Exploring the effects of exposure condition, working memory, and inhibitory control on L2 development and noticing: The case of recasts

Abstract
The purpose of the dissertation proposed is to examine the effect of type of exposure to corrective feedback (direct, indirect, and mixed) and cognitive abilities (working memory and inhibitory control) in L2 Spanish. Emerging research on type of exposure to corrective feedback suggests that learners addressed by the correction under direct and mixed exposure have an advantage over learners who only overhear the correction. However, it is not clear whether either direct or mixed corrective feedback has an advantage over the other since no study has compared the two types of exposure. Additionally, there has not been any research examining the role of working memory or inhibitory control in learners’ performance under different types of exposure. The proposed dissertation seeks to address this gap by examining three types of exposure to corrective feedback (direct, indirect, and mixed), working memory, and inhibitory control on the effectiveness and noticing of recasts in second language acquisition of Spanish. The recasts will target noun-adjective gender agreement and differential object marking in Spanish. One hundred twenty native speakers of English learning Spanish will be assigned to four groups: mixed ($n = 30$), indirect ($n = 30$), direct exposure ($n = 30$), and control ($n = 30$). Participants will complete a set of information gap tasks in groups of dyads. Learners in the treatment groups will receive feedback according to the condition they are assigned to and participants in the control group will not receive or overhear any correction. Self-paced reading, oral production (OPT) and grammaticality judgment tests will be used as language measures at the pretest, posttest and delayed posttest. Working memory will be assessed using an operation span task and inhibitory control will be tested using a Stroop test.