THE EFFECTIVENESS OF RECASTS IN DEVELOPING ENGLISH SPEAKING SKILLS

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Abstract: *Corrective feedback plays a crucial role in the development of learners' speaking accuracy and confidence in second language classrooms. Among various feedback techniques, recasts have attracted considerable attention due to their implicit and supportive nature. This article examines different types of recasts—full, partial, isolated, intonational, conversational, and didactic—and analyzes their pedagogical functions in reducing speaking anxiety while enhancing oral proficiency. Drawing on classroom-based examples, the study highlights how each recast type targets specific linguistic features, including grammar, lexis, pronunciation, discourse, and pragmatics. The article also discusses the relationship between recast effectiveness and learners' proficiency levels, demonstrating that the strategic selection of recast types contributes to improved fluency, accuracy, and learner confidence. The findings underscore the value of recasts as flexible and learner-friendly corrective feedback tools in communicative language teaching.*

Introduction

Developing speaking skills is a central goal of foreign language education; however, many learners experience difficulties due to fear of making mistakes, negative evaluation, and speaking anxiety[1]. These affective

[1] Ermanov, D., & Ergasheva, Z. (2024). MAKING ASSESSMENT AND CONSTRUCTIVE

factors often limit learners' willingness to communicate and hinder oral language development. As a result, the way teachers provide corrective feedback during speaking activities becomes critically important. Feedback that is overly explicit or intrusive may increase anxiety, whereas supportive and implicit feedback can foster confidence and sustained participation.

Recasts represent one of the most widely used corrective feedback techniques in communicative classrooms[2]. By reformulating learners' incorrect utterances into correct forms, recasts provide learners with immediate linguistic input without overtly pointing out errors. Research suggests that recasts are particularly effective because they maintain the flow of interaction, reduce psychological pressure, and offer accurate language models. Importantly, recasts are not a single, uniform strategy; rather, they exist in multiple forms, each serving different instructional and affective purposes.

This article provides a comprehensive overview of major recast types, including full, partial, isolated, intonational, conversational, and didactic recasts. It explores how each type functions in classroom interaction and how recasts can be aligned with learners' proficiency levels to maximize effectiveness. By integrating linguistic accuracy with affective support, the study aims to demonstrate how recasts can simultaneously promote speaking development and reduce speaking anxiety.

Full recast is a corrective feedback technique in which the teacher repeats the learner's entire utterance in its correct linguistic form, thereby providing an implicit model of accurate language use. This approach is particularly effective for beginner and intermediate learners, as it allows errors to be corrected without explicit interruption or negative evaluation. For instance, when a learner produces an incorrect sentence such as *"She don't like*

FEEDBACK. *Konferensiya 2024*, *1*(01).

[2] ERMANOV, D., & IBRATOV, B. (2025). SUN'IY INTELLEKT YORDAMIDA GAPIRISH KO'NIKMASINI RIVOJLANTIRISH. *«ACTA NUUz»*, *1*(1.3), 207-209.

tea," the teacher reformulates it as *"She doesn't like tea."* Full recasts can be implemented in several forms depending on pedagogical goals and classroom context. **Immediate full recast** occurs directly during the learner's speech and is efficient for rapid correction, though it may occasionally disrupt fluency. In contrast, **delayed full recast** is provided after the learner has completed speaking or at the end of an activity, helping to maintain communicative flow and reduce speaking anxiety. **Conversational full recast** is embedded naturally within interaction and does not interrupt communication, as in responding *"Yes, I agree with you too"* to a learner's utterance *"I am agree with you."* Moreover, **emphatic full recast** draws attention to the correct form through stress or intonation, while **didactic full recast** is intentionally used for instructional purposes, focusing on grammatical accuracy and rule awareness, and is particularly appropriate for advanced or academic-level learners.

Partial recast is a corrective feedback strategy in which the teacher reformulates only the erroneous segment of the learner's utterance while leaving the remaining parts unchanged, thereby maintaining the original communicative intent. This technique allows learners to notice and correct specific errors without disrupting fluency or increasing speaking anxiety. For example, when a learner says *"He go to university every day,"* the teacher provides a partial correction by reformulating it as *"He goes to university every day."* Partial recasts can take several forms depending on the linguistic focus. **Lexical partial recast** targets inappropriate word choice, while **grammatical partial recast** addresses structural errors within the sentence. **Morphological partial recast** focuses on inflectional forms such as *–s*, *–ed*, and *–ing*, helping learners refine accuracy at the word level. Additionally, **pronunciation-based partial recast** corrects mispronounced items to enhance intelligibility, whereas **functional partial recast** adjusts aspects of politeness, formality, or pragmatic appropriateness. At a broader level, **discourse-level partial recast** improves

cohesion and coherence by reformulating linking words or connectors, supporting learners in producing more organized and fluent spoken discourse.

Isolated recast is a corrective feedback technique that focuses on correcting a single linguistic element within a learner's utterance, without reformulating the entire sentence. This type of recast is particularly effective for brief, precise corrections and is widely used to address pronunciation issues[3], verb forms, and morphological errors while minimizing disruption to communication. For example, when a learner produces *"She go yesterday,"* the teacher may simply respond with *"Went,"* drawing the learner's attention to the incorrect verb form. Isolated recasts can be categorized into several types based on their instructional focus. **Lexical isolated recast** corrects an individual word choice, whereas **morphological isolated recast** targets incorrect inflectional forms. **Verb-form isolated recast** specifically adjusts tense or aspect, while **pronunciation isolated recast** improves intelligibility by correcting mispronounced words. In addition, **stress and intonation isolated recast** highlights prosodic features through emphasis, and **functional isolated recast** addresses pragmatic appropriateness such as politeness or register. Due to their brevity and precision, isolated recasts are especially effective in reducing speaking anxiety and supporting learners' confidence during oral interaction.

Intonational recast is a type of corrective feedback in which the teacher provides the correct linguistic form by manipulating stress, intonation, or emphasis rather than explicitly reformulating the learner's utterance. This approach allows correction to occur subtly and non-intrusively, often without interrupting the flow of communication or increasing learner anxiety. For instance, when correcting the sentence *"She don't like coffee,"* the teacher may

[3] Ermanov, D. R. (2020). Why can't we pronounce it like native speakers in English? *Ilm sarchashmalari, 1*(1), 121–125. Urganch Davlat Universiteti.

respond with *"She **doesn't** like coffee,"* placing stress on the auxiliary verb to signal the correct form. Intonational recasts encompass several subtypes depending on the prosodic feature employed. **Stress-based recast** highlights a specific word or syllable, while **rising intonation recast** uses question-like intonation to prompt learner awareness. In contrast, **falling intonation recast** conveys certainty and confidence in the correction. **Contrastive intonation** emphasizes the difference between incorrect and correct forms, whereas **lengthened intonation** draws attention by prolonging the corrected element. Additionally, **prosodic recast** integrates rhythm, pauses, and melody to reinforce accuracy. Due to their implicit and supportive nature, intonational recasts are particularly effective in communicative classrooms and play a significant role in reducing speaking anxiety while maintaining learner engagement.

Conversational recast refers to a form of corrective feedback that occurs naturally within ongoing interaction without interrupting the communicative flow. In this approach, the teacher reformulates the learner's incorrect utterance in a correct form as part of a meaningful response, thereby maintaining the authenticity of dialogue. For example, when a learner says *"I am agree with you,"* the teacher may respond, *"Yes, I agree with you too,"* implicitly providing the correct structure while continuing the conversation[4]. Conversational recasts can be realized in several forms depending on timing and pedagogical intention. **Immediate conversational recast** provides correction instantly within the same turn, whereas **delayed conversational recast** is offered after the interaction has concluded in order to preserve fluency and reduce anxiety. **Embedded conversational recast** incorporates correction into a broader idea or response, making feedback less noticeable. **Implicit**

[4] Alisherona, A. K., & Abdumalikovich, S. H. (2024). THE WAYS OF TEACHING LANGUAGE SKILLS FOR PRE-INTERMEDIATE LEVEL STUDENTS. *Строительство и образование*, *3*(2), 68-72.

conversational recast relies on contextual cues or intonation rather than explicit reformulation. In addition, **peer conversational recast** allows fellow learners to supply corrective feedback, fostering collaborative learning, while **didactic conversational recast** is deliberately used by the teacher in academic contexts to draw learners' attention to specific linguistic forms. Owing to their unobtrusive and communicative nature, conversational recasts are particularly effective in promoting speaking fluency and learner confidence while minimizing speaking anxiety.

Didactic recast refers to a form of corrective feedback[5] that is intentionally and explicitly designed for instructional purposes, with a clear focus on teaching accurate language use. Unlike implicit recasts, didactic recasts draw learners' conscious attention to errors and correct forms, making them particularly suitable for academic contexts and higher-level learners. This type of recast can take several forms depending on the depth of explanation and pedagogical focus. **Rule-focused didactic recast** provides correction while simultaneously reminding learners of the relevant grammatical or lexical rule, reinforcing form–meaning connections. **Explanation-based didactic recast** goes a step further by briefly clarifying why the original utterance was incorrect, helping learners develop analytical awareness. In **structured practice didactic recast**, the teacher follows the correction with short, guided exercises or drills to consolidate the newly corrected form. **Metalinguistic didactic recast** employs linguistic terminology or metalanguage to explain the nature of the error, which is particularly effective for advanced or academically oriented learners. Finally, **explicit didactic recast** directly contrasts the incorrect and correct forms, leaving no ambiguity about the correction. Through its clear and instructional nature, didactic recast plays a vital role in

[5] Loewen, S., & Philp, J. (2006). Recasts in the adult English L2 classroom: Characteristics, explicitness, and effectiveness. *The modern language journal*, *90*(4), 536-556.

promoting accuracy, raising linguistic awareness, and supporting long-term language development, while still contributing to reduced speaking anxiety when applied in a supportive classroom environment.

The effectiveness of recasts is closely related to learners' language proficiency, as different types of recasts are more suitable at different stages of language development. For beginner learners (A1–A2), **full recasts** and **partial recasts** are particularly effective because they provide clear and accurate language models, helping learners notice correct forms and speak with greater confidence. Intermediate learners (B1) benefit more from **partial recasts** and **conversational recasts**, as these forms of feedback correct errors without interrupting the flow of communication and support the development of communicative competence. For advanced learners (B2–C1), **intonational recasts** and **didactic recasts** are especially beneficial, as they address more subtle linguistic features, including accuracy, style, and academic language use. Overall, selecting recast types in accordance with learners' proficiency levels enhances the effectiveness of feedback and supports the gradual and sustained development of speaking skills.

Conclusion

Recasts constitute a powerful and versatile form of corrective feedback that supports both linguistic development and affective needs in second language learning. As demonstrated in this article, different types of recasts address errors at varying levels of explicitness and instructional focus, making them adaptable to diverse classroom contexts and learner profiles. Full and partial recasts provide clear models for lower-level learners, while isolated and intonational recasts offer precise and subtle correction that preserves fluency. Conversational recasts maintain communicative authenticity, and didactic recasts contribute to deeper linguistic awareness, particularly for advanced learners.

The effectiveness of recasts is strongly influenced by learners' proficiency levels and the manner in which feedback is delivered. When used strategically and supportively, recasts reduce speaking anxiety, encourage risk-taking, and enhance learners' confidence in oral communication. Ultimately, integrating a range of recast types into speaking instruction allows teachers to balance accuracy and fluency while creating a psychologically safe learning environment. This approach not only improves immediate speaking performance but also fosters long-term communicative competence[6] and learner autonomy.

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