

## **TIRF Priority Research Grant**

**Title of proposed project:** *The Effect of Written Corrective Feedback on ESL and EFL Learners' Acquisition of Grammatical Forms*

**Topic:** Written corrective feedback

### **Applicants:**

#### **Rod Ellis**

Department of Applied Language Studies and Linguistics  
University of Auckland

#### **Younghee Sheen**

University of Nottingham  
School of English Studies,

#### **Hide Takashima**

Professor, Department of Foreign Languages, Tokyo University of Foreign Studies,  
Tokyo, Japan

#### **Mihoko Murakami**

Hyogo University of Teachers' Education

### **References**

- Alderson, C., Clapham, C., & Steel, D. (1997). Metalinguistic knowledge, language aptitude and language proficiency, *Language Teaching Research* 1(2), 93-121.
- Carroll, S., Roberge, Y., & Swain, M. (1992). The role of feedback in adult second language acquisition: Error correction and morphological generalizations. *Applied Psycholinguistics*, 13, 173-198.
- Doughty, C. & Varela, E. (1998). Communicative focus on form. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition* 28 (2).
- Ellis, R. and Sheen, Y. (2006). Re-Examining the Role of Recasts in L2 Acquisition. *Studies in Second Language Acquisition* 28 (4).
- Ellis, R. 2005. Measuring implicit and explicit knowledge of a second language: A psychometric study. *Studies in Second Language Acquisition* 27, 141-172.
- Ferris, D. (2002). *Treatment of error in second language writing classes*. Ann Arbor, MI: University of Michigan Press.

- Ferris, D. (2004). The "grammar correction" debate in L2 Writing: Where are we, and where do we go from here? (and what do we do in the meantime...?). *Journal of Second Language Writing* 13, 49-62.
- Han, Z.-H. (2002). A study of the impact of recasts on tense consistency in L2 output. *TESOL Quarterly* 36, 543-572.
- Long, M. (1996). The role of the linguistic environment in second language acquisition. In W.Ritchie & T.Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp.413-468). San Diego, CA: Academic Press.
- Long, M. (forthcoming). Chapter 5: Recasts in SLA: The story so far. In M. Long. *Problems in SLA*. Mahwah, NJ: Lawrence Erlbaum.
- Loschky, L. & Bley-Vroman, R. (1993). 'Grammar and task-based methodology' in G. Crookes and S. Gass (eds.). *Tasks in a Pedagogical Context: Integrating Theory and Practice*. Clevedon: Multilingual Matters.
- Lyster, R. (2004). Differential effects of prompts and recasts in form-focused instruction. *Studies in Second Language Acquisition*, 26, 399-432.
- Nicholas, H., Spada, N., & Lightbown, P. (2001). Recasts as feedback to language learners. *Language Learning* 51, 719-758.
- Sheen, Y. (forthcoming). The effect of focused corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL Quarterly*.
- Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning* 46, 327-369.
- Truscott, J. (1999). The case for "the case for grammar correction in L2 writing classes": A response to Ferris. *Journal of Second Language Writing*, 8, 111-122.