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Who Gains More?: A Case of Motivation and Corrective Feedback in ESL Classes

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Abstract

The present action-research-study investigated the relationship between learners' motivation and their response (uptake) following feedback in an ESL class at a major Midwestern university. In SLA literature, several studies have adopted a cognitive perspective suggesting that learning a language is manifested by the mental processes like noticing and attention, and many others have emphasized the need of a socio-psychological perspective, viewing learning within a social context. The gap between the former and the latter was highlighted in Ellis and Sheen (2006) which invited scholars to do more research on socio-psychological factors that may influence learners' receptivity to corrective feedback. In the present study, motivation, being among the aforementioned factors (Deci & Ryan, 1985), has been explored within a mixed-design case study. The participants (N=13) are intermediate ESL students, and the researcher is an ESL teacher. The analysis indicated that different types (intrinsic/extrinsic) and levels (high/low) of motivation influence learners' uptake following feedback. Theoretical and practical implications are suggested.

Introduction

In the past few decades, there have been several different approaches to the study of second language acquisition (SLA). While some have adopted a cognitive perspective assuming that learning a language is manifested by the mental processes like noticing, attention, inhibition, etc. (e.g., Gass, 1997; Gass & Varonis, 1994), many others have emphasized the need of a socio-cultural perspective carrying language beyond the source of input and viewing it as a resource for participation in activities within a social context (e.g., Zuengler & Miller, 2006). This study aims to mediate a compromising ground between cognitive and socio-cultural perspectives bridging the gap in between. This gap was also highlighted in the review article of Ellis

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and Sheen (2006) in which they claimed that recasts do not take place in a social vacuum and their effectiveness might be influenced by socio-psychological factors that determine learners' receptivity to them. Following the work of Ellis and Sheen (2006) and Askildson (2008) which investigated the effects of motivation on the processing of recasts, the current study also investigated the influences of learners' motivation on the processing of corrective feedback, hypothesizing that differential types and levels of motivation may influence learners' response (uptake) to corrective feedback.

This study hypothesizes that learners with higher motivation will concentrate more on their errors and would like to learn the correct form for future occasions. On the other hand, those with lower motivation may not be very enthusiastic during the interaction and thus may not pay attention to the correction, having a limited access to their cognitive abilities, since some psychological factors such as objectives and reasons to learn are not yet fulfilled. Therefore, learners with high cognitive abilities like working memory, attention and intelligence may not be very successful in recalling their errors and as they may not use their actual potential because of the psychological barrier-*low motivation* (making a sense of why they are doing this/ what good will come out of this/ why they should commit their time and energy into this). Since the role of motivation is an under-researched area in corrective feedback literature, this action research study explored influences of different types of motivation on learners' response to corrective feedback measured by uptake production.

Literature Review

Corrective Feedback

The negotiations between native and nonnative speakers have been investigated in experimental settings or classroom observations in the last few decades. The findings of these studies suggest that learners benefit not only from the positive evidence provided during the conversation, but also the corrective feedback received either implicitly or explicitly (Ayoun, 2001). A brief definition for corrective feedback is made by Long (1996) as information following an error produced by the language learner. In this regard, corrective feedback is either *implicit*—in the form of recasts or *explicit* which is provided in the form of metalinguistic information such as explanation of a rule. While recasts are advocated for their non-interruptive role, metalinguistic feedback, on the other hand, is claimed to be more effective for long

term acquisition of target structures than implicit forms of feedback (Ellis, Loewen & Erlam, 2006). Lyster and Ranta (1997) define uptake as "a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (p.49). Similar to their study, the current study also uses uptake as an indication of *noticing* which is operationalized in this study as the threshold at which the learner compares old and new information and realizes the difference.

In the past few decades, SLA research has concentrated on social identity (e.g., Peirce, 1995), individual differences (e.g., Robinson, 2001), learners' perceptions of corrective feedback (e.g., Mackey, Gass, & McDonough, 2000) as well as cultural differences between these perceptions (e.g., Schulz, 2001) and influences of teacher's background (e.g., Mackey, Polio, & McDonough, 2004). The review article of Ellis and Sheen (2006) especially indicated the need for more research on socio-psychological factors that may influence learners' receptivity to corrective feedback, in which they concluded that recasts do not take place in a social vacuum, and their effectiveness might be influenced by socio-psychological factors that determine learners' receptivity to them.

Motivation Influencing the Receptivity to Corrective Feedback

A recent study by Askildson (2008) made a lightning retort to Ellis and Sheen's (2006) invitation investigating the impact of learners' motivation on the perception of recasts in the acquisition of grammatical gender in L2 French. In order to explore the question whether motivation plays a role in how recasts are perceived by beginning language learners, Askildson conducted an experimental study. Participants were first administered the motivation questionnaire of Gardner (1985), then they were randomly assigned to two conditions: (a) the experimental group (the written recast group) and (b) the control group. During the treatment sessions, the experimental group was provided with written recasts following an error. The researcher tested the hypothesis as to whether there is a positive correlation between learners' motivation and their perception of recasts. According to the statistical analysis, she found no interaction between learners' motivation and their overall treatment gains. She concluded that motivation does not play a role in the way recasts are perceived by beginning language learners.

Considering the limitations of Askildson's (2008) study in terms of its design, context, and scope, further studies might have different results. One of the issues that could be reconsidered in the design of her study is the use of an experimental design to test a psychological construct which is dynamic and subject to change under certain circumstances. The best example for this is the *mortality effect* that Askildson (2008) study has experienced losing half of the total participants during the experiment. In order to have a more naturalistic approach, an observational design could be used in which the learners do not have to make any extra effort, and the researcher does not interfere with the natural interaction. As learners might behave differently in an experimental setting compared to the actual context of learning, learners may not exhibit their genuine performance, which may mislead the researcher when merging these data with their responses in the motivation questionnaire. In other words, learners answer the questionnaire reflecting their interest to learn a language, but will perform in the experiment probably because of external factors such as rewards or extra credit.

Therefore, the present study is carried out in the classroom context with the goal of avoiding the confusion between *motivation for learning* and *motivation for experiment*. Another difference from the study of Askildson is that, instead of Gardner's (1985) socio-education model, Deci and Ryan's (2001) *self-determination theory* is used as a motivation model, which gives the researcher to evaluate learners' motivation using not only *high* or *low* measures but also the source of motivation as *extrinsic or intrinsic motivation* which is presented briefly in the next section.

Self-Determination Theory

Self-Determination theory was proposed by Deci and Ryan in 1985. In this theory they divided motivation into two general types; *intrinsic* and *extrinsic* motivation. In order to build up a theoretical background to address this construct, they proposed a Self-Determination Continuum (SD Continuum) which ranges from *amotivation* to *intrinsic motivation*.

Types of Motivation

The construct of motivation has been explored under several subcategories. One of these subcategories is *extrinsic motivation*; the

metaphor—*the horse running after a carrot*—defining motivation (Brown, 2001) has naturally fit into this category and coexisted with *intrinsic motivation.* While the former term is explained with the desire to learn a second language in order to attain a certain career and achieve educational and financial goals, the latter represents the enthusiasm to learn a language stemming with a positive attitude towards the community of its speakers.

According to the Deci and Ryan (2000b) model, *amotivation* refers to a situation in which learners are not motivated to act; they do not want to learn the language, or they behave passively. Extrinsic motivation, on the other hand, reflects a wide range of behavior from external rewards to synthesis with self. According to this model, the subdivisions of extrinsic motivation are (a) *external regulation* which includes the behavior performed to fulfill an external demand or to receive an award, (b) *introjected regulation,* related to motivation to exhibit ability or maintain feelings of worth, which is a relatively controlled form of regulation including behavior performed to avoid guilt or to attain ego enhancements such as pride, or self-confidence, (c) *regulation through identification* refers to consciously valuing a goal or action, finally (d) *integrated regulation,* the most autonomous form within extrinsic motivation in which integration happens when learners internalize the goals, and accept them also considering their values and needs.

Within the same Deci and Ryan (2000b) Model, i*ntrinsic motivation* refers to acting for the sake of such internal factors as enjoyment and satisfaction. In a language learning context, when learners are intrinsically motivated, they will seek for ventures, take more risks (Beebe, 1983), be more willing to exert effort and act for getting the fun or satisfaction from the learning process (Ryan & Deci, 2000a, 2000b). The process of intrinsic motivation has been further explored and finally divided into subcategories in several studies in Noels (2003).

According to the categorization by Noels (2003): (a) *intrinsic motivation-knowledge* refers to the desire to do an activity for the pleasure of gaining knowledge, (b) *intrinsic motivation-accomplishment* refers to the desire to have the sense of achievement, and (c) *intrinsic motivation-stimulation* reflects the excitement and enjoyment of performing a task (playing a game of being in a competitive task). These three subcategories of *intrinsic motivation* along with *amotivation* and *extrinsic motivation* are investigated in the

present study using the *Language Learning Orientations Scale* by Noels and colleagues (2000, 2001, 2003).

This study hypothesizes that there is a positive correlation between learners' motivation and the amount of uptake they produce (the higher their motivation, the more uptake they produce). Moreover, different types and levels of motivation may have an influence on learners' response patterns: (a) learners with more extrinsic motivation may be more concerned about structural accuracy to have high grades in their exams, and thus attend to morpho-syntactic corrections producing more uptake following such corrections, and (b) learners with intrinsic motivation may be more concerned about native-like pronunciation and fluency to convey their message, and thus attend to lexical/phonological/semantical corrections, producing more uptake after these corrections. Within the frame of these hypotheses the research questions are formulated as follows:

1. What is the relationship between the type/level of learners' motivation and the uptake they produce?

2. How do learners with intrinsic/extrinsic motivation respond to morpho-syntactical/lexical/phonological/semantical corrections?

Method

Participants

This study was carried out at a major Midwestern university. A total number of 13 intermediate level ESL learners were recruited in the course of two months. The participants were enrolled at the English Language Center (ELC) of the participating university where the researcher also worked as an ESL teacher. One of the four intermediate level classes was randomly selected on the basis of the assumption that there would be ample amount of corrective feedback episodes in an intermediate level class in comparison to more advanced level classes. The students were from South Korea, China and Saudi Arabia and came to the U.S. for a semester or an entire year within an exchange program between universities. Their age range was 18-45 and there were 10 male, 3 female students. They had learnt English in EFL settings, and most of them came to the U.S. for the first time. The instruction was mainly student-centered, and the classroom activities were communication oriented.

Materials and Procedure

A motivation questionnaire (see Appendix A) was administered (Noels, 2003). In addition to the questionnaire used to collect data in order to explore the degree and the type of learners' motivation, video-recorded classroom observations were carried out with a video-camera positioned in front of the classroom. The questionnaire included twenty-one statements making up seven factors: *amotivation, external regulation, introjected regulation, identified regulation, knowledge, accomplishment* and *stimulation*. These variables were assessed using a seven point Likert scale ranging from strong disagreement (1) to strong agreement (7). The observations were conducted once or twice a week in three different skill classes (listening & speaking, reading & writing, and content) with three different teachers. The data collection took one and a half months with nine hours of recording. After collecting the observation data, the learners completed the language background survey (see Appendix B) and the motivation questionnaire.

Data Analysis

The feedback episodes were identified and transcribed by the researcher. Regardless of the type of feedback (recast, metalinguistic explanation, etc.) provided by the teacher, the learners' responses following the correction (lexical, semantical, morpho-syntactical or phonological) and the number of uptake they produce were coded and analyzed. According to the definition of Lyster and Ranta (1997) the categorization of uptake was made as follows:

1. *Repetition:* The learner repeats the correction of the teacher.

S: That *were* great.

T: That *was* great

S: *was*

2. *Incorporation: S*tudent's repetition of the correct form in a longer sentence.

S: That *were* wonderful

T: *was*

S: That *was* a wonderful day

3. *Self-repair*: Student's self correction of the initial error.

> **S:** I *goed* to the Meridian Mall yesterday.
>
> **T:** Pardon?
>
> **S:** I *went* to the Meridian Mall yesterday.

4. *Peer-repair:* Peer correction provided by a student other than the student, and the Interlocutor either acknowledges or repeats the correction.

> **S:** I *buy* a t-shirt last week.
>
> **I:** You *bought* a t-shirt.
>
> **S:** Ah Yes. Bought.

Any occurrence of one of these four contexts was considered as *uptake with repair,* and the absence of one of these situations but acknowledging the correction, saying "yes", was considered as *uptake-need repair.* If there were not any of these instances, there was *no uptake*, but *topic continuation.* Consider a hypothetical student who received corrective feedback from the teacher 87 times during the recorded sessions. While he produced 56 instances of uptake, he did not produce any uptake in 31 of them, but continued the interaction. In order to calculate the uptake score of this student, the ratio of uptake—56 to the number of total corrections—87 was calculated as 64 %. In addition to the total number of uptake, the instances of uptake including lexical, morpho-syntactical, semantic and pronunciation reformulations were calculated independently in order to address the second research question whether learners with different motivational orientations pay more attention to a specific feature than others.

In the analysis of the collected data, SPSS 15.0 (Statistics Package of Social Sciences) program was used. Learners were grouped according to their scores in the category of intrinsic motivation. Following this procedure two groups were formed: (a) a low intrinsic motivation group (LIM) and (b) a high intrinsic motivation group (HIM). The participants' uptake scores were analyzed using descriptive statistics and inferential statistics (independent samples t-test). In addition to the analysis of difference, a correlation analysis was administered with the whole population in order to find out whether their motivation scores correlated to their uptake scores.

With regard to student errors and teachers' feedback, it is important to note that the current study did not investigate the absolute

number of student errors and the number/type of teacher feedback followed. Instead, the number of student turns containing a meaningful message and long enough to have the potential to possess an error was analyzed. As the dependent variable was the instances of uptake, the decisions about the type of learners' error and the type of teachers' feedback are beyond the scope of this study, yet can be investigated in a subsequent study. It is also important to keep in mind that the sample size in this action research study (N=13) is relatively small for strong claims. Therefore, the findings are interpreted to tell the story of a single ESL class and describe the methodology adopted to understand the effects of learners' motivation on the processing of corrective feedback. In future studies, teachers and researchers can use this study as a starting point to understand their classroom, students, and data.

The quantitative data obtained through observations and the questionnaires were supported by the qualitative data provided by the explanation of some instances during the observation as well as the informal conversations with one of the teachers regarding his/her opinions about the learners' motivation and their behavior in the classroom. Acknowledging that the teachers' opinions about the learners might be subjective and might fail to reflect the reality, it is a reliable source regarding how the learner was perceived by an outsider, and this information was compared with learners' responses to the questionnaire.

Results

Learners' responses to the questionnaire were analyzed with respect to the seven factors mentioned in the previous section. As the scores of intrinsic motivation were used as the grouping variable, learners were ordered according to their scores in this category. Intrinsic motivation included three factors: *knowledge, accomplishment* and *stimulation.* The highest possible score in the intrinsic motivation category was 63, and learners' responses were between 18 and 60. The mean score was identified as the division line (M=44.76, SD=11.29). Six learners below the average were grouped as LIM (low intrinsic motivation) and seven learners were grouped as HIM (high intrinsic motivation) learners. Table 1 and Figure 1 show the mean scores for LIM and HIM groups under each factor. Though their extrinsic motivation scores showed similarity, LIM and HIM groups showed statistically significant differences under the three categories: *knowledge*, *accomplishment* and *stimulation*.

Table 1. *Mean Scores for Each Category*

Participants	LIM	HIM
N	6	7
Amotivation	10.6	9.5
External	13.6	15.7
Introjected	12.3	13.8
Identified	14.6	17.2
Knowledge	12.1	16.2
Accomplish	11.6	17.7
Stimulation	11.8	18.5

Figure 1 shows the visual illustration of the mean scores for each factor.
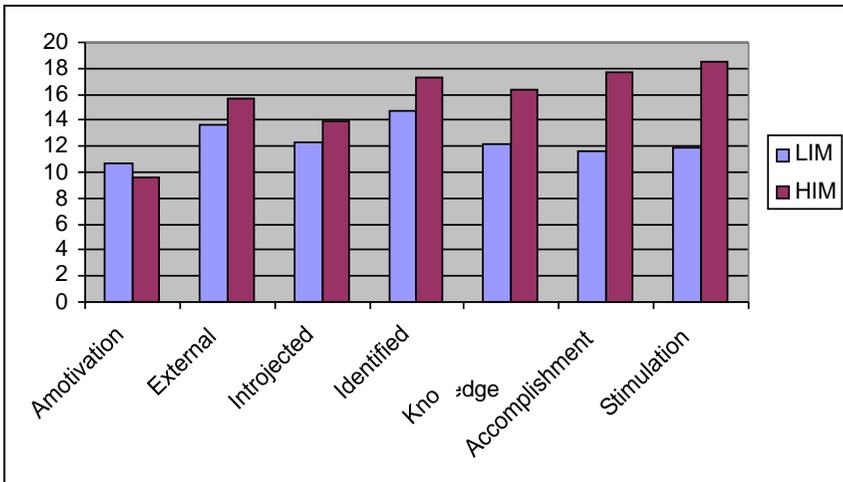

Figure 1. *Motivation Scores for LIM and HIM Groups.*

The next stage of the study was to merge the responses to the motivation questionnaire with observational data. The analysis included four hours of record with a total of 165 student turns. Table 3 shows the distribution of student turns, errors, and the number of uptake. The difference between LIM and HIM in each category (errors, uptake-need

repair, and uptake with repair) was calculated using t-test. The levels of significance are also reported in Table 2.

Table 2. *Frequency of Turns with Student Error and Student Uptake Followed by Teacher Feedback*

	Total student turns			Errors			Uptake-need repair			Uptake with repair		
	Mean	SD	Sig	Mean	SD	Sig	Mean	SD	Sig	Mean	SD	Sig
LIM (N=103)	17.17	8.23	.04*	7.83	5.07	.148	3.67	2.16	.011*	3.17	2.71	.384
HIM (N=62)	8.86	4.98		4.29	3.03		.86	1.06		2.00	1.91	

* Mean Difference is significant at the 0.05 level.

The number of turns, errors, and instances of uptake are illustrated by the graph in Figure 2.
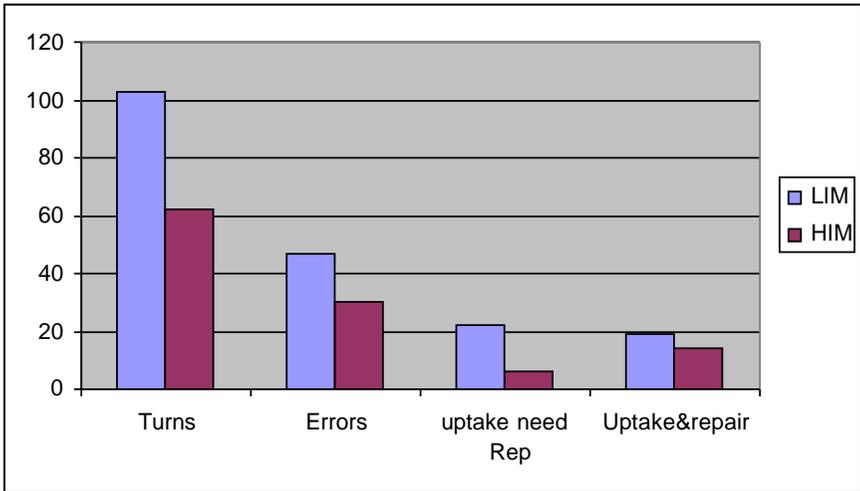

Figure 2. *Total Turns with Error, Uptake-Need Repair & Uptake With Repair*

According to the statistical findings shown in Table 4, the LIM group (M=17.17, SD=8.23) took greater number of turns compared to the HIM group (M=8.86, SD=4.98). This difference is statistically significant $t(11)=2.243, p< .05;$ it also represented a medium sized effect $r= .56$. The analysis of errors yielded the result that the LIM

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group (M=7.83, SD=5.07) produced more errors than the HIM group (M=4.29, SD=3.03). Another significant finding is that the LIM group (M=3.67, SD=2.16) produced more uptake that needs repair (acknowledgment) following the teacher's feedback compared to the HIM group (M= .86, SD=1.06). This finding also suggests a significant difference $t(11)= 3.048, p< .05,$ resulting in a large sized effect $r= .67$. In the category of uptake with repair, the HIM and LIM groups do not exhibit significant mean differences. These results indicated an unbalanced distribution of turns between the LIM and the HIM group of students. Therefore, it was necessary to analyze the number and percentage of errors with respect to the number of turns and the number of uptake with respect to the number of errors. To illustrate, instead of the number of uptake by LIM students, the rate of uptake in the turns they produced were analyzed.

Table 3. *Number and Percentage of Errors and Uptake According to the Motivation Groups*

	Total student turns			Errors			Uptake-need repair			Uptake with repair		
	N	%	Sig	N	%	Sig	N	%	Sig	N	%	Sig
LIM	103	62%	.04*	47	45%	.148	22	46%	.011*	19	40%	.384
HIM	62	38%		30	48%		6	20%		14	46%	

As Table 3 shows, LIM students took 62% of the total turns and their error rate is 45%, while HIM students took 38% of the turns with 48% error rate. This means that they made 48% erroneous utterances in the turns they took. Since this was an intermediate level class, it was anticipated to observe one or two errors of any type in a single turn. The LIM group produced 22 (46%) uptake-need repair and 19 (40%) uptake with repair following the teacher's correction. The HIM group, on the other hand, produced 30 (48%) errors, and produced 6 (20%) uptake need repair and 14 (46%) uptake indicating a statistically significant difference from the LIM group regarding the rate of uptake-need repair.

In addition to the t-tests carried out to investigate the influences of high and low intrinsic motivation on learners' uptake production, a correlation analysis was conducted to explore whether the level of motivation correlated with the number of uptake produced. Table 4

shows the correlations between the values of intrinsic motivation and the number of uptake.

Table 4. *Correlations Between the Number of Uptake and Learners'*

Intrinsic Motivation

	Turns	Errors	Uptake-need Repair	Uptake with Repair
Intrinsic Motivation	- .499	- .594*	- .666*	- .503
Sig (2 tailed)	.083	.032	.013	.080

* Correlation is significant at p=0.05 level.

The correlation analysis indicated a significant negative correlation between learners' intrinsic motivation and the number of errors (r= - .59, p< .05) as well as the number of uptake-need repair they produced following a correction (r= - .66, p< .05). These findings suggested that the higher the intrinsic motivation, the lower number of errors and uptake-need repair learners produced. The final stage of the data analysis was the comparison of learners' motivation and the type of correction to which they produced uptake. Table 5 shows the t-test results of the distribution of uptake according to error and motivation groups.

Table 5. *Distribution of Uptake According to the Correction and Motivation Groups*

			Following a morpho-syntactic Correction		Following a lexical correction		Following a phonological correction		Following a semantic correction	
	Turns	Errors	N	Sig	N	Sig	N	Sig	N	Sig
LIM	103	47	12	.028*	6	.829	14	.309	9	.209
HIM	62	30	3		6		8		4	

* Mean Difference is significant at the p=0.05 level

These findings indicated a significant difference between LIM and HIM groups in terms of the mean scores of uptake following a morpho-syntactic correction. The LIM group (M=12) produced more uptake responding to a morpho-syntactic correction than the HIM group (M= 3). This difference is statistically significant, $t(11)=2.530$, $p= .028$ with a large sized effect $r= .60.$ Following a phonological correction, the LIM group (M=14) also produced more uptake than the HIM group (M=8). This difference is not statistically significant but has a small sized effect $r= .30$. As for the semantic corrections, the LIM (M=9) produced more uptake than the HIM group (M= 4) with a small sized effect $r= .37$.

Discussion

The present study aimed to investigate the relationship between learners' motivation and the number of uptake they produce following a correction within a case study of an ESL class. The quantitative findings produced following responses to the research questions.

1. What is the relationship between the type/level of learners' motivation and the uptake they produce?

Learners' motivation was investigated with a language questionnaire developed by Noels *et al* (2000). In contrast to Askildson's (2008) study, the research findings suggested a relationship in which LIM students took greater number of turns, made more errors and produced more uptake-need repair following a correction in comparison to HIM students.

2. How do learners with intrinsic/extrinsic motivation respond to morpho-syntactical/lexical/phonological/semantical corrections?

The statistical findings suggested a relationship between intrinsic motivation and number of uptake produced as a response to morpho-syntactic corrections, phonological corrections and semantic corrections, in all of which the LIM group produced more uptake than the HIM group.

This study aimed to achieve triangulation between the data gathered through the questionnaire and the interview data with one of the teachers about their opinions concerning the learners' motivation. In the interview, the teacher reflected learners' motivation and their performance during the classes. I acknowledge that these opinions could be subjective; however, they might also give qualitative evidence to interpret learners' motivation from the teacher's perspective. The teacher's comments about the HIM group were in the direction that they were placed correctly in terms of their cultural interest, positive attitude and curiosity to learn more. However, her comments for the LIM members raised some concerns about the accuracy of grouping. The teacher mentioned some LIM members to be very motivated, hardworking, quiet but willing to communicate, caring about grades and accuracy. Considering that learners' motivation is too complicated to measure by outsider's perspectives or self-reports, it can be argued that the teacher had the ability to observe learners' extrinsic motivation, which was found to be similar among all the participants. However, intrinsic motivation could be less reflected in performance and may not be possible to measure through observation. The accuracy of measures in motivation research merits further investigation.

The next stage of analysis was the coding of feedback episodes in which learners may or may not produce uptake following the teachers' correction. In the present analysis, I have not addressed the issues of what types of feedback (recast, metalinguistic, etc.) teachers used to correct the learners' errors. However, the coding of errors and identifying the types of uptake is a complicated issue and needs further investigation. Since the participating institution was following a communication oriented program in an ESL (English as a second language) setting, there were some concerns which might be related to the scope of this study and might also extend our knowledge of uptake and other affective variables. The issues raised here can be addressed to revise the ways teachers teach and offer corrective feedback. These points are briefly discussed below.

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On the contrary to Askildson's (2008) study which suggested no relation between motivation and corrective feedback, the current study pointed to a relation between learners' intrinsic motivation and their production of uptake. One of the interesting findings of this study is that the LIM group took more turns compared to the HIM group. This finding is contradictory to the previous literature as learners with high intrinsic motivation were assumed to participate more during classes. Previous research indicated that learners with high intrinsic motivation take more risks, venture new structures and engage in interactions more often than low intrinsic motivation students (Beebe, 1983). The contradictory results of this study could be explained by several factors such as the reliability issues of the questionnaire in which learners self-reported their opinions or the teachers' history with the students. As the teachers had their own judgments about who should be encouraged more to participate and who were already doing fine in classes, they had a tendency to call on the students with low interest in the material and with low intrinsic motivation. The statistical analysis indicated that all of the students who scored to be in the LIM group were frequently addressed by the teacher, and thus they ended up taking a greater number of turns during the classes. Thus, the number of turns showed not only the instances in which the learners took the floor with their own willingness but also those when they were assigned by the teachers. Future studies can explore the quality of learners' responses by looking at turns volunteered by learners per se or assigned by the teacher.

In this data set, there were enough instances of turns and errors, but a limited number of uptakes. As the teachers used more implicit feedback (less intrusive) types (Philp, 2003), the learners produced less uptake following this type of correction, lending further support to Lyster and Ranta, 1997; Philp, 2003; Ellis, Loewen, & Erlam, 2006. As Ellis et al (2006) maintains, explicit corrections are less frequent in a classroom setting, but most likely to result in learners' uptake rather than implicit correction types. Accordingly, in this data set, explicit correction types were not as frequent as implicit correction types. This could be due to practicality and time limitations. When the teacher gave a single explicit correction like a rule explanation or a metalinguistic comment, she spent most of the valuable class time first attracting students' attention to the content, then bringing them back to the form and finally warming them up again for the content. Therefore, teachers seemed to prefer implicit feedback types "hoping that some of them are receptive enough to benefit from the subtle corrections" as one of the teachers noted in an informal conversation. Therefore, this data set also

confirmed the findings of Philp (2003) in terms of the abundance of recasts and the scarcity of uptake followed in the feedback episodes.

As the teacher might be using multiple corrections at a time, or use different feedback types overlapping each other, the decisions to code these episodes were complicated, and merits further investigation. This study attempted to conceptualize motivation and corrective feedback using observational data. Future studies can follow discourse analysis to explore classroom interaction and how it might be influenced by learners' different motivations and orientations.

The learners came from different language backgrounds, and their L1 was different from the teacher. The only ground on which they could communicate was English. Therefore, when they were interacting with the teacher, their main objective was to express themselves to the teacher. This resulted in abundant instances of negotiation of meaning rather than the form. Though learners' reading and writing levels might be good enough for this level, their pronunciation was not always intelligible to the teacher. Therefore, teachers might have chosen to maintain the interaction without interrupting it and decided not to correct pronunciation errors unless they were crucially significant for their lesson objectives.

The HIM group produced less uptake when compared to the LIM group, and thus the feedback episodes they were engaged in were more likely to result in *topic continuation*. The reasons for their tendency to continue the topic rather than acknowledging, repeating or incorporating the correction might be because of the still intrusive nature of uptake in a natural conversation. Giving priority to the successful maintenance of the interaction, high intrinsic motivation learners seemed to focus on conveying their message and choose not to interrupt the conversation to produce uptake. Therefore, while uptake has been regarded as the indication of noticing and the production of pushed output (Lyster & Ranta, 1997), topic continuation also deserves some attention in terms of the circumstances in which it takes place and its contributions to the social context of interaction.

One of the most important pedagogical implications suggested in this paper is that teachers should have the awareness that when they are interacting with students asking questions (any type of question—display, managerial, rhetorical, closed, open, etc.), students will be on the plane of meaning and will respond accordingly. For example, when a student is asked, "What did you do during the weekend?" his/her answer might be: "My weekend is wonderful. I go to Chicago and buy

a lot of clothes." An ESL teacher might tend to provide corrective feedback on verb tenses here: "Oh! You went to Chicago and bought a lot of clothes?" and the student responds "Yes!" In this typical interaction, the teacher and the student are clearly on two different planes— *meaning* and *form*. Instead of simply repeating the student's utterance, the teacher can align with him/her here and acknowledge the topic initiated and possibly ask for elaboration (maybe still giving implicit correction) such as "Oh! What kind of clothes did you buy? I bet you *bought* some good winter coats." The student might be more likely to see the correct use of tenses here and can be primed by the teacher's prompt "Yes! I *bought good winter shoes,* too."

Conclusion

The present action research study attempted to investigate the relationship between learners' motivation and the number of uptake they produce following teacher's correction. The claims of this study are by no means deterministic or predictive; however, they display an example case of 13 ESL students and their responses to corrective feedback as well as the methodology adopted to understand the research context. Given the variation and the contradictory results found in this study, it is important for teachers and researchers to further investigate the ways to measure learners' motivation, how it interplays with corrective feedback, how it unfolds in language classrooms, and other psycholinguistic variables that might be determining learners' receptivity to corrective feedback.

Directions for Further Research

The present study provoked more questions than it has provided answers. Considering the complexity of research on motivation in the classroom context, future studies can benefit from more descriptive strategies and analytical frameworks such as discourse analysis, teacher and student journals, and stimulated recall of classroom discourse. One of the major implications of this study is that an investigation of classroom language does not have to be conducted only by linguists or discourse analysts, but any teacher can carry out action research, theorize their practice, and seek ways to improve their instruction.

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