Impact of Recast and Uptake on Iranian EFL Learners’ Paragraph Writing

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This study is aimed to examine the impact of recast and uptake on Iranian EFL learners’ paragraph writing. To do so, 90 EFL learners were randomly placed in three groups, namely Recast, Uptake, and Control, each consisting 30 learners. First, the participants were asked to complete the pretest, a paragraph writing task. The participants were given instructions by highlighting certain aspects of input using the Review section of MS Office. During the 10-session course, the participants were assigned to write paragraphs on various topics. Assignments for the Recast group were corrected by providing recast. Similarly, the Uptake group was provided with a hint which signaled erroneous parts in assignments, but the corrected forms were not provided and they were asked to provide uptake for those parts. In fact, a more implicit type of feedback was given to this group. After the treatment, the posttest was given to all participants in order to find the gains. Results showed that whereas both the Uptake and Recast groups performed better than the control group, and there was no significant difference between the former. However, a more meticulous examination of effect sizes showed the Uptake group performed better at certain aspects of paragraph writing, such as cohesion and coherence.