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Research Paper

Using Recast and Elicitation to Boost Speaking Accuracy: An Impulsivity/Reflectivity Analysis

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Abstract

The present study sought to compare the effect of two modes of corrective feedback, that is, recast and elicitation, on the speaking accuracy of impulsive and reflective EFL learners. In doing so, 95 intermediate EFL learners who were studying at Tehran's Kish Language School were selected through nonrandom convenience sampling and sat for the Impulsivity Sub-Scale of Eysenck's Impulsive Questionnaire (EIQ). A total of 15 learners who were within the middle range were excluded, thus leaving 80 impulsive and reflective learners. Subsequently, a sample PET speaking test was administered as the pretest to assess the participants' speaking accuracy at the outset. Next, the participants were divided into four subgroups: 20 impulsive and 22 reflective learners undergoing a recast treatment, and 18 impulsive and 20 reflective participants experiencing elicitation. Once the 16-session treatment ended, another sample PET speaking test was administered as the posttest, and all four hypotheses were tested through a two-way analysis of covariance. The findings demonstrated that both recast and elicitation were significantly effective in improving the participants' speaking accuracy, while the elicitation impulsive group benefited the most compared to others. The pedagogical implications of this research and suggestions for further study are elaborated in the paper.

Keywords: Elicitation, Impulsive, Recast, Reflective, Speaking Accuracy

Speaking is perhaps the most frequent mode of human communication, as an overwhelming majority of human beings engage in this activity. Basically, the overarching goal of language learning is the capability to speak and engage in oral communication with other people (Alonso, 2018; Nunan, 2003). To this end, what is of crucial importance in teaching English is to empower learners so that they can communicate effectively in the oral modality (Bygate, 2017; Richards, 2008).

The speaking skill has been further subcategorized into three major components: complexity, accuracy, and fluency, or CAF in short, where speaking accuracy, that is arguably the most vivid and consistent construct of the three (Housen & Kuiken, 2009) is actually the degree to which the language expressed is harmonized with target language norms (Yuan &

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Ellis, 2003). Speaking accuracy continues to be researched extensively around the globe (e.g., Abdi et al., 2012; Bamanger & Khalid Gashan, 2014; Marashi & Dolatdoost, 2016; Suzuki, 2017; Swan, 2017).

In many contexts where the speaking skill in English is being taught, learners are not exposed to this language beyond the classroom sufficiently, or there is not enough opportunity for them to practice the language in their non-Anglophone community. Therefore, classroom teachers are expected to take error correction seriously (Ellis, 2009; Lyster & Ranta, 2013). Long (1996) asserts that providing corrective feedback (CF) is of significant importance when learners use a word incorrectly, have mispronunciations, or make grammatical mistakes, as it informs them about their mistakes and they consequently refrain from committing similar mistakes again.

Among the somewhat diverse array of error correction procedures, recast, and elicitation are two significant types of CF that have been regarded as educationally functional techniques in a communicative situation (Gass, 2017). Recasts are when the teacher reformulates a student's utterance in part or whole without repeating the error (Lyster & Ranta, 1997), as they comprise all feedback techniques through which a teacher merely provides a student with the correct response. According to Seedhouse (2004), recasts are reported as the feedback type that occur the most repeatedly in different instructional environments because teachers prefer to use this mode of implicit CF to correct students' errors.

Elicitation, on the other hand, is the corrective technique in which teachers do not provide the correct form, and ill-formed statements should be changed partially by learners (Ammar, 2003). Roothooft and Breeze (2016) assert that elicitation enables the correct form to be drawn out from learners by teachers. The elicitation strategies which are employed by teachers frequently are "asking a question or pausing to draw out the correct form from the student directly" (Keshavarz, 2015, p. 23). The ELT literature is perhaps replete with studies on these two modes of CF (e.g., Ellis & Sheen, 2006; Lyster & Izquierdo, 2010; Lyster & Saito, 2010; Najafi, 2015; Sheen, 2008; Trofimovich et al., 2007).

Prior to providing recasts, elicitations, or any CF for that matter, many factors need to be taken into consideration by educators (Phuong & Huan, 2018; Sheen, 2011). This multiplicity includes cognitive styles which might have an effect on learners' various feedback preferences (Dörnyei & Skehan, 2003; Evans & Waring, 2011). Among these cognitive styles are impulsivity and reflectivity, which are frequently studied in ELT (Ehrman & Leaver, 2003; Riding & Rayner, 2013). According to Brown (2007), an impulsive individual is one who is inclined to guess a response to a situation, while a reflective person opts for more calculated decision-making.

At one end of the cognitive style spectrum, impulsivity illustrates people who act without much provision, are spontaneous, and tend to be more risk-taking in daily tasks, while, at the other end of the spectrum, reflective persons are much more attentive, determined upon correctness or accuracy, and spend more time contemplating the situation (Srivastava, 1997).

These two cognitive styles remain a mainstream subject of research within ELT (e.g., Beiranvand & Mall-Amiri, 2018; Chen, 2021; Marashi & Gholami, 2020; Razmjoo & Mirzaei, 2009; Shi, 2011; Xu, 2011).

Review of the Related Literature

Speaking Accuracy

A pioneer in the categorization and conceptualization of speaking accuracy, Skehan (1996) defines the construct as producing target language in proximity with formal speech. Later on, Housen and Kuiken (2009) regard speaking accuracy as the capability to speak without errors or to produce error-free speech. Following the same strand of argument, Iwashita (2010) asserts that grammatical accuracy has been reported to be measured with regard to global accuracy (i.e., identifying any types of errors) or with respect to specific types of errors, and that the global accuracy approach is potentially the most exhaustive because all errors are considered.

Yuan and Ellis (2003) present a perhaps alternative approach by maintaining that accuracy is related to the degree of conformity of the linguistic output to L2 norms. To this end, speaking accurately necessitates a relative command of various phonological, morphological, syntactic, and semantic factors (Aziz & Kashinathan, 2021; Trinh & Pham, 2021). In simple terms, a learner who enjoys an acceptable degree of speaking accuracy is one who can correctly deliver the pronunciation and intonation of utterances, utilize vocabulary appropriately in accordance with the context, and observe syntactic rules (Vigoya, 2000, as cited in Cendra & Sulindra, 2022).

In order to boost learners' speaking accuracy, scholars have introduced and investigated the impact of various teaching activities in the ELT classroom around the globe including role play (Larsen-Freeman, 2011; Shapiro & Leopold, 2012), information gap tasks (Moss & Ross-Feldman, 2003, as cited in Namaziandost et al., 2019), interview (Oradee, 2012), storytelling (Nguyen et al., 2014; Wang, 2014), and picture description (Ur, 2012, as cited in Phuong & Huan, 2018) to name certain examples.

Regardless of the teaching method employed, one point that appears to be inevitable in the classroom is the correction of inaccuracies or errors (Ellis, 2010; Lyster et al., 2013; Shariq, 2020). Notwithstanding the vast and extensive controversy in the literature on how and when error correction should be implemented during the teaching process, there seems to be a consensus that a total abstinence of error correction would lead to fossilization of errors (Sheen & Ellis, 2011). Naturally, error correction or CF – a term coined by Chaudron (1977, as cited in Khatib & Vaezi, 2017) – holds a significant stance in language pedagogy due to its facilitative role in ensuring linguistic accuracy (Rassaei, 2015; Yoshida, 2008).

Recast and Elicitation

A very frequently used form of CF is recast, defined by Sheen (2011) as a reformulation of an erroneous utterance through which all or segments of that specific utterance are rectified within

the continuing discourse. Sheen (2011) further asserts that recast is reckoned as *full* once the teacher corrects the learner and subsequently repeats the corrected form of the learner's sentence completely or partially if the teacher merely rectifies the faulty part of the learner's output. Han (2002) introduces recasts as the most unclear and indirect forms of negative feedback, while Loewen and Philip (2006) assert that recasts are known for being pedagogically speedy, which do not jeopardize learner confidence while not interfering with the process of communication.

Elicitation, however, is a mode of feedback where teachers ask the learners to complete their own output through pausing and thus permitting self-correction. Teachers could also pose questions to elicit correct forms and encourage reformulation of erroneous output by the learners themselves (Lyster & Ranta, 1997). Lyster et al. (2013) stated that in elicitation, learners maintain information for a short period of time in their memory system, and this might be useful to prompt them to use the knowledge for production while Loewen (2014) pointed out that the advantage of elicitation is that learners are engaged in deeper cognitive processing as they need to construct the correct form themselves. Elicitation is arguably the most frequently used mode of prompts (Cho, 2012).

A sizeable number of studies have been documented in the literature regarding the efficacy of recast and elicitation. For instance, recasts of errors in pronunciation and word selection are more distinct than recasts of lexico-syntactic ill-formed utterances (Mackey et al., 2000). Ammar and Spada (2006) demonstrated that those whose L2 accuracy scores are higher benefit from recasts more than those whose accuracy scores are low. Also, recasts can facilitate the learning process as the implicit essence of CF within them can induce a more conducive ambience in the classroom (Alizadeh Vandchali & Pourmohammadi, 2019).

Regarding elicitation, Roothooft (2014) found some indications that this prompt could be a sound technique for encouraging uptake and repair of past tense errors, as well as for focusing learners' attention on the correct production of past tense forms while they are engaged in communicative speaking tasks. In another study, Yang and Lyster (2010) posited that elicitation would be more effective than explicit correction, a result also suggested by Yilmaz (2012).

Impulsivity and Reflectivity

As stated earlier, impulsive individuals come to decisions and report them very quickly without much worry about accuracy (Kagan, 1996, as cited in Razmjoo & Mirzaei, 2009), while the reflective are slow and accurate learners, taking them longer to respond, and thus make fewer errors (Michońska-Stadnik, 2013). To this end, Folse (2008) describes impulsivity as the extent to which learners make abrupt decisions and speculate answers without giving thought to the subject and their understanding and further continues that reflectivity, on the other hand, refers to language learners' capability to contemplate questions before answering them.

The number of empirical studies conducted on impulsivity/reflectivity is considerable. For example, Shi (2011) found that due to the haste of impulsive learners in speaking and acting, they "need to use compensation strategies including guessing meaning, using gestures and

coining words to keep the communication going" (p. 22). Chen (2021) concluded that as reflective learners reflect on questions at length, their fluency is not high, but they enjoy accuracy, while impulsive learners can answer questions quickly and fluently but with low accuracy.

There are also studies that are indicative of a specific relationship and/or difference between reflective and impulsive learners in certain aspects. For instance, Razmjoo and Mirzaei (2009) established that reflectivity/impulsivity bears no significant difference between participants' performance on the TOEFL proficiency test, while Morovat (2014) suggested that impulsive and reflective learners represent no significant difference in gaining higher scores in the speaking module of the IELTS exam. On the contrary, Marashi and Gholami (2020) concluded that cooperative offline planning is more beneficial for impulsive learners while individual offline planning is more advantageous for reflective ones.

In line with what has been discussed so far, error correction in class is not an option but a must, despite the required variation for doing so in different contexts. Although making mistakes is a natural process of learning and is inevitable, employing CF is what teachers can attend to in order to prevent fossilization (van Patten & Benati, 2015). Nevertheless, error correction is a very sensitive undertaking because it can cause a misunderstanding between teachers and learners, which may finally lead to anxiety or demotivation (James, 2013).

Accordingly, a main problem that exists in the domain of error correction is that many teachers are perhaps not cognizant of the impact of the various modes of CF on learners, while choosing an appropriate mode of correction is of considerable significance (Long, 2006). Bearing in mind the significance of speaking accuracy in language learning, the high frequency of using recast and elicitation as error correction techniques in ELT classrooms globally (Mohammadi et al., 2019), and the essence of taking into consideration learners' individual styles in the process of selecting and effecting a correction technique (Nietfield & Bosma, 2013), the ongoing need to conduct studies regarding the above triad of interactions seems very much relevant.

Although there have been studies investigating the interaction of error correction and learners' styles and preferences, the overwhelming majority have focused on extroversion/introversion (e.g., Abdi & Mohammadi Darabad, 2012; Jones & Wang, 2004; Rahmati, 2014; Shokrpour & Moslehi, 2015). Indeed, the researchers were not able to locate any such study regarding reflectivity/impulsivity; interestingly, one would think that reflectivity/impulsivity, by its very essence and definition, should interact considerably with error correction.

Regardng the discussion above and also the existing gap in the literature in terms of the interaction of the aforementioned cognitive styles and the two modes of CF discussed here, that is recast and elicitation, on the one hand, and the ongoing controversy over the prioritization of recasts and elicitation in terms of their efficacy (Sato & Lyster, 2012; Zhai & Gao, 2018), on the other, the rationale behind this research was to look into and compare the effects of the two

modes of CF on impulsive and reflective learners' speaking accuracy and to find out which one suits each personality type the best. In order to realize the goal of this research, the four research questions below were raised:

Q_1: *Is there any significant difference between the effects of recast and elicitation on impulsive EFL learners' speaking accuracy?*

Q_2: *Is there any significant difference between the effects of recast and elicitation on reflective EFL learners' speaking accuracy?*

Q_3: *Does recast have a significantly different effect on impulsive and reflective EFL learners' speaking accuracy?*

Q_4: *Does elicitation have a significantly different effect on impulsive and reflective EFL learners' speaking accuracy?*

Method

Participants

The participants in this research were 80 female intermediate EFL learners who were studying at Tehran's Kish Language School, aged 13-17 years old, in 10 intact EFL classes. The selection was through nonrandom convenience sampling. Initially, 95 learners filled out the Impulsivity Sub-Scale of Eysenck's Impulsive Questionnaire (EIQ), which put 80 among them into two groups of impulsive and reflective individuals – a total of 15 learners were excluded as they fell within the mid-range. Afterwards, the participants were randomly assigned into four groups: 22 reflective and 20 impulsive learners who underwent recast treatment, and again 20 reflective and 18 impulsive students who experienced the elicitation treatment. All the participants were Iranian, and their native language was Farsi.

Prior to taking part in the study, the participants were asked to formally declare their consent to participate in this experiment through a written form and were assured that anonymity and confidentiality would be respected throughout the procedure.

Instrumentation and Materials

Preliminary English Test Speaking Paper

One sample speaking paper of PET was used as the pretest to measure the participants' speaking accuracy at the outset, while another such sample paper was utilized as the posttest following the termination of the course. This test takes 10-12 minutes per pair of candidates and consists of four parts. In the first part, an examiner interacts with the candidates. In the second part, the candidates have an extended individual long turn, and in parts three and four, the candidates interact with each other.

Speaking Accuracy Measure

To measure speaking accuracy, the researchers utilized the percentage of error-free clauses, that is, the proportion of T-units that are to all T-units (proposed by Skehan and Foster,

1999, as cited in Marashi & Dolatdoost, 2016). A T-unit is one produced in a sentence comprising one main clause and all the subordinate clauses. Each of the interviews in the pre- and post-test was recorded and transcribed. The aforesaid proportion could range from 0 to 100 percent. As an example, the speaking accuracy of a participant who produced 15 correct T-units out of 20 stood at 75 percent.

Eysenck and Eysenck's Impulsiveness Questionnaire

A Farsi edition of the Impulsivity Sub-Scale of Eysenck's Impulsiveness Questionnaire (EIQ) was employed in this research to assess the participants' level of impulsivity/reflectivity prior to the treatment. This instrument comprises 19 five-point Likert items. The participants were asked to respond to each item by selecting one of the options in 10 minutes. The reliability of the questionnaire is 0.8 as reported by Salimi (2001, as cited in Marashi & Gholami, 2020), who prepared a Farsi version of this instrument and validated its impulsiveness sub-scale with 1822 participants from Tehran's Teacher Education University. Scores can vary from 19 to 95, with higher scores demonstrating greater levels of impulsivity. Participants who scored below 49 were considered reflective, and those who scored above 65 were impulsive. The scores within the range of 49-65 were excluded from this study as they were between impulsivity and reflectivity.

Teaching Materials

The course book taught in this study was the third edition of Solutions Intermediate (Falla & Davies, 2017). The book contains 10 units, each divided into five levels within the language school. In every term, two units of the book (each comprising eight lessons) are covered. The course book begins with a four-page introduction unit with a revision on grammar and vocabulary, followed by nine topic-based units. Each unit consists of eight lessons (A-H), five exam skills trainer sections which provide further practice, 10 vocabulary builders with practice, 10 grammar builder and grammar reference parts with more practice and a grammar reference.

Procedure

Once the 80 participants were selected and the four experiment groups were established (as detailed in the previous sections), the teacher (who was one of the researchers) initiated the treatment, which spanned 16 sessions of 90 minutes each within all four groups using the same textbook. An overall task-based approach was adopted in all groups. Grammar was taught inductively and whenever vocabularies were taught, the following session, learners were asked to make sentences with them. Learners were not allowed to use L1 throughout the lessons.

Every session, one lesson of the course book was taught in each class, and a unit thus took eight sessions to be completed. In almost every session, speaking and listening were practiced, but reading and writing were worked on in specific sessions. In order to provide more speaking

opportunities for learners, one learner was asked to give a piece of recent news (2-3 minutes long) at the beginning of every session. The other students listened to her, and they benefited from the CF given by the teacher and ultimately exchanged opinions about what they had heard.

Next, the teacher would start with the engagement part of the lesson in the book, in which she asked their opinions about the topic of the lesson by posing a number of questions. This part contributed to more speaking practice. For example, a lesson in the textbook was about lifespan. They were asked about the oldest person they knew. Following the engagement, the teacher carried on with the study part, which presented exercises related to grammar or vocabulary. Substitution drills were practiced in that part. At the end of the lesson, there was the activation part in which the learners were asked to use the newly taught grammar or vocabulary to produce sentences.

At the subsequent stage, the learners were put in pairs or groups to discuss the questions in the speaking part. Once the learners spoke, the teacher provided the CF while all learners were listening. The teaching process was the same for all four groups, with the point of departure in the treatment being the typology of CF.

In the recast group, the teacher reformulated the participants' utterances when they made errors and simply provided them with the correct answer; hence, there was no chance for the participants to reconsider their erroneous utterances by themselves, and there was topic continuation without interfering with the process of communication. Recast feedbacks were provided implicitly and not presented through phrases such as "you should say", "you mean", or "use this word." For example, *L: She died in the age of 23. R: Yes, she died at the age of 23.*

In the elicitation group, however, the teacher refrained from stating the correct form, but she helped learners to reformulate an ill-formed utterance. In other words, if an utterance needed repair, some signals were given to the learner that assisted in the reformulation of the incorrect statement. In elicitation, three techniques were used to elicit directly the acceptable form from the learners. The first technique was when the teacher elicited completion of her own sentence by taking a pause to let students fill in the blank. For example, *L: She died in the age of 23. R: She died…..? L: She died at the age of 23.* The second technique was using questions to elicit accurate forms: *How do we say that in English?* And the third technique was asking the learners to reformulate their utterance. Following the repair, the researcher took the opportunity to emphasize the accurate form prior to going ahead to topic continuation by using short phrases such as "Yes," "Bravo," and "That's it" or by repeating the sentence the learner had rectified.

Once the treatment in all four groups was over, the posttest was administered to all 80 participants.

Inter-Rater Reliability

As noted earlier, 80 learners participating in the four experimental groups took the speaking accuracy pretest. Since both researchers were involved in the rating of the speaking pretest, the inter-rater reliability of the scores provided by the two raters had to be checked at

the outset. First, the scores given by the two raters to 25 selected participants appear in Table 1.

Table 1

Descriptive Statistics of the Scores of 25 Selected Participants Given by the Two Raters

	N	Min	Max	Mean	SD	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Rater 1	11	41	89	73.18	14.449	-.260	.661
Rater 2	11	52	90	77.00	12.091	-.996	.661
Valid N (listwise)	11						

Table 1 displays that both sets of scores' skewness ratios were within ±1.96 (-0.260 / 0.661 = -0.393 and -0.996 / 0.661 = -1.506); thus the researchers used the parametric Pearson Correlation coefficient.

Table 2

Inter-Rater Reliability of the Two Raters Scoring the Speaking Test

	Rater 1	Rater 2
Rater 1		
Pearson Correlation	1.000	.762**
Sig. (2-tailed)	.	.006
N	11	11
Rater 2		
Pearson Correlation	.762**	1.000
Sig. (2-tailed)	.006	.
N	11	11

**Correlation is significant at the 0.01 level (2-tailed)

The results appearing in Table 2 delineate a significant correlation at the 0.05 level ($r = 0.762$, $p = 0.006 < 0.01$). Hence, the researchers were rest assured that they both could proceed with scoring all the subsequent speaking papers in this study.

Results

Pretest

Following the establishment of the inter-rater reliability, the descriptive statistics of the pretest are presented in Table 3.

Table 3

Descriptive Statistics of the Scores of the Participants on the Speaking Pretest

	N	Min	Max	Mean	SD	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Recast-Impulsive	20	41	99	71.15	13.933	-.243	.512
Recast-Reflective	22	57	90	77.00	9.700	-.642	.491
Elicitation-Impulsive	18	68	96	81.06	8.646	.066	.536
Elicitation-Reflective	20	66	96	81.70	8.523	-.164	.512
Valid N (listwise)	18						

As displayed in Table 3, the mean and standard deviation of the scores of the recast-impulsive group were 71.15 and 13.93, those of the recast-reflective group were 77.00 and 9.70, those of the elicitation-impulsive group were 81.06 and 8.65, and those of the elicitation-reflective group were 81.70 and 8.52, respectively. Furthermore, all four distributions enjoyed normality (i.e., the skewness ratios fell within ±1.96).

Posttest

Following the treatment, the 80 participants sat for the posttest (Table 4).

Table 4

Descriptive Statistics of the Scores of the Participants on the Speaking Posttest

	N	Min	Max	Mean	SD	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Recast-Impulsive	20	40	100	74.80	13.273	-.809	.512
Recast-Reflective	22	53	95	80.45	9.994	-.060	.491
Elicitation-Impulsive	18	79	100	87.56	5.843	.613	.536
Elicitation-Reflective	20	53	96	83.20	9.982	-.431	.512
Valid N (listwise)	18						

As can be seen from Table 4, the mean and standard deviation of the scores obtained by the recast-impulsive group were 74.80 and 13.27, those of the recast-reflective group were 80.45 and 9.99, those of the elicitation-impulsive group were 87.56 and 5.843, and those of the elicitation-reflective group were 83.20 and 9.98, respectively. All four distributions enjoyed normality too (i.e., the skewness ratios fell within ±1.96).

Testing the Hypotheses

The four null hypotheses formulated to be tested in this study, in accordance with the four research questions, were:

H_{01}: There is no significant difference between the effects of recast and elicitation on impulsive EFL learners' speaking accuracy.

H_{02}: There is no significant difference between the effects of recast and elicitation on reflective EFL learners' speaking accuracy.

H_{03}: Recast does not have a significantly different effect on impulsive and reflective EFL learners' speaking accuracy.

H_{04}: Elicitation does not have a significantly different effect on impulsive and reflective EFL learners' speaking accuracy.

In order to test all the four hypotheses raised together in this study with its pretest-posttest, comparison group, factorial (2×2), and quasi-experimental design, a two-way analysis of covariance (ANCOVA) was effected (through the SPSS 26 statistical package) as there was a dual CF modality (recast and elicitation) and also a dual personality style (i.e., impulsive or reflective learners) with the one dependent variable of speaking accuracy (Larson-Hall, 2010; Pallant, 2007). Firstly, the prerequisites for utilizing the parametric ANCOVA had to be checked. To begin with, the normality of distribution had to be checked; Tables 3 and 4 demonstrate a lack of skewness in the distribution of scores. Secondly, the Levene's test was run and the variances were not significantly different ($F_{(3,76)} = 1.458$, $p = 0.233 > 0.05$). Thirdly, as one covariate is being investigated (speaking accuracy pretest), the third assumption of the correlation among covariates did not apply in this case. Accordingly, the researchers could safely run a two-way ANCOVA. The results of the tests of between-subjects effects appear in Table 5.

Table 5

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	*F*	Sig.	Partial eta squared
Corrected Model	6248.278[a]	4	1562.069	35.424	.000	.654
Intercept	755.126	1	755.126	17.124	.000	.186
Personality Style	4611.027	1	4611.027	104.566	.000	.582
Instruction Type	184.187	1	184.187	4.177	.044	.053
Personality Style * Instruction Type	94.374	1	94.374	2.140	.018	.028
Error	60.708	1	60.708	1.377	.244	.018
Total	3307.272	75	44.097			
Corrected Total	538656.000	80				

a. R Squared = .654 (Adjusted R Squared = .635)

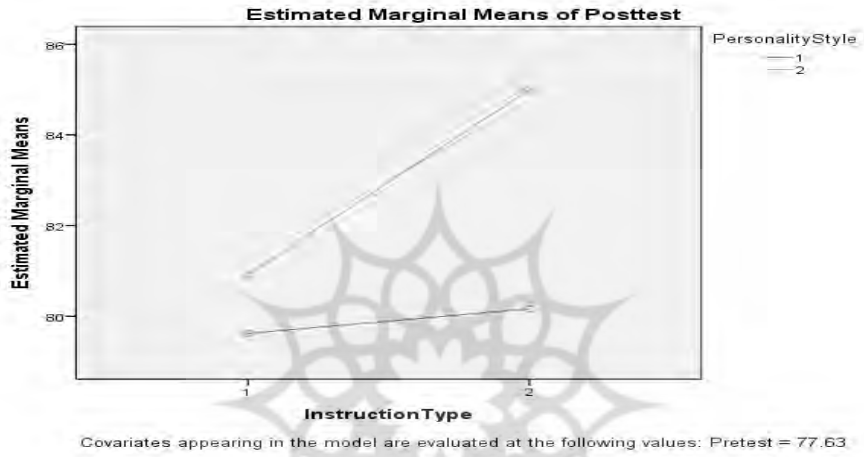
Table 5 signifies that a significance value of below 0.05 ($F_{(4,75)} = 35.424$, $p = 0.0001 < 0.05$). In addition, there was a significant difference between impulsive and reflective learners ($F_{(1,75)}$

= 104.566, p = 0.0001 < 0.05) and recast and elicitation in this research in general ($F_{(1,75)}$ = 4.177, p = 0.044 < 0.05).

Finally, since the interaction of the mode of instruction and personality style was significantly different ($F_{(1,75)}$ = 2.140, p = 0.018 < 0.05), the general conclusion delineated that the interaction of the two correction modalities with the two personality styles proved significant.

Figure 1

Interaction of the Instruction Type and Personality Styles on the Posttest



Based on the ANCOVA table proving significant differences, the four null hypotheses raised in the study were rejected. That is to say that,

- *There is a significant difference between the effect of recast and elicitation on impulsive EFL learners' speaking accuracy.*
- *There is a significant difference between the effect of recast and elicitation on reflective EFL learners' speaking accuracy.*
- *Recast has a significantly different effect on impulsive and reflective EFL learners' speaking accuracy.*
- *Elicitation has a significantly different effect on impulsive and reflective EFL learners' speaking accuracy.*

Ultimately, the researchers computed the observed power to specify the strength of the results in this study; accordingly, the effect size was also calculated. The observed power appears in Table 6 and is 0.64 for the CF type, i.e., a moderate effect size, and 0.71 for the cognitive style, which is strong (Larson-Hall, 2010; Pallant, 2007).

Table 6

Estimates of Effect Size for the Posttest

Source	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Intercept	.849	41.075	1.000
Personality Style	.710	1.052	.181
Instruction Type	.641	2.961	.835
Instruction Type * Personality Style	.213	1.196	.220

In this univariate two-way ANCOVA, there existed only two modes of CF type and two fixed cognitive styles; hence, post-hoc tests could not be run since at least three cases must be in place to run such tests (Larson-Hall, 2010); nevertheless, a comparison of the four groups' means on the pre- and posttest depicted that the elicitation-impulsive group obtained the highest change from the pretest level to the posttest level thus outperforming all the other three groups.

Discussion

The outcome of this study illustrated that both recast and elicitation were efficacious in improving the speaking accuracy of impulsive and reflective participants, as the posttest scores of all experiment groups improved significantly from their pretest scores, while, as noted above, the elicitation-impulsive group benefited the most. A detailed comparison of the results demonstrates a mixed outcome, which, again as discussed previously, has been the case documented in the literature (e.g., Sato & Lyster, 2012; Zhai & Gao, 2018):

a) Among impulsive learners, elicitation had a significantly higher effect than recast.
b) Among reflective learners, recast had a significantly higher effect than elicitation.
c) Regardless of the mode of error correction – elicitation or recast – impulsive learners benefit more than reflective ones from receiving correction.

The finding depicting the advantageousness of recasts is concordant with the results of previous studies, which proved the efficacy of recasts on speaking accuracy. For instance, Trofimovich et al. (2007) proved that learners benefited from the recasts they received. Moreover, Ishida's (2004) study on Japanese learners found that recasts can be efficient in communicative activities as it helps learners' accuracy to be increased. Another study conducted by Leeman (2003) yielded positive results for recast as well, since the recast group outperformed the control group. Following their laboratory study examining impromptu recasts which were provided within small-group work, Hawkes and Nassaji (2016) concluded that learners successfully and partially successfully corrected a larger number of errors in error+recast episodes compared to error-recast episodes.

In contrast, the finding of this study in favor of elicitation is compatible with that of Ellis and Sheen (2006) in their classroom-based research, who realized that elicitation was more effective compared to recasts, and the effect of recasts on learning was not significant. Safari (2013) concluded that recast is the CF mode which teachers employ often, though not sufficiently to induce high rates of repair. In another study by Lyster and Izquierdo (2010), the

findings revealed that recasts, compared to elicitation, resulted in a lower rate of understanding and repair.

Another finding of this study was the superior achievement of the elicitation-impulsive group. Although the effectiveness of both types of feedback, the elicitation-impulsive group benefited the most compared to the other three groups. This finding supports the outcome of classroom studies conducted on CF, demonstrating that prompts result in more considerable achievements in accuracy than recasts. Examples of such studies are Ammar and Spada (2006), Ellis (2009), Havranek and Cesnik (2001), Loewen and Philip (2006), and Lyster et al. (2013). In addition, Yang and Lyster (2010) revealed that prompts (of which elicitation is a subtype) would be more effective than recasts or explicit correction. A similar result was gained in Lyster and Ranta's (2013) study, where they reached the conclusion that the elicitation group by far outperformed the recast group in terms of the rate of repair. The present study also produced partially concordant results with the study completed by Rahimi and Sobhani (2015), which revealed that recast failed to be as efficacious as elicitation despite being the most commonly used CF type.

This study was also somewhat in line with Roothooft's (2014) study, whose outcome indicated that elicitation could be an efficient technique for enhancing an understanding and repair of past tense errors. The result of the present study also correlates with Carroll's (2001) research, which found that explicit CF strategies are more effective than implicit ones in generating L2 development, while Lyster and Saito (2010) yielded identical results as learners in both groups receiving recasts and prompts made significant progress.

Regarding reflectivity/impulsivity, the outcome of this research is incongruent with that of certain studies documented in the literature. For example, Keshavarz and Cheraghi (2005) suggested that reflective learners in general perform better than impulsive learners in grammar, while Beiranvand and Mall-Amiri (2018) concluded that reflective learners performed significantly better than impulsive students on the listening comprehension posttest. Haghighi et al. (2016) demonstrated that impulsivity/reflectivity cognitive styles do not contribute to learning English among pre-university learners in Iran.

Despite the perhaps general belief that reflective learners tend to benefit from CF more, the result of this study indicated the higher effectiveness of both types of CF, i.e., recast and elicitation, for impulsive learners, as they outperformed reflective ones in speaking accuracy. It may well hold that these results are pertinent to the fact that impulsive learners were often more active in class, as they were more gregarious, and the very nature of gregariousness encouraged these learners to express their opinions about most topics; consequently, they were provided with more CF.

As for the significant effect of elicitation on impulsive learners, it might have to do with the fact that these learners were consistently pushed by the teacher to correct their mistakes, which bore the potential to facilitate uptake. The reason underlying this could be that impulsive learners perhaps benefited more from being encouraged to self-correct than from receiving the

correct forms. This was perhaps due to the fact that these learners acted spontaneously without much provision, and elicitation CF provided opportunities for a more profound degree of processing. Accordingly, they were given the opportunity to employ their resources and try to specify and utter the correct answer.

Conclusion

The overarching goal of ELT is to enable learners to apply the language accurately in order to communicate well. Consequently, providing CF is of great importance as it can help learners to achieve this goal. In this regard, both recast and elicitation proved to be effective CF techniques in this study, as the result revealed that both recast and elicitation bore a significant effect on the speaking accuracy of both cognitive types, i.e., impulsive and reflective ones. However, the study indicated superior results for the impulsive-elicitation group, meaning that exposure to this specific CF type is more beneficial for impulsive learners, as this provides opportunities for a deeper level of processing; accordingly, it can contribute to higher speaking accuracy.

Ammar and Spada (2006) observed that prompts were more efficient compared to recasts among learners at a lower level of proficiency. This suggests that there exists no one single CF technique that is ideal for all learners; in other words, one size does not fit all. Therefore, choosing an appropriate mode of correction is of considerable significance.

Many parameters, including learners' characteristics (personality types), may need to be taken into consideration by educators before giving CF. For instance, teacher trainers may need to familiarize teachers with personality differences among learners, and they need to be trained on how to distinguish learners with such various personalities, as this can facilitate the whole process of language teaching, including error correction.

It goes without saying, however, that it is arguably the classroom teachers themselves who bear the most prominent role in this context, as they are the ones who are directly in touch with the learners in the pedagogical environment. Hence, teachers may need to remind themselves constantly in class that different learners would respond to different modes of CF. Such an approach translates, of course, into a win-win equation; while learners would be receiving the CF that would most efficaciously meet their learning and personality style and thus possibly facilitate their learning, teachers would be saving energy and time in class by providing the CF procedures, which may bring about optimal results for different categories of learners. To this end, the well-documented hardship of error correction (Hawkes & Nassaji, 2016; Lightbrown & Spada, 2006) for both teachers and learners may be somewhat alleviated.

Last but not least, certain suggestions for further study are presented here based on the overall circumstances of this study for those researchers interested in the domain of CF. To begin with, all the participants in this research were teenage females at the intermediate level of language proficiency. Other studies could be conducted in male and/or co-ed contexts with different age groups and also at other language proficiency levels to corroborate the findings.

Furthermore, this study was done on the two cognitive styles of reflectivity/impulsivity. Similar studies could be carried out to compare the impact of recasts and elicitations among learners with different cognitive and/or personality styles as the moderator variable. Also, similar studies can be carried out on other types of error correction so that their effectiveness among impulsive/reflective learners would be examined as well.

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