Journal of Novel Applied Sciences
Available online at www.jnasci.org
©2013 JNAS Journal-2013-2-9/417-428
ISSN 2322-5149 ©2013 JNAS

The Investigation of Differential Effects of Recast and Metalinguistic Feedback on Accuracy, Fluency, and Complexity of Speaking Performance of Male and Female EFL Learners

Roya Gholizade

Departmentof English Teaching, Ahar Branch, Islamic Azad University, Ahar, Iran

***Corresponding author*:** Roya Gholizade

ABSTRACT: The present study was conducted in an EFL setting in Iran. An attempt was made to compare the effectiveness of two types of corrective feedback namely, recast and metalinguistic feedback considering the learners gender. The last ten years witnessed a steady increase in the number of studies that have examined the effects of corrective feedback on L2 speaking performance. This includes both descriptive and experimental research examining a wide range of variables (e.g., type and amount of feedback, mode of feedback, learner's language proficiency level, instructional context, and attitudes towards feedback). One of the relevant variables in corrective feedback studies which seem to be less operationalized is the differential impact of recast and metalinguistic feedback on the male and female's accuracy, complexity and fluency aspects of speaking performance of participants. Therefore, the present research aimed to investigate the differential impact of recast and metalinguistic feedback on speaking performance of male and female EFL learners. To do so, based on proficiency test, 120 participants were selected and randomly divided in six equal homogenous groups namely four experimental (A1=male-recast A2=female-recast B1=male-metalinguistic B2=female-metalinguistic) and two control groups (C1=male C2=female). The experimental groups received recast and metalinguistic feedback instruction of speaking while the control groups continued traditional speaking instruction without feedback. An immediate post-test was administered immediately after treatment to check the effect of recast and metalinguistic feedback on the target form using story telling and free conversation. A delayed post-test was given three weeks later using the same procedure in the immediate post-test to check the probable effect of time. In addition to story telling, the learners were asked to translate a story from their L1. The results obtained from the ANCOVA and t-test showed that corrective feedback, in the form of metalinguistic was effective in leading to speaking accuracy, fluency and complexity. This study failed to find any significant difference between male and female participants.

***Keywords*:** Corrective Feedback, Metalinguistic feedback, Recast, Uptake, Speaking Performance.

INTRODUCTION

Error correction has a long history in the fields of second language acquisition. In meaning based classes, the focus is usually on the meaning negotiated between the students and the teacher and so the emphasis is placed on fluency rather than accuracy. In this way the importance of accuracy is somehow neglected and the interlanguage might be fossilized. Corrective feedback, however, is argued to bring some balance to this situation. Lyster and Ranta's (1997) study is one of the valuable works in corrective feedback, identifying seven major types of feedback. In this study I am interested in working on metalinguistic and *recast* as two techniques of corrective feedback.

Background of the Study

Corrective feedbacks as one of the effective focus on form and meaning techniques have long been employed in L2 classrooms. Learning requires feedback. Otherwise, the learners have no means of judging the extent and appropriateness of their learning (Chastain, 1998). Within the field of second language research (SLA), an increasing number of studies are focusing on corrective feedback. Feedback is an important part of language pedagogy because through teacher's feedback students can know how far they have progressed and how they are doing. All of these techniques are placed in an explicit-implicit continuum. Metalinguistic and recast have been known as two effective feedback treatments that occur in the course of interaction to deal with communication problems.

1-Metalinguistic Feedback or Clues: Much like explicit error correction, meta-linguistic feedback –because it diverts the focus of conversation towards rules of features of the target language- falls at the explicit end of the corrective feedback spectrum. Lyster and Ranra, (1997), categorize meta-linguistic feedback as "comments, information, or question related to the well-formedness of the student's utterance, without explicitly providing the correct form". Unlike its name, the inclusion of meta-linguistic is not its deterministic characteristics, rather the encoding of evaluations or commentary regarding the non-target-like nature of the learner's utterance is considered as the defining feature. Meta-linguistic feedback is divided into three subcategories: meta-linguistic comments, meta-linguistic information and meta-linguistic questions (Lyster and Ranta, 1997). The least informative one is meta-linguistic comments which only indicate the occurrence of an error. But the next subcategory, i.e. meta-linguistic information not only indicates the occurrences or location of the error but also offers meta-language that alludes to the nature of the error. Meta-linguistic questions, the last identified subcategory of meta-linguistic feedback, "point to the nature of the error but attempt to elicit the information from the student" (Lyster and Ranta, 1997). This kind of meta-linguistic feedback requires learner to reconsider their assumptions regarding the target language from while meta-linguistic information applies meta-language to mark the nature of the error. Meta-linguistic feedback can amount to as much as a "no", as well as contain word definition or comments concerning grammatical items, such as tense.

L: I went to the train station and pick up my aunt.
T: Use past tense consistently.
L: I went to the train station and picked up my aunt.

2--Recasts: Recasts "involve the teacher's reformulation of all or part of a student's utterance, minus the error". Recasts are generally implicit, as they dose not point out the error by saying 'I think you want to say". Or "Do not say that but …". However, some recasts become explicit, if they only provide the correct word, or if the reformulation emphasized the correction.

Example: (Mackey et al., 2003)
NNS: And in the er kitchen er cupboard no on shef
NS: On the shelf. I have it on the shelf.
NNS: In the shelf, yes ok.

Statement of the Problem

While various studies have been carried out to inspect the effectiveness of corrective feedback in EFL, there is still debate over what types of corrective feedback is more effective. The current study addresses recast and metalinguistic feedback. It is believed that during classroom interactions learners receive comprehensible input, opportunities to negotiate for meaning, and opportunities to produce modified output (Gass and Varonis, 1984, 1985b; Swain, 1995; Oliver, 1995). Corrective feedback is among the techniques which are believed to facilitate L2 development. The most comprehensive taxonomy of corrective feedback has been provided by Lyster and Ranta, (1997) who classified corrective feedback into six categories. Among these, the aim of the current study is to investigate and compare the effects of recast and metalinguistic feedback on development of speaking (AFC) performance. Teachers have a responsibility to help the learners through the feedback process gain more confidence in order to gain meaningful knowledge and enhance their knowledge development. While a great many studies have investigated the relationships among error types, feedback types, learner uptake, and inter-language development, few have sought to determine whether learners actually notice the language forms and meaning used in the recasts and metalinguistic feedback employed by their interlocutors. The role of gender is among the factors that require further investigation. Some researchers believe that females are better language performs in almost on the area of EFL learning (Ehriich, 1997). However, no simple answer has been formulated as to which feedback technique is more effective for males and females. In this regard, some researchers advocate recasts as an effective and corrective feedback (CF) technique because they are implicit, unobtrusive, and contingent on the learners' intended meaning (Doughty, 2001; Doughty and Varea, 1998; Leeman, 2003; Long, 1996; Oliver, 1995).

The main problem that exists in the area of corrective feedback is that most teachers are not aware of the effects of different types of feedbacks, which feedback is more suitable for which level? And which gender? They are not aware that, whether metalinguistic has more beneficial effect on speakers accuracy or fluency or complexity aspect of speaking or recast? If there is any effect of recast and metalinguistic, to which aspect of speaking, these effects are more considerable and outstanding. The researcher in this study tries to give some reasonable answers to these questions and give some possible solutions to these problems. In sum, this study intends to determine whether it is possible to accurately predict the differential effects of metalinguistic and recast on students speaking accuracy, fluency, and complexity which are the main aspects of speaking proficiency, with the focus on gender, male or female.

Research Questions

Q.1. Are there any significant differential effects of using metalinguistic and recast on male and female learner's speaking (CAF) performance?
Q.2. Which feedback strategy has more effect?
Q.3. Which group (male or female) benefits more from the feedback strategy?

Research Hypotheses

H01. There is no significant differential impact of metalinguistic and recast on females' speaking (CAF) performance.
H02. There is no significant differential impact of metalinguistic and recast on males' speaking (CAF) performance.

Significance of the Study

Corrective feedback is an extremely relevant, but controversial issue in SLA today. I wanted to provide data for EFL teachers and learners to gain better understanding of corrective feedbacks and which type is more effective for learner speaking proficiency and performance. As teacher gain a better understanding of which types of corrective feedback benefit students, the students receive more quality instruction and receive feedback that best contributes to speaking. Focusing on two types of corrective feedback strategies in second language classrooms, the current research claims that the differential effectiveness of recast and metalinguistic feedback is an area of great research value, for the following reasons, (1) theoretically, studies in this area can inform the issues such as the roles of input and output in second language and the cognitive roles of metalinguistic and recast in language learning, (2) pedagogically, research findings in this area may provide second language teachers with useful advice concerning theirs classroom error correction.

MATERIALS AND METHODS

Method

Participants

The population from which the participants were selected for this study included Iranian male and female EFL learners, who enrolled in language institute of Pishgaman and Asatir in Ardebi. Because I needed more participants and because I needed four experimental groups and two control groups, I had to use of two Institute students. To began data collection, almost all the students at the intermediate levels of English were initially considered to participate in the study. Almost, about 200 students who had voluntarily agreed to take part in this study were male and female students whose age range was fifteen and twenty. The selection of participants was motivated by the fact that learners at this level have relatively low proficiency but have generally acquired enough English to allow them to participate in meaning-oriented interaction. After determining their age, sex, and language proficiency level, these 200 students were chosen to take part in the study. Based on their scores on PET exam, 120 students were selected as homogenous subjects. This PET exam was designed and established by the Language Center at Oxford University. The participants were, then randomly assigned to six equal groups, each containing twenty students. Group A1, consisted of twenty male as an experimental, labeled recast group, A2 consisted of twenty female as an experimental, labeled recast group, and B1 twenty male as an experimental, labeled metalinguistic group and B2, consisted of twenty female as an experimental, label metalinguistic group, and group C1, twenty male as a control group and the last, group C2, twenty female as a control group. The experimental group exposed to two kinds of treatment (recasts for recast groups, and prompts for prompt groups) and control group without any treatment.

Instrumentation

A variety of data collection instruments were used throughout the data collection process to answer to the research questions, and these are discussed below:

Language Proficiency Test

To make sure that the participants in the six groups belonged to the same population in terms of language proficiency level and homogeneity, the researcher utilized the proficiency test PET (A preliminary English Test) which is a second level Cambridge ESOL exam for the intermediate level learners. The test consisted of four sections: the first section was a test of reading with 35 items. The second section included a test of writing with 8 questions. The listening and speaking sections each included four parts. Those participants who received less than 50 out of 65 were considered not to have the necessary proficiency level to take part in the study.

Pre-test

In pre-test the researcher used three tasks. In task one, sets of pictures were used to elicit conversation and utterances from the participants through pictorial story completion. In pictorial story completion task, participants were presented with a pictorial story. Pictures narrating a short story were shown in sequence, one by one. The task two was story telling from L1 to L2 which this story was lair shepherd. Task three was giving a topic and conversation about it, which this topic in this research was generation gap. The pre-test has a time pressure of 15 minutes for each participant. The rational for providing the participants with limited time to answer was derived from the discussion in Ellis (2001) about the necessity of establishing congruity between implicit knowledge and the tests measuring it. Ellis believed that tests which focus on discrete linguistic forms and allow unlimited response time may favor the use of learners' explicit L2 knowledge. In contrast, tests which involve spontaneous production focusing on meaning or which allow learners limited response time may encourage learners to draw on their implicit L2 knowledge. Students were provided with vocabularies that they did not know or they had forgotten.

Treatment

I used two kind of treatment. The first was recasts for groups A1 and A2, and metalinguistic feedback for groups of B1 and B2. The aim of these treatments was to show any differential effects of recasts and metalinguistic on participants speaking accuracy, fluency and complexity. Treatments took place over four weeks and began on the second week of the study. Each of the four treatment sessions lasted approximately one hour in length and consisted of three speaking elicitation tasks. The three treatment tasks were similar in design to the pre-test task but with different topics and different stories (according to the topics and stories that existed in the course book), and also, the treatment tasks differed from the pre-test task in that the teachers provided a form of feedback (metalinguistic or recasts), depend on the group label, to the experimental groups in response to ill-formed speaking and utterances.

Course Textbook

The course book (Interchange 3rd Edition): Interchange 3rd edition is a fully revised edition of New Interchange. Each unit includes up-to-date content, additional grammar practice, and more opportunities to develop speaking and listening skills. Interchange Third Edition is written in American English, but reflects the fact that English is the major language of international communication, and is not limited to any country. The philosophy of the series is that English is best learned when used for meaningful communication.

Immediate Post-test and Delayed Post-test

The immediate post-test was held immediately after the last session. And delayed post test was held three weeks after the immediate post-test.

Procedure

Since the researchers needed to select and homogenize the participants of the study, they first embarked on piloting PET with students at the intermediate level. Once the test was modified following the piloting (details of which appear in the result section of this research), it was administered to the 200 target participants described above and then 120 students were selected. The students who scored one standard deviation above and below the mean were randomly assigned to the four experimental and two control groups. Six groups of participants were similar in every respect for the fact that four experimental groups, A1 (twenty male), A2 (twenty female), B1 (twenty male), B2 (twenty female) receives a special treatment (recasts for A1,A2 and metalinguistic for B1,B2) , whereas the other two control groups, C1 (twenty male), C2 (twenty female) did not receive feedback and continue their

structure through traditional way. In a true experimental study, participants are randomly assigned to either the experimental or control group. This measure is undertaken in order to make the six groups as similar as possible before applying any treatment.

Tasks

As this study is interaction-based, the goal was to use carefully planned tasks to involve the learners in conversational interaction. All treatments and test tasks were two-way, one-way communicative tasks, or in other words, tasks in which vital information is held by two parties and must be successfully exchanged in order to complete the tasks. The crucial task requirement for the purposes of this study was the extent to which they enable participants to produce utterances and conversations. These interactive tasks were familiar to the students as they were used to performing similar ones during their general English lessons. The vocabulary involved in each task was considered appropriate for the proficiency level of the students and any potentially challenging words were pre-taught. A piece of advice by Mackey and Gass (2006),is to carefully pilot test the task. As with every step of this study, the tasks were piloted in order to confirm that they would be successful in eliciting the target form (speaking CAF) and that opportunities to provide the intended feedback (corrective recasts and metalinguistic) existed.

Data Collection Procedure

An experimental methodological approach was utilized for this research incorporating a pre-test, eight treatment sessions, one immediate and one delayed post-test. During the treatment sessions, intensive recasts and metalinguistic feedback were provided by the researcher in response to incorrect utterance produced by members of the experimental groups. Participants in the control group were not exposed to any interactional recasts and metalinguisti. Participants took part in one pre-test, eight treatment sessions, one immediate post-test and one delayed post-test, lasting approximately 15 minutes for each students. Each test and treatment session took place before morning class, at lunch time. The participants chose the times which suited them best.

Pre-test Session

The pre- test was administered to participants. It consisted of pictorial story description, giving a topic and speaking about it, and story telling from L1 to L2. Any potentially challenging vocabulary was pre-taught. The session of each test was recorded on an audio-tape recorder, and then transcribed for analyzing and giving score. The data collected in the pre-test was analysed to determine the current developmental level of conversation and speaking ability exhibited by the learners.

Treatment Sessions

The treatment sessions took place over the four weeks following one week after the pre-test. Two sessions per week was held. The treatment session consisted of eight sessions of four weeks (two sessions per week) of one hour. Participants in all six groups were involved in these eight sessions that consisted of three tasks. Pictorial story completion, short stories from L1 to L2, and free conversations according to text book. All of these tasks were designed to maximize the chance of providing the target form of speaking. Along with these activities, the teacher provided either recasts or metalinguistic feedback in response to students' errors depending on experimental condition, that is if the class was recast class the treatment that used was recast, and if the class was metalinguistic the treatment was metalinguistic. The control groups performed the same task in the same way. However, they did not receive any interactional feedback. The participants in the experimental groups had their ill-formed utterances recasts or metalinguistic feedback by the researcher, whereas those in the control groups did not**.** Throughout the entire duration of the study, the teacher in control group did not provide any corrective feedback in response to any errors that occurred during the speaking. The typical responses to conversation in control group classes were a verbal "Okay" or a non-verbal gesture such as a nod. Similarly, no corrective feedback was provided to learners in any of the six groups during the pre-test and post-test tasks.

Students in all groups completed a pre-test task one week before the first treatment session began. The students' performance on the pre-test task determined participants' level of development in speaking before treatments. Students also completed two post-test tasks after the final treatment session. The level of the speaking of students produced on the pre-test were compared to those produced on an immediate pre-test task the day after the final treatment and on a delayed post-test task three weeks later the final treatment. The pre-test, treatments, and both of the post-tests were in the form of speaking elicitation tasks.

Post-test Session

One immediate post-test following straight after the completion of the eight treatment sessions was held for all participants and was conducted in exactly the same way as the pre-test. Three week later, the delayed post-test took place and both immediate and delayed post-tests followed the same procedure as the earlier pre-test. As recommended by Mackey and Gass (2005), the delayed post-test was undertaken, in order to clarify whether the effect of these particular treatments could be considered long-lasting.

Scoring and Oral Production Measures

The oral production measures included the three forms of tasks, pictorial story description, story telling from L1 to L2, and giving a topic and speaking about it. Digital audio recordings were made of the oral interaction between the researcher and participants during the testing sessions, and then transcribed for determining accuracy, fluency and complexity of the participants speaking. All the recordings were then transcribed in order to investigate the effects of each type of correction feedbacks on participants' accuracy, fluency and complexity in speaking. Measures of accuracy, fluency, and complexity were developed to evaluate of the participants' oral production. These measures were largely the same as those used in other studies. (Crooks, 1989; Foster and Skehan, 1996; and Wendel, 1997). Ellis, (2003) defines the measures of CAF as follows (p.117):

Fluency measures: speech rate (number of syllables produced per second or per minutes on task, number of pauses (the total number of filled and unfilled pauses for each speaker), pause length, length of run (mean number of syllables between two pauses of a pre-determined length), false starts, repetitions, reformulations, replacements.
Accuracy measures: number of self-corrections, percentage of error-free clauses, target-like use of vocabulary, error per 100 words, percentage of target-like verbal morphology, percentage of target-like use of plurals.
Complexity measures: number of turns per minute, mean turn length (total number of words produced by a single speaker divided by this speaker's total number of turns),number of idea units encoded (total number of major and minor idea units in the text is counted), frequency of some specific language function (e.g. hypothesizing) (total number of times a specific language function is performed by a learner is counted), amount of subordination (total number of separate clauses divided by the total number of c- (or AS) units, use of some specific linguistic feature (e.g. different verb forms), mean number of verb arguments, type-token ratio (total number of different words used divided by the total number of words in the text).
After transcribing the recordings, CAF measures were put to use. In this research I used all of the mentioned ways for analyzing participants CAF (a sample of participants pre-test analysis is represented in appendix).

RESULTS AND DISCUSSION

Data Analyses and Results

In this section, at first the homogeneity of groups was investigated. Then the findings of the quantitative analysis were presented starting with six groups mean differences, which were then explained in detail, and then, based on systematic analysis of data the results showed the positive effect of metalinguistic feedback on Iranian English foreign language learners. The effectiveness of both types of feedback was assessed through three oral tasks. The analysis of data is presented below. Finally the result of delayed post-test was presented to show that this effect is on long-term memory. It should be noted that control group did not took the delayed post-test.

Demographic Features

The sample includes an equal number of male and female students.

Table 1. gender of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	60	50	50	50
	male	60	50	50	100.0
	Total	120	100.0	100.0	

Pilot Study of the PET Test

Piloting the language proficiency test at first, the objective sections of the PET were piloted with 41 intermediate level students whose language proficiency was similar to that of the participants of the study. Then, NRT item analysis including item facility and item discrimination was conducted for each item. After omitting malfunctioning items, the reliability of the test was estimated using the KR-21 formula; and it came out to be satisfactory with an index of 0.78.

Table 2. Reliability of the PET

KR-21r	K
0.78	54

Proficiency Test

A group of 200 students took a proficiency test. Based on the mean (36.65) plus and minus one standard deviations, (6.39), 120 subjects were selected to participate in the main study. The K-R21 reliability index for the proficiency test is .85.

Table3. Descriptive Statistics of Proficiency Test

	N	Mean	SD	Variance	K-R21
Proficiency Test	200	36.65	6.394	40.889	.85

Pre-test Results

Two t-test were run on the pre-test data to establish the extent to which the four participating experimental groups were comparable. As a pre-test, students performed three tasks namely pictorial story completion task, story telling from L1 to L2 task, and discussing about a topic task (in this research, the topic is generation gap). These separate percentage scores were calculated for each student to achieve content validity. Three separate means and ANCOVA were calculated for the groups.

Table 4. mean score and SD of speaking (AFC) tests for recast groups (A1 & A2)

Groups	VARIABLES	Pretest		Posttest 1		Posttest 2	
		M	SD	M	SD	M	SD
Control	male	10.45	1.43	10.45	1.43	10.45	1.43
	fame	10.44	1.57	10.44	1.57	10.44	1.57
Experimemntal	male	10.41667	1.50	12.77556	1.52	12.46556	1.54
	fame	10.42222	1.54	12.60111	1.39	12.51889	1.47

Table 5. mean score and SD of speaking (AFC) tests for metalinguistic groups (B1 & B2)

Groups	VARIABLES	Pretest		Posttest 1		Posttest 2	
		M	SD	M	SD	M	SD
Control	male	10.45	1.43	10.45	1.43	10.45	1.43
	fame	10.44	1.57	10.44	1.57	10.44	1.57
Experimemntal	male	10.41667	1.50	15.44	1.48	15.681*1*	1.34
	fame	10.42222	1.54	15.04	1.47	15.621	1.42

Table 6. Mean score and SD (ACF) of control and experimental groups of male and female in pre-test (N=120)

Groups	VARIABLES		female		male	
			M	SD	M	SD
Control	Story telling from picture	Accuracy	13	1.35	12.8	1.51
		Complexity	9.51	1.58	9.23	1.36
		Fluency	9.28	1.98	9.7	1.71
	Telling story from L1 to L2	Accuracy	12.88	1.85	12.47	1.45
		Complexity	9.35	1.35	9.85	1.38
		Fluency	8.87	1.14	9	1.24
	Free Speaking	Accuracy	12.47	1.98	12.69	1.38
		Complexity	9.68	1.84	9.91	1.43
		Fluency	8.98	1.12	9.25	1.41
Experim emntal	Story telling from picture	Accuracy	11.89	1.38	1.26*1*	1.85
		Complexity	9.60	1.39	9.94	1.25
		Fluency	9.35	1.11	9.48	1.23
	Telling story from L1 to L2	Accuracy	12.84	1.87	12.34	1.78
		Complexity	9.08	1.84	9.81	1.54
		Fluency	9.7	1.20	9.77	1.65
	Free Speaking	Accuracy	12.14	1.98	12.16	1.74
		Complexity	9.54	1.75	9.31	1.19
		Fluency	9.66	1.36	9.68	1.28

Tables show that the mean scores of tests for male and female in control and experimental groups, has not any difference with eachother.

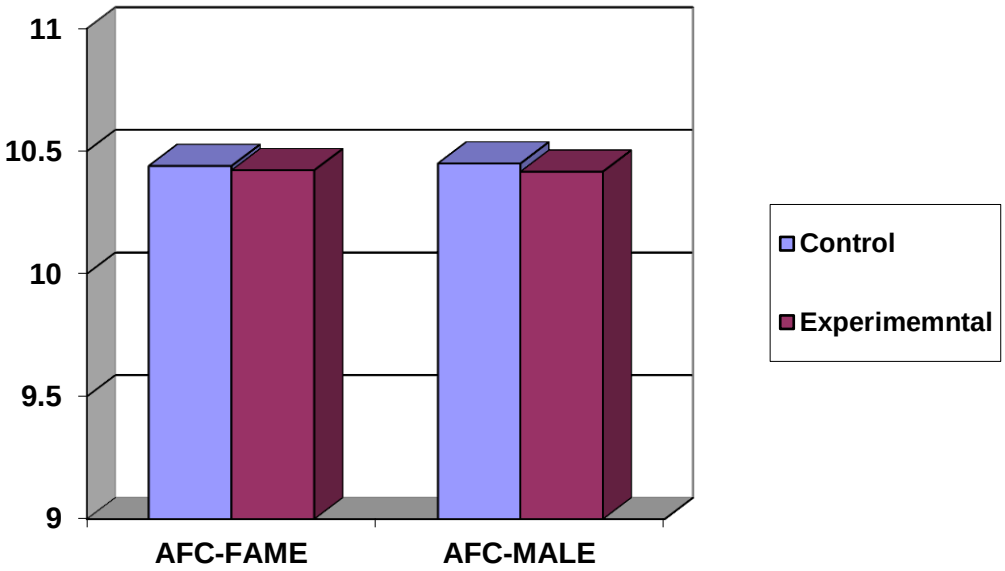

Figure 1. Figure of mean score for speaking (AFC) test for control and experimental groups in pre-test

Table 7. mean score and SD of speaking tests (ACF) for Male and Female with recast feedback in post-test1 (immediate post-test) & post-test2 (delayed post-test) (N=80)

Groups	VARIABLES		female		male	
			M	SD	M	SD
Posttest 1	Story telling from pic	Accuracy	15.35	1.56	15.78	1.51
		Complexity	10.58	1.59	11.25	1.45
		Fluency	10.95	1.34	11.02	1.79
	Story telling from L1 to L2	Accuracy	15.26	1.94	15.87	1.54
		Complexity	10.26	1.34	10.25	1.47
		Fluency	10.69	1.32	10.87	1.25
	Free speaking	Accuracy	16.98	1.07	16.25	1.41
		Complexity	11.98	1.94	11.85	1.50
		Fluency	11.36	1.19	11.84	1.66
Posttest 2	Story telling from pic	Accuracy	15.69	1.39	15.24	1.86
		Complexity	10.15	1.41	10.69	1.61
		Fluency	10.84	1.15	10.87	1.32
	Story telling from L1 to L2	Accuracy	15.61	1.95	15.22	1.74
		Complexity	10.36	1.93	11.64	1.72
		Fluency	10.00	1.29	11.68	1.74
	Free speaking	Accuracy	16.84	1.99	15.69	1.84
		Complexity	11.51	1.78	10.91	1.19
		Fluency	11.67	1.43	10.25	1.29

According to the scores asserted in the table, if there is not so difference between the mean scores and SD in post-test1 and post-test2, but the experimental groups scores, who received metalinguistic feedback treatment, has many difference in pre-test and post-test. Immediate post-test and delayed post-test examined the participants' achievement in speaking in three aspect of speaking performance at the end of their relevant courses of instruction. The participants' scores on this test were compared with control group mean, to find points of differences and significance in each. Delayed post-test (that is the repetition of the immediate post-test for only experimental group of the immediate post-test for only experimental group after three weeks) conducted to measure that this effect is on long-term memory. Since the students' mean scores on the immediate post-test were approximately the same on the delayed post-test, it can be concluded that the effect of recasts and metalinguistic feedback in experimental group is on long-term memory.

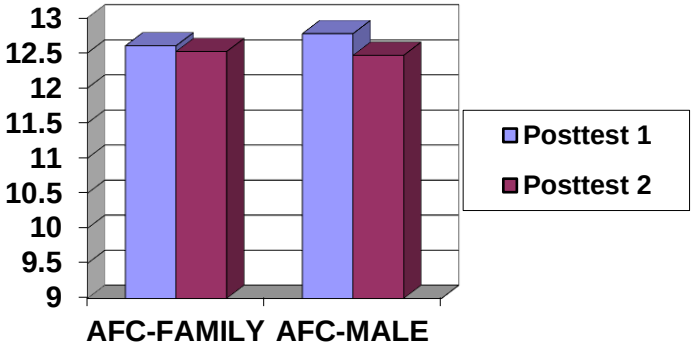

Figure 2. Figure of scores of speaking performance in (AFC) for experimental group of recast treatment in Post-test1 and post-test2

Table 8. score and SD of speaking tests (ACF) for male and female with metalinguistic feedback in post-test1 & post-test2 (N=80)

Groups	VARIABLES		female		male	
			M	SD	M	SD
Posttest 1	Telling story from pic	Accuracy	18.84	2.35	18.41	1.21
		Complexity	12.65	1.41	12.36	1.34
		Fluency	14.85	1.8	14.68	1.57
	Telling story from L1 to L2	Accuracy	18.35	1.54	18.14	1.22
		Complexity	12.36	1.39	12.14	1.44
		Fluency	14.89	1.25	14.39	2.68
	Free speaking	Accuracy	18.97	1.74	18.94	1.65
		Complexity	12.78	1.54	12.86	2.04
		Fluency	14.77	1.66	14.68	2
Posttest 2	Telling story from pic	Accuracy	18.36	1.86	18.01	1.86
		Complexity	12.84	1.61	12.45	1.61
		Fluency	14.35	1.32	14.23	1.34
	Telling story from L1 to L2	Accuracy	18.06	1.79	18.35	1.62
		Complexity	12.18	1.72	12.16	1.15
		Fluency	14.42	1.74	14.19	2.01
	Free speaking	Accuracy	18.88	1.84	18.79	1.84
		Complexity	12.55	2.03	12.58	2.03
		Fluency	14.08	1.73	14.92	1.73

According to the findings in table above, we can state that, metalinguistic effect as a feedback, on speaking is more than recast, and mean score of tests in post-test1 and post-test2 has not difference, but in contrast with mean scores in pre-test, it has an outstanding difference, and we can conclude that metalinguistic effect on speaking is more.

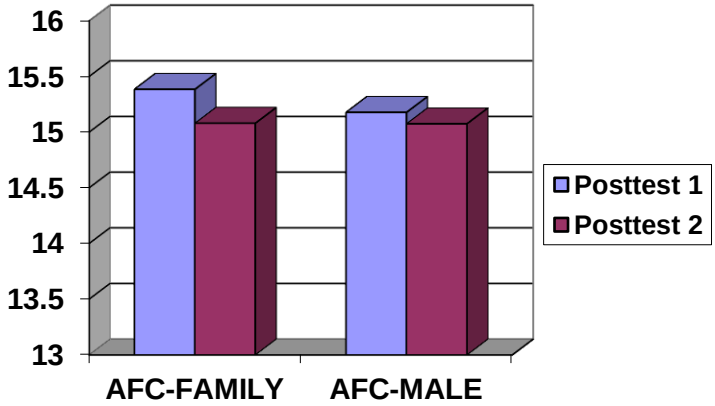

Figure 3. Figure of score of speaking performance (AFC) for experimental groups with treatment of metalinguistic, in post-test1 and post-test2

Research hypotheses one: There is no significant differential impact of metalinguistic and recast on female's speaking (CAF) performance.

Table 9.

Groups	N	M	SD
Metalinguistic	40	14.56	2.14
Recast	40	12.38	2.03

ANCOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	55.801	4	13.950	8.265	.000
Within Groups	126.586	75	1.688		
Total	182.388	79			

Descriptive statistics tables and ANCOVA above show that F=8.265 p=.00. So the research hypotheses one is rejected. There is significant difference between groups. The impact of metalinguistic is more than recast for females.

Research hypotheses one: There is no significant differential impact of metalinguistic and recast on male's speaking (CAF) performance.

Table 10.

Groups	N	M	SD
Metalinguistic	21.50	2	4 5.375
Recast	51	98.16	034 15.111

ANCOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	60.417	4	15.104	11.153	.000
Within Groups	101.571	75	1.354		
Total	161.988	79			

Descriptive statistics tables and ANCOVA above show that F=11.153 p=.00. So the research hypotheses two is rejected. There is significant difference between groups. The impact of metalinguistic is more than recast for males.

Table 11.

Groups	N	M	SD
Metalinguistic	21.50	2	4 5.375
Recast	51	98.16	034 15.111

ANCOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.724	4	7.931	4.194	.004
Within Groups	141.826	75	1.891		
Total	173.550	79			

According to the scores mentioned in ANCOVA table, F=4.194 p=.00, we conclude that there is significant difference between metalinguistic feedback and recast on participants speaking performance but there is not difference between the performance of male and female. The impact of metalinguistic and recast on male and females were equal.

Discussion

It is valuable to compare the results of the present study with those of previous feedback based on instruction researchers. Some studies have suggested that speaking abilities of students are enhanced through metalinguistic instruction of feedback strategies. Nassaji's study (2009), for example, on the effects of feedbacks to speaking of pre-intermediate Iranian EFL learners' speaking revealed the positive influence of form-focused instruction of feedback strategies. These findings are further proved by Kollahi's study on the effects of feedbacks on pre-intermediate students speaking performance. In their study with concerning the differential effects of prompts and recasts, the result of the immediate post-test demonstrated the superiority of prompts in comparison to recasts which can be accounted for by taking into consideration the explicit-implicit dichotomy. Explicit feedback led to much more feedback appreciation. The aim of these studies is to deal with one of the most important issues in EFL, that is, whether teachers should focus on feedback or not, and if yes to which strategy of feedback should be

focused. From what have been discussed above, it is demonstrated that recasts and metalinguistic feedback constitute two important categories of corrective feedback. Comparing the effects of these two feedback forms may cast light on theoretical issues such as (a) the role of input and output in L2 learning, and (b) the cognitive roles that recasts and metalinguistic play in L2 learning.

The findings of the present research are also in line with those of Kollahi, SH. & Farrokhi, F., & Nassaji, H. (2009). According to Farrokhi's research, comparing the rate of uptake in recasts and prompts shows big differences. Following negotiated feedback, recasts were the second in items of leading to uptake, with 51.7% of prompts leading to uptake. In contrast, only 16.2% of recasts led to uptake, a figure that is much less than that of prompts. These findings tend to be a step forward in resolving a contradiction between two groups of researchers who have different views on recasts and prompts. As VanPatten (in press) pointed out, it is clear that any comparative study involving different researcher is bound to lead to either subtle or perhaps profound differences in the operationalization of treatment and assessments that could affect the outcome of a study. Other studies focusing on the writing abilities of the students have also proved the usefulness of prompt strategy of feedback.

CONCULSION

This research was motivated by a polarized debate about the ultimate role of recasts and metalinguistic feedback on L2 speaking performance. Some researchers advocate recasts as an effective corrective feedback techniques because they are implicit, unobtrusive and contingent on the learner's intended meaning (Doughty, 1998; Leeman, 2003). Others, however, argue that recasts are ambiguous and, therefore, might be less effective, particularly in classrooms where primarily meaning-based instruction is provided (Lyster, 1998a; Lyster & Ranta, 1997). Some advocates of the latter position (Lyster, 1998, 2004; Lyster & Ranta, 1997) propose that metalinguistic is a more effective technique. In light of this debate, the present study investigated the comparative effect of Metalinguistic and Recasts on EFL learners' speaking accuracy, complexity, and fluency, while focusing on different genders, in both instructions. The first research question was: Are there any significant differential effects of using recasts and metalinguistic on male and female learners' speaking (CAF) performance? The results of the t-test in the post-test phase indicated that both male and female in metalinguistic groups, significantly have done better than pre-test on speaking accuracy, complexity and fluency. Thus, the response to the first research question is affirmative. Metalinguistic lead to improved performance for speaking (accuracy, complexity, and fluency) performance of both males and females. the second research question was: Which feedback strategy has more effect? The answer to the second research question is that: there is a significant difference between speaking accuracy of EFL learners who are exposed to metalinguistic in processing instruction compared to recasts instruction. In fact, the results of this experiment show that metalinguistic is significantly effective on how learners produced accurate, fluent, and complex sentences when they speak. The results show that metalinguistic strategy has more effect, but this effect on different aspects of speaking (accuracy, complexity, fluency) was not equal. the third research question was: Which group (male or female) benefits more from feedback strategy? The results showed that, the effects of recasts and metalinguistic on males and females performance are equal.

REFERENCES

Aljaafreh A and Lantolf JP. 1994. Negative Feedback as Regulation and Second Language Learning in the Zone of Proximal Development.The Modern LanguageJournal, Vol. 78 (4); P.465-483.

Ammar A and Spada N. 2006. One Size Fit All? Recasts, Prompts, and L2 Learning. Studies in Second Language Acquisition, Vol. 28: P.543-574.

Arnold H. 2004. Second Language Learning Theories.Second edition. New York. Oxford Press.

Braidi SM. 2002. Reexamining the Role of Recasts in Native-Speaker/Nonnative-Speaker Interactions.Language Learning, Vol. 52 (1); P. 1-42.

Brown HD. 2000. Principles of Language Learning and Teaching. New York: Pearson Education.

Carrol S and Swain M. 1993. Explicit and Implicit Negative Feedback: An Empirical Study of the Learning of the Learning of Linguistic Generalization. Studies inSecond Language Acquisition, Vol. 15 (3): P. 357-386.

Chastin K. 1998. Developing Second Language Skills.Theory and Practice.Third Edition.

De Bot K. 2000. Psycholinguistics in Applied Linguistics: Trends and Perspectives. Annual Review of Applied Linguistics, Vol. 20; P. 224-237.

Dornyei Z. 2007. Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. Oxford University Press.

Ellis R. 2005. Measuring Implicit and Implicit and Explicit knowledge of a second Language: A Psychometric Study.Studies in Second Language Acquisition, Vol.27, P.141-172.

Ellis R. 2007. Planning and Task Performance in a Second Language. Amesterdam: Benjamin.

Ellis R, Basturkmen H and Loewen S. 2007. Learner Uptake in Communicative ESL Lessons. Language Learning, Vol. 51: P. 281-318.
Ellis R and Sheen Y. 2006. Re-examinig the Role of Recast in Second Language Acquisition.Studies in Second Language Acquisition, Vol.28; P.575-600.
Erlam H, Loewen S and Philp N. 2009. Implicit and Explicit Corrective Feedback and the Acuisition of L2 Grammar. Studies in Second Language Acquisition, Vol.2: P.339-368.
Farrokhi F. 2012. Revisiting the Ambiguity of Recasts.Journal of Faculty of Letters and Humanities, Vol, 48 (195).
Fukuya J and Zhang Y. 2006. The Effect of Recasting on Production of Pragma Linguisticn Conventions of Request by Chinese Learners of English.Issues inApplied Linguistics, Vol. 15 (1).
Gass S. 2003. Input and Interaction. In C. Doughty & M. Long (Eds.), Handbook of Second Language Acquisition (pp. 224-255). Oxford: Blackwell.
Hendrickson J. 1978. Error Correction in Foreign Language Teaching: Recent Theory, Research, and Practice. Modern Language Journal, Vol, 62: P.387-398.
Hyunkim J. 2012. Issues of Corrective Feedback in SLA. Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics, Vol.4(2).
Iwashita N. 2003. Negative Feedback and Positive Evidence in Task-based Interaction: Differential Effects on L2 Development. Studies in Second Language Acquisition, Vol. 25 (1): P. 1-36.
Kolahi SH and Rasuli N. 2012. The Comparative Impact of Prompt and Recast in Processing Instruction versus Meaningful Output-based Instruction on EFL Learners' Writing Accuracy. ELT Weekly, Vol. 4(36): P. 957-3036.
Krashen SD. 1989. We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis. The Modern Language Journal, Vol. 73: P. 440-464.
Lennon P. 1990. Investigating Fluency in EFL: A Quantitative Approach.Language Learning, Vol. 40: P. 387-417.
Lightbown P and Spada N. 2006. How Languages are Learned. Oxford: Oxford University Press.
Loewen S and Erlam R. 2006. Corrective Feedback in the Chatroom: An Experimental study. Computer assisted Language Learning 19(1), 1-14. Language Grammar.Language Learning & technology, Vol. 13: P. 96-120.
Loewen S and Philp J. 2006. Recasts in the Adult L2 Classroom: Characteristics, Explicitness and Effectiveness. The Modern Language Journal, Vol. 90(4): P.536-556.
Long MH and Robinson P. 1998. Focus on Form: Theory, Research, and Practice. In C. Doughty & J. Williams (Eds.), Focus on Form in Classroom Second LanguageAcquisition (pp. 15-41). Cambridge: Cambridge University Press.
Lyster R. 2007. Learning and Teaching Languages Through Content: A Counter-based Approach. Amsterdam: John Benjamins.
Lyster R. 2009. Prompts versus Recasts in Dyadic Interaction.Language Learning Journal, Vol. 59(2).
Lyster R. 2011. The Role of Awareness, Practice and Feedback in CLIL.International Journal of Artificial Intelligence in Education, Vol.3.
Lyster R and Ranta L. 1997. Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms. Studies in Second Language Acquisition, Vol. 19(1); P.37-66.
Lyster R and Izquierdo J. 2009.Prompts versus Recasts in Dyadic Interaction.Language Learning, Vol.59; P.453-498.
Lyster R and Saito K. 2010. Oral Feedback in Classroom SLA: a Meta-analysis. Studies inSecond Language Acquisition,Vol.32(2); P.265-302.
McCarthy C. 2008. International Corrective Feedback and Context in the Swedish EFL Classroom.International Journal of Artificial Intelligence in Education, Vol.2(1).
Mackey A, Gass S M and McDonough K. 2006. How Do Learners Perceive Interactional Feedback? Studies in Second Language Acquisition, Vol.22, P. 471-497.
Nassaji H. 2011. Correcting Students' Written Grammatical Errors: The Effects of Negotiated vs. Non-negotiated Feedback. University of Victoria, Canada. SSLLT 1(3).315-334.
Nipaspong P. 2010. The Role of Prompts and Explicit Feedback in Raising EFL Learners' Pragmatic Awareness.University of Sydney Paypers in TESOL, 1834-3198.
Oliver R. 2000. Age Differences in Negotiation and Feedback in Classroom and Repair Work.Language Learning, Vol.50: P.119-151.
Ortega L. 1999. Planning and Focus on Form in L2 Oral Performance. Studies in SecondLanguage Acquisition, Vol.21: P.109-148.
Rassaei E and Moinzadeh A. 2011. Investigating the Effects of Three Types of Corrective Feedback on the Acquisition of English Wh-question Forms by Iranian EFL Learners.Journal of English Language Teaching, Vol.4(2).
Riggenbach H. 1991. Toward an Understanding of Fluency: a Microanalysis of Non-native Speaker Conversations. Discourse Processes, Vol.14: P.423-441.
Russell V. 2009. Corrective Feedback Over a Decade of Research since Lyster and Ranta (1997). Electronic Journal of Foreign Language Teaching, Vol. 6 (1): P.21-31.
Schmidt R. 1990. The Role of Consciousness in Second Language Learning.Applied Linguistics, Vol. 11 (2): P.129-158.
Sheen Y. 2004. Corrective Feedback and Learner Uptake in Communicative Classrooms Across Instructional Settings. Language Teaching Research, Vol.8 (3): P.263-300.