INPUT vs CORRECTIVE FEEDBACK in the acquisition of Spanish Negation

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Background

- 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**.

Hypothesis and research question

- 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.

Methodology

- 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.

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Research in progress. . .