

**Title:**

Visual feedback: Learner noticing of recasts during online tutoring sessions

**Abstract**

This proposed presentation reports on a study in progress of second language (L2) learners' noticing of recasts during written computer-mediated communication (CMC). Recasts, defined as reformulations of a second language learner's non-targetlike utterance, have come under scrutiny regarding their effectiveness in actually drawing learners' attention to mismatches between their output and the target form. Despite the relative frequency of recasts as negative feedback in the L2 classroom, conflicting evidence exists regarding learners' noticing of recasted forms.

It has been speculated that factors such as discourse context, ambiguity of teacher feedback, and certain linguistic attributes (i.e., complexity of form, lack of phonological salience) contribute to the difficulty learners have in noticing the negative feedback provided in recasts. However, the computer-mediated environment, which allows for synchronous text exchanges, may facilitate learner noticing of recasts by visually juxtaposing a learner's initial non-targetlike utterance with its recasted equivalent. To investigate the potential for such visual recasts to facilitate noticing, this presentation first describes the process of using CMC to provide language learners with visual negative feedback. It then suggests a procedure for examining the degree to which learners actually notice these computer-mediated visual recasts.

**Key Terms:**

second language acquisition, negative feedback, computer-mediated communication

**Type of Presentation:**

work-in-progress

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