Gass (1997): Acquisition of a language cannot happen without some sort of input.

There are many factors besides input that affect the acquisition of language (learning style, motivation, anxiety, beliefs).

Positive evidence through repetition and meta-linguistic devices help students realize they have made a mistake and use self-correction.

Negative evidence makes it evident to the student that s/he has made an error and that has to correct it as indicated.

Following is an example of what L2 Ss will encounter. Not only do they have to deal with structure, but also the language in use.

A: ¿Llevarás a Sonia al baile?
B: No, no llevaré a nadie.

Input is important and necessary to acquire a language, nevertheless output will tell us in what degree the language has been acquired.

Since other factors such as motivation affect acquisition, what type of feedback is necessary and in what amount to help L2 students correct their proficiency in the target language?

Prediction: A combination of positive and negative evidence will be implemented depending on the treatment of input given.

Participants: 80 Adult students of Spanish at a beginners level.

Tests:
- Grammaticality Judgment Test
- Written production test

Procedure:
- Six groups will be divided in two different groups: three receiving positive evidence and three receiving negative evidence.
- Ss will receive three types of treatment regarding negation and double negation in Spanish.
- From each of the ‘evidence’ groups, one group will be flooded with input but no explanations, another group will receive grammatical explanation and drills and a third group no particular treatment at all.
- Each group will be administered a pre-test, a post-test and a delayed post-test on negation.

Research in progress...