**INPUT vs CORRECTIVE FEEDBACK in the acquisition of Spanish Negation**

Yolanda Pangtay-Chang
The University of Western Ontario / March 2011

---

**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.

Research in progress. . .