“That’s wrong. It is pronounced /æŋˈzaɪətɪ/”: Corrective Feedback, Foreign Language Anxiety and Pronunciation Development

María Luquin Urtasun

Supervisor: Hanne Roothooft

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Abstract

Although there is a well-documented body of research on what type of corrective feedback (CF) works best for students' EFL development, little is known about the individual differences that may interfere in such corrections and hence, in their EFL acquisition. The study reported in this paper aims to investigate the extent to which students with high and low foreign language anxiety (FLA) benefit from recasts and metalinguistic feedback on the pronunciation of the past tense morpheme (*-ed*) and how they respond to the feedback. To this purpose, 30 twelve-year-old Spanish students of English (A2+ level) at a secondary school were divided into six high- and low-anxiety groups according to scores they obtained in an abbreviated version of the Foreign Language Classroom Anxiety Scale (FLCAS). Then, in a pre- and post-experimental design, recasts were administered to two high- and low-anxiety groups during the treatment sessions, metalinguistic feedback was provided to two other high- and low-anxiety groups, and the high- and low-anxiety control group did not receive any feedback for their errors. The findings showed that corrective feedback has a positive effect on the learners' pronunciation of the *–ed*. Particularly, the results seem to make a case for the effectiveness of recasts for correcting pronunciation and for increasing the rate of repair. Regarding FLA, although there are clear trends that insinuate an impact on the students' performance, the role of anxiety on error correction and on the students' responses could not be statistically identified in this analysis. These findings suggest that pronunciation-focused recasts might be particularly effective for anxious and non-anxious students' FL pronunciation development. In addition, it is advised that an EFL pedagogy that is mindful not only of the type of corrective feedback, but also of the students' degree of anxiety may have a beneficial effect on their foreign language acquisition.

Keywords: foreign language anxiety, corrective feedback, recasts, metalinguistic feedback, modified output, pronunciation

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1. Introduction

Over the last two decades the field of second language acquisition has observed an increasing number of studies that examined the influence of corrective feedback (henceforth, CF) on L2 development. On the one hand, recasts have attracted considerable attention on the grounds that they are the most widely used type of error correction occurring in the foreign language classroom, and they are also assumed to foster learners' noticing on form (Lyster, Saito & Sato, 2013; Rassaei, 2015; Saito & Lyster, 2012; Sheen, 2008). On the other hand, a number of studies have consistently shown that prompts seem to be better candidates for L2 intake due to its elicitative nature, thus pushing the student to take active part in the correction process (Lyster et al., 2013). This never-ending debate on which type of CF (namely, recasts vs. prompts) creates a better condition for L2 acquisition to take place calls for more investigation on the issue.

However, as argued by Sato (2011), there are many variables that influence the ultimate effectiveness of CF (as cited in Lyster et al., 2013). According to Sheen (2008), the mixed results obtained by the different studies reflect the importance of a variety of design variables such as the interaction settings, the operationalization of the CF, its linguistic realization, its degree of implicitness/explicitness, how researchers measure its effect on learning, or individual differences among others. So, this controversy will remain veiled unless future research is mindful of the impact that both learner-external variables and individual learner factors have on CF. One of those factors is foreign language anxiety (FLA), which is, as pointed out by Sheen (2008), an important variable that may interfere not only in the CF efficacy, but also in learner's responses (i.e., on uptake).

Although a number of previous studies have looked into the effects of different types of CF on the development of specific target structures, few of them to date have ventured to relate anxiety to error correction, and to the researcher's knowledge, no study has yet examined the impact these two variables have on pronunciation development. Thus, the current study aims at throwing some light on this issue by analyzing how learner's anxiety interferes in two types of error correction (recasts and metalinguistic feedback) on a specific pronunciation feature as well as in their responses to the feedback. Therefore, analyzing this pedagogically important issue is expected to

yield benefits that reach well beyond Spanish learners of English, insofar as the findings may be extrapolated to other ESL/EFL students worldwide.

The overall structure of the study takes the form of seven sections. Section two begins by laying out the theoretical dimensions of the research, and looks at how the scope of error correction has been approached from its outset. It will then go on to review and analyze some of the variables mentioned in the literature that may play a role in the ultimate efficacy of error correction. Among the many variables mediating CF effectiveness, foreign language anxiety is discussed in the light of previous research, followed by a brief review of the role of uptake. The third section is concerned with the methodology used for this study, and section four analyses the results of the present research. The findings are presented in section five, focusing on the three key themes that constitute the core of this paper, namely, foreign language anxiety, error correction, and modified output. Finally, section six and seven conclude the paper with the pedagogical implications and some closing words.

2. Literature review

2.1. Corrective feedback

In 1950s and 1960s, behaviorism supported the view that language learning was a matter of habit formation and mistakes were not to be tolerated. Consequently, errors had to be corrected as soon as they occurred in the second or foreign language classroom. Conversely, nativism considered that error correction was useless for acquisition, and what mattered most was communicating meaning rather than focusing on target-like grammar (Karimi & Esfandiari, 2016).

Nowadays, a growing number of studies show that corrective feedback still plays a pivotal role in second language (SL) and foreign language (FL) acquisition. Mistakes seem to be one of the reasons why students fear language learning, and teachers are also usually afraid of their apprentices making errors, but as Mohammadi (2014, p.41) points out, mistakes are "a natural and unavoidable part of the process of learning and most teachers would agree that we need to correct errors to help students learn the correct forms of the language." However, what teachers would find more difficult to agree with is on choosing the most adequate CF type for students' L2 acquisition. This issue also

remains a perennial problem for researchers, for there is a substantial and endless body of comparative analyses in search for the most effective type of error correction: whether recasts or prompts.

2.1.1. Recasts versus prompts

As an implicit type of feedback, "recast" is defined as a partial or complete reformulation of the student's utterance, minus the error (Goo, 2012). This type of error correction is classified among specialists as an exemplar of positive evidence, that is, it provides students with information about what is possible in the language through exposure to target models in the input (Lyster et al., 2013; Mohammadi, 2014; Rassaei, 2015; Sheen, 2008). The following example shows a teacher's correction of a student's mistake via a recast:

Learner: He is singer.
Teacher: He is *a* singer.

Recasts have become the focus of heightened scrutiny in recent years, presumably because they are used by instructors far more frequently than any other types of feedback (Lyster et al., 2013; Rassaei, 2015; Saito & Lyster, 2012; Sheen, 2008). Moreover, in Rassaei's words (2015, p.99), "one important advantage of recasts […] is their capability to correct and model while giving the learners the opportunity to focus on message and further their communicative goals", since students are already provided with the correct form.

By contrast, prompts are an explicit type of feedback that gives learners the opportunity to self-correct, since their overt aim is not only to provide negative evidence signaling that the student's utterance is erroneous, but also to elicit modified output. There exist various types of prompts such as clarification requests, metalinguistic feedback, repetition or elicitation of the correct form. The following is an example of metalinguistic feedback, which consists of comments on the ill-formedness of the student's output, without providing the correct form:

Learner: He was singer.
Teacher: Remember to use the indefinite article when talking about professions.
Learner: He was *a* singer.

Driven by the input-providing and output-prompting nature of the aforementioned feedback, the relative effectiveness of recasts and prompts has become the subject of intensive inquiry. By and large, classroom studies conducted on CF with L2 learners evidence that prompts are more effective than recasts in allowing learners to acquire the form that triggered the error (Lyster et al., 2013). Recasts in turn have been proven to be more powerful in laboratory studies where they are made very salient and directed continually at the same linguistic feature (Sheen 2008). Sheen (2008) argues that one reason that accounts for these mixed results might lie in the nature of the interactional contexts found in these two types of settings. As it happens, laboratory settings lend themselves to dyadic contexts where recasts can be intensive, aimed at only one or a few features and variables can more easily be controlled. On the other hand, in classroom studies recasts are usually administered in a teacher-fronted context, and so they are less intensive, targeted at several linguistic forms and the plurality of variables cannot be controlled, thus playing a role in the ultimate effectiveness of the correction (Lyster et al., 2013).

Notwithstanding the clear supremacy of prompts over recasts in classroom-based research, results are still mixed and inconclusive. Among those studies favoring prompts, Ammar and Spada (2006) examined the impact of recasts and prompts on the acquisition of possessive determiners by young francophone ESL students. While both groups receiving CF led to significantly higher results compared to the control group, the group receiving prompts demonstrated more gains than the recast group on both written and oral posttests. What should be flagged up in this study is the finding that students who had initially shown a more accurate use of possessive determiners benefited from both types of CF, while those who had demonstrated a less accurate use profited from prompts but not from recasts.

In the same vain, Lyster (2004) analyzed the influence of form-focused instruction and corrective feedback on immersion 10-year-old students' use of grammatical gender in French. Results of the written tasks in particular, and to a lesser degree the oral tasks, revealed that those students receiving instruction combined with prompts showed superior performance than those receiving recasts or no feedback.

With adult learners of English, Sheen (2007) compared the influence of recasts and a type of prompt, namely, metalinguistic feedback on the acquisition of English

articles as well as the moderating effects of learners' attitudes towards CF on L2 development. Results revealed that the metalinguistic group significantly outperformed both the recast and control groups, and its positive scoring was associated with their attitudes towards error correction. For their part, also with adult ESL learners, Ellis, Loewen and Erlam (2006) looked into the effectiveness of recasts and metalinguistic feedback on the development of regular past tense –ed in English. The findings indicated that learners responded better to metalinguistic corrective feedback for promoting both implicit and explicit L2 knowledge.

Some other researchers pointed towards the other side of the picture and found that recasts either had an advantage over prompts or were at least as effective in classroom settings. Mohammadi's study (2014) zoomed in on the influence of recasts and prompts on Iranian high school students' performance in final ending *–s/-es* pronunciation. He observed that the effects of recasts were greater than those of prompts in their pronunciation development.

Concomitantly, Saito and Lyster (2012) investigated the effectiveness of recasts in form-focused instruction on the development of /ɹ/ by adult Japanese ESL learners, but recasts were not compared with any other types of CF. The students were all encouraged to develop argumentative skills in English and to notice and practice the target structure while receiving error correction, except for the control group. They found that only those students who had benefited from recasts demonstrated gains.

Lyster and Izquierdo (2009) compared the effects of recasts and prompts on the development and acquisition of grammatical gender by adult learners of French. The participants partook in three oral tasks in a context of dyadic interaction during which they were treated with either prompts or recasts. The results showed that both CF types had equal effects on the acquisition of target structures (as cited in Rassaei, 2015).

To close, the study by Karimi and Esfandiari (2016) delved into the efficacy of recasts and explicit corrective feedback provided to Iranian EFL learners during sessions on stress patterns on words and sentences. Although both CF types were found to have a positive effect, recasts seemed to have a stronger impact on the students' stress patterns acquisition.

In sum, empirical classroom research on error correction steadily corroborates that CF is significantly more effective than no CF and also suggests a disposition for students receiving prompts or explicit correction to show superior performance on some measures than students receiving recasts. Nevertheless, given the inconclusive results of a preponderance of studies in search for the most effective CF type, it seems reasonable to suggest that researchers will remain anchored in their quest unless variables are taken into serious consideration (Lyster et al., 2013; Rassaei, 2015; Sheen, 2008). Accordingly, for a better insight into how corrective feedback fosters FL development, it is crucial to examine what factors modulate the impact of recasts and prompts in the classroom setting before abandoning one at the expense of the other (Rassaei, 2015).

In the next section, different concerns that have boosted the research on the influence that variables exert differentially on the effectiveness of CF are addressed in detail.

2.2. Variables

Error correction has traditionally been considered a unidimensional practice, and the fact that the quest for the best CF type seems of utmost importance in the language learners' learning process makes teachers' doubts on which type of correction they should employ in their classes a still open-to-debate issue. Nevertheless, not few are the authors that have rebuked this approach. A great deal of research has recently shown that such factors as the linguistic target, the level of English (how acquired a structure is), the age, the type of corrective feedback, the research setting, the operationalization of the correction, its linguistic realization, its degree of implicitness/explicitness, how its effect on learning has been measured, or the individual differences among others come into play when it comes to correcting a student's utterance (Ammar & Spada, 2006; Lyster et al., 2013; Sheen 2008).

For a start, it is worthwhile reviewing how a few subject-matter experts have unraveled some of the misconceptions on this topic.

2.2.1. Language level

One of the key factors affecting the efficacy of correction lies in the learners' proficiency level; in other words whether CF is supposed to stimulate the acquisition of new knowledge or to reinforce not fully acquired knowledge (Lyster et al., 2013).

According to Long (2007, p.102), “acquisition of new knowledge is the major goal, not “automatizing” the retrieval of existing knowledge”. By way of contrast, Lyster et al. (2013) underscore that instruction does not simply imply the teaching of new knowledge to learners, but also the reinforcement and consolidation of that knowledge. Throughout the learning process, apprentices need to occasionally recover and reorganize their linguistic information to be able to move from an input-comprehension state to an output-production one. In this respect, these authors suggest that CF serves the function of consolidating the associations so that they become fully accessible for students during communication.

Related to the question of whether CF activates or consolidates knowledge is the issue of the developmental readiness to acquire a linguistic structure. Mackey and Philip’s study (1998, as cited in Sheen, 2008) found that only those adult learners of English who were developmentally ready benefited from recasts on their acquisition of question formation, while those at a lower stage did not respond to recasts. In a like manner, Ammar and Spada’s participants (2006) who had scored above 50% at the pretest seemed to profit from recasts more profoundly than those scoring below 50%. These studies indicate that recasts might only be effective when the subject is developmentally ready to acquire the target form; and clearly contradict the opinion that recasts are intended to provide students with new knowledge. In any case, the cautious piece of advice Lyster et al. (2013) gives us is that recasts may fall short for what students already know but fail to use accurately. As for prompts, while they are believed to be better candidates for the reinforcement and restructuring of the interlanguage, driven by the self-repair process (Long, 2007; Mohammadi, 2014), Lyster et al. (2013) warn us against repeatedly prompting learners who have not yet acquired the target form, for this will also prove ineffective. Furthermore, these concerns for readiness resonate with Hattie and Timperley’s view (2007, p.98) that “feedback has its greatest effect when a learner expects a response to be correct and it turns out to be wrong. […] Conversely, if response certainty is low and the response turns out to be wrong, feedback is largely ignored.” This suggests that even if students received CF on unknown forms, its effect could not compete with that resulting from feedback reinforcing associations between already existing structures (Lyster et al., 2013).

2.2.2. The nature of CF

Another learner-external variable influencing the feedback given to students is the type of CF per se. Although it will be further discussed below, it is important to dedicate here some lines to the comprehensible output hypothesis by Swain (2005) before addressing the pros and cons of the CF types at hand. According to Swain's surmise, learning takes place when a learner notices a gap in their linguistic knowledge of the second or foreign language. That is, there is no acquisition without noticing. This idea paved the way to the conception that the CF which is not salient enough to signal an erroneous form is not deemed appropriate for L2/FL development. This issue has led many researchers to condemn the ambiguous and unnoticeable nature of recasts when it comes to indicating that a form is incorrect (Ellis et al., 2006; Mohammadi, 2014; Sheen, 2008). What is more, linguistically speaking Sheen (2008) claims that for acquisition to take place, recasts should trigger noticing, be linguistically salient and repeatedly targeted at a single linguistic structure, which might explain why recasts have been proven to be so powerful in laboratory settings. Similarly, Mackey, Al-Khalil, Atanassova, Hama, Logan-Terry and Nakatsukasa (2007) found that recasts which are shortened and delivered with added stress and/or rising intonation are more likely to be perceived as feedback (as cited in Rassaei, 2015).

On the other side of the coin, recasts have also been hypothesized to offer ideal chances for learners to notice the gap between their interlanguage structures and target-like reformulations (Mohammadi, 2014). This view accords with Leeman's (2003, as cited in Rassaei, 2015), for whom recasts enable the juxtaposition of learners' incorrect and teachers' correct forms, easing the comparison between both forms on the part of students. Another oft-mentioned value of recasts which makes them suitable for communicative classrooms is their capability to correct directing attention to form without interrupting the students' focus on meaning due to their implicit and unimposing character, as opposed to prompts, which are said to break the flow of communication and thus prevent acquisition from happening (Lyster et al., 2013; Rassaei, 2015). In contrast, Ellis et al. (2006) and Sheen (2008) argued that the provision of a brief metalinguistic feedback does not seem to break the students' communicative flow.

On their part, prompts such as metalinguistic feedback explicitly notify students against their mistakes and therefore foster noticing of target forms while providing linguistic information (Rassaei, 2015; Sheen, 2007). Defenders of this kind of feedback put forward that prompts serve best the purpose of L2/FL intake, for they force, as it were, students to retrieve the target form, self-repair and take active part in the correction process (Huang & Jia, 2016; Lyster et al., 2013; Rassaei, 2015).

2.2.3. Target structure

The center of attention in CF research has been placed to a great extent on grammatical targets, both in laboratory and classroom settings, unmasking the concerns about grammatical development in foreign language learning (Lyster et al., 2013). Nevertheless, the efficacy of the different types of CF is once again affected, this time by the linguistic domain. In fact, if we have a closer look at the aforementioned comparative studies on recasts and prompts (cf. chapter 2.1.1.), we can observe that all of those papers yielding better results for prompts had a grammatical feature as a target form, while those favoring recasts opted for a phonological structure. So these studies support many authors' view that recasts tend to generate more accurate perceptions and more successful self-repair of CF when the target is a lexical or phonological error than when the error is of a morphosyntactic nature (Ammar & Spada, 2006; DeKeyser, 1993; Goo, 2012; Lyster et al., 2013; Mohammadi, 2014; Rassaei, 2015; Saito & Lyster, 2012; Sheen, 2008).

Mackey, Gass and McDonough (2000) hypothesized that this responsiveness to recasts might be due to the fact that phonological and lexical errors are more likely to hinder communication than morphosyntactic errors, and therefore the former may be more amenable to CF (as cited in Lyster et al., 2013). Another reason might be in consonance with the kind of linguistic realization of recasts Sheen (2008) and Mackey et al. (2007, as cited in Rassaei, 2015) propose for acquisition to take place. As indicated in the previous section, they argue that recasts which are short and repeatedly directed at a single linguistic structure tend to be more salient, enabling students to notice the difference between their mispronunciation (negative evidence), and the instructor's model pronunciation (positive evidence) (Lyster et al., 2013).

2.2.4. Individual learner factors

Apart from the many learner-external variables that may have an impact on the CF techniques, some studies suggest that the efficacy of CF is also qualified by individual differences (Ammar & Spada, 2006; Rassaei, 2015). All in all, as the above review suggests, the results of previous comparative studies are mixed and inconclusive, and for a better insight into how CF boosts FL development, it is key to look into what factors modulate the effects of CF. Although we have gone over some of the most cited variables in the field, there are still many other design variables such as the individual differences that interact to mold CF effectiveness differentially, and which have received little attention from researchers hitherto. As argued by Sheen (2008), one of the individual factors that have a significant impact on error correction is foreign language anxiety. Despite this, little is known about what is most noticeable when anxiety comes into play. The next section specifically addresses the importance given to foreign language anxiety over the last two decades, its influence on SLA and also a summary of the main findings on the correlation of CF and anxiety interference is provided.

2.3. Foreign Language Anxiety

The variable of anxiety has been usually analyzed in its own right, as it is considered one of the most significant affective factors acting upon the linguistic performance. Horwitz, Horwitz and Cope (1986, p.128), who have specifically addressed this issue, defined foreign language anxiety (henceforth, FLA) as "a distinct complex of self-perceptions, beliefs, and behaviors related to classroom language learning arising from the uniqueness of the language learning process."

Noteworthy in this regard is the "self-concept" issue. These authors suggest that highly anxious learners often find it difficult to convey mature thoughts because complex linguistic items are not available to them, downplaying their self-esteem and damaging their self-concept. Thus, anxiety is said to pose a considerable challenge for students in the oral aspects of language use, listening and speaking, oral production being the most frequently cited concern among anxious students. (Awan et al., 2010; Hashemi & Abbasi, 2013; Horwitz et al., 1986; Ortega, 2009; Rassaei, 2015; Sheen,

2008). The communicative approach has become paramount in the foreign language class as the most appropriate tool to promote the student's L2 communicative skills. Since spontaneous speech seems to be of utmost importance for both second language teachers and researchers, Horwitz et al. (1986) consider that the present-day stress on the improvement of communicative competence does not precisely clear the way for the anxious student, and so foreign language anxiety should be taken into consideration, today more than ever.

Although considerable evidence suggests that FLA is gaining ground by leaps and bounds in the field of SLA, there is still disagreement about the role it plays in the language learning process; whether it has a facilitating effect, a debilitating one, or no effect whatsoever on apprentices' performance and acquisition (Rassaei, 2015; Sheen, 2008). Horwitz and her co-researchers (1986) take a stance in favor of the debilitative role, that is, they defend that anxiety leads to an unsuccessful performance. Their well-known paper lays bare that anxious students are afraid to make mistakes and perceive correction as a failure, so it is expected that this affective factor does hamper the potential acquisition of a linguistic target by means of CF.

Likewise, Krashen (1985) also considered anxiety as debilitative. His opinion is of special relevance here, since he is one of the few researchers to have contemplated anxiety in connection with CF, and he accurately illustrates this panorama by means of his "Affective Filter Hypothesis" (as cited in Sheen, 2008). This theory claims that error correction is harmful for students, for it is likely to increase their anxiety and hence raise their affective filters, hindering the students' processing of input and thereby their chance to acquire the L2. What is more, he warns against the "pushed output" (prompting the student to produce the target form), on the grounds that it induces anxiety, and thus raises the affective filter and blocks acquisition.

On the other hand, the "no effect" stance considers that FLA is not the cause, but the consequence of learners' first language limitations and cognitive deficiencies, which thwarts their ability to decode input and produce output (Sparks & Ganschow, 1991, as cited in Sheen, 2008). Thereby, in consonance with this position, FLA does not exert a direct influence over the language learning process. Contrasting with the general view that anxiety disrupts acquisition, some other researchers suggest that some levels of anxiety do have a facilitating effect on L2 acquisition, since it brings about higher

motivation, extra effort, and therefore, better performance (Spielman & Radnofsky, 2001, as cited in Sheen, 2008).

But what is the source of FLA? Different factors seem to increase students' anxiety. To start with, recent studies have highlighted the significance of self-perception and self-concept. People with low self-esteem may be more prone to feel vulnerable to the threats language classes might entail, and so their anxiety would increase leading to a poor performance. Counterproductive beliefs and misguided myths about language learning are also some of the factors that may arouse anxiety in a different way. Students' infeasible beliefs about their aptitudes such as expecting to master the language in a short period of time can also play a part in FLA. Many students believe that they should be able to "study vocabulary and grammar and then speak or write without mistakes, that learning a foreign language well means being able to pronounce it like a native speaker […]."", contributing to feelings of frustration and failure (Ortega, 2009, p.201).

Irrespective of where FLA originates or what role it plays in the field of SLA, so far, very little attention has been paid to the relationship between foreign language anxiety and corrective feedback. The study by DeKeyser (1993) is pioneering in this respect. He conducted a study with high-school learners of French in an attempt to assess the power of CF in relation to individual differences. He found that those students with high previous knowledge, high aptitude, and low anxiety benefited the most from the feedback, but DeKeyser's analysis did not separate recasts from other types of error correction, nor did he analyze any particular language pattern.

Concomitantly, Rassaei (2015) investigated the impact of anxiety on recasts and metalinguistic feedback on the definite and indefinite English articles. The results indicated that although low-anxiety learners benefited from both types of error correction, they profited more profoundly from metalinguistic corrections, while high-anxiety apprentices responded better to recasts, because, as mentioned in the previous section, recasts do not seem to break the communicative flow, and imply less cognitive effort.

Similar results were those evidenced by Sheen (2008), who only analyzed recasts also on English articles and found that low-anxiety students from the experimental group outperformed not only high-anxiety learners, but also low-anxiety learners from

the control group, while there were no significant differences between the high-anxiety experimental group and the high-anxiety control group. One of the groundbreaking aspects of her work has to do with the modified output, for she found that the low-anxiety recast students were also able to produce higher learner uptake[1] moves, opening a new venue for further exploration, as will be pointed out in the next section.

2.4. Learner uptake

In light of recent events in error correction, it is becoming extremely difficult to ignore the existence of the notion of learner "uptake", which is usually defined as the learner's verbal reaction to the teacher's correction (Lyster & Ranta, as cited in Sheen, 2008). This concept is worth examining in relation to CF on the grounds that it is often related to the notions of attention and noticing, which are two important possible reactions immediately following feedback.

According to Lyster and Ranta (1997, as cited in Sheen, 2008), uptake can be comprised of such several different learner responses as: a simple acknowledgement (yeah, ok, yes, oh); a repetition of the original mistake; a correction of the original mistake; or a partial correction (one portion of the utterance is repaired but the other is still in need of correction). However, Sheen (2008) makes a distinction between "learner uptake" and "modified output", arguing that the former can consist of any type of response, while the latter encompasses any attempt to repair the ill-formed utterance, be it repaired or not. As she puts it "learners might produce uptake but not necessarily modify their output, whereas even when they do produce modified output, they might not repair their original error" (p. 841).

Swain (2005) prefers the term "modified output", which is the cornerstone of his output hypothesis, according to which, output that modifies an error through interactional feedback promotes L2 learning. In this regard, Rassaei (2015) considers that it is through metalinguistic feedback that Swain's theory is best accomplished, for it can provoke interaction between the teacher and the student to work out a linguistic difficulty by offering hints but withholding the correct form. Inversely, Krashen (1985) argued that input is the only driving force of acquisition, whereas output (even modified output) has no effect whatsoever (as cited in Sheen, 2008). As indicated in the previous

1 "An attempt on the part of the learner to respond to the feedback" (Sheen, 2008, p. 840)

section, he also believed that pushing apprentices to produce output can boost their anxiety and prevent them from paying attention to input.

Lyster (1998) discovered that pronunciation- and lexical-focused recasts triggered higher levels of uptake and modified output than recasts directed at morphosyntactic errors. This finding is supported by Mackey, Gass and McDonough (2000) who wrote that students perceive and respond to morphosyntactic recasts to a lesser extent than to other linguistic errors (as cited in Sheen, 2008). This view is consequent with the aforementioned finding that recasts tend to be more noticeable when it comes to correcting lexical and phonological errors. Likewise, the saliency of CF is another factor influencing the uptake and modified output. As also pointed out earlier in this paper, Sheen (2008) claims that for noticing and acquisition to take place, recasts should be declarative, short and targeted only at one error. So, she defends that the higher the degree of explicitness, the higher the levels of uptake and modified output, and the higher the chances of L2 acquisition, mirroring Yang's study (2009, as cited in Huang and Jia, 2016), which revealed that explicit correction and prompts led to higher levels of uptake. On the other hand, Lyster et al. (2013) suggested that different types of repair involve different types of processing, having each a different impact on the development of the L2.

Thus far, this section has attempted to provide a brief summary of the literature relating to corrective feedback and the types of variables that may come to the forefront. The remaining half of the project will be geared towards observing what it is that anxious and non-anxious students benefit the most from, aiming at future teaching applications in secondary education. While at this early stage of the research paper we cannot make large demands, we may conjecture on the basis of the above mentioned findings and expanding fashion, that what we might find in the data is a positive influence of corrective feedback, yielding better results in the case of the students with low anxiety and the students receiving recasts.

So, given that the relationship between CF and FLA has received little attention and that to the researcher's best knowledge no study has been carried out so far on the acquisition of pronunciation features through CF taking FLA into account, the aim of this paper is to analyze the extent to which groups of high- and low-anxiety learners

acquire a pronunciation feature through recasts and metalinguistic feedback, as well as to examine their uptake moves.

More specifically, the research questions to be addressed in the current study are as follows:

1. What is the effect of feedback on the pronunciation of the *-ed* ending? Is there a difference between recasts and metalinguistic feedback?
2. Does high-anxiety students' pronunciation improve with recasts and metalinguistic CF? If so, which type of CF is more effective?
3. Does low-anxiety students' pronunciation improve with recasts and metalinguistic CF? If so, which type of CF is more effective?
4. Which group will produce higher number of modified output moves and a higher rate of repair?

3. Methodology

3.1. Design

Out of all the studies of the topic, two are particularly close to our own project regarding content and methodology: those by Rassaei (2015) and Sheen (2008). Mirroring these papers, the current study followed a quasi-experimental design which included a pre- and a post-test administered to already established classes that were each randomly assigned into experimental groups, and a control group. So out of three intact classes, three groups (two experimental and one control) were formed. Afterwards, based on their responses to a foreign language anxiety questionnaire (see Appendix A), the students in the three classes were divided into two groups of high-anxiety (n=15) and low-anxiety learners (n=15). The punctuation of all the questionnaires together had a mean score of 2.00 with SD of 0.50. Learners who scored over 0.50 SD above the mean were classified as "high-anxiety learners", while those who scored beyond 0.50 SD below were classified as "low-anxiety learners". From each anxiety group, the five students with the highest and the lowest scoring were selected, and those students (n=30) whose score fell within 0.50 SD of the mean were excluded from the analysis, resulting in a total of 30 students in the high- and low-anxiety groups. As a result, the high- and low-anxiety learners constituted the following six groups:

1) Recasts (high-anxiety) (n=5) (class C)
2) Metalinguistic (high-anxiety) (n=5) (class A)
3) Control (high-anxiety) (n=5) (class B)
4) Recasts (low-anxiety) (n=5) (class C)
5) Metalinguistic (low-anxiety) (n=5) (class A)
6) Control (low-anxiety) (n=5) (class B)

Figure 1 represents the design of the present study. **Table 1** displays the descriptive statistics for the language anxiety scores of the six groups. The anxiety questionnaire and the pre-test were administered on the same session, four days before the treatment session, while the immediate post-test was held three days after the treatment. Due to logistical constraints, a delayed post-test was not administered.

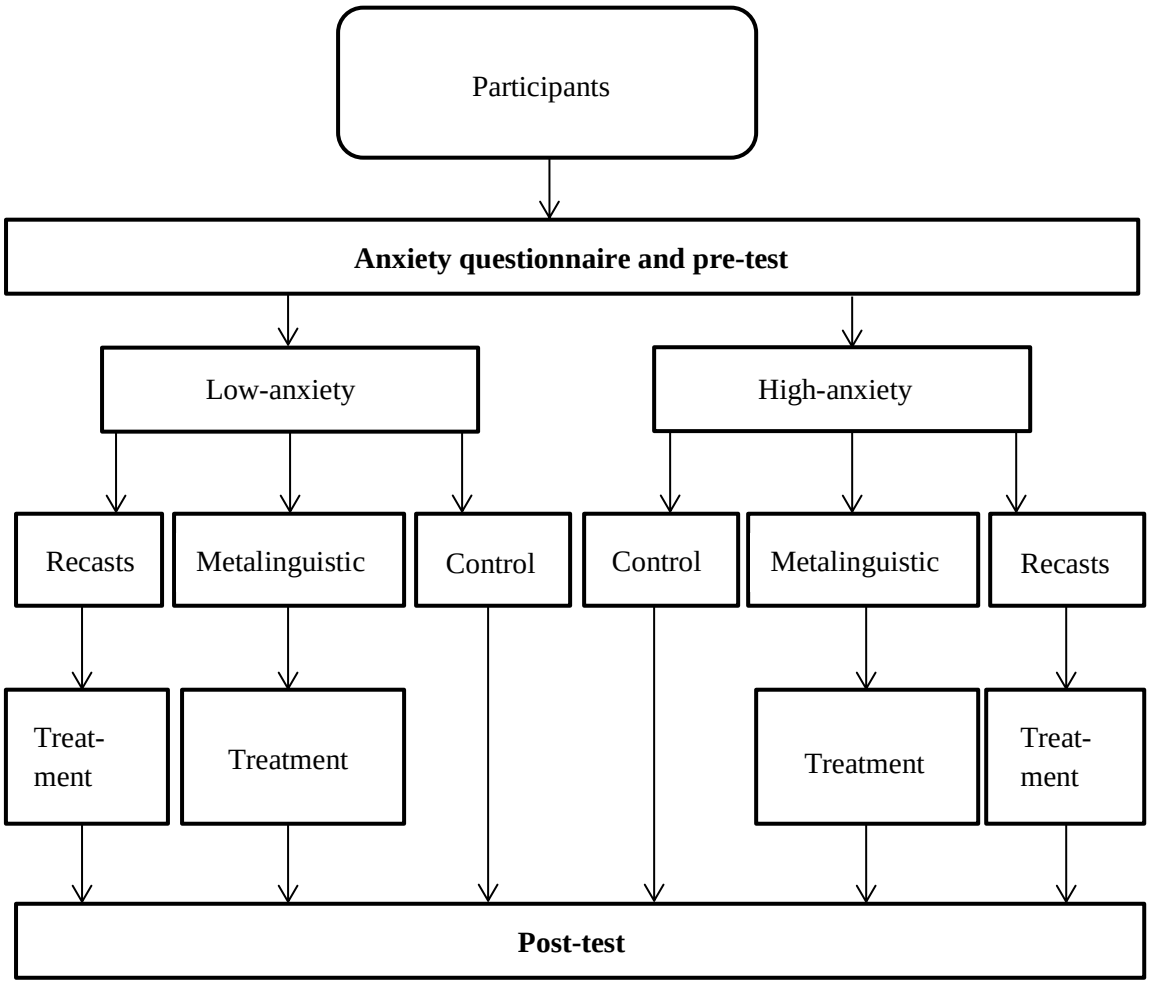


Figure 1. Study design.

Table 1. Descriptive statistics for foreign language anxiety scores

Group	*Mean*	*SD*
Recasts (high-anxiety) (n=5)	2.85	0.33
Metalinguistic (high-anxiety) (n=5)	2.54	0.24
Control (high-anxiety) (n=5)	2.51	0.12
Recasts (low-anxiety) (n=5)	1.36	0.18
Metalinguistic (low-anxiety) (n=5)	1.50	0.28
Control (low-anxiety) (n=5)	1.30	0.17

A 1-4 Likert scale: 1= least anxious; 4= most anxious.

3.2. Participants

Initially, 64 EFL students from a secondary state-subsidized catholic school (1st of *ESO*) filled in an anxiety questionnaire to be divided into high- and low- anxiety learners. Nevertheless, due to logistical constraints, only 30 students (those with the highest and lowest scoring) were considered for the final sample. At the time of data collection the participants did not vary greatly in terms of age (ranging from 12 to 13 years), linguistic background (they were native speakers of Spanish and reported no residence of more than two weeks in any English-speaking country, with the exception of one student who was excluded from the study), and educational background (their level of English corresponded to an A2+ level following the *Common European Framework of Reference for Languages*, they all had started learning English at the age of 3 and nobody recounted taking extracurricular English classes for more than 2 hours a week).

3.3. Target form

The pronunciation of the past tense morpheme (*-ed*) was chosen as the target structure for the present study. This feature is worth investigating because it is one of the most difficult aspects to acquire for Spanish learners of English. The correction of the three possible past endings (/*t*/, /*d*/ and /*id*/) was considered, but given that at this stage the participants would have needed some instruction and their utterances might have been found difficult to recognize for correction, this alternative was discarded.

Hence, only the realization of the past tense morpheme (without taking into account whether voiced or voiceless) was deemed appropriate for the goal of the present study.

3.4. Data collection

3.4.1. Procedure

Data were collected and recorded during three sessions distributed as follows:

Session 1: Anxiety questionnaire and pre-test. In this first session, after completing the questionnaire, all students partook in the pre-test (see Appendix B) which consisted in reading a fairy tale aloud. The students recorded themselves telling these stories using iPads. The same activity with different stories was used for the post-test.

Session 2: Treatment. After assigning the learners into recasts, metalinguistic, and control groups, the treatment took place in the three intact classes over a period of one hour. Each class was provided with five different fairytales (see Appendix C) consisting of a short narration of a story along with a set of sequenced pictures and keywords that described the tale, and which was used to elicit past tense pronunciation errors from the apprentices when they reconstructed the story. Whereas the students were informed that the purpose of the activity was to improve their communicative skills, at no point were they notified about the true aim of the study. The treatment was carried out in the following manner:

1. Firstly, the students were arranged into five groups of four or five. The grouping was organized in such a way that there were one high- and one low-anxious student within each group.
2. Each group was provided with a narration of a fairy tale.
3. The students were then asked to prepare the retelling of the story in their groups for 10 minutes and were informed that afterwards the researcher would take the text away, go over the list and choose two people from each group to retell the story in front of their classmates with the help of a sequence of pictures and keywords.
4. To arouse anxiety, the selected participants were asked to go up to the blackboard and present the story for the class using the picture stories as a guide. The retellings were recorded by the researcher with a mobile phone. Each student told half a story, and the listeners were asked to pay careful attention for they were going to be asked about the

content of their classmates' tales. This decision was made on the grounds that everybody could benefit from the CF.

This narrative-retelling task provided the context for CF which was recorded to analyze the modified output and learner uptake. Recasts were used to correct the two groups in C; metalinguistic feedback was chosen as the corrective method for the groups in A, on the grounds that there is a clear rule for the pronunciation of *–ed* which the students might have seen before; whereas the two groups in B (control group) did not receive any feedback for their errors.

Session 3: Post-test. An immediate post-test (see Appendix D) was administered to all the participants, but only 30 recordings were analyzed to determine (a) whether the CF had had any effect on the development of the past tense morpheme pronunciation, and (b) which type of CF was most effective for each group.

3.4.2. Materials

The design of the anxiety questionnaire was an abbreviated version of the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), and consisted of 16 items (4-point Likert scale ranging from "strongly disagree" to "strongly agree") and some background questions to exclude those students above or below the expected level. A translated version of the questionnaire (Ortega, 2003) was administered to the learners to avoid difficulties with the language and to facilitate its completion. In scoring the questionnaire responses, negatively worded items were reversed so that the responses consistently ranged from 1 (least anxious) to 4 (most anxious). Afterwards, for each student total scores were calculated and divided by 16 so that each learner obtained an average score on a scale of 1 to 4.

Concerning the testing and the treatment materials, most of the narrations and the picture stories were taken from Roothooft (2014), and some others were adapted from Chowdhury (2013), Guenther (n.d.), and Topic Resources (n.d). A few words were simplified, some sentences were replaced with easier ones and some of the stories were summarized to be at the same level of difficulty. To make sure the students produced a sufficiently high number of verbs in the past tense, the verbs appearing in the narrations were all included in the keywords attached to the corresponding pictures. The post-test

task also included a few questions to gauge their knowledge of the past tense pronunciation and to learn about their opinion on the activity.

3.5. Operationalization

3.5.1. Corrective feedback

Recasts were operationalized as a reformulation of the student's erroneous utterance as in the following example taken from the present paper's data:

- Student: Once upon a time there lived ([lɪved]) a lovely princess.
- Researcher: Lived ([lɪvd]).

Metalinguistic feedback was operationalized as comments on the ill-formedness of the student's output, but withholding the correct form:

- Student: Once upon a time there lived ([lɪved]) a lovely princess.
- Researcher: Remember to pronounce the past tense correctly.

3.5.2. Modified output and Repair

Sheen's (2008) operationalization of modified output and repair was adopted. Thus, *modified output* is a learner's immediate reaction to the corrective feedback in an effort to correct an error. *Repair* is the learner's modified output that emends the original error after the feedback, while *no repair* is defined by Sheen as the learner's modified output still containing an error. There are, therefore, three possibilities (all examples are taken from the current study):

- Student: Once upon a time there lived ([lɪved]) a lovely princess.
- Researcher: Remember to pronounce the past tense correctly.
- Student: There lived ([lɪv]). (**Non-targetlike modified output/No repair**)

- Student: Once upon a time there lived ([lɪved]) a lovely princess.
- Researcher: Remember to pronounce the past tense correctly.
- Student: Yes. (**No modified output**).

- Student: Once upon a time there lived ([lɪved]) a lovely princess.
- Researcher: Remember to pronounce the past tense correctly.
- Student: There lived ([lɪvd]). (**Targetlike modified output/Repair**)

Uptake was classified into four possible categories: repetition of the original mistake; repair; different mistake (in an effort to correct the original one); and ignore.

3.6. Data analysis

In order to answer the first three research questions, the number of pronunciations correctly supplied by each learner during both the pre- and post-test was multiplied by 100 and divided by the total number of obligatory contexts to be reported in percent as the learner's score. Two one-way ANOVAs were calculated to find out whether there was any significant difference at the pre-test, and two repeated-measures ANOVAs were calculated on the scores of the groups as a whole, and on the separate scores of the high- and low-anxiety groups. For the fourth research question, the feedback and the learner's responses occurring during the treatment were identified and transcribed, and the latter were classified into "Total number of corrections", "modified output", "no modified output", "repair" and "no repair". Each classified result was then transformed into a percentage for the data to be comparable. A series of chi-square tests of independence were carried out to determine if there were any significant differences between the modified output of the recast and the metalinguistic feedback groups.

4. Results

This section features the results obtained when comparing the CF types, the anxiety groups from pre-test to post-test, and the learner uptake during the treatment session. Following this structure and the order of the research questions, the section is thus divided into three subsections: first, the results for the differences between recasts and metalinguistic feedback are presented; second, the results for whether anxiety plays a role or not are shown, and third, the results for the number of learners' uptake moves are reported. Finally, a brief comment upon the questionnaire results is included.

4.1. Corrective feedback types

Table 2 illustrates the means and standard deviations for CF types. As it is shown, there is a notable difference between the post-test means of the recast (51.6%) and the metalinguistic groups (35.6%), with a difference of 24.4 points between the pre- and the post-test in the case of the recast group (almost twice as high), and of 13.9 in the case of the metalinguistic group (an increase of around 50%).

A one-way-ANOVA comparing the pre-test results of the recast, metalinguistic and control group showed that there were no statistical differences between the three groups (irrespective of anxiety-level) (F=0.96, p=0.395). This means the three groups were comparable at the beginning of the experiment. For the whole group, a repeated-measures ANOVA on the pre- and post-tests scores of the recast, metalinguistic feedback and control groups revealed significant differences for group, F=3.92, p=0.03, and also for time, F=24.99, p<0.0001. To find out where the differences between the groups are, a one-way ANOVA was performed on the gain scores of each group, revealing significant differences, F=6.9, p=0.004. A Tukey HSD test showed that there were no significant differences between the gains of the metalinguistic and recast group (p=0.25), or the metalinguistic and control group (p=0.12), but only between the recast and the control group (p<0.01).

These analyses revealed that corrective feedback has a positive effect on the learners' pronunciation of the *–ed*, since both experimental groups made significant improvements on the post-test, but no significant difference between recasts and metalinguistic feedback was evident. Therefore, the results are somewhat counterintuitive, since at first glance it seems that the recast group improved considerably more than the metalinguistic group, but these differences were not statistically significant. It may be that the statistical tests lacked power because of the small sample size.

Table 2. Means and standard deviations for CF types

	Pre-test		Post-test	
	Mean	SD	Mean	SD
Recasts	27.2	8	51.6	21.3
Metalinguistic	21.7	7.1	35.6	21.5
Control	21.7	14.2	22.4	15.7

4.2. Foreign language anxiety

Table 3 presents descriptive statistics for the high- and low-anxiety learners' performance in the reading task over pre-test to post-test. A one-way-ANOVA comparing the six anxiety groups' pre-test scores (low-recast, high-recast, low-metalinguistic, high-metalinguistic, low-control, high-control) indicated significant differences between the groups (F=2.9, p=0.04). However, as it was noted that the high-

anxiety control group performed much worse than all the other groups, another one-way-ANOVA was carried out without this group, only comparing the 5 others at the pre-test. This yielded no significant differences (F=1.83, p=0.16). It was therefore decided not to include the control group in the subsequent analysis of the impact of anxiety on CF-effectiveness. For the high- and low-anxiety groups, a repeated-measures ANOVA on the scores of the high- and low-anxiety metalinguistic feedback and recast groups indicated no significant difference for group, F=2.49, p=0.1, but a significant difference for time, F=24.9, p=0.0001, meaning that there was no evidence that anxiety has an influence on the student's performance, but as was highlighted in Table 2 there were significant differences between the pre- and the post-tests.

Although a clear impact of anxiety on the students' performance could not be statistically identified in this analysis, certain trends can also be seen in Table 3. The bottom right half of the table shows the low-anxiety post-test results which are considerably better when compared to their corresponding high-anxiety results. For example, the low anxiety recast group had a mean post-test score of 62.4, while the high anxiety recast group only scored 40.8% on average. Additionally, it is interesting to observe that stemming from balanced pre-test means, the mean post test score of the low-anxiety metalinguistic group is very close to that of the high-anxiety recast group, in spite of the good results obtained by the low-anxiety recast group. In other words, the best students (low-anxiety) from the worst group (metalinguistic group) almost surpass the worst students (high-anxiety) from the best group (recast group), which emphasize the big influence of anxiety on the students' performance. Still, due to the good performance of the low-anxiety groups and the supremacy of recasts, it is no surprise that the highest score was obtained by the low-anxiety recast group, with 30.2 points of difference between the pre- and the post-test.

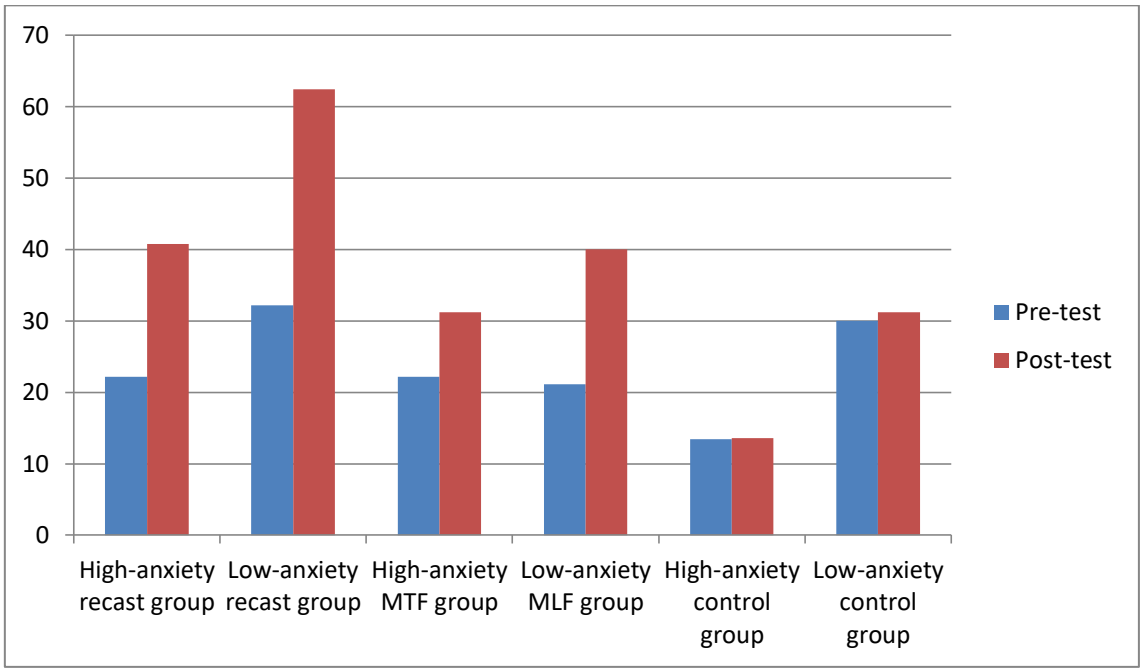
There also seem to be differences for low and high anxiety. It can be seen from the data in Table 3 that the high-anxiety recast group got a higher mean post-test score (40.8) than the high-anxiety metalinguistic group (31.2). Consequently, it appears high-anxiety students benefit more from recasts than from metalinguistic feedback when the target is a phonological error.

Table 3. Group means and standard deviations for reading aloud tests

	Pre-test		Post-test	
	Mean	SD	Mean	SD
Recasts (high-anxiety)	22.2	3.9	40.8	16.3
Metalinguistic (high-anxiety)	22.2	7.8	31.2	19.7
Control (high-anxiety)	13.4	10.4	13.6	9.2
Recasts (low-anxiety)	32.2	8.2	62.4	21.5
Metalinguistic (low-anxiety)	21.1	7.3	40	24.7
Control (low-anxiety)	30	12.8	31.2	16.6

These tendencies might be more clearly visualized in the following graphs. Graph 1 reports the pre- and post-test results of the different anxiety groups. The most striking result to emerge from the data is the superiority of both the recast and the low-anxiety groups on the post-test.

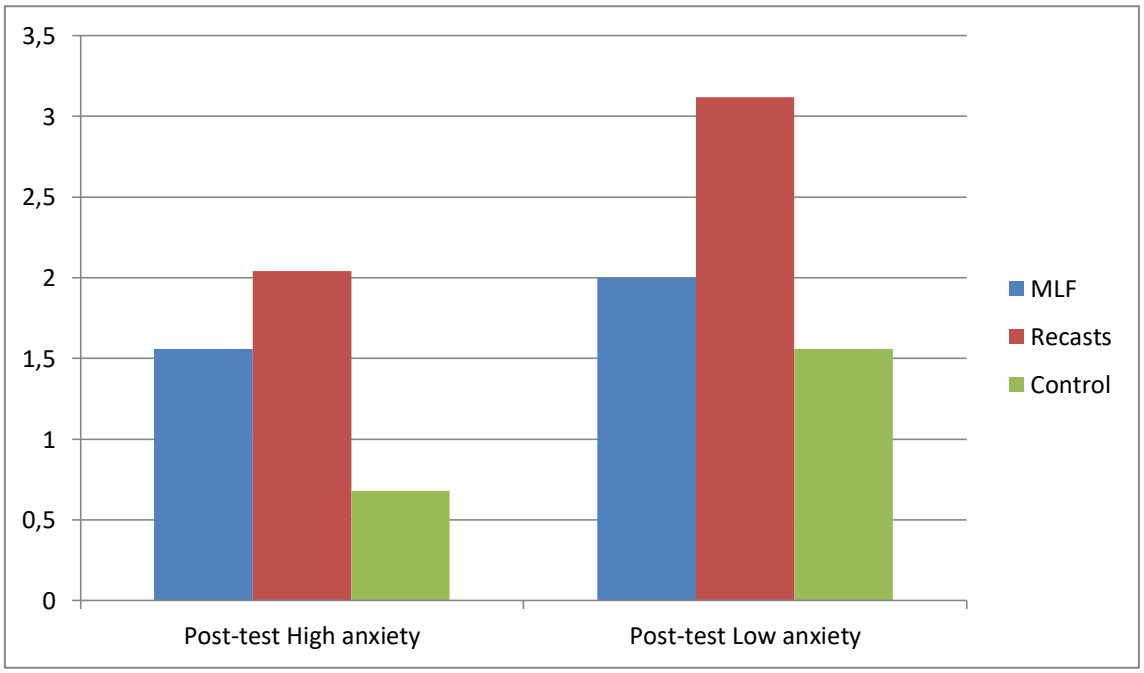
Graph 1. Pre- and post-test results of the different anxiety groups



Graph 2 shows the relationship among the three treatment methods per anxiety group on the post-test performance. As can be seen from the bar chart, the students who received feedback outperformed those who did not, the recast group obtaining the

highest score among the high- and low-anxiety groups, followed by the metalinguistic group. Another aspect this graph rightly illustrates is that the least anxious students benefited more from their corresponding CF than their counterparts. Closer inspection of the graph highlights this fact by showing that the low-anxiety metalinguistic group had a similar score to the high-anxiety recast group, even though recasts were generally more effective.

Graph 2. Post-test results among CF types per anxiety group



4.3. Leaner uptake

To identify the learner uptake moves that occurred during the treatment, the students' responses following the feedback were classified into four categories (repetition of the original mistake; repair; different mistake; and ignore). Here are some examples:

Student: There was a lovely princess named ([neɪmed]) Snow White.
Researcher: Be careful with the past. (**Metalinguistic feedback**)
Student: Eeeh, the princess had a mother… (**No modified output-ignore**)

Student: He jumped ([ʒamped]) out of the window.
Researcher: Pronounce the past tense correctly. (**Metalinguistic feedback**)
Student: He jumped ([ʒamped]) out of the window (**Modified output-no repair-repetition**)

Student: A long time ago a happy girl called ([koled]) Cinderella….

Researcher: Called ([kɔːld]). (**Recast**)
Student: Called ([kɔːld]) Cinderella… (**Modified output-repair**)

Student: The huntsman reached ([reseɪtʃ]) the forest with Snow White.
Researcher: Reached ([rɪːtʃt]). (**Recast**)
Student: The huntsman reached… ([retʃed]) (**Modified output-no repair-different error**)

Table 4. Frequency of modified output

	Modified output	No modified output	Total corrections
Recasts (high-anxiety)	30	5	35
	85.8%	14.3%	100%
Metalinguistic (high-anxiety)	34	9	43
	79%	21%	100%
Recasts (low-anxiety)	21	8	29
	72.4%	27.6%	100%
Metalinguistic (low-anxiety)	23	5	28
	82.1%	17.9%	100%

Turning now to the experimental evidence on learner uptake, the frequencies of the recasts and metalinguistic feedback, and the learners' modified output moves were counted (see Table 4). Out of a total number of 64 recasts, 35 were aimed at the high-anxiety group and 29 at the low-anxiety group. Similarly, out of 71 metalinguistic feedback corrections, 43 occurred in the high-anxiety group and almost half of them (28) in the low-anxiety group. Concerning modified output, the table above shows that there is not much variance among the four groups.

Table 5. Frequency of learner repair

	Repair	No repair	Total modified output
Recasts (high-anxiety)	24	6	30
	69%	17%	100%
Metalinguistic (high-anxiety)	12	22	34
	28%	51%	100%
Recasts (low-anxiety)	19	2	21
	66%	7%	100%
Metalinguistic (low-anxiety)	13	10	23
	46%	36%	100%

Table 5 illustrates the frequency of learner repair and no repair in the modified output responses for the low- and high-anxiety recast and metalinguistic feedback groups. As can be seen from the table, the high- (69%) and low-anxiety (66%) recast groups together produced a much higher rate of repair (43 repairs out of 51 modified output moves) than the high- (28%) and low-anxiety (46%) metalinguistic feedback groups (25 out of 57).

As for differences in language anxiety, we can observe that the non-anxious students from the metalinguistic group repaired their errors to a greater extent (46%) than the anxious students from the same group (28%), while the difference between the high- and low-anxiety groups from the recast group is barely notable (69%, 66%, respectively).

A series of four chi-square tests of independence comparing the number of modified output and repair moves of the different groups revealed that there were no significant differences between the high-anxiety and the low-anxiety recast groups (chi=1.03, p=0.6) or between the high-anxiety and the low-anxiety metalinguistic groups (chi=2.51, p=0.3). However, significant differences were found between the high-anxiety recast and the high-anxiety metalinguistic group (chi=12.94, p=0.0015) and between the low-anxiety recast and the low-anxiety metalinguistic group (chi=6.38, p=0.04).

4.4 Questionnaire results

The questions included in the post-test task about their knowledge of the past tense pronunciation and about their opinion on the activity were answered quite positively. Regarding the first question, most of them could formulate a past tense pronunciation rule, so they were fully aware of the differences before the treatment was administered and therefore no instruction would have been needed. With respect to the attitude question, for the most part the students found the activity “fun, interesting, entertaining, different, difficult at times and useful to improve the pronunciation”. It is also interesting to observe that some learner (one of the highly anxious students) used this question to confess overtly their difficulties and reported feeling nervous during the experiment:

Student: I found them difficult (the classes), because at the time of reading I get nervous and my words get stuck and I get mixed up.

In summary, the results in this chapter point in two directions, indicating that CF had a positive effect on the learners' pronunciation of the *–ed* morpheme, and that the difference between the recast and the control group was significant. Furthermore, statistics showed that there are no significant differences between low- and high-anxiety, highlighting that anxiety does not play a meaningful role on the student's performance. However, we can see certain trends towards the superiority of recasts and the least anxious students.

With respect to which group produced a higher level of uptake moves, chi-square analysis revealed that, although the anxious students received more corrections than the non-anxious ones, anxiety did not seem to play a significant role in the modified output moves. Conversely, the analysis confirmed that the recast group manifested a significantly higher rate of repair than the metalinguistic group. In turn, the low-anxiety metalinguistic group repaired their errors to a greater extent than the high-anxiety metalinguistic group. The next chapter moves on to discuss, explain and analyze these differences.

5. Discussion

Although the provision of CF has been proved to be more effective than no CF, previous studies observed inconsistent results on which type of corrective feedback is more efficient for L2 development (Ammar & Spada, 2006; Ellis et al., 2006; Karimi & Esfandiari, 2016; Lyster, 2004; Mohammadi, 2014; Saito & Lyster, 2014; Sheen, 2007). There are still, however, many variables which need to be taken into account. More specifically, SLA researchers have highlighted that FLA is an important learner-internal variable not only influencing error correction, but also inhibiting learners' ability to notice feedback and to modify output during a task. In addition, research into CF has directed most of its attention to morphosyntactic structures, despite all the calls for research into phonological targets, which are said to be especially amenable to CF and also important for successful L2 communication.

In order to clear up doubts on these questions, the present study was designed to determine the effect of this variable by analyzing how learner's anxiety interferes in two types of error correction (recasts and metalinguistic feedback) on a specific pronunciation feature as well as in their responses to the feedback. The findings of this research were the following:

1. What is the effect of feedback on the pronunciation of the *-ed* ending? Is there a difference between recasts and metalinguistic feedback?

The analyses revealed that corrective feedback has a positive effect on the learners' pronunciation of the *–ed*, since both experimental groups made significant improvements on the post-test, but contrary to expectations no significant difference between recasts and metalinguistic feedback was evident. The significant differences can only be found between recasts and control, confirming previous work on the positive effects of recasts on pronunciation (Karimi & Esfandiari, 2016; Lyster et al., 2013; Mohammadi, 2014; Saito & Lyster, 2012). However, although no statistical differences were found between the two CF types, students receiving recasts appeared to perform better than those in the metalinguistic group.

These results are consistent with recent studies indicating that recasts might only be effective when the subject is developmentally ready to acquire the target form (Ammar & Spada, 2006; Mackey & Philip, 1998, as cited in Sheen, 2008); and clearly contradict the opinion that recasts are only intended to provide students with new knowledge. What is more, the answers the students gave to whether they could formulate a rule for the past tense pronunciation revealed that they were fully aware of the differences, so recasts proved to be useful to reinforce that knowledge.

Although it seems possible that this outcome is due to the phonological nature of the target form, it is important to address the question of whether the linguistic realization of the recasts may have influenced their effect in a laboratory-like manner. As in laboratory settings, recasts were noticed and easily imitable because they were short, salient enough and aimed repeatedly at the same target form, enabling students to notice the difference between their mispronunciation, and the instructor's model pronunciation (Lyster et al., 2013; Mackey, Al-Khalil, Atanassova, Hama, Logan-Terry & Nakatsukasa, 2007, as cited in Rassaei, 2015; Sheen, 2008). This view also accords with Leeman's (2003), for whom recasts enable the juxtaposition of learners' incorrect

and teachers' correct forms, easing the comparison between both forms on the part of students (as cited in Rassaei, 2015).

2. Does high-anxiety students' pronunciation improve with recasts and metalinguistic CF? If so, which type of CF is more effective?

3. Does low-anxiety students' pronunciation improve with recasts and metalinguistic CF? If so, which type of CF is more effective?

Both anxiety groups improved their pronunciation with the two CF types, but the experiment did not detect any evidence for a significant difference between recasts and metalinguistic feedback, that is, no group benefited from a specific type of feedback to a greater extent than the other. In fact, it is somewhat surprising that the role of anxiety on the students' performance could not be statistically identified in this analysis. A possible explanation for these unexpected results may be the lack of a big enough sample so as to do statistics on. Another possible reason is that the high-anxiety control group was mostly composed by students suffering from ADHD (Attention Deficit Hyperactivity Disorder), and scored much lower on the pre-test than the other groups, which might have contaminated the sample (see Table 3). So, although this study has ecological validity because it was carried out in a classroom rather than in a laboratory, with an unbalanced and a small sample size, caution must be applied, as the findings might not be extrapolated to other students.

Nevertheless, tipping the scales towards more positive results, we can observe certain tendencies in favor of recasts and low-anxiety learners. Although, as indicated earlier, only the correlation between recasts and control was statistically significant, the recast group reigned supreme in contrast with the metalinguistic group mean scores. In addition, the low-anxiety groups seemed to outperform their high-anxiety correction mates, so, as expected, the low-anxiety recast group got the highest score over pre-test to post-test. Similar results were those evidenced by Sheen (2008), who found that it was the low-anxiety recasts students from the experimental group who benefited the most from the correction. Additionally, regarding differences for low and high anxiety, these results would seem to insinuate that high-anxiety students respond better to recasts than to metalinguistic feedback when the target is a phonological error.

These findings suggest that once again recasts seem suitable for phonological target structures, and that anxiety might have an impact on the corrective feedback at work.

4. Which group will produce a higher number of modified output moves and a higher rate of repair?

The chi-square tests confirmed that uptake and repair is not really different between recast high and low, or metalinguistic high and low, but it is significantly different for recast high and metalinguistic high, and recast low and metalinguistic low. Thereby, these findings suggest that what makes a difference is the CF type, but not the anxiety level. More specifically, in both cases we can see that the amount of repair is higher in the recast group. This observation may support the hypothesis that any response following recasts is somehow effortless, as recasts provide students with the correct form and they are not pushed to self-repair, but just need to imitate the model. Even if the student partially or totally repaired their error, it could easily be a mere repetition of the teacher's correction, without the learner noticing the gap (Lyster, 1998; Lyster et al., 2013).

From another perspective, the low scores obtained by the prompt group also corroborate the idea of Krashen (1985), who believed that pushing apprentices to produce output can boost their anxiety and prevent them from paying attention to input (as cited in Sheen, 2008). In fact, the high-anxiety metalinguistic group produced fewer repairs than any other group, which could be attributed to this fact or it just might be related to the aforementioned power of recasts.

In addition, these results further support the idea that pronunciation- and lexical-focused recasts trigger higher levels of uptake and modified output than recasts directed at morphosyntactic errors (Lyster, 1998; Mackey, Gass & McDonough, 2000, as cited in Sheen, 2008). This view is consequent with the above mentioned finding that recasts tend to be more noticeable when it comes to correcting phonological errors. As also pointed out earlier, the saliency of CF is another factor influencing the uptake and modified output. It is claimed that the higher the degree of explicitness, the higher the levels of uptake and modified output, and the higher the chances of L2 acquisition (Sheen. 2008). On the other hand, the results are in disagreement with those obtained by

Yang (2009, as cited in Huang & Jia, 2016), which revealed that explicit correction and prompts led to higher levels of uptake.

On the question of anxiety, it is interesting to observe that the number of corrections provided to highly anxious students was considerably higher than those aimed at low-anxious learners. It could be that highly anxious students are also in general less proficient and thus make more errors, in which case we would be dealing with the problem of cause and effect: are they anxious because they are bad at English as the "no effect" position maintains (Sparks & Ganschow, 1991, as cited in Sheen, 2008)?, or are they bad at English because they are anxious, as the debilitating effect proposes (Horwitz et al., 1986; Krashen, 1985, as cited in Sheen, 2008)? So, despite the fact that the observed difference between high- and low- anxiety in this study was not significant here either, these findings once again raise the possibility that anxiety does act its part.

To summarize this section, all these results together do seem to make a case for the effectiveness of recasts for correcting pronunciation and for increasing the rate of repair. They also suggest a possible impact of anxiety on error correction, for the least anxious students seemed to benefit more from the feedback, especially from recasts; and for their part, highly anxious students also appear to respond better to recasts than to metalinguistic feedback. The following part of this paper moves on to describe the pedagogical implications of the present findings.

6. Pedagogical implications

In view of the present results, we suggest that pronunciation-focused recasts might be particularly effective for anxious and non-anxious students' FL pronunciation development, since learners need to receive feedback on the intelligibility of their output and also exercise the correct form in reaction to their instructors' model pronunciation. Both teachers and students are advised not to overlook the importance of pronunciation, for this is a neglected area of language that plays a determining role in interactional communication.

Another relevant implication of the current study is that teachers should deal with anxiety-inducing situations carefully, and provide a non-threatening and relaxed

atmosphere to make CF more efficient, even more so when explicit CF types are provided. But before anything else, teachers should first acknowledge the existence of FLA and detect those students who are especially anxious in the foreign language class. As Horwitz et al. (1986) indicated, mistakes seem to be one of the reasons why students fear language learning, so it is important to create opportunities to discuss anxiety and let them know that they are not alone in their struggle and that it is a widespread phenomenon in the foreign language learning process. Moreover, the increased interest in the communicative approach to promote the student's L2/FL oral skills is posing a considerable challenge for the anxious students, who feel overwhelmingly threatened and vulnerable in the oral aspects of language use, and so debilitating foreign language anxiety should be taken into consideration, today more than ever.

All in all, it is important to bear in mind that there is no single most effective CF that fosters L2/FL development, and therefore, the consideration of learner-internal and learner-external variables to make the most out of them should be a must. In fact, as Lyster et al. (2013) nicely put it, "the most effective teachers are likely to be those who are willing to orchestrate, in accordance with their students' language abilities and content familiarity, a wide range of CF types that fit the instructional context". The factors and variables analyzed here may not be controlled in a classroom setting, but the results create an opening for the teacher to intervene and make learning easier for future students.

7. Conclusion, limitations and future research

The intentional focus of this research project was to better understand to what extent foreign language anxiety plays a role in error correction. To this purpose, the interference of anxiety in two types of error correction (recasts and metalinguistic feedback) on a specific pronunciation feature as well as in their responses to the feedback was analyzed. The current findings supported the relevance of corrective feedback in the students' pronunciation development. Furthermore, although recasts did not show a marked difference with respect to metalinguistic feedback, they did show a difference towards the control group, confirming the positive effects of recasts on pronunciation. Regarding anxiety, this study has been unable to demonstrate that anxiety has an influence over error correction, and results are not different when it

comes to learner uptake, for the amount of modified output and repair was higher in the recast group, while no significant difference between high and low anxiety was evident. Even though statistical significance was not reached, we can observe certain trends in favor of low-anxiety learners, who achieved better results and were able to repair their errors to a greater extent than their more apprehensive counterparts.

This study also suffers from a series of shortcomings that need to be acknowledged. First, as indicated earlier, a delayed post-test to check on the long-term effect of the treatment was not administered due to logical constraints. Second, the subjects who were classified as high- and low-anxiety students were those that got extreme scores in the anxiety questionnaire, resulting in the exclusion of learners with middle range anxiety scores. Thereby, the participants may not be true representatives of foreign language learners. What is more, the elimination of these middle range learners along with the short time allowed to carry out the project contributed to another limitation that is the small group size to draw reliable conclusions on. Fourth, the shortness of the one-hour treatment for each CF type may have hindered a substantial positive effect on learning irrespective of the anxiety level. Nevertheless, the treatment can be regarded as ecologically valid, since it focused on only one pronunciation feature, and teachers usually have time restraints when dealing with a single grammatical structure. Fifth, the fact that the verbs in the past were provided in the written form is likely to have triggered the prompts effect, making the students pronounce them the way they were written ([lɪved]), so it was not a completely free production task and pronunciation did not come out naturally. Finally, it is important to mention that some occurrences of the past tense morpheme could have been affected by the prosody transfer. In other words, many students were physically unable to pronounce the clusters correctly and opted for the omission or the mispronunciation of the full form.

The present study also opened avenues for future research by showing that there are many learner-internal and learner-external variables which need to be taken into consideration for future corrective feedback research. It would also be important to repeat the study with a bigger sample, since more information on anxiety would help us establish a greater degree of accuracy on this matter, and to investigate the sustainability of the effectiveness of recasts over a longer period of time. Another possible area of future research would be to design and analyze a free or semi-directed speech to see

whether results concerning pronunciation differ. The analysis of different areas of FL/SL phonological development could also produce interesting and fruitful findings that account more for the effectiveness of recasts.

On balance, this is the first time that pronunciation has been used to explore foreign language anxiety, and the contribution of this study has been to confirm that recasts tend to generate more accurate perceptions and more successful self-repair of CF when the target is a phonological error. Although the concreteness and small size of the data analyzed here call for more investigation that corroborates the outcomes extracted, it can be tentatively concluded that recasts are effective for correcting pronunciation and for increasing the rate of repair. In addition, whilst this study did not confirm the influence of anxiety, it did partially substantiate the importance of FLA in the students' performance. Having all these factors in mind might help teachers bring into line a suitable pedagogical approach in relation to anxiety, and successfully confront the timeless doubt of when, how and what to correct. Correction is not a pure science that teachers can put into practice no matter what the variables are, but each individual and every single circumstance play a determining role in the election of the best type of correction, if any. So "when, how and what to correct?" should turn into "who are you and what are your circumstances so my correction does not leave you indifferent?"

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APPENDIX A

Anxiety questionnaire

Nombre y apellidos:

INSTRUCCIONES: *Las siguientes afirmaciones se refieren a distintas situaciones frecuentes en el aprendizaje de un idioma. Tu tarea consiste en valorar el grado de acuerdo o desacuerdo con cada una de las siguientes afirmaciones, utilizando para ello la siguiente escala. No olvides escribir tu nombre y apellido en el recuadro superior.*

4	Estoy totalmente de acuerdo	**3**	Estoy de acuerdo	**2**	No estoy de acuerdo	**1**	Estoy totalmente en desacuerdo

1. Nunca estoy completamente seguro de mí mismo cuando hablo en clase de inglés.	
2. No me preocupa cometer errores en clase.	
3. Tiemblo cuando sé que me van a preguntar en clase.	
4. Me asusta no entender lo que el profesor está diciendo en inglés.	
5. Me pongo muy nervioso cuando tengo que hablar en clase y no me lo he preparado bien.	
6. En clase, me pongo tan nervioso que se me olvidan algunas cosas que sé.	
7. Me da corte salir voluntario en clase.	
8. Creo que no me pondría nervioso si hablara inglés con un nativo.	
9. Aunque vaya con la clase preparada, me siento nervioso.	
10. Me da miedo que mi profesor corrija cada fallo que cometo.	
11. Siento cómo mi corazón palpita cuando sé que me van a pedir que intervenga en clase.	
12. Tengo la sensación de que mis compañeros hablan inglés mejor que yo.	
13. Me da mucho corte hablar en inglés delante de mis compañeros.	
14. Comparativamente, estoy más tenso y me siento más nervioso en las clases de idiomas que en otras clases.	

15. Me pongo nervioso cuando tengo que hablar en clase.	
16. Temo que mis compañeros de clase se rían de mí cuando hablo en otro idioma.	

Ahora, responde a las siguientes preguntas:

- ***¿Has estado viviendo en algún país de habla inglesa? ¿Durante cuánto tiempo?***

- ***¿Cuántos años tienes?***

- ***¿Has realizado algún examen oficial de inglés? ¿Cuál/es? (First, Advanced, Trinity…)***

- ***¿A qué edad empezaste a aprender inglés?***

- ***¿Estás recibiendo actualmente clases de inglés extraescolares (academia, clases particulares, etc.)? Si es así, ¿cuántas horas a la semana?***

APPENDIX B

Pre-test

HANSEL AND GRETEL

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel. One day, she took the children deep into the forest and left them there. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way back home. But the birds ate all the crumbs and they couldn't find the path that led back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted Gretel in delight and both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure lying around the cottage. They carried it home with them. Their stepmother had died and their father welcomed them back with tears of joy. They never went hungry again!

APPENDIX C

Treatment

CINDERELLA

A long time ago, there was an unhappy girl called Cinderella.

She lived with her stepmother and two stepsisters, but the stepmother only loved her own daughters and she was very mean to Cinderella. The two daughters got everything they wanted, but Cinderella had to wear old clothes and clean the house.

One day, the two daughters put on their best dresses, because there was a ball at the palace. Cinderella couldn't go because she had to work. This made her very sad.

But suddenly, a fairy appeared. She gave Cinderella a beautiful dress. She changed a pumpkin into a carriage and mice into horses. But she told Cinderella: "Be home before midnight, because after midnight everything will change again."

Cinderella went to the ball and danced with the prince. She was very happy. Then she heard the clock. It was midnight! She quickly ran away from the prince, because she remembered what the fairy had told her. But because she ran so fast, she lost one of her shoes.

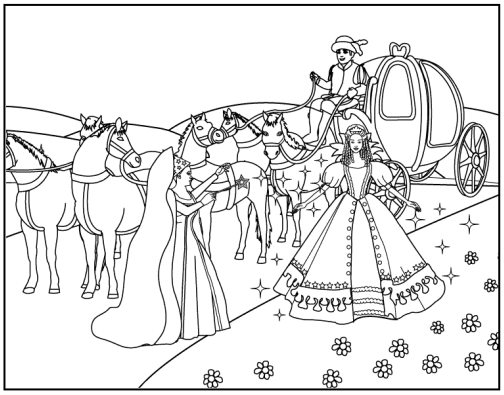
The prince found the shoe. He was in love with Cinderella, so he asked his ministers to find the girl. They took the shoe and went to all the houses in the country. They asked all girls to try on the shoe. If it fitted, they could marry the prince. But the shoe never fitted. Finally, they came to Cinderella's house. They asked the stepmother to see her daughters. She showed them her two daughters and they both tried on the shoe. But it didn't fit.

All the other girls in the country had tried on the shoe, so the ministers asked the stepmother: "Don't you have another daughter?"

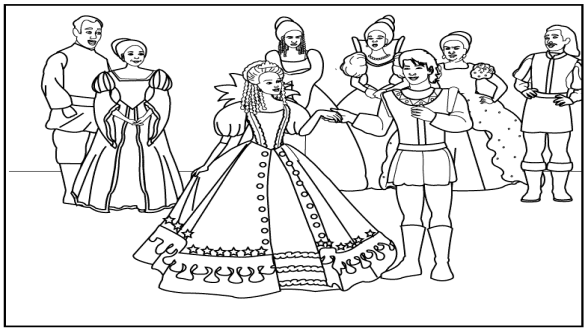
The stepmother said: "I have a stepdaughter, Cinderella, but she wasn't at the ball." But the ministers wanted to see her. Cinderella tried on the shoe and it fitted!

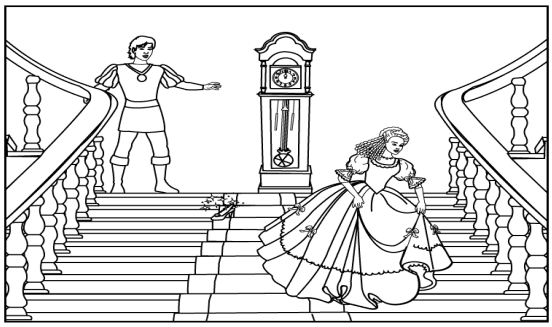
The stepmother and her two daughters were very angry, but Cinderella married the prince and they lived happily ever after.

A long time ago unhappy girl called Cinderella lived stepmother, two stepsisters stepmother loved stepsisters daughters had everything wanted cleaned, house	Suddenly, a fairy appeared Changed pumpkin into carriage, mice into horses fairy: “Be home before midnight, because then everything will change again.”



One day two daughters ball at palace Cinderella sad	Cinderella, to the ball





Cinderella danced , prince	But then… The clock Midnight, she remembered fairy her shoe

Prince in love with Cinderella Prince asked ministers “find the girl” all the houses in the country, with the shoe asked all the girls If the shoe fitted, marry, prince. But the shoe never fitted. Finally, last house. asked stepmother, see two daughters. showed him her daughters, tried on, shoe.	Cinderella married the prince They lived happily ever after

All the girls, tried on, shoe, but Ministers asked stepmother: “Don’t you have another daughter?”
Stepmother: “I have a stepdaughter, Cinderella, but she wasn’t at the ball.”
Ministers wanted to see her
Cinderella tried on shoe, it fitted.

PUSS IN BOOTS 1

A long time ago, there was a miller who had three sons. When he died, he gave his mill to the oldest son and his donkey to the second son, but the youngest son only got the cat. When he found out, the youngest son felt sad. What could he do with a cat? The cat heard him complain and said: “Don’t worry master. If you give me some boots and a bag, I will make you rich.”

The son gave him the boots and the bag. Then the cat went to the forest and caught two rabbits in his bag. He brought these rabbits to the King. He told the king: “This is a present from my master, the Marquis of Carabas.” The king was very pleased.

One day the cat told his master: “This afternoon you have to go swimming in the river.”

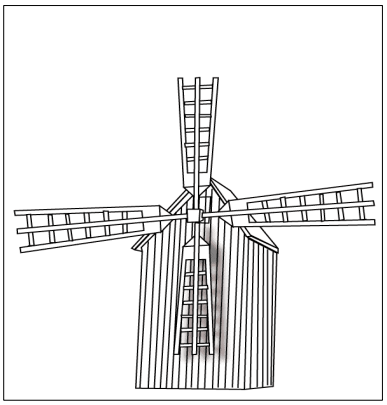
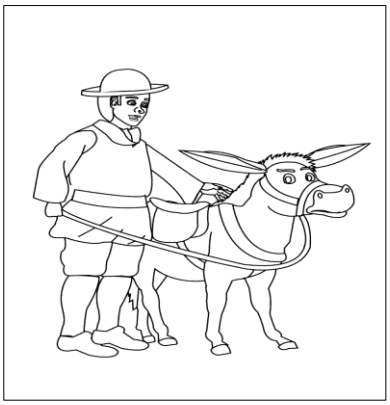
In the afternoon, the king and his daughter passed the river in their coach. The cat told the king: “Please help me! My master, the Marquis of Carabas, is drowning!”

The king’s servants helped the man to get out of the water and gave him some nice clothes to wear. When the king saw the man in the beautiful clothes, he was very pleased with him. His daughter also liked him very much. They invited him to join them on their ride. The cat walked in front of the coach. When they came to a field, the cat told the workers: “Tell the king that you work for the Marquis of Carabas.” So when the king asked the workers: “who does this land belong to?”, they said: “to the Marquis of Carabas” and the king was impressed.

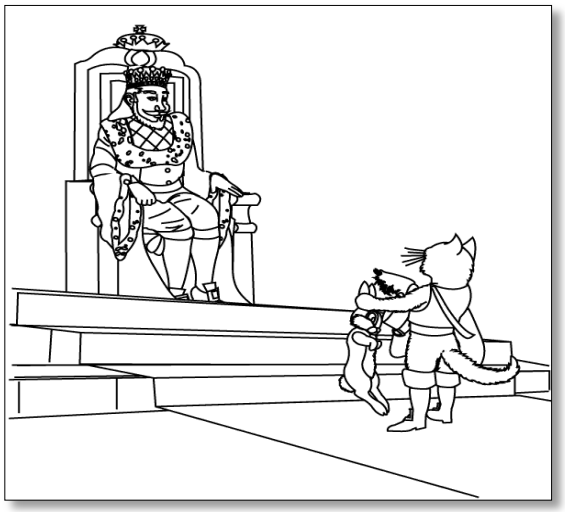
But in reality, the land belonged to a dangerous ogre. The cat went to the ogre’s castle and told him: “I have heard you are so powerful that you can change yourself into any animal you like.” The ogre said: “yes, that’s true” And he changed himself into a lion. The cat then said: “that’s impressive, but can you also change yourself into a very small animal, like a mouse or a rat?” The ogre said: “of course I can!” and changed himself into a mouse. When he did this, the cat caught him and ate him. That moment the coach arrived at the castle and the king asked: “Whose castle is this?” The cat came out and said: “Welcome to the castle of the Marquis of Carabas!”

The king loved the castle and told the miller’s son: “you have to marry my daughter.”

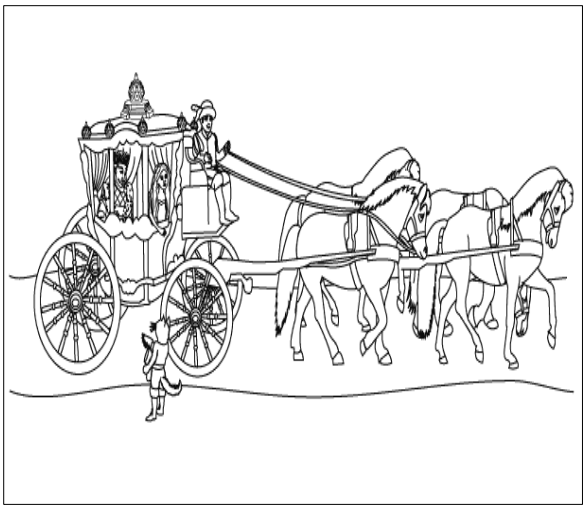
They got married, and they lived happily ever after with the cat.

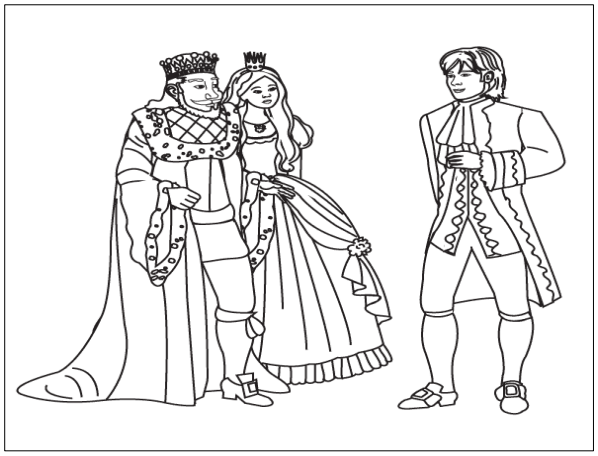
A long time ago A miller Three sons Miller died: Mill → oldest son	Donkey → second son	Third son, only cat Depressed But cat: “don’t worry master. If you give me some boots and a bag, I will make you rich.”

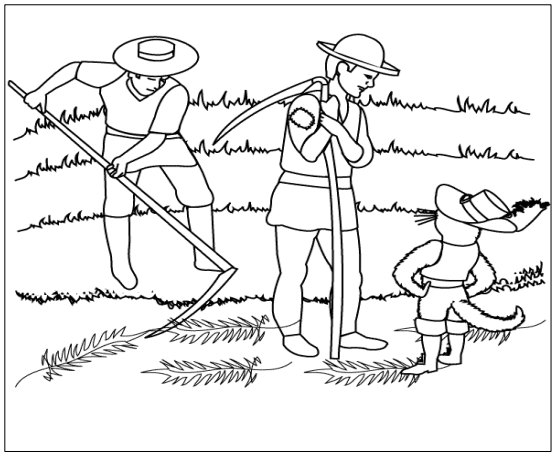


forest, 2 rabbits	to the King: “This is a present from my master, the Marquis of Carabas” King very pleased

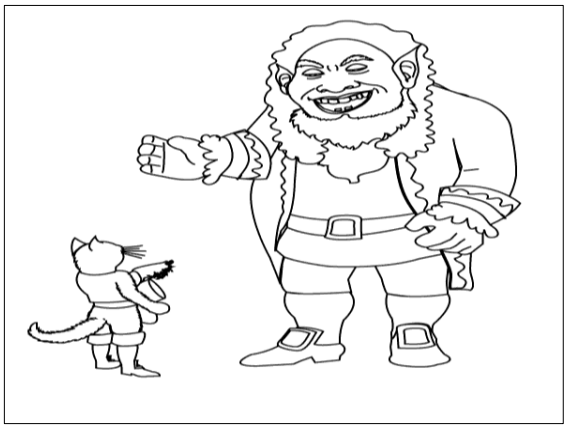


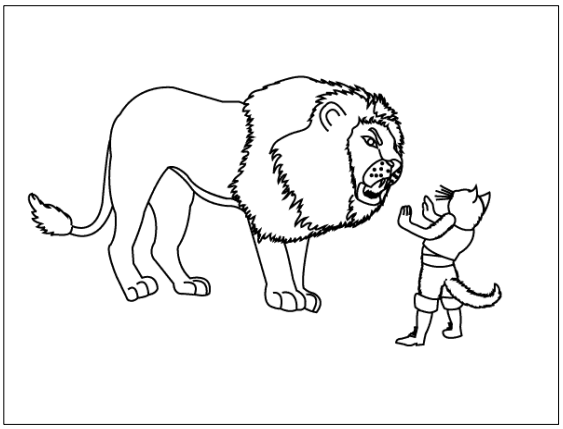
one day, cat → his master: “This afternoon you have to go swimming” king and his daughter passed the river in coach. cat → king: “Please help, my master, the Marquis of Carabas, is drowning!”	king’s servants helped him nice clothes



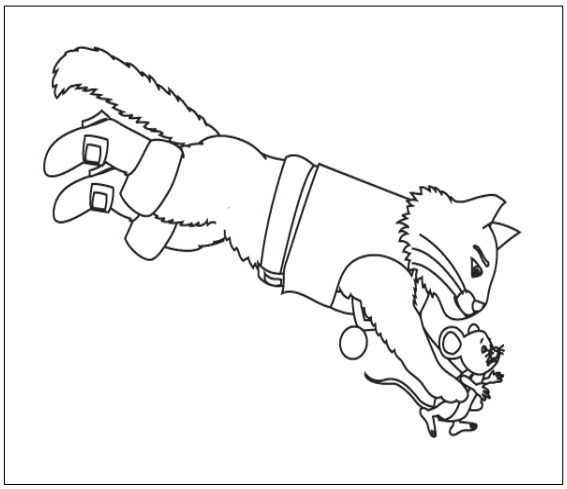


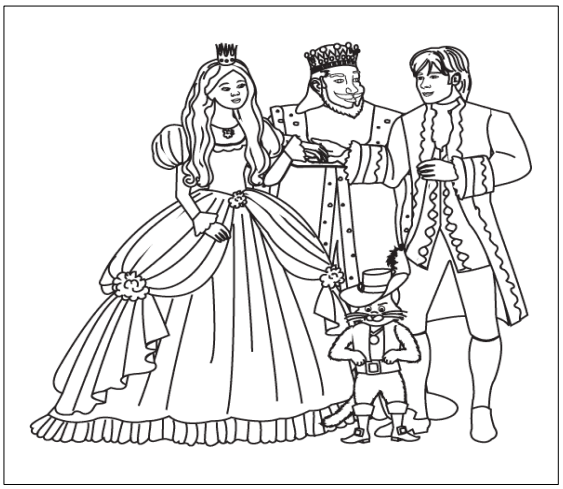
King very pleased His daughter liked Invited him to join them on their ride	cat walked in front of coach arrived field, cat→workers “Tell king that you work for the Marquis of Carabas” King asked workers “who does this land belong to?” Workers responded “to the Marquis of Carabas” King impressed





But, belonged ogre. Cat to ogre's castle "I have heard you are so powerful that you can change yourself into any animal you like."	Ogre: "Yes, that's true." Changed, lion





Cat: "that's impressive, but can you also change yourself into a very small animal, like a mouse or a rat?" Ogre: "Of course I can!" And the ogre changed, mouse	The coach arrived, castle King: "Whose castle is this?" cat: ""Welcome to the castle of the Marquis of Carabas" king loved castle and told the miller's son: "you have to marry my daughter." got married, and lived happily ever after.

PUSS IN BOOTS 2

A long time ago, there was a miller who had three sons. When he died, he gave his mill to the oldest son and his horse to the second son, but the youngest son only got the cat. When he found out, the youngest son felt sad. What could he do with a cat? The cat heard him complain and said: “Don’t worry master. If you give me some boots and a bag, I will make you rich.”

The son gave him the boots and the bag. He also gave him a nice hat. Then the cat went to the forest and caught three rabbits in his bag. He brought these rabbits to the King. He told the king: “This is a present from my master, the Marquis of Carabas.” The king was very pleased.

One day the cat told his master: “This afternoon you have to go swimming in the lake.”

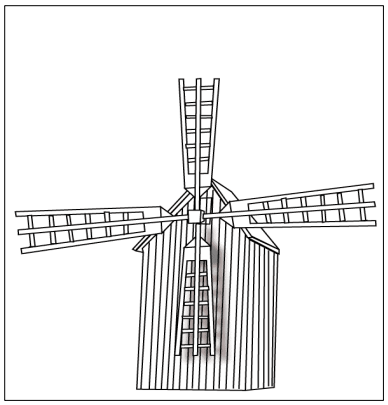
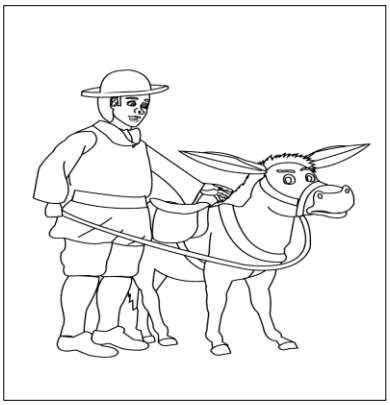
In the afternoon, the king and his daughter passed the lake in their coach. The cat told the king: “Please help me! My master, the Marquis of Carabas, is drowning!”

The king’s servants helped the man to get out of the water and gave him some nice clothes to wear. When the king saw the man in the beautiful clothes, he was very pleased with him. His daughter also liked him very much. They invited him to join them on their ride. The cat walked in front of the coach. When they came to a field, the cat told the workers: “Tell the king that you work for the Marquis of Carabas.” So when the king asked the workers: “who does this land belong to?”, they said: “to the Marquis of Carabas” and the king was impressed.

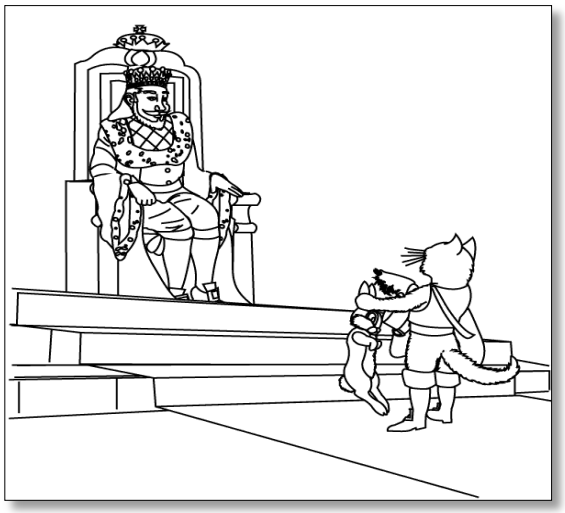
But in reality, the land belonged to a dangerous ogre. The cat went to the ogre’s castle and told him: “I have heard you are so powerful that you can change yourself into any animal you like.” The ogre said: “yes, that’s true” And he changed himself into a lion. The cat then said: “that’s impressive, but can you also change yourself into a very small animal, like a mouse or a rat?” The ogre said: “of course I can!” and changed himself into a rat. When he did this, the cat caught him and ate him. That moment the coach arrived at the castle and the king asked: “Whose castle is this?” The cat came out and said: “Welcome to the castle of the Marquis of Carabas!”

The king loved the castle and told the miller’s son: “you have to marry my daughter.”

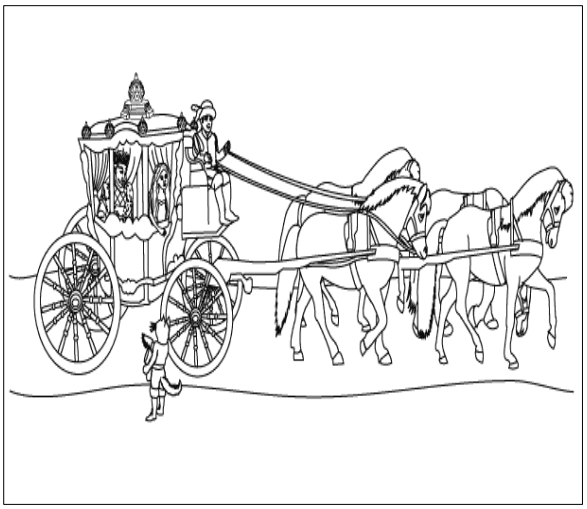
They got married, and they lived happily ever after with the cat.

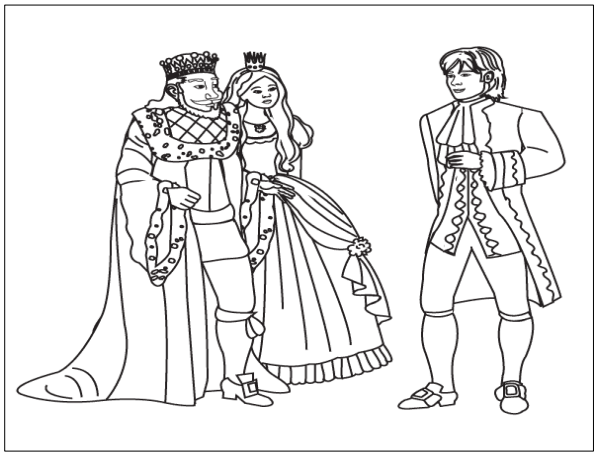
A long time ago A miller Three sons Miller died: Mill → oldest son	Horse → second son	Third son, only cat Depressed But cat: “don’t worry master. If you give me some boots and a bag, I will make you rich.” Also a nice hat.

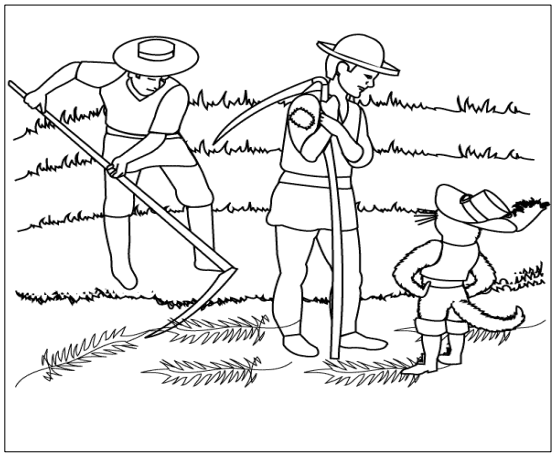


forest, 3 rabbits	to the King: “This is a present from my master, the Marquis of Carabas” King very pleased

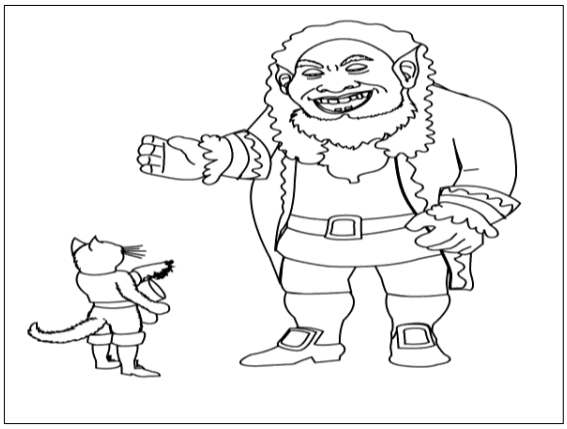


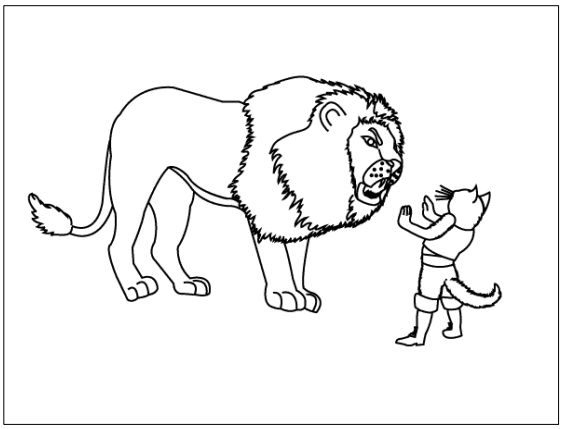
one day, cat → his master: “This afternoon you have to go swimming” king and his daughter passed the lake in coach. cat → king: “Please help, my master, the Marquis of Carabas, is drowning!”	king’s servants helped him nice clothes



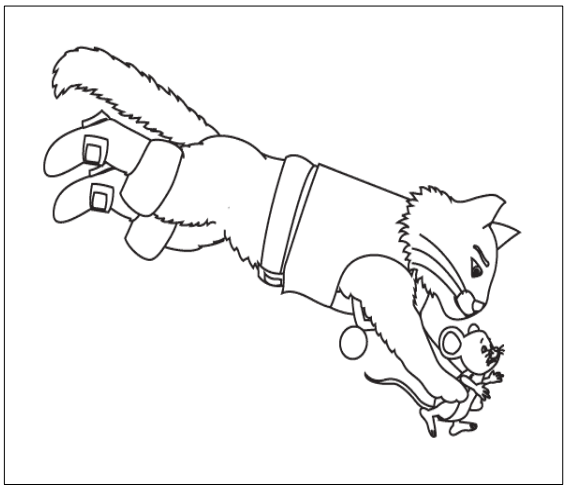


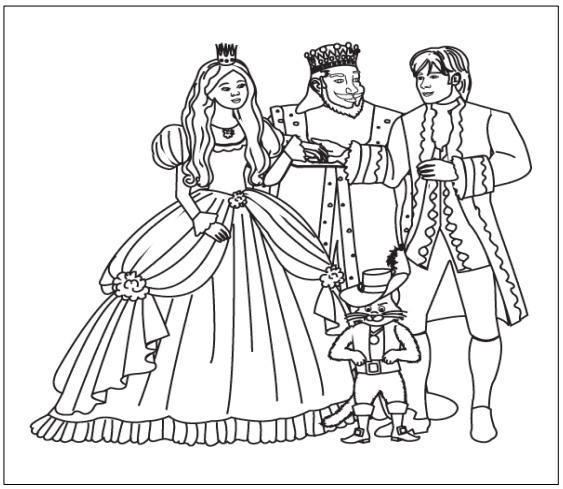
King very pleased His daughter liked Invited him to join them on their ride	cat walked in front of coach arrived field, cat→workers “Tell king that you work for the Marquis of Carabas” King asked workers “who does this land belong to?” Workers responded “to the Marquis of Carabas” King impressed





But, belonged ogre. Cat to ogre's castle "I have heard you are so powerful that you can change yourself into any animal you like."	Ogre: "Yes, that's true." Changed, lion





Cat: "that's impressive, but can you also change yourself into a very small animal, like a mouse or a rat?" Ogre: "Of course I can!" And the ogre changed, rat	The coach arrived, castle King: "Whose castle is this?" cat: ""Welcome to the castle of the Marquis of Carabas" king loved castle and told the miller's son: "you have to marry my daughter." got married, and lived happily ever after.

RAPUNZEL

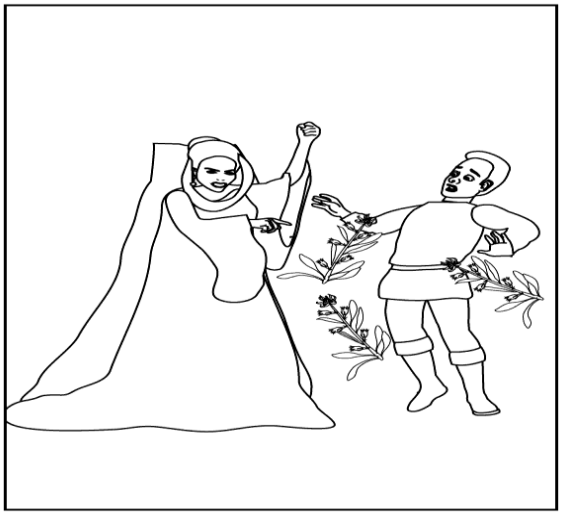
A long time ago, there was a man who lived in a house in the country with his wife. They were very happy, until his wife became ill. Because she didn't recover, he went to the garden next to their house to find a special plant, Rapunzel. But this garden belonged to a witch. When the witch saw the man in her garden, she got very angry. But then the man told her about his wife. She said: "I will give you the plant, if you give me your first baby." The man really needed the plant, so he accepted the offer. He thought: "The witch will probably forget it."

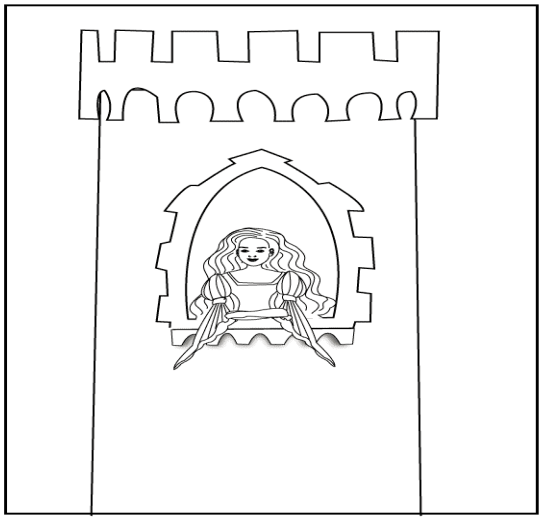
His wife recovered, and a bit later, they had a daughter. They were shocked when the witch came and took the baby away. She called the child Rapunzel, after the plant. At first, she kept Rapunzel in her garden, but when she became older, she locked her up in a tower without a door and without stairs. The tower only had a window. From that window, Rapunzel looked at the birds and sang songs.

Every day, the witch came to visit her. Rapunzel had very long hair, so the witch said: "Rapunzel, let down your long hair." Rapunzel did this, and the witch climbed up the tower. One day, a prince came to the tower. He heard Rapunzel's beautiful voice. Then he saw the witch. He heard how she called: "Rapunzel, let down your long hair." Then he saw her climb the tower. He waited until the witch went away. Then he shouted: "Rapunzel, let down your long hair." The hair came down and he climbed up. He was amazed when he saw Rapunzel. She was the most beautiful girl he had ever seen! Rapunzel also liked the prince, because he told her stories about the world. From that day on, the prince visited her every day. Rapunzel and the prince fell in love.

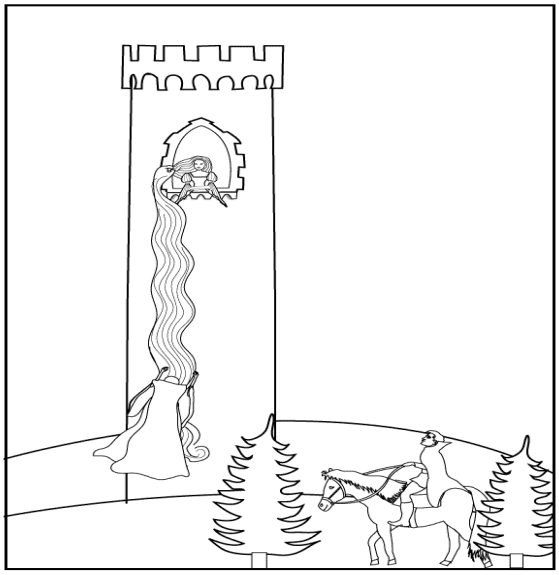
But one day, the witch found out about the prince. She was furious. She cut off Rapunzel's long hair, and she took her to a forest far away. Then she went back to the tower with the hair and waited. When the prince came and shouted: "Rapunzel, let down your long hair.", the witch let down the hair and the prince climbed up. When he got there, the witch attacked him, so he jumped out of the window. He wasn't hurt, but he was sad because Rapunzel was gone. He walked around the country to look for her. He walked for days and days, until he heard a beautiful voice. He shouted: "Rapunzel, Rapunzel!" Then he found her in the forest. They were both very happy. He took her to his palace and they got married. They lived happily ever after.

A long time ago A man and his wife lived, house, country Wife very ill Man to the garden next to house, a special plant, “Rapunzel”	wife recovered, a bit later they were shocked because witch, daughter witch called child “Rapunzel”, after the plant at first, in her garden

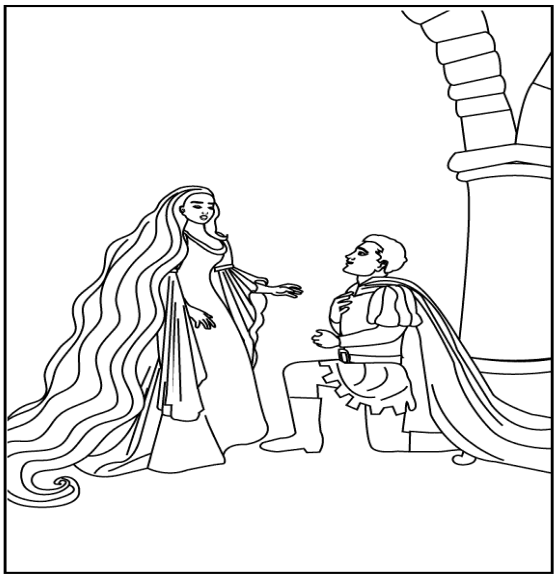


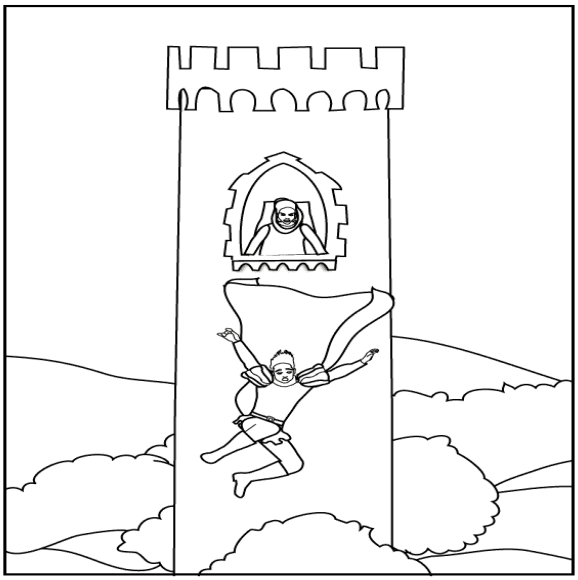


But garden belonged witch Witch very angry “I will give you the plant, if you give me your first child.” The man needed the plant He accepted, offer	When older, the witch locked her up tower without door or stairs, only window through which she looked, birds Rapunzel beautiful voice, songs Every day, witch: “Rapunzel, let down your long hair”, and climbed up, tower.

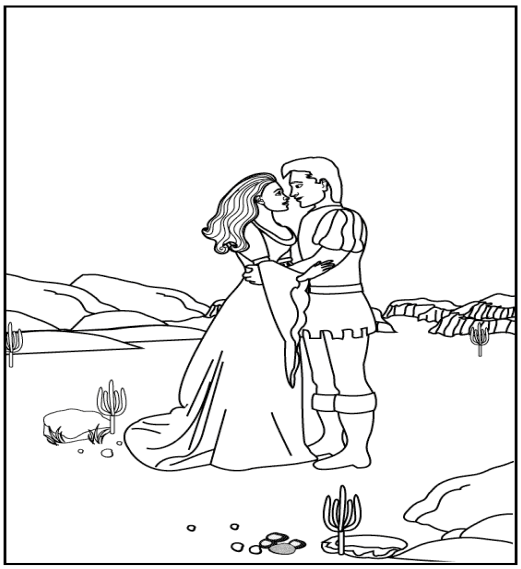


One day, prince Rapunzel's beautiful voice He heard how the witch called: "Rapunzel, let down your long hair" He waited, witch went away Prince curious shouted: "Rapunzel, let down your long hair"	But one day Witch furious Rapunzel to forest far away





He climbed up Amazed. The most beautiful girl he had ever seen Rapunzel also liked, prince, in love The prince visited her every day	Witch waited, tower, Rapunzel's hair Prince shouted: "Rapunzel, let down your long hair" The prince climbed up The witch attacked him He jumped out of the window



Prince walked, the country, and walked
for days and days
suddenly, beautiful voice
He shouted “Rapunzel, Rapunzel!”
Both very happy
To his palace
Got married
Lived happily ever after

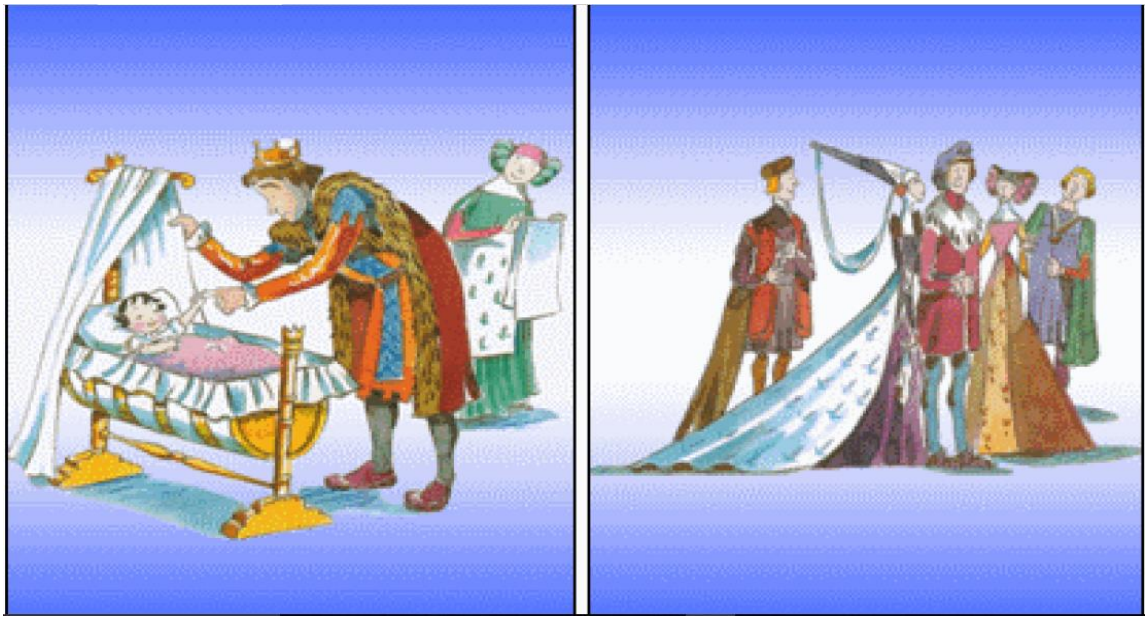
SNOW WHITE

Once upon a time there lived a lovely princess named Snow White. Her mother died when Snow White was a baby and her father married again. This queen was very pretty but she was also very cruel. The stepmother wanted to be the most beautiful lady in the kingdom and she often asked her magic mirror, “Mirror! Mirror on the wall! Who is the fairest of us all?” And the magic mirror used to say, “You are, Your Majesty!” But one day, the mirror answered, “Snow White is the fairest of you all!” The queen was very angry and jealous of Snow White. She ordered her huntsman to take Snow White to the forest and kill her. But when the huntsman reached the forest with Snow White, he felt sorry for her and set her free. He killed a deer and took its heart to the queen and told her that he had killed Snow White. Snow White stayed in the forest all night, crying.

When it was daylight, she came to a small house and went inside. There was nobody there, but she found seven plates on the table and seven tiny beds in the bedroom. She cooked a wonderful meal and cleaned the house and tired, finally slept on one of the tiny beds. At night, the seven dwarfs who lived in the cottage came home and found Snow White sleeping. When she woke up and told them her story, the seven dwarfs asked her to stay with them. The dwarfs loved her and cared for her.

Meanwhile, in the palace, the queen asked, “Mirror! Mirror on the Who is the fairest of us all? The mirror answered, “White is the fairest of you all! She lives with the seven dwarfs in the woods!” The stepmother was furious. She made a poisonous potion and dipped a shiny red apple into it. Then she disguised herself as an old woman and went to the woods with the apple. She knocked on the house door and said “Pretty little child! Let me in! Look what I have for you!” Snow White saw the shiny red apple, and opened the door. The witch offered her the apple and when she took a bite poor Snow White fell into a deep sleep.

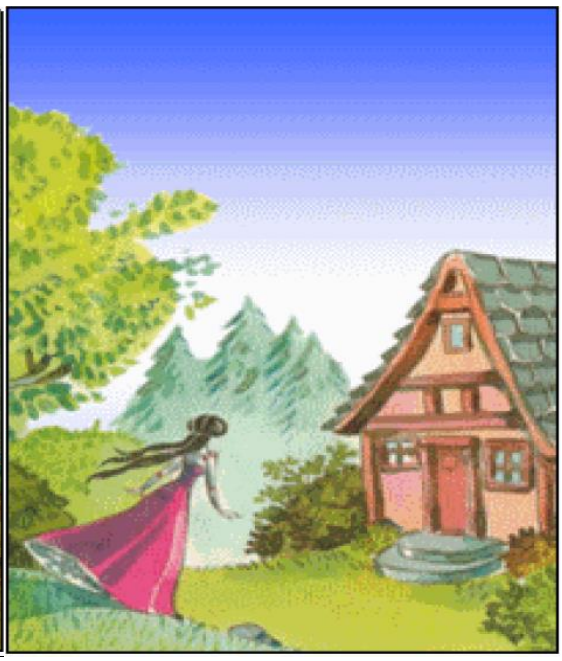
When the seven dwarfs came home and found Snow White on the floor, they were very sad. They cried all night and then built a glass coffin for Snow White. One day, a prince was going past the tiny house and he saw Snow White in the coffin. He said to the dwarfs, “Oh! She is so beautiful! I would like to kiss her!” And he did. Immediately, Snow White opened her eyes. She was alive again! The Prince and the seven dwarfs were very happy. Prince married Snow White and took her to his palace and lived happily ever after.



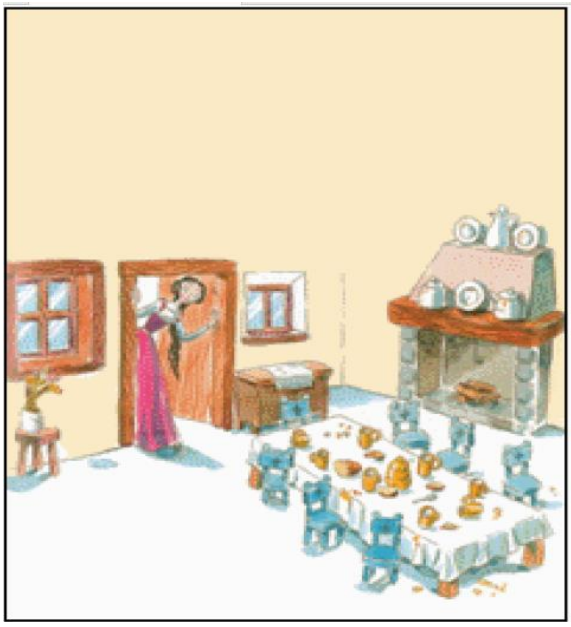
Once upon a time there lived a lovely princess Fair, named Snow White	Mother died, father married Queen pretty but cruel

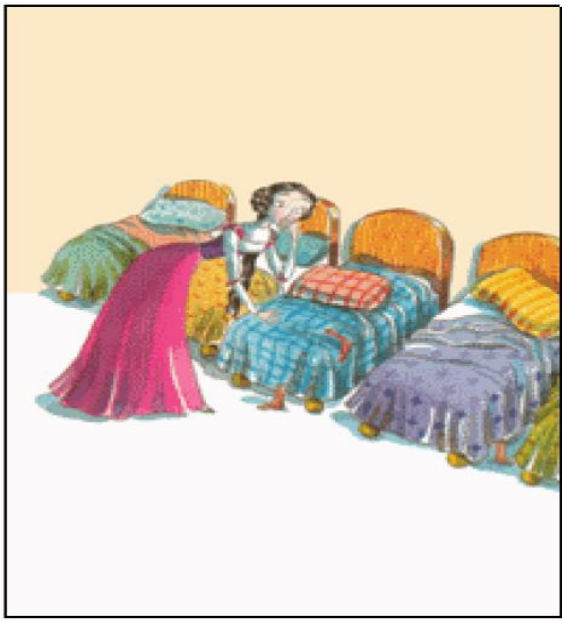
She wanted to, beautiful girl Often asked her magic mirror	Mirror used to say, “You are, Your Majesty!” But one day, the mirror answered… The queen angry and jealous

She ordered her huntsman, forest, kill. “I want you to bring back her heart,” she ordered	But huntsman reached the forest with Snow White, sorry for her, free. killed a deer, heart to the queen and told her that he had killed.

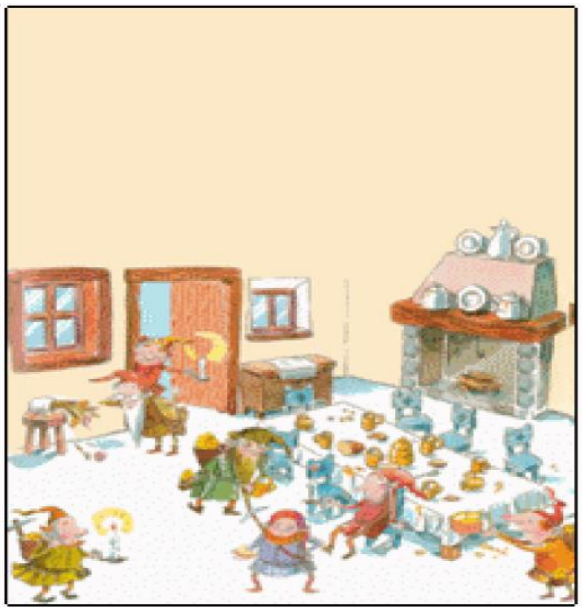


Snow White stayed forest, night, crying.	Daylight, small house.

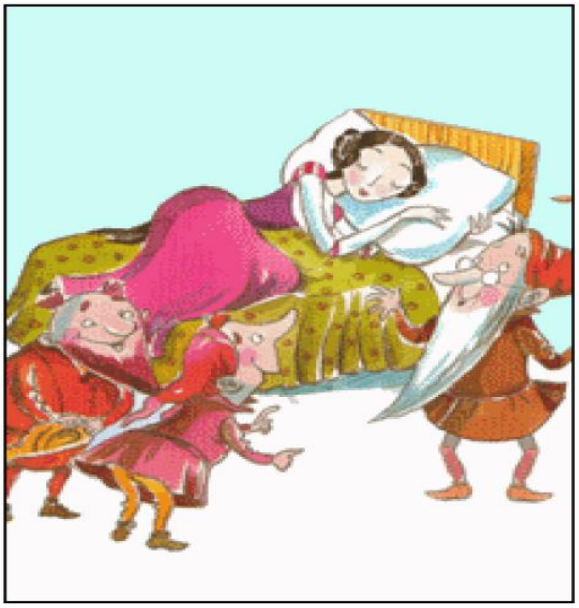


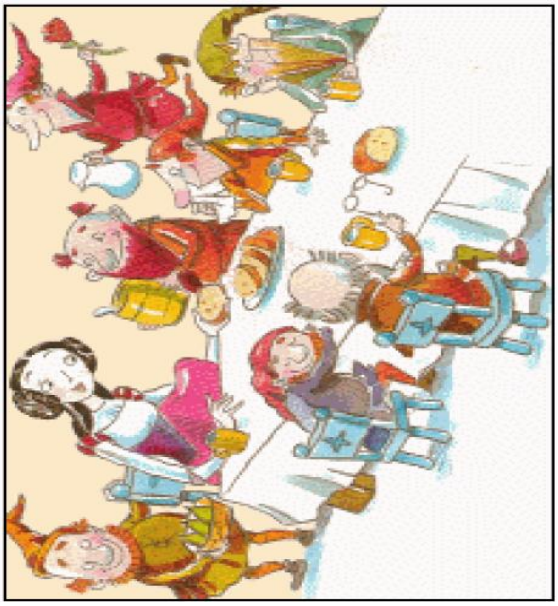


Nobody, seven plates table	Seven tiny beds bedroom

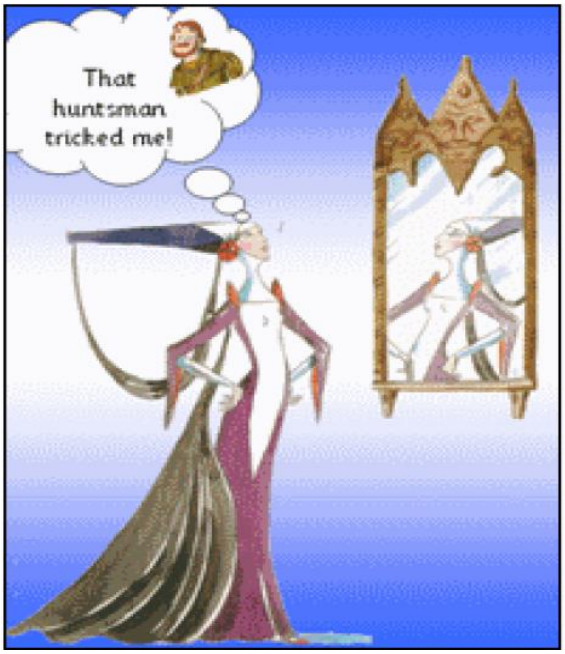


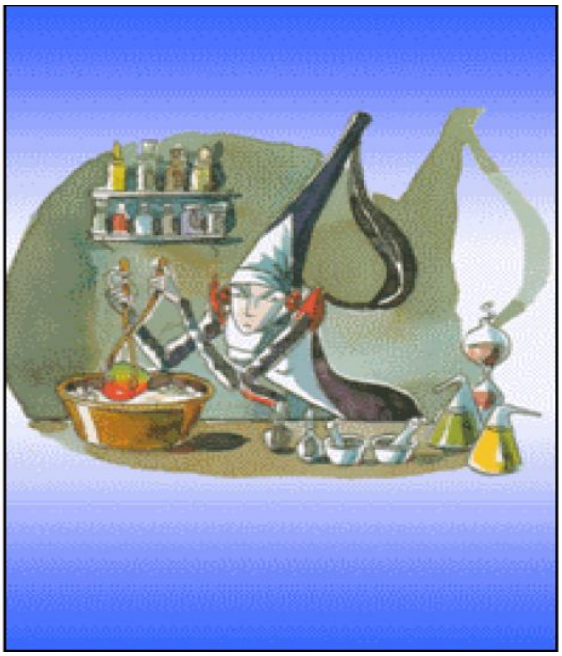
cooked a meal, cleaned the house tired, slept bed.	At night, seven dwarfs, lived in the cottage, arrived home



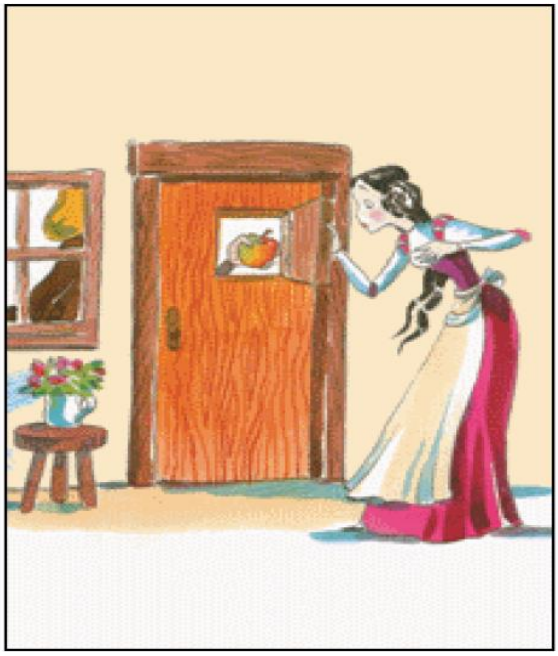


Found Snow White. She woke up, told them story, the seven dwarfs asked her…	Dwarfs away, Snow White delicious meals. Dwarfs loved her and cared for her. When they left the house, instructed her never to open the door to strangers.

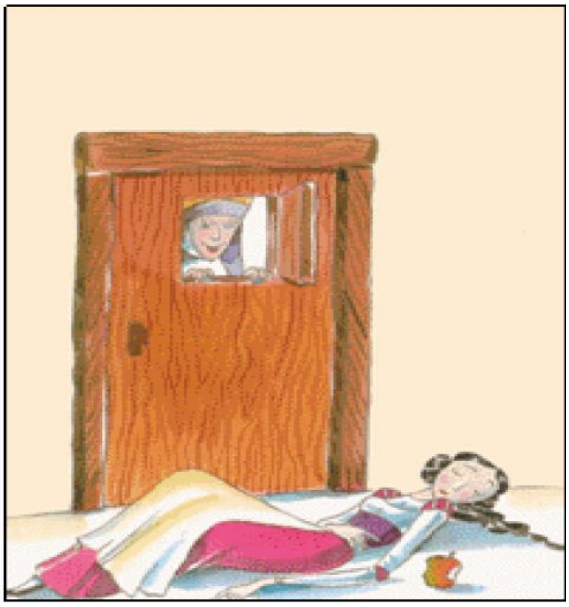




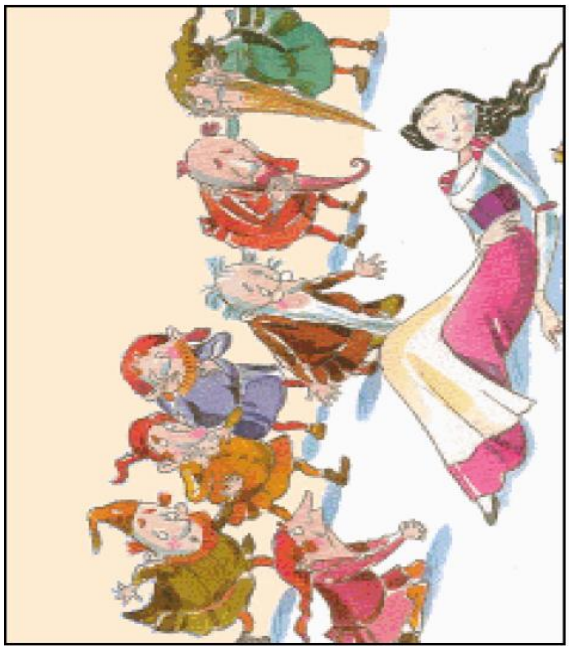
In the palace, the queen asked: “Mirror! Mirror on the Who is the fairest of them. The mirror answered: “Snow White is the fairest of us all! She lives with the seven dwarfs in the woods!” The stepmother furious, huntsman tricked her.	Witch, make magic potions. Poisonous potion and dipped an apple into it.

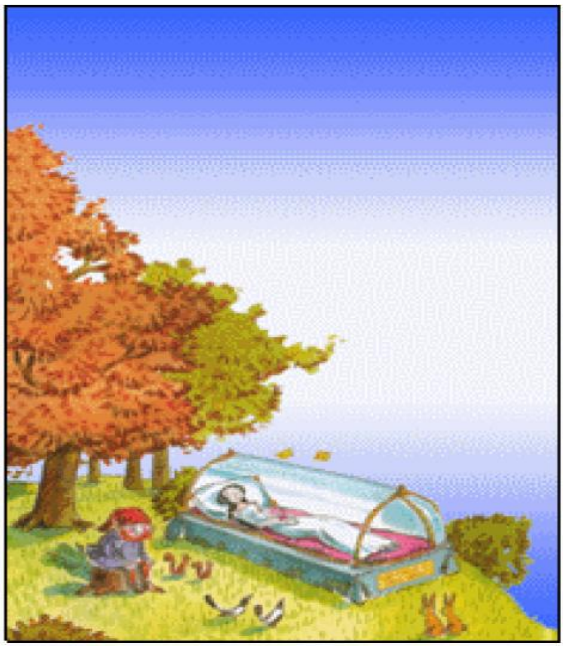


She disguised herself, old woman, to the woods with the apple.	She knocked on the door and said “Pretty little child! Let me in! Look what I have for you!”

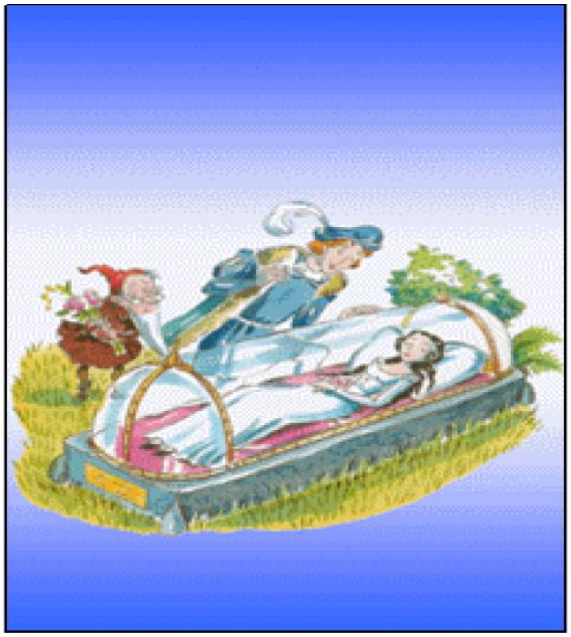


She opened the door The witch offered apple	Bite, Snow White, fell asleep





Seven dwarfs, home, Snow White, floor, very sad	They cried, Built a glass coffin for Snow White.



One day, prince, Snow White, coffin. He said to the dwarfs: beautiful, kiss. Snow White opened her eyes. She was alive again!	The Prince and the seven dwarfs were very happy.

Prince married Snow White
Palace and lived happily ever after.

APPENDIX D

Post-test

LITTLE RED RIDING HOOD

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

One day, Little Red Riding Hood's mother said to her, "Take this basket of goodies to your grandma's cottage, but don't talk to strangers on the way!" Promising not to, Little Red Riding Hood skipped off. But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. She wanted to take some flowers, so she picked a few, watched the butterflies flit about for a while, listened to the frogs croaking and then picked a few more.

Suddenly, the wolf appeared beside her and asked, "Where are you going, little girl?" "To my grandma's, Mr. Wolf!" she answered.

The Big Bad Wolf then ran to her grandmother's cottage much before Little Red Riding Hood, and knocked on the door. When Grandma opened the door, he locked her up in the cupboard. The wicked wolf then wore Grandma's clothes and lay on her bed, waiting for Little Red Riding Hood.

When Little Red Riding Hood reached the cottage, she entered and went to Grandma's bedside. "Oh! What big eyes you have, Grandma!" she said in surprise. "All the better to see you with, my dear!" replied the wolf. "Oh! What big ears you have, Grandma!" said Little Red Riding Hood. "All the better to hear you with, my dear!" said the wolf. "What big teeth you have, Grandma!" said Little Red Riding Hood. "All the better to eat you with!" growled the wolf pouncing on her. Little Red Riding Hood screamed and the woodcutters in the forest came running to the cottage. They beat the Big Bad Wolf and rescued Grandma from the cupboard. Grandma hugged Little Red Riding Hood with joy. The Big Bad Wolf ran away and decided never to be seen again. Little Red Riding Hood had learned her lesson and never spoke to strangers ever again.

Después de leer el texto, contesta a las siguientes preguntas:

1. (a) ¿Qué sabías sobre la pronunciación de la terminación de verbos en pasado (–*ed*) antes de estas clases? ¿Podrías formular una regla? Por ejemplo, ¿se pronuncia igual "walked" que "decided"? ¿Por qué?

(b) Decide entre la lista de palabras cuáles se pronuncian con /t/ y cuáles con /ɪd/

/t/	/ɪd/

- **Walked**
- **Decided**
- **Planned**
- **Benefited**
- **Played**
- **Asked**
- **Fitted**
- **Invented**
- **Started**
- **Called**
- **Liked**
- **Waited**
-

2. ¿Qué te han parecido estas tres clases? (Te ha resultado fácil, difícil, estresante, aburrido, ameno, divertido, etc.).