上會話，還是英文文法？還是...兒童美語
S: 沒有,我有中斷過,
R: 你有中斷過
S: 我有中斷過，
R：所以你不是一路上都一直學英文，這樣子，中間
S: 有三，四年吧，
R: 大概是那時候中斷的？
S: 國小...四,五,六吧!國小四五六年級
R: 那..對你從上國中又開始，因為國中要開始讀英文嘛！對不對？
S: 對！
R: 我就在想，我希望你能知道說，你對這門課，你對這位老師，甚至於對中外籍的老師有什麼樣特別的看法？所以你以前國中也是中籍老師囉？
S: 我們有中籍老師也有外籍老師。
R: 為什麼，你國中念那裡？
S: 輔仁，
R: 喔～你念的是輔仁，所以有中外籍老師，那你覺得那時候的中外籍老師，跟你到上高中之後的中外籍老師，你覺得每個老師的教學風格，你大概了解是，是怎麼樣的了解，你想一下。
S:中籍老師就是注重文法。
R: Ok，你覺得中籍老師就是注重文法，ok.
S: 對呀，然後就是學測就是考文法，當然中籍老師也是會跟著學測走呀！
R: 君：嗯～對..
S: 對呀!然後，
R: 等我一下,換一下片子，我們大概再十分鐘，就差不多了，我是想多聊聊你對這門課的想法)
S: 嗯！
R：什麼想法都可以，
S: 可是沒有什麼感覺耶！
R：沒有什麼感覺...，真的厚～
S: 對呀！

R：為什麼會這樣呢
S: 對口說沒興趣!
R: 那你對什麼有興趣?
S: 對文法。
R: 你對文法有興趣，為什麼？
S: 因為文法比較強...呵呵。
R: 因為文法比較強!!..哈哈..，那你覺得你本身的口語怎麼樣？應該是不錯吧？
S: 還好耶！
R：還好唷！
S 對呀，有時候我還是要思考，我要講什麼。
R：嘿～呵呵
S: 對呀！
R: 難免啦，口說大家都是要練習
S: 就算有準備，還是會覺得，嗯～怪怪的，怎樣講還是有錯。
R：你說的是口說嗎？
S: 對呀！像要考那一種口語會話
R：喔，你覺得對你來講，對你是一種壓力嗎？
S: 對呀！
R: 是喔.！為什麼？
S: 不知道耶！就是一個問句給你，然後你就是要一個制式話的回答，
R：嗯～
S: 對呀！
R: Ok.
S: 就是一個簡答題給你，然後你就是要，按照你的方式講，一直講，一直講，一直講。
R：喔！其實你說口語課對你來說其實是對你來說，是比較有壓力的？一來是你剛提到說比較無聊，然後再來，就是你對這個，你覺得你不是口語很強的人。
S: 對呀！
R：Ok～那你覺得班上..其它人對這門課有沒有什麼壓力的感覺?你的感覺?
S: 其它人.也是考試吧!
R: 喔~~
S: 對呀!
R: 考試?
S: 對..
R: 什麼?.我不懂?
S: 口說的考試，
R: 口說的考試，你會比較覺得有壓力這樣子？啊～平常上課呢？這種活動？
S: 平常上課不會呀！
R：應該還好
S: 不會呀，但是考口說，我不知道自己要講什麼耶！然後又怕老師丟問題的時

候，你又不知道要怎麼回答，要開始想很久。
R：喔～I see，我懂，我懂ｏｋ～好～我是想了解到說陳老師的本身，當她在給你一些 FEED BACK 的時候，當下你自己知不知道，她在給你這種 FEED BACK?你知不知道?
S: 我知道
R: 你知道?為什麼你知道?
S:因為他會開始說,叫我們要翻到第幾頁,我們就開始知道,她要講的內容,會在第幾頁,是什麼,而且她會開始說我們請看到那個第幾頁,那裡那裡那裡，然後就開始在那裡講課，
R：可是如果是像我剛講的那一種，那種類型的 FEED BACK，譬如說她重覆一句話,比如說你講錯一句英文,她幫你重複,我們這樣講我們分二種來看,，今天是她在某個同學在對話，而你是在旁邊
S:我不會聽
R：你不會聽？那你知不知道，她在給同學哪樣的 FEED BACK?
S: 就不會去聽呀!
R: 你不會去聽?為什麼?
S: 不知道,
R:譬如是全班有沒有?有時候她會跟全班這樣子的對話，你知道嗎？阿如果是給剛那個類型的 FEED BACK，你覺得你會知道會那是在給嗎?
S: 我知道,
R:你知道,為什麼?
S: 因為同學講的那個句子,就像有些同學的程度比較不好的吧，她在講的時候，就會有點點問題，就是會斷斷續續
R：斷斷續續啦，老師可能就是幫她再講一次
S: 對，我自己也會在思考，這句話要怎麼講.
R: 那比如說是小組的呢？譬如說她在那一組跟你們在講英文，然後也是這種 FEED BACK 出來的話呢?你會不會知道她在跟你的組員好了，不是跟你啦，譬如說是你的組員，我忘了你是跟誰一組的，就是私下個別組的時候，她在跟你組員說 YOU MEAN,I SEE SO.YOU WENT SHOPPING,結果那個同學說 I GO SHOPPING，她就說，YOU WENT SHOPPING,她就幫他改過來，可是她沒有跟他講，說他講的是錯的，那你會知道老師在給那個同學，那樣的 FEED BACK 嗎?會不會?為什麼?
S: 會呀!會知道，因為這些東西是很口語話的
R：很口語話的，那如果說老師，假設今天同學講的這個句子，可以老師是用比較，她用的字是你可能不會的字，你會不會知道，她在給這種 FEED BACK?她在糾正錯誤?你會不會知道?譬如說:同學說:OUTSIDE IS HOT.結果老師說:IS HOT OUTSIDE.可是老師就一直叭拉,叭啦,一直講下去講一串啦，那你覺得你自己，知不知道老師在當下講出那一句話的時候，事實上是在糾正他的錯誤？
S: 還是多多少少會知道
R: 你會聽得出來就是了...OK

S: 對呀!
R: Ok
S: 只是我們不太習慣口語上的時態而已,如果在寫的時候,和閱讀的時候會會知道。
R: OK，會比較注意
S: 對。
R: 如果在口語上呢?譬如說這個會話課的時候?
S: 會話課唷!
R: 就是像小組這樣子
S: 過了就不會注意到時態呀!
R: 阿!!
S: 不會注意到，
R: 你就不會去注意到時態
S: 對呀，就是一講就講。
R：可是如果是講錯的呢？老師講的是對的，你會不會注意到老師，去講的這一句話，是對的。
S:會！
R: 你會注意到
S: 因為其實我們自己去習慣的問題而已吧
R: 君：為什麼是習慣的問題
S: 因為我們不習慣用英文對答，,然後我們因為不習慣用英文對答，所以我們，導致我們那個，時態方面有問題，然後，我們就會一直用原形動詞，就一直用下去，對呀！（
R：喔～所以當老師在糾正的時候，其實...
S: 我們也知道，他在糾正我們
R: 君：喔～
S: 那他時態要用對的，
R：那老師如果說...那老師在提供這樣的一種 FEED BACK 的時候，他呈現的方式,會不會去影响到你對 FEED BACK 的了解?
S: 多少吧!
R:譬如呢?那一些因素會影响?如果老師說 Ok, YOU WENT SHOPPING YESTERDAY, AND YOU WENT TO NICE HOTEL，BLA BLA 怎樣怎樣...然後老師說譬如說:SO YOU WENT SHOPPING YESTERDAY,她加了一些
S: 加重語氣之類的
R: 說一些,你覺得什麼樣子的方式會影响?這個 FEED BACK 的了解?
S:嗯~?
R:如果今天同樣這樣講啦!SO YOU WENT SHOPPING YESTER ,YOU WENT WITH YOUR FRIEND TO NICE HOTEL TO DEPARTMENT STORE 跟 YOU WENT SHOPPING YESTERDAY WITH AND YOU GUYS WENT TO THE DEPARTMENT STORE .這二種表達方式，對你來講了解會不會有差距？

S:有，那種加強語氣呀，那個速度會慢下來，慢下來開始思考說老師是用什麼東西，
R：對..對..
S: 那如果老師一直講下去，你要配合他的那個腳步，你想了解
R：講得內容
S: 對對對，猜他在講什麼，真的呀！
R: 所以你覺得這樣的方式會影响你對這個 FEED BACK 的了解?
S: 會
R: 那..嗯還有沒有其它的因素會影响的?
S: 你說影响?
R: 你對這個 FEED BACK 的了解?
S: 嗯
R: 就老師本身來講，有沒有其它的因素，會影响？你還是覺得都差不多？
S: 差不多
R: 差不多，喔～yeah，我想～我訪問了幾分了，大概快三十分了，所以你覺得老師，其實，本身，譬如說講話速度啦，腔調，肢體語言啦，他對於這個錯誤的一個強調，影响如何？對你的影响會怎麼樣？
S: 會加深印像啦，可是下課後就忘記了
R：真的喔！那怎麼樣才能，才會讓你比較更印像深刻的？
S: 更印像深刻唷，嗯，可能..
R: 如果說你當下他就糾正你，Yeah, I went shopping
S: 嗯嗯~
R: 你覺得這樣的方式?會幫助你記得更清楚,還是老師就一直講下去,然後你再接別的話再繼續講?你覺得那一種?
S: 就..可能糾正一下吧!
R：嗯哼,就讓你再念一遍會比較能夠幫助你去記憶對不對?
S: ~對~要重複一次
R: 喔~OK,老師如果用這個方式來,present 他的 FEED BACK,對你來講印像更深刻一點
S: 嗯,就是至少自己念過一次吧!
R: 嗯哼
S: 不是一直聽老師一直霹哩叭啦~一直講，一直講
R: 喔一直講，一直講
S: 對呀，就老師自己一直強調啊！我們根本不想聽。
R：可是如果說今天同樣是中籍跟外籍同樣用這種方式，如果假設他的譬如說他就在黑板寫一下你剛講的句子，那對你的印像跟對你的了解會不會更有幫助？
S: 有呀，有更加深吧！
R：嗯哼～可是你說下了課就會忘記耶！
S: 比較不會，
R：真的

S: 比較不會
R：就說你用剛我們剛講的那種方式？
S: 口說，因為有時候自己在講中文吶，
R:嗯哼
S: 人家在講什麼你根本就會忘記了
R: Yeah，
S: 然後人家接什麼東西你會記得。
R：你會記得，嗯哼哼，ＯＫ，所以對你來講，反而，譬如說可以讓你再 repeat 一遍,或者說他在黑板上寫下來，會更有印像就是了
S: 不然就是老師在寫的時候,可能就是我們也會抄寫下來，
R：嗯哼哼
S: 對呀
R: 譬如說，或是說甚至於你在寫的時候，自己的腦袋，也會轉一下
S: 對對對
R：Ok～ok，好，所以你覺得反而這樣是比較會有幫助的？
S: 對
R：嗯哼哼，那你可不可以談一下目前你對中外籍老師的印像怎麼樣？你接觸過的印像？譬如說有些同學，以前遇過的外籍老師很嚴格啦，中籍老師沒那麼嚴格怎麼樣？不一定是嚴格。
S: 不會呀！嗯～因為我覺得中籍老師，嗯不對，外籍老師唷，遇過一個外籍老師，我們買課本然後就根本沒有在上課本裡面的東西，
R：哦～～
S: 那就是講他的，就像他今天愛講什麼，就開始一直講一直講，
R：Ok
S: 對。然後就算是講平常的事情呀
R：嗯～
S: 他講他的經驗，那我們自己也會聽，對呀
R: ~哦 OK,所以你覺得中外籍老師，那中籍老師你遇到的呢？
S: 中籍老師唷
R：嗯～普遍的印像是什麼？
S: 就是課..就是照著課本念呀..
R: 嗯 OK,你覺得中籍老師就是比較照著課本這樣教，)
S: 嗯對，對呀照著課本教比較多
R：Yeah，所以對你來講，不同的老師他們的教學風格，的差別就是在於那裡？
S:嗯～哼哼～
R：就你目前接觸到的，他們教學風格有什麼不一樣的地方？
S: 一個是比較一板一眼
R：你說誰？
S: 中籍
R：那你覺得這對你的學習有沒有什麼影响？那外籍老師呢，你覺得怎麼樣？

S: 就是外籍老師會覺得，像他平常的講話呀，就算沒有在上課本的東西，那他講的東西就是我們平常能接觸到的東西，然後，可是有時候課本，他所安排的內容不一定是我們每一天都會用到的
R：嗯哼
S: 對，像那種興趣呀，或是那種，是只有遇到你那種朋友，或什麼..對,
R：你遇爾才會用到，嗯～
S: 偶爾才會用到，所以你根本就不需要。
R：所以你才會覺得中外籍老師你覺得，就整個教學方式來講，你比較 prefer
S: 就外籍老師吧
R：為..為..就是因為..為什麼?
S: 不會按照課本教。
R: 你反而不希望他們按照課本教
S: 對呀
R:為什麼這樣比較好?為什麼?
S: 因為就是在跟同學談話是一樣的，你愛講什麼就講什麼
R: 嗯哼～～
S: 對呀。然後用到單字他才講一下，這樣子就好了。
R：嗯～ＯＫ～ＯＫ
S: 我遇到的老師是這樣子
R: 你遇到的老師是這樣子,OK.OK,所以你認為這樣反而比較有幫助
S: 對..因為我們在談話當中你不..不..不一定說要你局限說你今天的主題
R: 是什麼什麼
S: 對，主題是什麼什麼，對
R: 嗯哼哼～就是比較 free~這樣子
S: 對..對..呵呵
R: 所以你比較喜歡這樣子?
S: 對呀!!就是提到的單字,，然後就會問我說那我懂不懂這些單字是什麼，懂或不懂，然後他就寫在黑板上，然後再開始解釋，解釋這樣子
R：嗯～～哼
S: 這樣我會比較有印像，像這樣整個帶他的，我們也會想到他今天講的笑話...對呀
R:反而你覺得這樣反而會比較前後去幫助你記憶,像剛給的那種 feed back,如果外籍老師是給這樣的 feed back,可是這樣你會比較有前後去幫助你記
S: 對呀,而且我會覺得就是整個都很好笑,就是這樣子
R: 嗯~~OK,這樣還滿有趣的 yeah,差不多了,我想大概可以了解你這個對課程的一個想法.

(2) English translation

Date: 12/31/2008
Student: Mandy
Teacher: Ping
Student individual interview

(R: Researcher, S: Mandy)

R: Mandy, have you ever taken any of Ping's classes? Would you share your thoughts (about her classes)?
S: Yes. I took her pronunciation class.
R: How did you feel about her class?
S: How did I feel? Well, not very good.
R: Why?
S: On the one hand, she never finished teaching everything that they had in the textbook. On the other hand, I felt that some part of the teaching material wasn't necessary.
R: Do you mean pronunciation class? Or conversation class?
S: Pronunciation class
R: Oh, pronunciation class, but the class time was limited since it was a course for one semester only.
D: Yeah! But even though there was only one semester for the class, she should have taught us every sound (in English pronunciation). Like now some of my classmates have pronunciation problems.
R: Yeah. Your classmate, Iris, came to me for her pronunciation problems.
S: Yeah, like these issues in her pronunciation class.
R: Let's talk about what you think of the conversation class? What do you think about the class?
S: Well, the conversation class…I think it's too fast
R : Why? What makes you say that?
S: Because I feel, well, just for me, I'd like to learn more content. I mean, I want to learn each unit (in the textbook). Yeah.
R: Ok, ok.
S: I just don't want to dwell on the same unit for weeks. In fact, many of my classmates feel really bored and don't get why we are still on the same unit for such as long time.
R: Um hum.
S: Yeah.
R So you think that she (the teacher) should not teach the same unit for so long.

S: Hmm.
R: She could teach faster.
S: She could teach faster, yeah.

(3) R: Ok. Then could you talk a little about your classmates' feelings about this class, about this conversation class taught by Ping? Or if they have any other thoughts about this class based on your understanding, um hum?
S: Based on what I heard…well, they seem to be bored. I feel bored in this class. I and the classmates I hang out with all think this class is boring.
R: What do you mean the classmates you hang out with? Do you mean you and Tammy?
S: No, no. I don't know what Tammy has been feeling about this class.
R: You and these classmates that you are closed to…
S: We think that this class is boring.
R: Why?
S: Just what I just said, she spends too much time teaching one unit.
R: Ok, Ok. Then how do you like Ping's teaching style?
S: I think it's ok.
R: You think it's ok, so so.
S: Hmm.
R: I am saying "so, so" here meaning that…
S: I don't like her teaching that much but it's not that bad, either.
R: Ok, so you think her teaching is just ok. Then could you talk a little about your relationship with her? For example, do you like her as a teacher? Do you like her?
S: Just ok.
R: Ok. Then let's see…for example, teachers give many types of feedback in class and one of these types of feedback is what I want to see in your classroom. For instance, you say an English sentence and it's not correct. When your teacher repeats that sentence in the correct form, and she says "oh, you mean…".
S: She would rephrase your sentence?
R: Yes, she would rephrase it but wouldn't point it out like "You should say, you should not say". For example, you said this sentence "She go shopping", and then the teacher said "She goes shopping". IN fact, she corrected the grammar in the sentence cause you should have said "She goes…" but she did not indicate your error explicitly. Yeah, so for this kind of feedback, do you think that your teacher (Ping) gives you this type of feedback very often? As far as you can remember? So far I have seen her using this feedback several times because I have been observing your class for a period of time.
S: Well, not so often.
R: Ok, not so often. Then do you think this type of feedback is helpful to you?

S: Well, I think it may be helpful for individual student.
R: Then, how about you?
(4) S: I think yeah it is helpful.
(5) R: For example, why?
S: Because our oral English is not very fluent, anyway and when I was speaking English, I may stutter and paused very often. If the teacher reformulated my speech, I would know better how to say it.
R: Um, ok. You just mentioned that your relationship with your teacher is ok, not that good but not that bad, either. Then do you think this kind of relationship would affect your attention in class?
S: No, not really. If he/she plans lessons well, then I would enjoy the class more. I would not enjoy "that teacher's" class.
R: So your focus is on the curriculum and how the teacher arrange the teaching material.
S: Yes, it's about the curriculum.
R: You won't focus on the teacher.
S: Yes.
R: Ok. So you think that this teacher is just ok.
S: Yes, yes.
R: Then could you talk a little about your past learning experience in English? How did you learn English and have you had any experience with both English native-speaking teachers and Taiwanese teachers? Would you share it?
S: Um, when I was in elementary school. I started learning English when I was in elementary school. My cousin was my English teacher.
R: Who was your teacher?
S: My cousin. Then there was a church across my home and when I was in elementary school, I would go to the church to play or sing songs and that was the place I got to meet foreign teachers.
R: Um hum. Then? When you were older?
S: Then it was when I was in junior high school. I went to a Catholic junior high school.
R: Oh!
S: A Catholic junior high school and they considered hymns very important.
R: Then do you think if this experience may have had an impact on your English learning?
S: I think it has an impact on my English learning because I enjoy singing very much and I would pay attention to the lyrics (of the hymns).
R: Um hum.. since you have experience with both Foreign and Taiwanese teachers, then what differences do you think they have regarding their teaching? Could you talk about that?

S: Well, regarding teachers' teaching, I would prefer foreign teachers' teaching.
R: Why?
S: Because even if I made a mistake, foreign teachers would not intentionally pick on me.
R: Oh, do you mean Taiwanese teachers would pick on you?
S: Yes! Some Taiwanese teachers would pick on me intentionally.
R: Really?
S: Yes.
R: Why? What kind of experience do you have? Could you talk about it?
S: Well, it's someone else's experience, not mine.
R: Oh.
S: I just have this kind of impression and I just feel that when foreign teachers teach classes, just like when Chinese is our native language…
R: Yeah, right.
S: So like when a foreigner was speaking Chinese, we would not intentionally correct them.
R: Hmm
S: Right. Then when I speak English, he/she (a foreign teacher) is able to understand me and would not correct my errors on purpose. And then we can also talk freely and comfortably without too much pressure.
R: Then about the feedback type that we just talked about recast), as far as you can remember, do you think that foreign teachers or Taiwanese teachers would give more of this type of feedback?
S: What do you mean?
R: For examples, when you compare Foreign teachers and Taiwanese teachers.
S: I think Taiwanese teachers would give more recasts than foreign teachers
R: Why do you think so?
S: Um…well, I don't know…but I feel that Taiwanese teachers would emphasize more on for example, the errors in your oral English and they would want to do something about it.
R: Um hum. So you think that Foreign teachers would not do that so often.
S: I think so. Like when I went to Texas and my spoken English was not every fluent.
R: Right, right.
S: Then he (a native speaker that she met) would say that was ok even though you may have used a wrong verb or noun, they would still be able to know what you were talking about. So I would feel more comfortable speaking English.
R: Then would you compare the foreign teachers with Taiwanese teachers that you have met concerning their teaching and their teaching styles, what do you like and don't like about their teaching and why? What are their strengths and weaknesses

in teaching?
S: I think Taiwanese teachers may just follow the chapters in the textbook.
R: Hmm.
S: So they will teach whatever there is in the textbook. Foreign teachers would find another game (meaning foreign teachers would not follow everything that they have in the textbook).
R: U, hum.
S: to help with your learning.
R: Then do you think that Ping's teaching is more like the ways that you mentioned about Taiwanese teachers? Does she do that?
S: I think she just follows the chapters in the textbook.
R: So you think that she just follows the chapters in the textbook? Do you really think so?
S: Well, following the chapters, well, not exactly but she just follow the instructions in the textbook to teach us.
R: Do you think that she just follows the instructions in the textbook and do the activities ready-made in the textbook?
S: Um, yeah.
R: Then what do you think the difference is when comparing her as a Taiwanese teacher with a foreign teacher? How do you feel?
S: Well, for Taiwanese teachers, you just follows her instructions, yeah, and then we do not talk that much to them.
R: What do you mean by not talking too much to them?
S: Well, like when we were playing a game and we may not understand what the teacher said and we would raise our hands and ask the teacher again, like asking " teacher, could you come over?" We would say this question in English.
R: Yeah, right, ok. Do you mean Taiwanese teacher?
S: Foreign teacher
R: Oh, foreign teacher.
S: Then for a Taiwanese teacher, he/she is likely to speak in Chinese.
R: Yeah.
S: So we will listen to the teacher's Chinese and will not attend to the English utterances (said by the teacher).
R: Oh. So you think that this is a limitation to Taiwanese teachers.
S: Yeah.
R: Do you mean you may rely on Taiwanese teachers' speaking Chinese.
S: Yeah.
R: Cause you know that if you do not understand what the teacher says,
S: Yeah, he/she can speak Chinese, anyway. So we can wait until later when the teacher speaks Chinese and we can listen to the teachers' utterances in Chinese.

R: So you won't think hard when he/she is saying something.
S: Yeah, yeah.
R: Oh, ok. Um, that is every interesting. So could you talk about any class you've had with foreign teachers before. Did anything special happened in your class with any foreign teachers? Let's talk about foreign teachers first.
S: Foreign teachers? Um…nothing that I can remember very clearly at this moment.
T: Then back to the feedback we just talked about, when you said "she go to the shopping." And then the foreign teacher said "She goes to shopping" and a Taiwanese teacher said "She goes to shopping", what do you feel when teachers of different native identities give you the same feedback, whose feedback would be better received by you?
S: The foreign teacher.
R: Why?
S: Because of the tone.
R: What do you mean " the tone"? Could you make it more specific?
S: Maybe because it is not their native language (for Taiwanese teachers) so that their intonation may sound a little bit strange.
R: Um.
S: How can I put it?
R: but the sentences that they say are all correct.
S: Yeah, I know but still I am biased.
R: Oh, so you think you may be biased?
S: Yeah.
R: So you think that you will have some bias (for foreign teachers).
S: Yeah!
R: You think that you may have bias(for foreign teachers) based on your experience at present.
S: Yeah.
R: Ok.
S: I would feel more dependent (on Taiwanese teachers)
R: So for this conversation class with Ping, she has been your conversation teacher for a semester. Then do you have any expectations for this class? Any ideas or thoughts about this class?
S: Thoughts? Well, I hope that she can teach more than what she has schedule for this class.
R: ok, so you want her to teach more lessons.
S: Yeah because I do hope that we can learn everything that we have in the book. You do not have to teach everything precisely, I feel. Although in Taiwan there is a lot of English we may never use, I still hope that we can lean every aspect of the

language and that she can tell us when and how to use the language.
R: So you want the teacher to teach more than she has scheduled?
S: Yeah.
R: Then any other thoughts? Like for example, would you expect that a class like this would be taught by any particular kind of teachers?
S: We had one class with Ting (another Taiwanese teacher) and I liked her class better
R: Why?
S: Because she did not only teach the content in the textbook but also extended the content to something other than the textbook.
R: Then would you hope that a foreign teacher would teach a conversation class like yours? Would you?
S: Certainly.
R: Why?
S: Because we would always speak Chinese when having the class with a Chinese teacher.
R: Then let's compare Taiwanese and foreign teachers concerning their intonation, rate of speaking, and word choice, for example, and their body language, and facial expressions, do you think there are any differences between them?
S: Foreign teachers use more body language, yeah, when comparing with Taiwanese teachers. Although sometimes you might not know what he was talking about, you might still know what he was saying from his body language.
R: Ok. Then when comparing with Taiwanese teachers in this respect, what do you think?
S: Well, more energetic.
R: Then how about their teaching styles?
S: Well, for their teaching styles (foreign teachers), I feel that they also know that we are Taiwanese students so they will slow down and even though they just said something, they would still repeat it, yeah, they would repeat it a couple of times.
R: Um hum, yeah, ok.
S: They (foreign teachers) will make sure if we get what they say.
R: Then do you think when given the same feedback (recast) whether your attentiveness to this class would change if the same class was taught by a foreign teacher? Would it be the same no matter whether the teacher was a foreign or a Taiwanese teacher?
S: Still the same.
R: Still the same to you. So you don't think there would be any differences?
S: Because I focus on the learning content (of the class).
R: Content, so whether you like the teacher or not…
S: it's not very important.

R: So not very important.
S: Um hum.
R: Yeah. Then do you think your relationship with your classmates may affect your attentiveness to class?
S: Sometimes.
R: Sometimes. For example?
S: When the was class so boring
R: Um hum
S: That I almost fall asleep, I would start talking to someone next to me.
R: Oh, ok.
S: When it was so boring that I thought that I may fall asleep, I would start talking to my classmates who were sitting next to me.
R: Oh, ok, so you think how the teacher teaches the class.
S: I think it is quite important.
R: (It) is very important.
S: The teacher should guide and lead us, not just keeps talking there and all the students can do is only listening to his/her speech, which makes some people really sleepy.
R: Ok, ok, I know. So what do you think about Ping's teaching style? You just mentioned that the class was boring but I felt that in fact she did many activities.
S: Yeah, but only the second half of the session.
R: The second half, then how about the first half (of the session)?
S: The first half of the session, she would provide us with some guidance (about the learning content or the activities) but then I would start feeling bored.
R: So this kind of teaching may not be for you?
S: Yeah, cause I knew what she was talking about.
R: Oh.
S: Right. I don't think I need the guidance.
R: Then do you feel that the content of the textbook that you are using now is too easy for you? Is it possible that the content is too easy for you?
S: I think so.
R: You think so. You think it's too easy for you and then maybe the English levels of most of the students in your class are not as good as you. Then what do you think the teacher should do to teach this class to take care of the needs of the majority of the students in this class?
S: I think she should still fulfill most of my classmates' needs (h) because most of my classmates' oral English is not that fluent.
R: Um hum, Yeah. I see, I see. So you think that, let's summarize, you don't think your relationship with teachers will not affect your attention to class.
S: No.

R: No. Then about your experience learning English, how long have you been learning English? From elementary school until the time before you entered the department. How long have you learned English?
S: I started learning English when I was a second or a third grader, about more than ten years ago.
R: That's a long time!
S: Yeah.
R: Um hum… what role do you think teachers play in your English learning?
S: Teachers' role?
R: Since you started learning English and until now, what part do you think teachers have played in your English learning?
S: Well, just English teachers.
R: Oh, just English teachers. Yeah. But what I am trying to say here is that how much do you think you depend on your English teachers? For example, since you started to learn English when you were in elementary school and until now, is there any difference when it comes to how much you rely on your teachers in English learning?
S: I don't get it.
R: For instance, when you started learning English, you may think whatever the teacher said was right.
S: Yes.
R: Yeah. Then how about when you became older and for example when you had experience with foreign teachers and after you entered the Applied English Department, is there any difference?
S: Maybe in my English learning. For example, like English reading, I often wondered that why teachers did not explain each word (in the reading passage) and they hardly ever asked if you knew the word.
R: Then how about English conversations (class)?
S: For conversation classes…
R: When you started studying English, did you go to a conversation class or a grammar class? Or did you go to these English classes especially for young learners?
S: No, there was a time when I did not go to any English classes when I was in elementary school.
R: So there was a period of time when you did not go to any English classes when you were in elementary school?
S: Yes.
R: So you did not learn English all the way up until you entered our program?
S: Yes. About three or four years.
R: When was the time when you stopped learning English?

S: When I was a fourth , fifth or, a sixth grader.
R: Then, right, after you studied in a junior high school, you had to study English again.
S: Right.
R: Then I have been wanting to know your opinions about this conversation class and the teacher, even your comments on both foreign and Taiwanese teachers? SO when you were in junior high school, you had Taiwanese teachers as your English teachers, right?
S: We had both, foreign and Taiwanese teachers.
R: Why? Which junior high school did you go to?
S: Fu-Jien (it's a private junior high school in the researcher's hometown and in fact, this school is just in the neighborhood in which the researcher lived).
R: Oh, you studied at Fu-Jien? So you had both foreign and Taiwanese teachers. Then what were the differences concerning their teaching styles like if you compared these teachers, both foreign and Taiwanese teachers as well as these teachers of different native identities after you went to high school?
S: Taiwanese teachers would focus on grammar.
R: So you think that Taiwanese teachers stress grammar.
S: Yeah. So it was always grammar when you took the high school entrance examination so that Taiwanese teachers would always teach grammar because of the entrance exam.
R: Um, right.
S: Right! Then…
R: Hold on, let me check if I need to change the disk. I think it will take another ten minutes (for us to finish the interview). I would like to know more about what you think about this conversation class.
S: Um.
R: Whatever you want to say.
S: But I do not have too much to say.
R: Why?
S: Because I am not interested in oral English.
R: Then what you are interested in?
S: Grammar.
R: So you are interested in grammar? Why?
S: Cause I think my English grammar is better, haha (than other language skills).
R: Because your English grammar is better, haha. Then what do you think about your oral English? I thought your oral English was good.
S: Just ok.
R: Just ok.

(6) S: Yeah. Sometimes I had to think about what I wanted to say.

R: Hehe.
S: Yeah.
R: Well, it happens. We all need to practice our oral English.
S: Although I may have prepared what I want to say, I still feel odd and there are still some errors, no matter how I said it.
R: You mean oral English?
S: Yeah. Like this conversation test (that we had in this class)
R: Oh, so you think it is a kind of pressure for you?
S: Right.
R: Really. Why?
S: I don't know. It's just that they ask you a question and there is a standardized answer to the question.
R: Um hum.
S: Yeah,
R: Ok.
S: So you are assigned a question and you have to answer the question in your own way and you have to keep talking and talking. .
R: So you think that this conversation class is really stressful to you ? Because you mentioned before that this class is boring and then because you think that your oral English is not that fluent?
S :Yeah.
R: Then what about other students? Do they feel that this class is stressful? What do you feel?
S: For other students, I think the test matters.
R: Oh.
S: Yeah.
R: Tests?
S: Yeah.
R: What? I don't get it.
S: These oral tests.
R: So you may feel stressed out for these oral tests. Then how about the class? These activities that you did in class?
S: I wouldn't feel stressed when speaking English in class.
R: You should have been feeling ok speaking English in class.
S: No, I won't feel stressed out when speaking English in class. But when taking these oral tests, I didn't know what to say and was so afraid that the teacher would ask me questions and if I did not know how to answer them, I would have to think for a long time.
R: Oh, I see, I see, I see. Ok. I want to know that Ping herself when giving you some feedback, would you know it at the time? Did you know that she was

giving this kind of feedback (recast)?

S: I know (that the teacher was giving me the feedback).

R: Why would you know that?

S: Because she would start saying" please turn to page (number) and we would know the content that she was going to teach would be on which page. And she would also say that let's look at which page and then she would start lecturing.

R: But like the feedback I just mentioned that for example she repeated a sentence that you said incorrectly. For example, if she was repeating your classmate's incorrect sentence during her dialogue with a classmate next to you, would you listen to them?

S: No.

R: You wouldn't listen? Then would you know that she was giving your classmate that kind of feedback?

S: I just would not listen to what they said.

R: No. Why not?

S: I don't know.

R: For example, in this whole-class discussion, would you know that if the teacher was giving this kind of feedback?

S: I would know.

R: You would know. Why?

S: Because the sentence that my classmate said, since their English is not very good, the sentence that he/she said may not be complete and may have been fractional.

R: So the teacher may repeat the sentence for him/her since it's fractional.

S: Right, and then I would also think about the sentence (that the teacher said) and see if I knew how to say the sentence.

R: Then how about in group work? For example, when she was talking to your group members and provided the same type of feedback? Would you know that she was telling your group member, not you, that his/her utterance was not correct. For instance, when she told your group member " You mean, I see, so. You went shopping" and then the group member said " I go shopping", then she said " You went shopping", she corrected your group member's error without telling your group member that what he/she just said was not correct. Then would you know that the teacher was giving your group member that kind of feedback? Would you and why?

S: Yeah, yes, I would know because sentences like this are very colloquial.

R: Very colloquial. Then what if the teacher used words which you may not know? Would you know that the teacher was giving this kind of feedback and she was correcting errors? Would you know that? For example, a classmate said "outside is hot" and the teacher said "It's hot outside." But right after this the

teacher kept on saying something else. Then would you know that the teacher was correcting that student's error with the sentence?

S: More or less.

R: You would still be aware of it..ok.

S: Yeah!

R: Ok.

S: It's just that we do not pay that much attention to the verb tense in our oral English. If we are reading or writing in English, then we would be more aware of it.

R: Ok, so you would pay more attention to the verb tense (in reading and writing).

S: Yes.

R: What if it comes to oral English? For example when you were in this conversation class?

S: Oh, this conversation class…

R: Like in a small group.

S: I would not pay attention to the verb form as soon as the teacher said the sentence.

R: Really?

S: I wouldn't notice that.

R: So you wouldn't notice the verb tense?

S: Yeah. It's just the talk.

R: What if the original sentence was not correct and the teacher was telling you the correct form of the language, would you notice the sentence that the teacher said was correct.

S: Yes.

R: So you would notice that?

S: It's just the problem of our ways interacting with teachers.

T: Why is it a problem?

S: Because we are not used to talking in English. Then because we are not used to talking in English. So we would have problems with verb tense so that we would use the base verb all the way. Yeah.

R: Oh. So when the teacher was correcting your errors, in fact…

S: We would know that she was correcting our errors.

R: Oh!

S: That we should use the correct verb tense.

R: Then what about when the teacher was providing this kind of feedback, would his/her ways of presenting the feedback affect your understanding of it?

S: More or less.

R: For example? If the teacher said "ok, you went shopping yesterday, and you went to Nice Hotel bla, bla, bla." And then for example, the teacher said the

sentence again (I said the sentence again with a stress on the verb).

S: The stress or things like that.

R: What do you think would affect your understanding of the feedback?

S: Um?

R: For instance, listen to these two sentences: So you went shopping yesterday, you went with your friends to Nice Hotel and to the department store. (I spoke the two sentences with one stressed on the verb tense and in a slower rate of speaking.) With these two different ways of saying the sentence, would it make any difference in your understanding (of the feedback)?

S: Yes! Due to the stress, and the slower rate of speaking, I would start thinking what the teacher was saying there.

R: Right, right.

S: If the teacher kept on saying the sentence, you would want to follow her..

R: The content?

S: Yes, yes! Guessing what he/she was talking about. That is true!

R: So you think this ways of presenting the feedback would affect your understanding of it?

S: Yes.

R: Are there any other factors which would affect your understanding of the feedback?

S: Um

R: As far as the teacher is concerned, any other factors? Or you think that is about it.

S: I think that is about it.

R: Ok. I think…how long have I interviewed you? About 30 minutes. So what is the influence of teachers' rate of speaking, intonation, body language, and their emphasis on the error (s) when it comes to your understanding of the feedback?

S: They may make the feedback more noticeable but I would forget it as soon as the class was dismissed.

R: Really. Then what can teachers do to make the feedback more noticeable to you?

S: More noticeable? Well, maybe…

R: If the teacher corrected your error on the spot, saying "Yeah, I went shopping". Do you think that this way of correcting your error would help you remember the sentence better? Or does the teacher just keep on talking and then you say something else to keep the dialogue going on?

S: Um…maybe the teacher could provide the feedback one more time.

R: Um so the teacher might let you repeat the feedback so then you would remember the sentence better.

S: Yes, if I repeated the correct sentence one more time.

R: Oh, ok. So if the teacher used this way to present the feedback, it would be more noticeable to you.
S: Um, at least I repeated the sentence once.
R: Um hum.
S: Not just listened to the teacher's talking all the time.
R: Oh, teacher's talking all the time.
S: Yeah, the teacher just kept addressing the points but we did not want to listen.
R: But hen what if the same feedback was presented by both foreign and Taiwanese teachers, what if the teacher wrote down the sentence you just said (the recast repeated by the student) on the blackboard, would it be more helpful in enhancing your awareness of the feedback?
S: Yeah, it would be more noticeable to me.
R: But you just said that you may forget it as soon as the class was dismissed.
S: It may not be that easy to forget the feedback.
R: If it was presented in the way described in the previous turn.
S: If it was provided orally, just like when we speak Chinese, we may easily forget what other people just said. So the feedback would be forgotten easily as well. But if they wrote something, you would remember.
R: Ok, so you would remember it. So for you if the teacher had you repeat the sentence again or he/she wrote down the sentence on the blackboard, these ways would make the sentence more noticeable.
S: Yeah, or when the teacher was writing the sentence on the blackboard, we would copy it in our book.
R: Um hum.
S: Right.
R: For example, or when you were writing it down, you may sort of "circulate" the sentence in your head.
S: Right, right, right.
R: Ok, ok. So you think these ways would be more helpful to you?
S: Yes.
R: So could you talk about your impressions of foreign and Taiwanese teachers? Based on your experience? For example, some students mentioned that they met some foreign teachers who were really strict but Taiwanese teachers were not very harsh on students or something about these teachers, not limited to how strict the teachers were.
S: Not really, Um because I think that Taiwanese teachers, oh, no, I mean foreign teachers. I had a class with a foreign teacher. Although we had a textbook for the class, he hardly ever used it.
R: Oh!
S: He would teach whatever he wanted. For example, if he felt like talking about

something, he would start talking about it until the session was over.
R: Ok.
S: Right. Even though the teacher may talk about his experience about something, we would still listen to what he said. Yeah.
R: Ok. So you feel that about foreign teachers, then how about Taiwanese teachers who you met.
S: Taiwanese teachers.
R: Um what is your impression of them generally speaking?
S: Well, they just follow the instructions in the textbooks and just read along the content in the book.
R: So you think that Taiwanese teachers would follow the chapters in the textbook.
S: Yeah, most of them would just follow the content and the schedule in the textbooks.
R: So for you, what is the difference between teachers regarding their teaching styles?
S: Hmm..
R: According to these teachers that you have ever had classes with, any differences regarding their teaching styles?
S: One is more uptight.
R: Who do you mean?
S: Taiwanese teachers.
R: So do you think this affects your learning? Then how about foreign teachers? What do you think?
S: Well, for foreign teachers, although they probably were not teaching anything in the textbook, but like their talks, what they say could be very practical, like things that we see in our lives. But then if it is the content in the textbook, it may not be something that was very practical, that we could use in our daily lives.
R: Um hum.
S: For example, like interests or something like that, you would not talk about it unless you were with certain kinds of friends or…right.
R: So as for the teaching styles between foreign and Taiwanese teachers, whose teaching would you prefer?
S: Foreign teachers'.
R: Why? Just because..
S: Because they do not follow the instructions in the textbook all the time.
R: So you don't want teachers to follow the instructions in the textbook all the time?
S: Yes.

R: Why do you think it better? Why?
S: Because just like when you were talking to your classmates, you could talk whatever you wanted.
R: Um hum.
S: And then when we used certain words, he could just explain these words to us and that was it.
R: R: um, ok, ok.
S: These are the ways that the teachers that I met before taught their classes.
R: So these are the ways that the teachers you met before taught their classes and you think it would be more beneficial to your language learning?
S: Right…because we did not have to limited our talks to any specific topics.
R: Like limited to this topic or that topic.
S: Right, the topic was not limited.
R: Um hum, so it would be more like free talking.
S: Yes.
R: So you prefer this way of teaching?
S: Yeah. So when mentioning certain words, the teacher would ask me if I knew the words or what, then he would write down these words on the blackboard and then start to explain them.
R: Um hum.
S: It would be more noticeable if they were presented in this way. So the teacher guided us along the way and we would think of the jokes that he said in class today..yeah.
R: So you think that when a foreign teacher gave you this kind of feedback, this way it would help you remember the feedback better?
S: Yeah and I would think that it was very funny.
R: Um…ok. I think it's quite interesting. I think this is it. I think now I have an idea of your thoughts about this class.

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