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Recast and Elicitation: The Effectiveness of Corrective Feedback on Japanese Language Learners

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RECAST AND ELICITATION:
THE EFFECTIVENESS OF CORRECTIVE FEEDBACK ON
JAPANESE LANGUAGE LEARNERS

A Thesis Presented

by

KINJI ITO

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial fulfillment
of the requirements for the degree of

MASTER OF ARTS

May 2015

Department of Languages, Literatures, and Cultures

Asian Languages and Literatures

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DEDICATION

To my loving and supportive American family, Michael and Karen,
who helped guide me down my path. Thank you for believing in me.

ACKNOWLEDGMENTS

From the bottom of my heart, I would truly like to express my sincere gratitude to my advisor, Professor Yuki Yoshimura, for her continuous support and guidance throughout my master's program. Over the years, she not only nurtured my insight into research but also shaped me into the person I am today. You are the one who always inspires and motivates me to rise to the next level.

Besides my advisor, I would like to thank thesis committee member, Professor Zhijun Wang, for his encouragement and insightful comments.

ABSTRACT

RECAST AND ELICITATION: THE EFFECTIVENESS OF CORRECTIVE FEEDBACK ON JAPANESE LANGUAGE LEARNERS

MAY 2015

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This paper examines the effectiveness of corrective feedback on learners of the Japanese language. The current study had a total of 25 students who agreed to participate, consisting of both advanced and intermediate levels. There are six main types of corrective feedback established and defined by Lyster and Ranta (1997), this study focused on two particular types, recast (a category of implicit) and elicitation (a category of prompt). Comparing a particular feedback or a category of feedback with another has been one of the ongoing topics in the field of second language (L2) learning. In the past, some studies have found that implicit feedback was more effective than prompt, and others have discovered that explicit feedback had a better effect compared to implicit feedback.

The present study is intended to examine which feedback works better for the learners in terms of repairing their mistakes and to investigate which learner group shows a better effect on each feedback. The results suggest that elicitation is more beneficial to L2 learners than recast in reformulating their utterance. The reason for this is likely that elicitation is not as implicit as recast; thus, the learners had a better opportunity to notice elicitation that was given when they made a mistake. Interestingly, this outcome also

provided a comparison between the advanced and intermediate groups. Both repaired their mistakes more after elicitation was given, but the advanced group did better. Since each group displayed almost the same moderate rate of repairing for recast, what truly differentiated one group from the other was elicitation. This result suggests that learners who have more knowledge of the target language will benefit from elicitation.

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CHAPTER 1

INTRODUCTION

1.1 Significance of Feedback in Language Learning

I myself often wonder how I have retained a large number of vocabularies, complicated grammatical structures, and rules for the conjugation as a second language learner of English. In retrospect, difficult vocabularies and pronunciations of certain words, for instance, were probably stored by making numerous mistakes. However, this process could never have been achieved without the help of a third party such as teachers and native speakers. They both had something in common with each other which was giving me feedback on my mistakes. Of course, in order for learners to master a language, they have to strive for what they want to accomplish. At the same time, on the other hand, especially their teachers should provide appropriate feedback to them regardless of whether it is positive or negative.

The definition of feedback may vary with individuals and how they perceive it. Of all the studies in this area that I have encountered, the closest concept of feedback of mine is the following:

Feedback shouldn't be a judgment about another person's character. Rather, feedback is meant to be an objective message about behavior and consequences, either as recognition of a job well done or a suggestion on how to improve on the job. The goal of feedback is to encourage the recipient of the feedback to move forward by learning, growing, and changing (Harvard, 2007, p. 4).

Based on the above statement, "job" is considered a learner's performance thus language teachers often say "good job" when the learners display good skills. This is how

the learners are usually motivated to retain more and grow further; as a result, a change in attitude toward their study which can be affected in the long run. Therefore, one cannot say that feedback which teachers provide to their students is simply praise, evaluation, advice, or judgment because it entails a covert meaning and influence. Particularly, for those who learn a second language (L2) need to know if an adjustment is necessary in order to correct their own mistakes in grammar, pronunciation, vocabulary, etc. when they make a mistake. In doing so, the teachers are the one who can help the students improve upon their skills of their target languages and learn in a more efficient way. If feedback is properly used, it can play a significant role as an effective tool in encouraging the students to learn thus motivating them to reach their goals. I believe this is how feedback is supposed to work and this is why it is a must for a class setting designed for language learners.

Gass, Behney, and Plonsky (2013) pointed out, “Feedback is an important source of information for learners. Most generally, it provides them with information about the success (or, more likely, lack of success) of their utterances and gives additional opportunities to focus on production or comprehension” (p. 359). As they confirmed the importance of feedback for learners and discussed learners’ utterance, this paper will focus solely on feedback provided to learners’ mistake in speech production. Furthermore, Markee (2000) stated that the utterance is the most suitable analytic category for use with L2 data. The claim of my focus is due to the fact that some scholars have also examined the effects of written error correction in relation to certain feedback (Hyland, 2006). That is, it is to differentiate errors which occur in a conversation from

errors that occur in writing, which is similar segregation of the subject; discourse and narrative analysis.

1.2 Emergence of Feedback in Language Learning Throughout History

The situation, that language teachers point out their students' mistakes and have them corrected, is usual in an academic setting. However, to what extent and how the teachers do such a thing depends on their preferences or teaching methods. Some might correct their students' mistakes every time the students make them and the rest might do so from time to time. This is the obscure point due to the fact that it is inestimable and thus has been laid aside. I believe there is a reason which may be related to psychological and emotional issues that humans create. For instance, if a teacher points out learners' mistakes too much, the learners would feel overwhelmed and as a result, they would lose confidence or motivation for learning. If this is the case, what should the teachers do in order to correct the learners' mistakes?

According to Ozeki (2010), she stated that "When the audio-lingual method was popularly used, it was thought that every mistake that learners made must be corrected" (p. 103). In other words, one of the aims that this method taught was the removal of mistakes. Similarly, Fathman (1991) noted that the audio-lingual method "precluded the possibility of students making mistakes and did not require understanding of what was being said" (p. 120). As time progressed, there were many other language-teaching methods designed for structural, functional, and interactive purposes, emerged and thereafter some have still been used and the rest were no longer used. Although whether what type of method is being used is depending on each school or teacher, apparently language educators today have settled on a mutual opinion on feedback (Ozeki, 2010).

Their notions of feedback are neither simple elimination nor strict correction of the learners' mistakes but how to use feedback effectively and what kind of effect can be achieved. Nowadays, as we often hear the term "feedback," it has become a mainstream of the way of correcting the learners' mistakes. This is called corrective feedback which teachers use toward mistakes that learners make (Lightbown and Spada, 1999).

1.3 Action and Reaction on Feedback

The group study (Narciss et al., 2013) stated a very interesting point regarding feedback. They said, "Even the most sophisticated feedback is useless if learners do not attend to it or are not willing to invest time and effort in error correction" (p. 13). This means that feedback is a two-way process so feedback that teachers provide is as important as feedback that learners receive. In other words, the teachers are encouraged to engage their students in this process. At the same time, the learners need to have the will and desire to correct their mistakes. If the recipients reject the feedback, there is no correction. However, there are a certain amount of learners that do not notice the given or external feedback therefore no correction will result.

External feedback can be information that comes from outside sources through vision, sounds, or other senses. For example, a man slows down and stops at the crossing while driving when he sees a yellow traffic signal. The incoming information, the yellow signal, is an input and the action that he takes which is to slow down and stop, is an output. This can be achieved because he has the learned knowledge and skills. But if he does not, he will have to learn how to drive, read the signs, or pay attention to the environment which gives him that information.

The example above applies to language learners as well. If the learners receive verbal feedback from their teachers, they would be expected to react to it as a response. But what is more important is whether the learners already have learned information to retrieve in order to take action. The action could be anything from an answer to a question or a facial expression. On the other hand, if the learners have no information to retrieve, then no response can be given or expected. Therefore, it is significant to first explore how information is processed and find its relationship with corrective feedback.

CHAPTER 2

THEORETICAL FRAMEWORK

The theoretical framework for this study is based on a psychological theory in conjunction with a cognitive model. A discussion of the theory and how it applies to corrective feedback and my research are as follows.

2.1 Psychological Theory: The Cognitive Psychology

The term, cognitive psychology, was coined by Ulric Neisser in 1967. He was an American psychologist and a figure in the development of cognitive science and the shift from behaviorist to cognitive models in psychology (Psychology Press, 2014). Neisser opposed to the behaviorist approach (also called behaviorism) which was coined by John Watson, was a movement in psychology between 1920 to 1950 that put emphasis on the outward behavioral aspect of thought while dismissing the inward experimental.

The behaviorist approach was to focus on overt observable behavior that could be objectively measured and verified (Hockenbury, 2014). Watson shared his view of observable behavior with a Russian psychologist Ivan Pavlov. The following is the experiment that Pavlov, as a behaviorist, demonstrated and believed that he found the mechanism by which all behaviors were learned: “Dogs could learn to associate a neutral stimulus, such as the sound of a bell, with an automatic behavior, such as reflexively salivating to food. Once an association between the sound of the bell and the food was formed the sound of the bell alone would trigger the salivation reflex in the dog” (Hockenbury, 2014, p. 8).

However, unlike the goal of the behaviorists which was the prediction and control of behavior, the goal of Neisser was to provide a new way of understanding what psychology was. Therefore, “he opened his revolutionary manifesto by declaring that every psychological phenomenon is a cognitive phenomenon” (Hyman, 2014, p. xvi-xvii). The cognitive psychology emphasizes “stimulus information ‘inward’ from the organs of sense, through many transformations and reconstructions, through to eventual use in memory and thought” (Psychology Press, 2014).

Additionally, Neisser argued that humans were active processors of information: “Information processing was a dramatic paradigm shift... Cognitive researchers followed information through the human processing systems, seeing the human mind as a complex type of computer engaged in a set of processes that could be specified and modeled... what we perceived, selected, and remembered was an interaction of the information from the world, the nature of our processing system, and our background knowledge” (Hyman, 2014, p. xvi).

Hyman (2014) pointed out, “If you want to understand human nature, you have to understand perception, attention, memory, thinking, problem solving, and language” (p. xvii). The cognitive psychology focuses on the way human processes information, as “cognitive psychologists have adopted what is often referred to as the information-processing approach” (Eysenck, 2001, p. 2).

A main focus of the information processing approach is on memory which consists of the storage and retrieval of information. Traditionally, the most widely accepted and used model of information processing is the stage theory, based on the work of Atkinson and Shiffrin (1968). It is hypothesized that if new information is taken in, it

is in some way manipulated before it is stored (Lutz & Huitt, 2003). The stage theory is the model that recognizes three stages of memory which are sensory memory, short-term or working memory, and long-term memory. This model is commonly referred to as the information processing model.

2.2 Information Processing Model

Information processing model is a framework used by cognitive psychologists in order to explain mental processes; it is often likened to how a computer works.

The idea of information processing is at the heart of cognitive psychology. Pal (2013) mentioned that cognitive psychology compares the human mind to a computer, suggesting that we too are information processors and that it is possible and desirable to study the internal mental processes that lie between the input and the output we make. This means that cognitive psychology perceives the individual as a processor of information, much in the same way that a computer takes in information and follows a program to produce an output. Below is a diagram that represents the information processing component.



Figure 1: Information Processing Component

In the case of computer in comparison to human, information is entered through input devices such as a scanner or keyboard. Once information is received, it is processed in the central processing unit (CPU) and thereafter, is stored in a hard disk. The stored

information is ready to display through output devices such as a printer or monitor.

Human's information processing model is similar to that of a computer. In humans, we obtain information through our sensory system such as eyes or ears, this is how we notice and receive information firsthand. As for the storage, humans' are a little more complicated, it consists of sensory memory, short-term or working memory, and long-term memory where information is perceived, temporarily stored, and transferred into a permanent memory system, respectively. As a result of information processing, humans may make a facial expression, take certain action, talk to others in response, and the like by means of an output.

2.2.1 Information Processing Model with Working Memory

Wong (2011) mentioned, "The Information Processing Model is a cognitive model that consists of three memory centers: sensory memory, working memory (which includes short-term memory), and long-term memory" (p. 149) According to her, working memory is the one that provides a more contemporary and comprehensible model to use to discuss learning, thinking and memory. She further pointed out that each time you pay attention to new information, recall concepts, get feedback, and achieve some form of output, "you go beyond the limitations of short-term memory and begin using the larger, more encompassing working memory" (p. 150).

Similarly, the study group (Mackey et al., 2002) stated, "Within the interactionist framework of second language acquisition (SLA), recent studies have suggested that individual learners vary in the ways they benefit from interactional feedback" and "Researchers investigating the relationship between working memory and SLA have suggested that working memory plays a role in second language (L2) learning" (p. 181).

Below, a diagram in figure 2 depicts a breakdown of the store model of information processing.

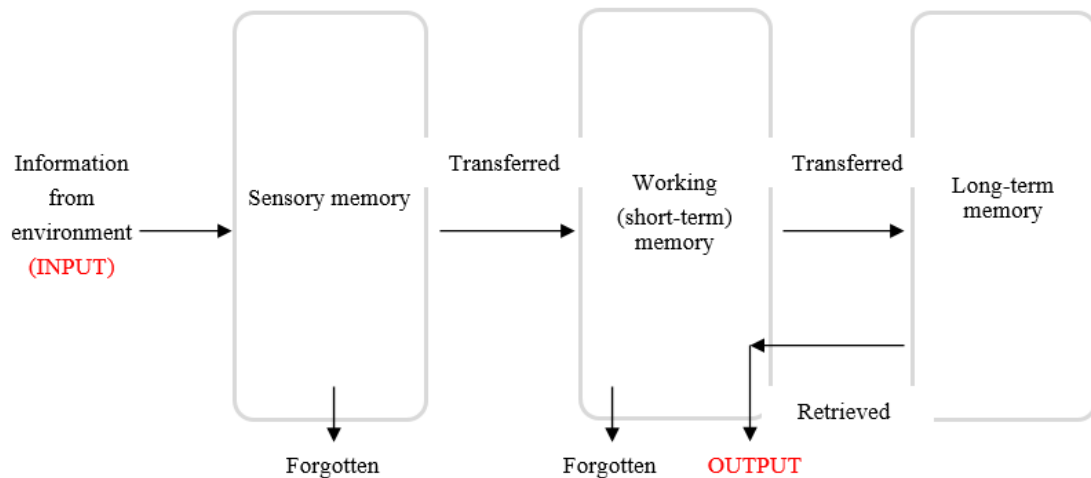


Figure 2: Information Processing Model

Figure 2 shows how information is received, stored in any of the processing channels which are the sensory, working memory (short-term), and long-term memory. The detailed explanations for each channel are as follows:

- Sensory memory

- Receiving information as inputs through sensory organs such as eyes and ears

This area requires selective attention which “the process of focusing on or attending to specific sensory stimuli that are important to process further” (Wong, 2011, p. 141). For example, selective attention works when you read a textbook. You notice that a sentence is important, thus select it further cognitive processing and encoding. But if your focus is shifted to other activities such as television, the sensory input of the printed sentence is forgotten and is replaced with the television image which may be transferred into the next phase.

- Working/Short-term memory
 - This is where information is temporarily stored

Weiten (2008) mentioned, “Short-term memory is a limited-capacity store that can maintain unrehearsed information for up to about 20 seconds” (P. 230). Moreover, the group of researchers (McDevitt, Ormrod, Cupit, Chandler, & Aloa, 2013) described, “In information processing theory, short-term memory is a technical term referring to the initial stage of memory processing lasting less than a minute” (p. 250). In other words, it will hold information for up to these suggested times after which time the information is forgotten if not used. However, important information coming into working memory will be transferred to the long-term memory if used or rehearsed.

- Long-term memory
 - Long-term memory has a huge capacity to store all kinds of information received from working memory that can be quickly retrieved at any given time

The processes that move information back and forth and in and out of long-term memory happens. “A variety of processes pulls information out of long-term memory and places it back into working memory where it can be used, integrated, and applied to new situations” and “output demonstrates that learning has taken place: output may be the ability to provide answers to a test question, problem solve, or perform a specific task” (Wong, 2011, p. 150).

As described above, many scholars pointed out the importance of working memory because this is where incoming information (input) is determined whether it will be transferred further into long-term memory. If this process does not occur even if selective attention is paid, some useful or important input may be forgotten at an earlier

stage of the memory process. In other words, for learners to produce an output, the information must be first stored in long-term memory to retrieve it into working memory, thus an output is produced. Hockenbury (2014) suggested that one of the best ways to transfer short-term memory into long-term memory is to verbally or phonologically rehearse the information.

2.3 Cognitive Roles of Input and Output in L2 Learning

Lyster (2004) mentioned that various researchers have invoked the information processing model to describe L2 learning as the acquisition of complex cognitive skills. The idea of the information processing model is a conceptual thinking in cognitive psychology, which proposes skill acquisition as a gradual change in knowledge from declarative to procedural mental representations (Anderson, 1983). The integrated theoretical framework of declarative and procedural knowledge is essential when it comes to discussing human memory. “Regarding language, declarative knowledge refers to knowledge of the language system, such as word definitions and rule-based representations, whereas procedural knowledge refers to knowledge about how to perform cognitive activities, including language comprehension and production” (Lyster, 2004, p. 401). Below are brief examples of declarative and procedural knowledge:

- Declarative knowledge (knowledge refers to information)
 - You can report or describe, e.g. you know English grammar
- Procedural knowledge (knowledge of how to do something)
 - You can demonstrate in your performance, e.g. your ability to speak English

Thus, as to language learning, what's important is obtaining new information which becomes declarative knowledge and turning it into procedural knowledge.

Lyster (2004) described the information processing model by referring to Anderson's mental representations. Anderson (1983) proposed, "Long-term memory comprises two separate systems of declarative and procedural knowledge" (Carr and Shotwell, 2007, p. 46). Carr and Shotwell (2007) further pointed out, "Information from procedural and declarative knowledge interacts, and can be acted on, only when it is activated and brought into working memory" (p. 46). In other words, each of the above knowledge needs to be transferred into working memory in order to produce an output. Figure below depicts the interaction between the knowledge and the memory systems:

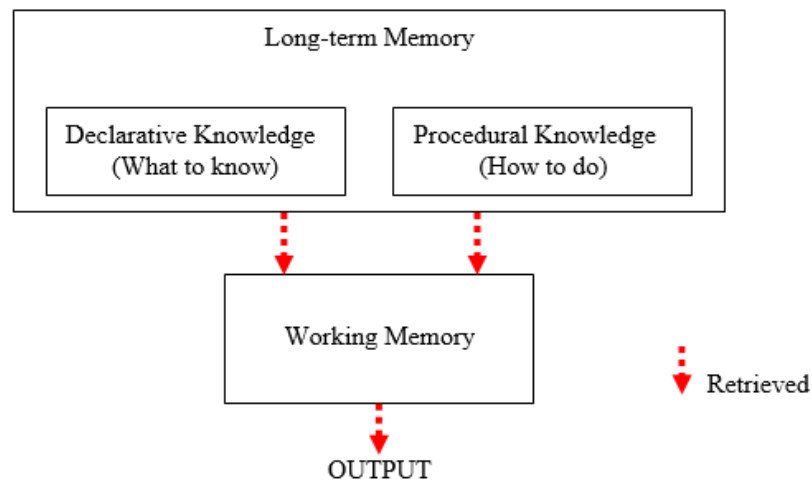


Figure 3: Interaction Between the Knowledge and the Memory Systems

The difference of declarative and procedural knowledge can also be described in the following example:

- Learners are asked to solve the following question in a math class

Please find the area of a circle with the diameter of 4 cm. The answer must be in numbers

In order to solve this question, the learners have to retrieve the information from long-term memory into working memory to answer. For declarative knowledge, one knows the rules and formula for this particular question, which is $\text{radius}^2 \times \pi$ (pi). For procedural knowledge, one knows how to calculate and get the answer, which is $2^2 \times 3.14 \dots \approx 12.57$, by remembering the rules without having to consciously think about it.

Gimeno (2003) pointed out, “Early in the mastery of new skill, paying attention to new information makes this information turn into declarative knowledge; and this declarative knowledge drives performance, and, hence, it is accessible to introspection and in need of conscious control for its most effective deployment. Later it will be ‘thanks’ to a great deal of practice and feedback that this knowledge will be restructured and automatized” (p. 34). Therefore, practicing (or rehearsing) knowledge that has already been internalized and receiving appropriate feedback (also known as corrective feedback) will make declarative knowledge turn into procedural knowledge.

2.4 Clarification of Corrective Feedback Used in L2 Learning

The term, corrective feedback, is feedback that is commonly used in the field of education, and is information given to learners as to an error that they make. According to Ellis, Loewen, and Erlam (2009), there are six different feedback used in a language learning environment which were first reported by Lyster and Ranta (1997) and have been accepted by other scholars. Below are examples of each feedback including the

definitions (source of definitions: Lyster and Ranta, 1997) followed by a diagram that depicts a ramification of corrective feedback.

Note: D for definition, L for learner, and T for teacher.

Explicit correction

D: Learner is clearly told they have made an error, and a correct reformulation is provided

L: I spent all my money in clothes yesterday.

T: Please use the particle “on” instead of “in.”

L: I spent all my money on clothes yesterday.

Metalinguistic clue

D: Comments, information or questions relating to the well- formedness of the learner utterance

L: I spent all my money in clothes yesterday.

T: Use an appropriate particle accordingly.

L: I spent all my money...on clothes yesterday.

Clarification request

D: Learner is asked to clarify their meaning (without any indication of the presence of an error)

L: I spent all my money in clothes yesterday.

T: Pardon?

L: I spent all my money...on clothes yesterday.

Repetition

D: The teacher repeats the learner utterance, including any error(s)

L: I spent all my money in clothes yesterday.

T: I spent all my money in clothes yesterday?

L: I spent all my money...on clothes yesterday.

Elicitation

D: The learner is prompted to reformulate their utterance

L: I spent all my money in clothes yesterday.

T: I spent all my money...?

L: I spent all my money...on clothes yesterday.

Recast

D: Teacher reformulates all or part of a student utterance, minus the error

L: I spent all my money in clothes yesterday.
 T: Oh, you spent all your money on clothes yesterday.
 L: Yes.

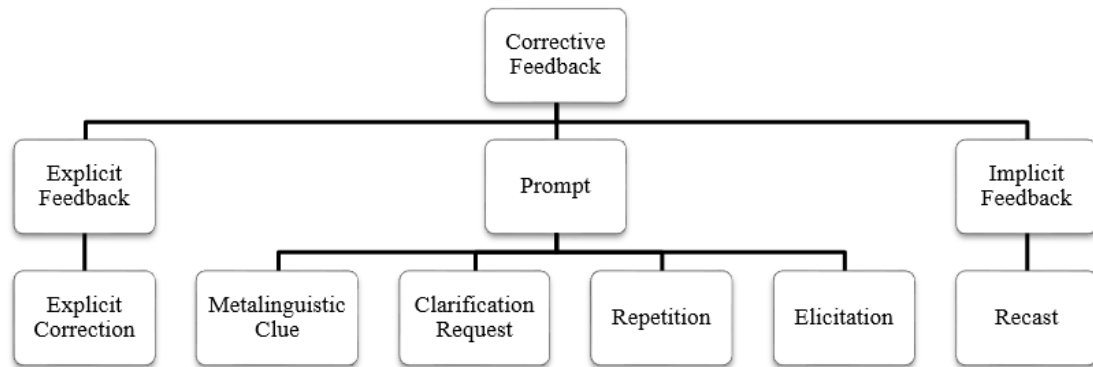


Figure 4: Ramification of Corrective Feedback

Corrective feedback consists of three main categories. Starting with explicit corrective feedback, only explicit correction falls under the category of explicit feedback. The example of this feedback depicted above demonstrates that the teacher overtly informs the learner of his/her mistake while providing the correct form. On the other hand, the teacher does not give the correct form but makes the learner think what part is wrong, this is called prompt. There are four feedback fall under the category of prompt, metalinguistic clue, clarification request, repetition, and elicitation. Lastly, only recast falls under the category of implicit feedback which can be described a covert negotiation; thus the correct form is provided without informing the learner of his/her mistake.

2.5 Cognitive Roles of Recast and Prompt That Play in L2 Learning

Ellis (2009) differentiated between two types of acquisition; the internalization of new forms and an increase in control over internalized forms. In response to this view, Lyster (2004) stated, “Recasts occurring in appropriate discourse contexts can facilitate the encoding of new declarative knowledge. Prompts, on the other hand, given their aim to elicit modified output, can enhance control over already-internalized forms - that is, prompts serve to assist learners in the transition of declarative to procedural knowledge” (p. 406). Based on the above descriptions, recast and prompt have a positive impact on the integrated theoretical framework of declarative and procedural knowledge. At the same time, it implies that explicit feedback is not considered a tool or technique that can help learners promote their language skills.

The figure below shows Lyster’s view of how corrective feedback facilitates the procedure of knowledge in L2 learning:

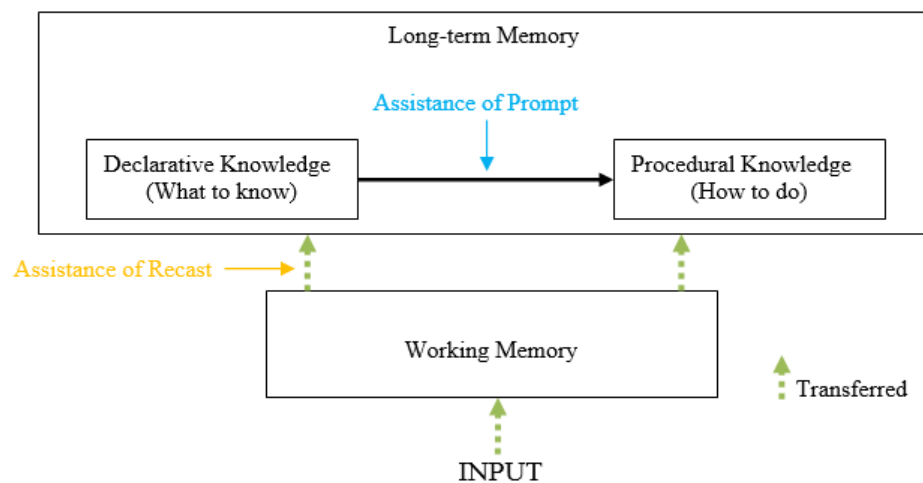


Figure 5: Declarative and Procedural Knowledge with Assistance of Recast and Prompt

In short, there are two ways of acquiring language skills in L2 learning by support of corrective feedback based on the standpoints of Ellis (2009) and Lyster (2004). First, learners can internalize new information with recast. Below is an example:

L: I will go back to home tomorrow.
T: You will go back home tomorrow.
L: Oh, I will go back home tomorrow.

In the above example, the learner uses the particle “to” between “back” and “home.” However, this particle is not required in this case. This information may be new to the learner, and thus corrects a mistake after receiving recast feedback. As a result, this new input (information) becomes declarative knowledge. Importantly, “Paying attention is the first step to be followed when learning any skills or when learning an L2” (Gimeno, 2003, p. 16), when it comes to recast. Gimeno (2003) further explained that information that is registered in sensory memory will not be converted into declarative knowledge if attention is not paid. In other words, information is likely to become declarative knowledge if a learner notices recast and thus corrects a mistake.

Second, learners can utilize information that they already have internalized.

Below is an example of elicitation (prompt):

L: I will go back to home tomorrow.
T: You will go back...?
L: Oh, I will go back home tomorrow.

In the above example, the learner reproduces the correct form after receiving elicitation (prompt) feedback. What this feedback does to the learner is to give a clue to elicit modified output. In other words, elicitation is a technique that invokes the necessary declarative knowledge as long as the learner has retained it. In the above case, the reason

why the learner is able to do this is that he or she utilizes internalized information that is stored in his or her long-term memory as declarative knowledge. Needless to mention, if the learner had procedural knowledge, he or she would not make this mistake. For example, in the case of L2 learning, procedural knowledge is the knowledge of how to make a correct utterance in one's performance without consciously thinking of the linguistic rules. Thus, in order to acquire procedural knowledge, the learner must achieve the following:

- The learner must notice the gap between the incorrect form that he or she made and the correct form that may be stored in his or her long-term memory as declarative knowledge after receiving elicitation

Hence, it is said that elicitation may assist in turning declarative knowledge into procedural knowledge eventually if declarative knowledge is used or rehearsed. This means that once declarative knowledge becomes procedural knowledge, the learner is likely to say "I will go back home tomorrow" without the assistance of elicitation.

In order for learners to become able to cognize a specific piece of information, they have to pay attention to information (input) from environments. Schmidt (1995) pointed out that the information processing model is closely related to consciousness and attention. That is, learners' attention or consciousness is a basic prerequisite for language processing along with corrective feedback as being an input enhancing action (output).

2.5.1 Further Explanation for the Assistance of Recast to Knowledge

After recast is provided to L2 learners, the possible reason as to why they fail to produce a correct form is that they may not notice the gap between their utterance and the

given feedback. If they notice it, there would be an opportunity for new or forgotten forms to be turned into declarative knowledge. Quinn (2014) noted, “Recast is to fit easily into working memory with the error with which it is to be compared, then that feedback should be provided within the cognitive window of opportunity for pedagogical intervention” (p. 105). He further pointed out that this window of opportunity needs to be less than one minute based on Doughty’s (2001) perspective. This time duration is similar to the school of thought as to short-term memory which may last ranging from 20 seconds to less than a minute for unrehearsed information (See 2.2.1 under chapter 2). Therefore, according to both studies, recast must be provided to the learners within a limited time in order for them to notice the gap. If this occurs, recast would add to a learner’s declarative knowledge as Révész, Sachs, and Mackey (2011) stated.

Since recast is to directly provide correct forms without pointing out where the learners made a mistake, they have to notice the gap first. The following depicts a couple of potential scenarios after recast is provided:

1. Producing a correct form, means that recast worked thus this particular information (whether or not it is unlearned or forgotten) would be turned into declarative knowledge if used or rehearsed
2. Producing an incorrect form, means that recast did not work thus it is likely that they will make the same mistake when they respond to the same question or have a similar conversation next time

For the former, it supports Lyster’s (2004) standpoint that recast may help learners to internalize new information and direct it into long-term memory as declarative knowledge. For the latter, it suggests that the learners need to notice the gap between

their utterance and the correct form provided as recast first in order to internalize new information (knowledge).

2.5.2 Further Explanation for the Assistance of Prompt to Knowledge

After elicitation is given to L2 learners, the conceivable reason as for why they fail to produce a correct form is that they may not have that information as procedural knowledge. If they have this knowledge in their long-term memory as procedural knowledge, it is more likely that they would be able to produce the correct form in the first place. This is based on the fact that procedural knowledge is the knowledge which enables the learners to automatically demonstrate their skills in performance (e.g., correct response to a certain question). Sato and Lyster (2012) pointed out that prompts are considered to be effective both for developing accurate knowledge (procedural) by restructuring their already existing knowledge (declarative) and for enhancing the practice effect by pushing the learners to self-repair. Furthermore, prompts are techniques that “allow opportunities for learners to automatize the retrieval of target language knowledge that already exists in some form” as declarative knowledge, according to Lyster and Ranta (1997, p. 57). That is, prompts provide the learners a chance to recall and use existing declarative knowledge to make a necessary correction. Thus, if the learners notice the gap after receiving elicitation, then the result would be either way as follows:

1. Producing a correct form, means that elicitation worked thus this particular declarative knowledge could eventually become procedural knowledge if used or rehearsed

2. Producing an incorrect form, means that elicitation did not work thus it is likely that they either failed to retrieve target language knowledge or do not even have declarative knowledge in their long-term memory

For the former, it supports Lyster's (2004) standpoint that prompts may assist in turning declarative into procedural knowledge. For the latter, it implies that the learners need to first build up declarative knowledge in order to utilize prompt feedback.

2.6 Pedagogical Value of Corrective Feedback

Corrective feedback has been discovered to be very beneficial in acquisition (Gass & Selinker, 2001; Gass, 2003). Nevertheless, each feedback functions differently because it all depends on what type of feedback is used and how the learners perceive it in a classroom setting.

Loewen and Philp (2006) mentioned, "In instructional contexts, recasts represent a form of feedback that is pedagogically expeditious: A recast is time-saving, less threatening to student confidence, and less disruptive of the flow of interaction than, for example, elicitation of self-repair" (p. 537). They further noted that recast allows the teacher to maintain control; therefore, recast is frequently used in many language classrooms.

With regard to explicit feedback, it shifts the focus of interaction from meaning to form. This is because it provides a correct form without any explanation as to why learners make a mistake. Thus, the learners only rephrase their previous utterance according to the given feedback while missing the meaning of it. By contrast, prompt feedback retains the focus on meaning by suggesting rather than explicitly stating the

existence of a mistake (Ellis, Loewen, & Erlam, 2006). Hence, the idea of providing learners prompt feedback is a well-known pedagogical technique that leads to improved learning as recast does.

From pedagogical aspect, feedback is a technique that can be a useful tool to promote acquisition (Benati, Laval, & Arche, 2014). Two major types of interactional feedback are recast and elicitation which has been considered to be pedagogically useful strategies in a communicative setting (Chen, 2013; Doughty & Varela, 1998; Gass, 2003; Williams, 2005).

CHAPTER 3

LITERATURE REVIEW

The goal of this research was to examine two different types of corrective feedback: recast and elicitation, with the focus on distinguishing one from the other. While the main objective was comparing the effectiveness on Japanese language learners, this chapter begins with a broader aspect of corrective feedback.

3.1 Corrective Feedback in Second Language Acquisition

Between the 1970's and 1980's, earlier studies on corrective feedback in SLA cast a doubt upon the effectiveness of feedback. For instance, the studies on corrective feedback or error correction were concerned only with the possible types of feedback, not with its effects.

In 1982, the study group (Chun et al., 1982) conducted research on conversations carried on by NS and NNS of English, which the NS provided some form of corrective feedback to the NNS. This research was conducted based on the claim that Long (1977) made, "much teacher feedback on errors is inconsistent and is lacking in clarity" (p. 537). Therefore, the study decided to have conversations done outside the classroom without the presence of the NNS's teachers. This is mainly because the study wanted to obtain the data from the conversations occurred in a social setting, not in a class setting. In detail, the NNSs were the students studying English as a second language (ESL) and the NSs were the adult friends of the ESL teachers. The NSs were asked to repeat NNS utterances as feedback in the course of conversation when the NNS made a mistake. Consequently, the study discovered that merely 8.9% of NNS's mistakes were corrected with the given

feedback. This number was obviously smaller than they expected as stated, “only a small percentage of NNS errors were corrected by NSs.” The study reported, as a conclusion, that they had no clue as to the effect of the corrections on the second language learning process. Thus, during those years, feedback must have been considered an inconsistent and unclear as Long implied prior to looking into its effectiveness.

Similarly, Chaudron (1988) mentioned, “a number of L2 researchers have pointed out that many teachers’ attempts to correct learners’ mistakes are in fact ambiguous, misleading, and potentially inconsistent” (p. 135). What’s more, Krashen (1994) referred to all categories of feedback as being useless, harmful and a cause of anxiety when he discussed the feedback used in the 1980’s. These negative facts mentioned in the above studies may have been closely related to many factors such as the audio-lingual method that was used in L2 class. Richards and Rodgers (1986) stated that the students were only given enough vocabulary to make such drills possible in those days.

On the contrary, after the 1990’s, the effectiveness and usefulness of corrective feedback have been reported (e.g., Carroll & Swain, 1993; Havranek, 2002; Ohta, 2001; Oliver, 1995; Spencer, 2013). In the case of Carroll & Swain (1993), the study was to investigate the effects of feedback through the acquisition of English dative verbs by 100 adult Spanish-speaking learners of ESL. There were mainly two groups, experimental and control. For the former, it was subdivided into four groups which received one of the following corrective feedback; explicit rejection (notifying the learner that an error is committed), direct metalinguistic, indirect metalinguistic and recast. These types of feedback were provided to the subjects accordingly when they made a mistake. For the latter, the control group was given no feedback. The subjects’ performance on recall

production was later examined; as a result, the study concluded that the experimental group performed significantly better than the control group. Furthermore, Carroll and Swain stated, “the group whose feedback included metalinguistic information outperformed all other groups” and “both direct and indirect forms of feedback could aid L2 learners’ learning” (p. 247). This means that the study found the effects of feedback and which feedback worked better.

As the communicative approach emerged as a replacement for the audio-lingual method, learning environments also changed from a focus on mastery of the grammatical system of the language to a focus on communication. Therefore, it is not surprising that there has been a change in perception of corrective feedback and its outcome as time progressed. In recent years, many scholars believe that feedback is intended to provide the learners a varied amount of opportunities to concentrate on their production or understanding, which is to aid in L2 development.

3.2 Data from the Research into Corrective Feedback

Of all feedback, scholars have reported that teachers have a strong preference for correcting students using a particular feedback which is recast. Lyster and Ranta (1997) noted that 55% of the feedback used by teachers was recast followed by 14% elicitation, 11% clarification request, 8% metalinguistic clue, 7% explicit correction, and 5% repetition in order of contribution. This outcome, recast is the most frequently used feedback followed by elicitation in terms of contribution of corrective feedback, fits my study; therefore, it is used in this paper as a measurement henceforth.

The table below is the result of the contribution of corrective feedback and the rate of repair from their study.

Table 1: Contribution of Corrective Feedback and the Rate of Repairing (Lyster & Ranta, 1997)

	Explicit Correction	Metalinguistic clue	Clarification request	Repetition	Elicitation	Recast
Contribution	7%	8%	11%	5%	14%	55%
Rate of Repairing	36%	45%	28%	31%	46%	18%

As stated, explicit correction is the most explicit feedback, and recast is the most implicit feedback, according to Takatsuka (2009). Similar to the data above extracted from the research of Lyster and Ranta (1997), other studies (e.g., Harvanek, 2002; Lyster, 2007; Penning de Vries et al.; 2011) have also revealed that recast was the most frequently used. However, the rates of repairing were different depending on the design of each study.

As stated in the previous chapter, the relationship between the integrated theoretical framework of knowledge and corrective feedback (prompt and recast) has been reported, thus these two types of feedback will be separately discussed in the sections to follow. In further detail, as the fact depicted above, elicitation is the most frequently used feedback among prompts and also demonstrated the best rate of repairing among all the feedback. Therefore, elicitation will be examined first.

3.2.1 Corrective Feedback: Prompt/Elicitation

Elicitation is under the category of prompt feedback. It is defined as “a learner is prompted to reformulate their utterance” (Lyster and Ranta, 1997). Simply put, it is a technique that a teacher attempts to evoke the correct form(s) from a learner but it breaks off the conversation. In favor of the benefits of elicitation over recast, Lyster (2011) stated that elicitation may facilitate learners to store information temporarily in their

memory system and it may be helpful to prompt them to draw more on generative resources. Loewen (2014) pointed out that elicitation has the advantage of engaging learners in deeper cognitive processing because they must come up with the correct or other form on their own. The following are the two examples of successful and unsuccessful elicitation feedback.

Example A-1

NNS: I invest my money on stocks.

NS: I invest my money...?

NNS: I invest my money...in stocks.

Example A-2

NNS: I invest my money on stocks.

NS: I invest my money...?

NNS: I invest my money...to stocks.

Example A-1 demonstrates that the learner comes up with the correct form even if he/she has to pause a while. This is because the learner recalls some input stored in his/her memory in order to produce a modified output. Gass and Mackey (2000) noted that stimulated recall, evoked by elicitation, “relies on an information-processing approach whereby the use of and access to memory structures is enhanced, if not guaranteed, by a prompt that aids in the recall of information” (p. 13).

On the other hand, example A-2 shows that the learner is unable to produce the correct form. The conceivable reason for this is that the particle “in” succeeding the verb “invest” may be new to him/her. Hence, the learner takes time to respond and fails to produce the correct form. As a result, he/she is unable to carry on a spontaneous conversation, which is the disadvantage of this feedback. Additionally, elicitation is a technique that a teacher gives learners notice of a mistake. This means that the area where they make a mistake is not noticed by them during a conversation but is informed by the

teacher. This is opposite to what recast does because whether or not the learners realize their own mistake after recast is provided depends on if they notice the feedback.

As Yoshida (2011) noted that noticing does not include the cases when learners respond to a teacher's elicitation; therefore, the difference in noticing between elicitation and recast was not examined in my research.

3.2.2 Corrective Feedback: Recast

Recast feedback is defined as “a learner is prompted to reformulate their utterance” (Lyster and Ranta, 1997). Simply put, it is a technique that a teacher provides the correct form(s) without interrupting the conversation. Long (1996) argued that “recast is a form of implicit negative feedback where the learner's attention is drawn to mismatches between the input and the output” (Benati, 2009, p. 22). This would surely hold true if the learner intently listens to a person who provides such feedback. However, if a learner does not notice or pay attention to the feedback, it would be useless as Krashen stated (1994). The following are the two examples of successful and unsuccessful recast feedback.

Example B-1

NNS: Mike have a red car.

NS: Yes, Mike has a red car.

NNS: Oh, Mike has a red car.

Example B-2

NNS: Mike have a red car.

NS: Yes, Mike has a red car.

NNS: How about you?

Example B-1 shows the result which corresponds to the argument that Long made. The learner notices the mistake so he/she promptly corrects it, and thus it is considered a success. This is one of the best characteristics of recast feedback. Gass

(2003) stated, “The immediate juxtaposition of correct and erroneous forms may lead a learner to recognize that his or her own form is in fact erroneous” (p. 247). Despite it was proven by the researchers (e.g., Lyster & Ranta, 1997, Panova & Lyster, 2002) that recast is the most frequently used feedback in immersion programs, they noted that recast was still ambiguous as corrective feedback due to the fact that it did not really promote the learner’s uptake. This situation might be the explanation for the example B-2 which NNS continues having a conversation with NS as if recast is not provided.

On the contrary, according to Mackey and Philp (1998), providing recast feedback could promote learners’ skills even if it was not directly connected with learner’s uptake. They also asserted that recast would be better than other corrective feedback as long as learners possess an abundant readiness to adopt recast feedback. This implies that the skills of the learners who receive recast feedback need to be quick on the uptake when feedback is provided. Similarly, Long, Inagaki, and Ortega (1998) reported that providing negative evidence (recast feedback), had a better effect compared to other corrective feedback which gave learners positive evidence such as explicit feedback.

Then, why does every study show different results and opinions on recast feedback? The reason may not be so complicated. The conceivable explanations are the following. First, all the subjects who participated in that research were different, which largely affected the way of measuring the learners’ skills. For instance, some experimenters may have skipped the wrong answer produced by the participants, and thus recast feedback was never provided. Second, it is hard to imagine that the same subjects were used for the different studies. This means that their aptitude for languages were not the same even if they were studying at the same level at different schools. Moreover,

students who study a second language have a tendency to get used to feedback provided by their own language teachers. That is, it is safe to say that there will always be a discrepancy in conducting an experiment on humans. Benati (2009) well summarized the points mentioned above; he noted that “One line of research on recast has argued that it is not effective in eliciting immediate revision by learners of their output. A second line is instead, more positive about the role of recast” (p. 22).

3.3 Conducting Research on Corrective Feedback

When it comes to learning a second language, there is no simple explanation for how and what to do and where to start. It is difficult for second language learners, especially adults, to be able to speak their target language appropriately. Then, the question surfaces what teachers can do for their students to guide them down the path. Shumin (2002) stated, “It is necessary to examine the factors affecting learners oral communication components underlying speaking proficiency, and specific skills or strategies used in communication” (p. 204). It is believed that teachers are the one who can help those learners develop their abilities to communicate in the target language. This is why; there have been so many scholars who have conducted research in the area of feedback.

The following are three case studies conducted by the renowned scholars in this area of study, in order to find the rate of repair for each corrective feedback. All were done by audio or video recording in a classroom setting, but the difference is that those subjects for each research were adults learning different languages.

First, in chronological order, Lyster and Ranta (1997) conducted research on French learners. In the end, they reached the conclusion that elicitation by far

outperformed recast in terms of the rate of repair. Second, Long (1998) did his on Spanish learners; as a result, he claimed that recast was more effective compared to other feedback. Third, Mackey and Philp (1998) did theirs on English learners. In their case, they created different groups; one received feedback and the other did not. Consequently, they came to the conclusion that the group that received feedback displayed a better performance. Of all the feedback, Mackey and Philp asserted that recast had the best rate of repair.

3.3.1 A Case Study of English Learners

Suzuki (2004) conducted research on the effectiveness of corrective feedback in a classroom setting. There were 31 students learning English at an intermediate level in the U.S. Since her study was meant to be purely observational, neither the ESL teachers nor students were informed of any research and tape-recording. All the data was extracted from 21 hours of recorded audio. Below are the distributions of corrective feedback and the rates of repairing extracted from that study of Lyster and Ranta (1997) as comparing that of Suzuki (2004).

Table 2: Contribution of Corrective Feedback and the Rate of Repairing (Lyster & Ranta, 1997)

	Explicit Correction	Metalinguistic clue	Clarification request	Repetition	Elicitation	Recast
Contribution	7%	8%	11%	5%	14%	55%
Rate of Repairing	36%	45%	28%	31%	46%	18%

Table 3: Contribution of Corrective Feedback and the Rate of Repairing (Suzuki, 2004)

	Explicit Correction	Metalinguistic clue	Clarification request	Repetition	Elicitation	Recast
Contribution	2%	1%	30%	2%	5%	60%
Rate of Repairing	100%	50%	37%	40%	17%	65%

Table 2 and 3 exhibit that in both cases, recast was the most frequently used feedback. Even in the study of Suzuki which the teachers were not told anything about feedback, the result shows that they spontaneously used recast feedback by far the most. This may account for the fact that teachers have a strong preference for correcting their students with recast, as explained earlier. This fact seems unsurprising because those researchers had no control over what type of feedback was used in class. For Lyster and Ranta (1997), the contribution of recast exceeded elicitation; however, the rate of repairing was reversed. For Suzuki (2004), the contribution of recast also exceeded elicitation but which was in proportion to the rate of repairing. The difference in the rate of repairing from both studies is noteworthy, despite each case had almost the same contribution of corrective feedback. But what if the teachers could consciously provide equal amounts of each feedback to their learners, would the result have been different? This is a very important finding and the question to consider from their studies.

Suzuki also provided the number of feedback used in the classes, which is the following:

Table 4: Number of the Contribution of Corrective Feedback (Suzuki, 2004)

Explicit correction	Metalinguistic Clue	Clarification request	Repetition	Elicitation	Recast	Total
3	2	38	3	6	77	129

By looking at the numbers above, it is clear that recast was used about 13 times more than elicitation. Thus, there may have been a better chance for the subjects to notice recast and repair the mistakes that they made. On the contrary, however, explicit correction was used only three times and the entire subject that was given to this particular feedback made corrections. Given these two facts which shows the result; the rate of repairing of 65% for recast and 100% for explicit correction as depicted in Table 3. The numbers that are shown in table 3 and 4 are informative. Nevertheless, a great difference in the number of the contribution of feedback seems to have affected the numbers for the rate of repairing.

As to the reason for the different outcomes as seen in table 2 and 3, Suzuki (2004) noted that the main difference between Lyster and Ranta's study, and hers was the target language used in the classrooms. The former was French and the latter was English. Furthermore, she added more possible explanation for the differences in the outcomes, which were the classroom setting, students' ages, and their motivation for learning a language, and the teachers' experience (Suzuki, 2004). These are more than likely some of the potential causes for creating the different results; however, there are other intangible factors that affected the result such as the number of contribution of feedback.

3.3.2 A Case Study of Japanese Learners

Not many studies have looked at the effects of corrective feedback in Japanese as a foreign/second language. Hatasa and Fujiwara (2012) investigated the effects of feedback in Japanese for both in pair work and a typical class setting. For the purpose of comparing the results between their study and, Lyster and Ranta, the outcome extracted from the class setting is examined in this section. The target subjects were taking a Japanese language course at an intermediate level in the U.S. The exact number of students who participated in this research was not reported, but they mentioned that they had five students from each class record the class activities which was a total of 11 hours. Below are the distributions of corrective feedback and the rates of repair extracted from the study of Lyster and Ranta (1997) as comparison with that of Hatasa and Fujiwara (2012).

Table 5: Contribution of Corrective Feedback and the Rate of Repairing (Lyster & Ranta, 1997)

	Explicit Correction	Metalinguistic clue	Clarification request	Repetition	Elicitation	Recast
Contribution	7%	8%	11%	5%	14%	55%
Rate of Repairing	36%	45%	28%	31%	46%	18%

Table 6: Contribution of Corrective Feedback and the Rate of Repairing (Hatasa & Fujiwara, 2012)

	Explicit Correction	Metalinguistic clue	Clarification request	Repetition	Elicitation	Recast
Contribution	3%	8.2%	5.2%	14.6%	17.6%	51.3%
Rate of Repairing	50%	36.4%	35.7%	33.3%	72.3%	51.1%

For the contribution of corrective feedback, table 6 reveals the result achieved by Hatasa and Fujiwara (2012) which is very similar to that of Lyster and Ranta (1997) in

table 5, despite there is a 15-year gap between the studies. Moreover, this explains that recast has been traditionally favored and still remains popular among teachers, followed by elicitation.

For the rate of repairing in the case of Hatasa and Fujiwara (2012), elicitation had a better effect than recast on the students, according to the outcome as shown in table 6. This is the same outcome that Lyster and Ranta (1997) achieved as shown in table 5.

What is unique about Hatasa and Fujiwara’s study is that it not only examined what type of feedback was used but also noted in which linguistic category the students tended to make mistakes. Below is the table that shows further categories they prepared and looked at were pronunciation, grammar, vocabulary, and miscellaneous which included incomprehensible speech productions.

Table 7: Contribution of Corrective Feedback and the Rate of Repairing for Each Category (Hatasa & Fujiwara, 2012)

	Pronunciation	Grammar	Vocabulary	Miscellaneous
Contribution	12.73%	47.94%	35.58%	3.745%
Rate of Repairing	18.05%	44.36%	35.34%	2.26%

The table above enables us to see the detailed result and the different aspect of the research that Hatasa and Fujiwara conducted. However, lack of information about the participants is noticeable. Again, they only mentioned the fact that they had five students from each class record the class activities. However, they failed to mention how many classes were involved in this study, which means that the exact amount of students who participated in their research is unknown. In the end, Hatasa and Fujiwara (2012) stated

as a conclusion that further research needs to be conducted in order to find what type of feedback has a better effect over others.

3.4 Summary of the Studies on Corrective Feedback

There are a large number of scholars (e.g., Carroll & Swain, 1993: Ellis, 2012: Erlam, 2006: Gass & Mackey, 2000: Hatasa & Fujiwara, 2012: Havranek, 2002: Long, Inagaki, & Ortega, 1998: Lyster, 2007: Lyster & Ranta, 1997: Mackey & Philp, 1998: Ohta, 2001: Oliver, 1995: Penning de Vries et al.; 2011: Spencer, 2013: Suzuki, 2004: Takahashi, 2009: Yoshida, 2008) who have conducted research on the effectiveness of corrective feedback in the past. Needless to say, there are similarities and differences, as shown below, regarding a research method, an experimental procedure, etc. among the scholars or the study groups. (The following descriptions are made from general point of view and based on my experience and knowledge of this particular field)

Similarities:

1. Attempted to discover what type of feedback works the best for language learners, based on rate of repairing
2. Experiments were conducted in a classroom setting
3. Feedback was not intentionally used by language teachers (interlocutors), thus the number of feedback was randomly provided
4. Participants' utterances were recorded or videotaped in a classroom without the presence of researchers

Differences:

1. Languages that were used in a classroom and countries in which research was conducted
2. The number of feedback that was compared (e.g., compared each category of corrective feedback, six main types of feedback individually, etc.)
3. Participants consisted of the learners studying either at the same level or at different levels (e.g., a combination of elementary and intermediate learners)

One cannot say there are opinions on the pros and cons of the experiments that the researchers conducted. However, we can learn something from the past studies. First, similarity 1 is the fact that every researcher typically has a goal to find out what feedback works the best for L2 learners. In order for the researchers to discover the result, they have to rely on rate of repairing. Difference 1 is the unchangeable fact; therefore, what we can do is to compare different results that are from comparable situations. For example, comparing results from a research on learners of Japanese studying at an institution in the U.S. and from a research on learners of Japanese studying at an institution in Japan. This may contribute important and interesting factors of the effectiveness of corrective feedback to certain scholars.

On the other hand, we can tell what has not been done yet in the past through the Similarities category numbers 2 through 4 and the Differences category numbers 2 and 3. Below describes a research setting which is opposite to a typical research environment:

1. A research is conducted outside the classroom
2. Feedback is intentionally used by a language teacher (an interlocutor)
3. Participants' utterances are recorded or videotaped outside the classroom with the presence of a researcher

4. Two particular feedback is compared (neither all the category of corrective feedback nor six main feedback individually)
5. Participants consist of learners studying at different language course levels

In short, a combination of conducting research on language learners outside the classroom, selecting two particular types of feedback to compare one with the other, and intentionally providing certain feedback to the learners by oneself is the one that has not been done yet in the past.

In addition, as mentioned above in number 5, collecting participants from different language courses may lead to reveal an interesting outcome and to show an unexpected aspect of the effect of corrective feedback. In the current study, it will be a mixture of intermediate and advanced learners. The primary reason for this combination is that those learners who are at or above an intermediate level are assumed to be able to carry on a natural conversation in Japanese during the research study. As used for the examples of the case studies, neither Suzuki (2004) nor Hatasa and Fujiwara (2012) conducted research this way. The participants in their study were all intermediate learners. However, having different groups in the current study is beneficial because it may allow us to do the following:

1. See a better gap, for example, rate of repairing for two particular types of feedback between groups
2. Learn the reason why one group of learners does better on a particular feedback than the other group
3. Examine the relationship between participant's study level and an outcome

Therefore, as a result, it may provide more insight into different aspects of the effectiveness of corrective feedback.

3.5 Significance of My Study on Corrective Feedback

Based on the information processing model, there is a relationship between learners in L2 learning and corrective feedback (Ellis, 2009; Lyster, 2004). The combination of the statement that both scholars made is to explain how recast and prompt facilitate L2 learning. Therefore, comparing these two types of feedback is a must to find out which works better than the other. Of all the feedback that fall under prompt, elicitation is the one to be compared with recast. The reasons for this are as follows:

1. Elicitation is the most implicit feedback among all the prompt feedback that include metalinguistic clue, clarification request, and repetition (Takatsuka, 2009). In other words, it is the closest prompt feedback to recast in terms of its implicitness
2. Elicitation is the most frequently used feedback among all the prompt feedback in terms of contribution of corrective feedback (Lyster and Ranta, 1997).

With regard to recast, below shows further explanations as to why recast was compared to elicitation in my research:

1. Recast is the most frequently used feedback among all the corrective feedback that include explicit correction and all the prompts (e.g., Lyster & Ranta, 1997, Panova & Lyster, 2002). This is due to the fact that recast is pedagogically expeditious; in other words, is time-saving, less threatening to student confidence, and less disruptive of the flow of interaction (Loewen & Philp, 2006).

2. Many scholars (e.g., Mackey & Philp, 1998; Long, 1998; Suzuki, 2004) have concluded that recast had the best rate of repairing after it was provided to the learners

3.5.1 Reasons for the Purpose of Conducting Research on Corrective Feedback

There are a couple of facts that made me wonder during the time I studied and examined research procedures and results of corrective feedback that were achieved by scholars in the past. These facts, which could have had a large impact on the results, raised two questions as follows:

1. Was the number of each feedback provided in the studies impartial?
2. Did each participant in the research have the same opportunity to respond to certain feedback?

For the first one, of course, the teachers (interlocutors) had no control over what type of feedback they could use in the classroom. Therefore, the number of contributions of feedback is different in each case. However, this situation could be problematic because of the following reasons:

1. If one feedback is used by a teacher (an interlocutor) much more than another feedback (whether or not it is done intentionally), the result of rate of repairing for target feedback may be affected

For instance, recast was used 60% (77 times out of 129) and elicitation was used 5% (6 times out of 129) in the case of Suzuki (2004). As a result, the rates of repairing for each feedback that the students achieved were 65% for recast and 17% for elicitation.

This result may be authentic but we can also assume that the students got used to hearing recast and thus could pay more attention to it. Consequently, they could repair their own mistake better after recast was provided than elicitation.

2. Whether or not a detailed description of participants is provided, there is no information on how many students actually responded to given feedback.

For example from the same case depicted above, she provided the information on how many students participated in the research which was 31. But it did not mention the number of participants who actually responded to certain feedback. In other words, whether the whole class was engaged in responding to the given feedback or only a few students were actively participated is unknown. Hence, the number of participants (31 learners in this case) does not really mean anything but just a number.

This is not only the case for Suzuki (2014) but also other studies who have conducted similar types of research. Therefore, it is very important to incorporate these two factors into my research because these were not controlled in any of the previous studies. The following are objectives in my research in order to see which feedback actually worked better for the learners.

1. What if relatively similar numbers of elicitation and recast feedback are provided to learners?
2. What if every learner has the same opportunity to receive feedback and respond to it?

In order to look into them, the current study is to have a one-on-one conversation with each participant, and provide both elicitation and recast feedback to them.

3.6 Research Questions and Hypotheses

Some studies (e.g., Lyster & Ranta, 1997; Hatasa & Fujiwara, 2012; Elam, 2014) came to the conclusion that the rate of repairing for elicitation had a better effect than that for recast. On the contrary, other studies (e.g., Long, 1998; Mackey & Philp, 1998; Suzuki, 2004) reached the opposite conclusion. Therefore, I would like to further examine the effect of both elicitation and recast.

1. Do learners repair their own mistakes by utilizing the given feedback when later they are asked to answer the same question which they previously tripped up?
Which corrective feedback, elicitation or recast, has a better effect on learners?
2. Do advanced learners outperform intermediate learners in terms of repairing a mistake that they make?

For the first research question, since learners who participate in the current study will carry on a one-on-one conversation with the researcher, they will have a better chance to notice given feedback compared to being in a classroom setting. However, regardless of what situation each participant is in, reactions to certain feedback that they will take depend on their awareness or consciousness of feedback. In other words, participants need to pay close attention to incoming information (input) from the external environment during the conversation, as many studies emphasized on the importance of paying attention (e.g., Benati, 2009; Gimeno, 2003; Hockenbury, 2014; Hyman, 2014; Schmidt, 1995; Wong, 2011). This way, they will have an opportunity to utilize the given feedback in order to repair their mistakes.

For the second part of research question 1, “Which corrective feedback, elicitation or recast, has a better effect on learners?” Repairing a mistake requires not only attention

but also knowledge, which is based on the integrated theoretical framework of declarative and procedural knowledge. As Lyster (2004) explained the connection between these forms and their relations with the human memory system, recast may assist in transferring the information into long-term memory as declarative knowledge eventually, and elicitation may assist in turning declarative knowledge into procedural knowledge within long-term memory in the long run. This means that knowledge that is already stored in long-term memory has a better chance to be used when elicitation is provided. Moreover, elicitation is feedback that helps learners find the correct answer while recast is feedback that provides the correct form without pointing out errors. Therefore, elicitation is more explicit for learners to respond to when it is provided. As a result, Elicitation requires relatively less attention from them compared to recast.

With regard to the second research question, it is assumed that advanced learners will outperform intermediate learners in terms of repairing a mistake. The reason for this assumption is that advanced learners have more knowledge of the Japanese language since they have spent more time on studying the subject. Nassaji and Fotos (2010) stated, “Elicitations lead to self-correction only if learners already have some knowledge of the targeted form. Therefore, elicitation may be more effective for more advanced learners who are able to recognize and correct their errors” (Ch. 5). In other words, advanced learners have more declarative and procedural knowledge in their memory system; therefore, they will be able to retrieve necessary information to reformulate their utterance.

Based on the detailed explanation above, hypotheses drawn from the mechanism of the cognitive psychology are as follows:

Hypothesis One

Learners who participate in an interactional (one-on-one) conversation will be able to utilize the given feedback if they notice the gap between their utterance and a correct form invoked by recast or elicitation, based on the human memory system.

It is assumed that elicitation will have a better effect on learners in terms of repairing a mistake. This is due to the fact that it is more explicit than recast, and thus learners have a better opportunity to notice the gap when elicitation is provided. Furthermore, elicitation helps learners to recall and utilize internalized information that is stored in their long-term memory as declarative knowledge while recast supports learners to internalize new information. This means that the learner will be more likely to respond to and therefore correct a mistake after elicitation is given because it demands learners to manage internalized information, based on the information processing model.

Hypothesis Two

Based on the fact that advanced learners have more experience studying the Japanese language in and outside the classroom. Hence, the amount of information on the targeted forms that is stored in their memory system is larger than intermediate learners. As a result, advanced learners will outperform intermediate learners in terms of repairing a mistake.

CHAPTER 4

METHOD

4.1 Participants

All 25 of the subjects were students at the University of Massachusetts Amherst when the research was conducted. They were grouped as either an advanced or intermediate. For the former, there were 12 participants who were either taking a Japanese language course at an advanced level designed for 4th year students or graduate students majoring in Japanese. For the latter, there were 13 participants who were taking a Japanese language course at an intermediate level designed for 3rd year student. The subjects were asked to participate in this research by the researcher or his fellow graduate student. Once they agreed to participate, the researcher had a short conversation with each subject in order to ensure that they showed the following:

1. Willingness to voluntarily participate in the research
2. Capability of carrying on a conversation in Japanese
3. Acceptance of the research environment where the conversation was being recorded
4. Further support in filling out a questionnaire regarding their interests in Japanese, preferences for learning style and setting, etc., on completion of the research

When all the conditions were met, the participants signed the consent form which explained further the details of the procedure of the experiment. In accordance with the

regulations enforced by the institutional review board (IRB), each participant was assigned a number (1, 2, 3...) and the conversation would have been suspended at any time if the subject showed any signs of being uncomfortable or unpleasantness. Hence, every participant completed their part of the study without incident.

4.2 Design and Procedure

Each participant individually met with the researcher twice in Herter Hall at the University of Massachusetts Amherst to have a natural conversation in Japanese for approximately 10 minutes per session. The second session was held exactly a week after the first session in order to create the same condition for all participants.

Providing each participant the same topic and question at the beginning of the conversation was a must. The following are explanations as to how the topic and the question were made for the research.

Starting with a broader aspect, the topic had to be something that each participant was familiar with in order to maintain the natural flow of conversation. Therefore, topic A was set for a holiday which included their past winter break (for recast) and the upcoming spring break (for elicitation). Topic B was set for a trip which included their past travel experience (for recast) and a future plan for a trip (elicitation). These topics were considered appropriate since all the participants were students who have had and will have these experiences. The figure below shows in what order each topic was used:

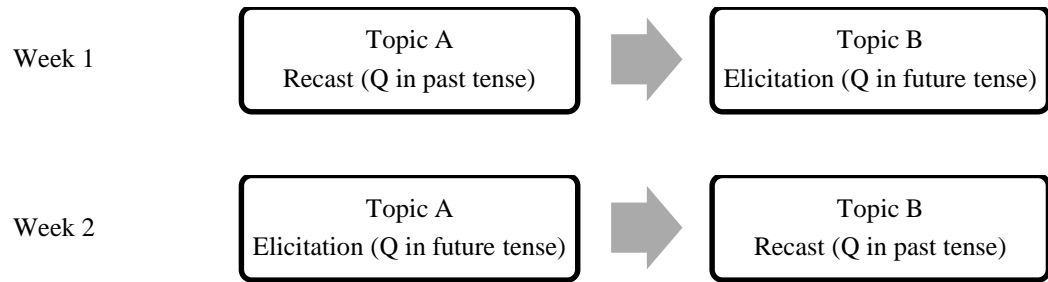


Figure 6: Order of the Topic for Week 1 and 2 (Note: Q is for question)

Figure 6 depicts the questions that were prepared in past and future tense based on the topics. The primary reason for doing this was not to make the participants lose interest in having conversations. For example, if they were asked to talk about their past experience throughout the same session, they may have become uninterested in the topic. Therefore, in order to avoid this problem, two different tenses were used.

With regard to reasons why the conversation for each week started off with topic A and the different feedback are the following: First, each topic was treated as an icebreaker, thus it did not matter which came first. Second, this research was not to examine the participants' reactions to the different topics, but it was to examine the participants' reactions to the different feedback. Hence, week 1 started with recast followed by elicitation and the exact opposite order took place during week 2. Below shows the actual questions prepared for each topic and feedback:

Topic A (Holiday)

1: For Recast

- What did you do during the past winter break?
- What was the most enjoyable thing during the past winter break?
- What kind of gift have you received or given on Christmas day?
- I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

2: For Elicitation

- How do you usually spend your spring break?
- What would you like to do during the upcoming spring break if you have no assignment?
- Do you like spring compared to other seasons? Why?
- I am planning to go to either an amusement park or a zoo with my friends during the upcoming spring break. Which one do you think is better? Why?

Topic B (Trip)

3: For Recast

- Where have you traveled?
- What is the most memorable thing during your last trip?
- What kind of souvenir have you bought, and for whom?
- I took a trip to Europe alone last year. It was fun but I felt a bit lonely. Do you like to travel alone or with others? Why?

4: For Elicitation

- Where would you like to go for a trip?
- What would you like to do during your trip?
- What do you think would come in handy to take on your trip?
- I would like to take a trip during the summer. Where would you recommend me to go?

Since all the participants were at or above the intermediate level of Japanese, these topics were appropriate and thus equally used for all of them. Furthermore, the topics were treated as an icebreaker; this means that each participant was able to extend the subjects of the conversation by freely utilizing more difficult terms, structure, etc. based on their skills of the Japanese language.

4.3 Sample Responses to Corrective Feedback

The conversation begins with a NS who asks a NNS a question shown in Romanized Japanese followed by the translation in Italicized English. An example from the conversation of topic A prepared for recast is the following:

NS: Fuyu yasumi de ichiban tanoshikatta koto wa nan desu ka?
What was the most enjoyable thing during the past winter break?

This is immediately followed by the response made by the NNS in Romanized Japanese with the parenthesis which depicts what type of mistake he/she makes. In the same way as the previous one, the translation in Italicized English is shown below the Romanized Japanese with the parenthesis which indicates the closest or exact mistaken area that the NNS makes.

NNS: Tomodachi to Hawaii de iki mashita. (Error in particle: “de” should be “ni” or “e”)
I went (to) Hawaii with my friends.

The example above shows the successful translation of Japanese into English. This is because of the NSS’s mistake in particle which should be “ni” or “e” perfectly matches the existing vocabulary “to” in English. However, this is not the case all the time. In which situation, you will see (...) in Italicized English due to the fact that there is no compatible vocabulary or explanation between the languages. The following is the example:

NS: Hawaii de nani wo shimashita ka?
What did you in Hawaii?
NNS: Eiga ga mimashita. (Error in particle: “ga” should be “wo”)
I watched (...) a movie.

In this case, Japanese requires the particle “wo” after the noun eiga (movie). On the contrary, English does not require such a particle so that (...) is a simple indication of the NSS’s mistake.

The following are examples that demonstrate how feedback is given, how mistake is counted, and so forth. Additionally, after certain feedback is provided there is a waiting period of a minute or longer, which I call –time elapse–, to ask the same question which the NNS tripped up previously. This time duration is based on the school of thought as to short-term memory which may last ranging from up to about 20 seconds to less than a minute for unrehearsed information (See 2.2.1 under chapter 2). Therefore, the NS waits longer than these suggested times in order to examine the effects of the given feedback. (Note: during the actual conversation, a waiting period –time elapse– ranged from a minute to a few minutes. The reason for this was not to break off the conversation that was naturally flowing)

Below shows the conversation in present tense and recast feedback (examples from the conversation of topic A), followed by elicitation (examples from the conversation of topic B):

In the case of participant X

Recast

Example 1

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Watashi no suki hon wo toshokan de yomi mashita. (Error in conjugation: “suki” should be “sukina”)

I read my (favorite) book at a library.

NS: Sukina hon wo yomi mashita ka. (Recast)

You read your favorite book.

-Time elapsed-

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Watashi no sukina hon wo toshokan de yomi mashita. (Corrected)

I read my favorite book at a library.

Example 2

NS: Kurisumasu ni donna purezento wo moratta koto ga arimasu ka?

What kind of gift have you received on Christmas day?

NNS: Jisho-denshi wo moratta koto ga arimasu. (Error in vocabulary: “Jisho-denshi” should be “Denshi-jisho”)

I have received a (dictionary electronic).

NS: Denshi-jisho desu ka. (Recast)

Oh, an electronic dictionary.

-Time elapsed-

NS: Kurisumasu ni donna purezento wo moratta koto ga arimasu ka?

What kind of gift have you received on Christmas day?

NNS: Jisho-denshi wo moratta koto ga arimasu. (Not corrected)

I have received a (dictionary electronic).

Elicitation

Example 3

NS: Doko ni ryokou ni ikitai desu ka?

Where would you like to go for a trip?

NNS: Bosuton wo ikitai desu. (Error in particle: “wo” should be “ni” or “e”)

I would like to go (to) Boston.

NS: Bosuton? (Elicitation)

Boston?

NS: Bosuton... ni ikitai desu.

I would like to go (to) Boston.

-Time elapsed-

NS: Doko ni ryokou ni ikitai desu ka?

Where would you like to go for a trip?

NNS: Bosuton ni ikitai desu. (Corrected)

I would like to go to Boston.

Example 4

NS: Ryokou ni nani wo motte iku to benri da to omoi masu ka?

What do you think would come in handy to take on your trip?
 NNS: Pasokon ka chiisai-na kamera. (Error in conjugation: “chiisai-na” should be “chiisai” or “chiisana”)
A computer or a (small) camera.
 NS: Pasokon ka? (Elicitation)
A computer or?
 NNS: Chiisai kamera...
A small camera...

-Time elapsed-

NS: Ryokou ni nani wo motte iku to benri da to omoi masu ka?
What do you think would come in handy to take on your trip?
 NNS: Pasokon ka chiisai-na kamera. (Not corrected)
A computer or a (small) camera.

In the examples depicted above, there were a total of four feedback provided to the NNS by the NS (twice for each). Below is the result of participant X.

Table 8: Summary of the Result of Participant X

	Total Number of Feedback Received	Total Number of Correction Made	Rate of Repairing in Percentage
Recast	2 (V1 and C1)*	1 (C1)**	50%
Elicitation	2 (C1 and P1)	1 (P1)	50%

*Note: V is for vocabulary, C is for conjugation, and P is for particle

For recast, participant X made mistakes in vocabulary and conjugation once for each thus shown as 2 (V1 and C1)* and corrected his/her own mistake only in conjugation therefore shown as 1 (C1)**. Consequently, the rate of repairing is 50% because 1 out of 2 was corrected. The same goes for elicitation, and therefore the rate of repairing is 50%.

4.4 Data Base

For the purpose of the conversation analysis, the recorded materials were first transcribed into written form. During the conversation between the researcher and the participants, there were times that the participants digressed from the given topic. However, the conversation was continued in order to maintain the natural flow of conversation. Thus, those areas, where the participants digressed and thus had no opportunities to receive any feedback, and incomprehensible speech productions were treated as error episodes.

The questionnaire had nine questions regarding their relationship with the language of Japanese, their study style, a desired class environment, etc. The purpose of the questionnaire was to analyze the aspect of why each participant performed in a certain way during the conversation. The questionnaire that the participants filled out is the following:

Questionnaire

Please answer the following questions on both sides of this paper

Regarding yourself

Please circle one and explain if necessary

A: What do you usually do the most outside the class in order to improve on your skills of Japanese?

1. Talking to your friends over medias such as Skype, Facebook, and the like
2. Meeting your TAs or tutors and carry on a conversation with them
3. Watching Japanese cartoons or movies
4. Self-study (Describe exactly what you do)

B: Based on your answer above, please estimate how long you spend on it average per week during this semester?

1. Less than 5 hours
2. Between 5-10 hours
3. Between 10-15 hours
4. Over 15 hours
5. Other (Please explain)

C: Have you ever stayed or studied in Japan? If so, where, how long, and what was the occasion?

1. If yes, please explain these in detail
2. No

D: What was the reason or motive for you to decide to study the language of Japanese?

Please circle one and explain

1. I have a specific goal to achieve in the future with this particular language
(Please explain your goal)
2. I am attracted to the Japanese language, culture, and the like
(Please explain these in detail)
3. Other (Please explain)

Regarding the Japanese language class

Please circle one and explain if necessary

E: Which language class are you willing to take?

1. A class that is very interesting and entertaining
2. A class that is well organized and planned

F: What kind of feedback do you want your instructor to provide when you make a mistake?

1. Feedback that is clear and very direct on what has to be corrected
2. Feedback that helps me find the correct answer (I would like to find out what is wrong with my answer)
3. Feedback that provides the correct form without pointing out my errors
4. No feedback
5. Other (Please explain)

G: Which language class do you prefer?

1. A class that I enjoy even if I do not really learn
2. A class that I learn even if I do not really enjoy

H: Which situation is ideal for you when you are having a conversation in Japanese with a native speaker of that language?

1. I would like him/her to make a correction when I make a mistake even if the conversation is interrupted
2. I would like to have a conversation without any interruption

I: Are you planning to take a higher level of a Japanese language course after your current one?

1. Undecided
2. Yes, definitely
3. No, thank you

If the answer is NO, please explain why

CHAPTER 5
RESULTS AND DISCUSSION

5.1 Results from the Experiment

The main purpose of this research was to compare two types of feedback, recast and elicitation, in order to examine which one has a better effect on the learners of Japanese language. Therefore, we must first focus on the results from all the participants as a whole in accordance with the research questions. Below is the table that shows the summary of all of the data extracted from each participant.

Table 9: All the Results of the Rate of Repairing for Recast and Elicitation

	Rate of Repairing for Recast	Rate of Repairing for Elicitation
Participant 1	100%	100%
Participant 2	33.33%	100%
Participant 3	100%	100%
Participant 4	0%	100%
Participant 5	50%	100%
Participant 6	0%	0%
Participant 7	50%	100%
Participant 8	33.33%	100%
Participant 9	50%	100%
Participant 10	33.33%	50%
Participant 11	100%	100%
Participant 12	0%	0%

	Rate of Repairing for Recast	Rate of Repairing for Elicitation
Participant 13	66.67%	80%
Participant 14	0%	50%
Participant 15	50%	66.67%
Participant 16	75%	50%
Participant 17	66.67%	66.67%
Participant 18	0%	0%
Participant 19	33.33%	50%
Participant 20	66.67%	100%
Participant 21	33.33%	100%
Participant 22	50%	50%
Participant 23	100%	0%
Participant 24	0%	66.67%
Participant 25	33.33%	66.67%

5.2 Analyzing Research Question 1-1

Do learners repair their own mistakes by utilizing the given feedback when later they are asked to answer the same question which they previously tripped up? Which corrective feedback, elicitation or recast, has a better effect on the learners?

For the first question, according to the numbers depicted in table 9, 22 out of 25 participants (88%) repaired their own mistakes at least once or more after receiving certain feedback. Needless to say, the frequency in use of the given feedback varied with individuals. In detail, of all 22 participants who repaired their mistakes at least once or more mentioned above, 18 participants (82%) reacted to both types of feedback and the rest only reacted to either one of them. Therefore, the answer to the first research

question 1-1 is that most of the learners, accounts for 88%, could utilize the given feedback in order to make corrections.

5.3 Analyzing Research Question 1-2

The second part of research question 1: “Which corrective feedback, elicitation or recast, has a better effect on learners?”

All the data was submitted to t-Test (a two-sample statistical test) in order to observe if there was a statistically significant difference between two types of feedback and to obtain mean values. As a result, there was a significant difference in the scores of recast ($M = 45.00$, $SD = 33.85$) and elicitation ($M = 67.87$, $SD = 36.25$), conditions; $t(24) = -2.85$, $p < .05$.

Therefore, the result calculated by the t-Test confirms the answer to research question 1-2 that the average rate of repairing for elicitation exceeded that for recast. That is, elicitation had a better effect than recast did on the learners of Japanese in the current study. In theory, this result is not surprising because elicitation is not as implicit as recast.

5.3.1 Further Analysis into Research Question 1-2

Some scholars (e.g., Long, 1998; Mackey & Philp, 1998; Suzuki, 2004) who have conducted research in this particular area have discovered that recast had a better effect on learners of a language. It is likely that each case has different variables such as environment, method that each study used, etc.

In the current study, a potential reason why elicitation had a better effect than recast may be related to all the participants’ answers to question A on the questionnaire is as follows:

- Question A: What do you usually do the most outside the class in order to improve on your skills of Japanese?
 1. Talking to your friends over medias such as Skype, Facebook, and the like
 2. Meeting your TAs or tutors and carry on a conversation with them
 3. Watching Japanese cartoons or movies
 4. Self-study

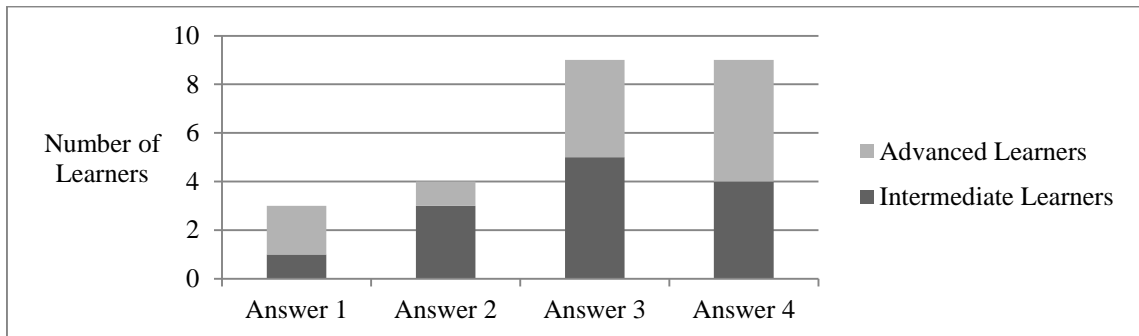


Figure 7: Number of Participants Who Chose Each Answer to Question A

As depicted in figure 7, a total of 18 participants, which accounts for 72%, picked either answer 3 or 4. This indicates that most of them are used to learning on their own. In these cases, the learners have little or no chance to receive any feedback. The following may be one of the explanations for the outcome: elicitation had a better effect than recast. Learners are usually not required to be active when they study by themselves or by watching TV. If it is their routine to study Japanese in these ways, they may not be used to receiving oral feedback regardless of the type. Recast is implicit, especially compared to elicitation, and it is assumed that the participants in the study had more difficulty noticing the feedback of recast than elicitation.

Another possible explanation for the fact that elicitation had a better effect than recast may be related to question F on the questionnaire.

- Question F: What kind of feedback do you want your instructor to provide when you make a mistake?

1. Feedback that is clear and very direct on what has to be corrected
2. Feedback that helps me find the correct answer (I would like to find out what is wrong with my answer)
3. Feedback that provides the correct form without pointing out my errors
4. No feedback
5. Other (Please explain)

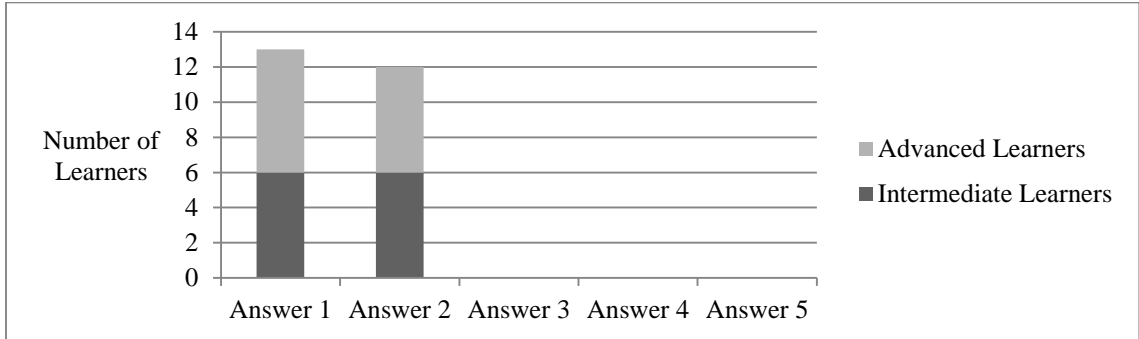


Figure 8: Number of Participants Who Chose Each Answer to Question F

Surprisingly, all the participants chose either answer 1 or 2. Answer 1 implies explicit correction and metalinguistic clue which were not used in this research. For instance, a teacher overtly informs the learner of his/her mistake while providing the correct form for explicit correction, and the explanation for the error for metalinguistic clue. Answer 2 and 3 suggest elicitation and recast feedback respectively. As seen in figure 8, none of the participants chose answer 3. This means that they appreciate receiving feedback that is as explicit as possible. For these two potential reasons that I stated above could be the cause of why the rate of repairing for elicitation exceeded that for recast.

5.4 Analyzing Research Question 2

Do advanced learners outperform intermediate learners in terms of repairing a mistake that they make?

After collecting data from all of the participants, mean and standard deviation (SD) of the rates of repairing for each feedback and group were calculated as shown in table 10 below.

Table 10: Mean and Standard Deviation of the Rate of Repairing for Recast and Elicitation and the Average Rate of Repairing Achieved by the Advanced and Intermediate Learners

	Advanced Learners	Intermediate Learners
Rate of Repairing for Recast (SD)	45.83% (37.69)	44.23% (31.44)
Rate of Repairing for Elicitation (SD)	79.17% (39.65)	57.44% (30.68)
Average Rate of Repairing (SD)	62.50% (41.49)	50.84% (31.17)

As depicted in the above table, the average rate of repairing for the advanced group ($M = 62.50$, $SD = 41.49$) exceeded that of the intermediate group ($M = 50.84$, $SD = 31.17$). This outcome logically provides the answer to research question 2. However, it was important to see if there was a statistically significant difference between the groups. Thus, all the data was submitted to a repeated measures analysis of variance (ANOVA), using the general linear model procedure (Bonferroni).

The main effect of feedback yielded an F ratio of $F(1, 23) = 8.626$, $p < .05$, indicating that there was a statistically significant difference as proved by the t-Test in section 5.3. Whereas, there was no statistically significant interaction between the types of feedback and the two groups of advanced and intermediate learners, $F(1, 23) = 1.613$, $p > .05$. There was no group difference either, $F(1, 23) = 1.027$, $p > .05$, despite the fact

that the advanced group clearly had a better average rate of repairing than the intermediate group as shown in table 10. This contradiction may be caused by the following reasons:

- The sample sizes that were used in the current study are relatively small. According to some studies (e.g., Prothero and Emry, 2005; Warner, 2012), a sample size that is larger than 30 per group is considered adequate. Otherwise, it might create a paradox when it comes to a statistical measurement
- There is no intersection as seen in the profile plots below (created by General Linear Model: Repeated Measures). This is more than likely caused by the high variance therefore the data points are spread out

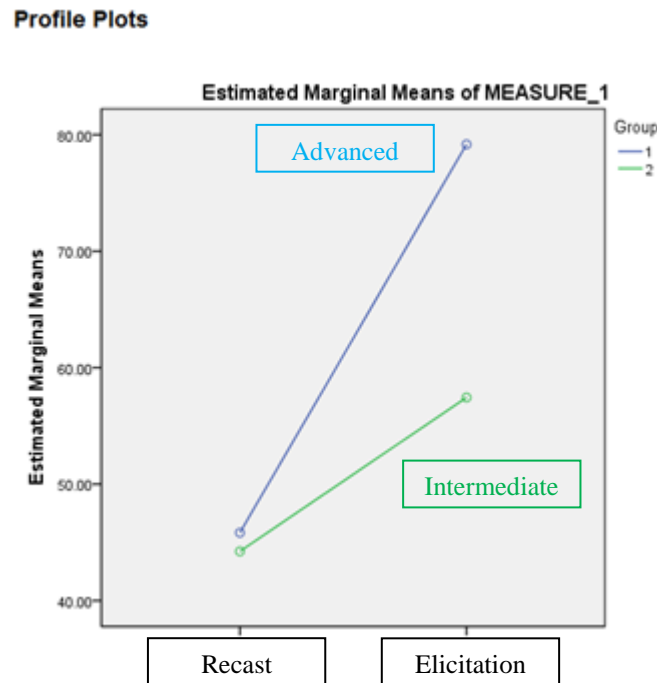


Figure 9: The Profile Plots

As for the within subject factor, the $p < .05$ for the difference between recast and elicitation shows a significant difference statistically, while the between subject factor

indicates there is no significant interaction between the two types of feedback and the two subject groups. That is, verifying the within subject factor is the key to supporting the answer to research question 2. Interestingly, the rates of repairing for recast achieved by both groups ($M = 45.83$ for the advanced and $M = 44.23$ for the intermediate as shown in table 10) are much alike. This means that the difference in the rates of repairing for elicitation is the decisive factor that led to generate a better average rate of repairing for the advanced group, as a result.

Although there is no statistically significant difference between the learners groups according to the results from the ANOVA, the following facts partially and moderately support the hypothesis 2 that the advanced group outperformed the intermediate group.

- As stated in section 3.6, Nassaji and Fotos (2010) mentioned, “Elicitations lead to self-correction only if learners already have some knowledge of the targeted form. Therefore, elicitations may be more effective for more advanced learners who are able to recognize and correct their errors” (Ch. 5)
- Remarkably, 75% of the advanced learners achieved 100% of the rate of repairing for elicitation and approximately 15% of the intermediate learners achieved the same

Hence, it can be said that the difference in the rates of repairing for elicitation is the decisive factor that leads to the answer to research question 2.

In the current study, a statistically significant difference between learners groups was not observed due to the small sample size. However, increasing the sample size by collecting more data in the future, it is likely that a statistically significant difference will

be observed. In short, the role of sample size in a statistical test must be carefully considered because effects are harder to detect in smaller samples.

5.5 Analyzing Linguistic Categories

It is not only significant to know which feedback worked better for the learners but also important to examine where the students tended to make a mistake. This idea was first adopted from Hatasa and Fujiwara's (2012) study which had the categories of pronunciation, grammar, vocabulary, and miscellaneous. However, I decided to take a different approach in terms of linguistic categories, and thus created my own inspired by the following studies:

Nagata (2000) focused on word-level errors (e.g., vocabulary and conjugation errors) and sentence-level errors (e.g., particle errors) when she conducted research into feedback. Yasohama (2013) has used an oral proficiency assessment module designed for learners of Japanese who are at or above an intermediate level. This module supplies an evaluation rubric, which specifies to what areas teachers need to pay attention during the evaluation process. These areas are the following:

1. Content/details
2. Sentence connectives
3. Vocabulary and expressions
4. Particles
5. Conjugation
6. Pronunciation and accent

The common areas found in both studies (vocabulary, particle, and conjugation) were suitable for my research; therefore, used for the purpose of further analysis. Below are the figures that depict under what categories the participants fell. Figure 10 and 11 represent the advanced and intermediate learners respectively.

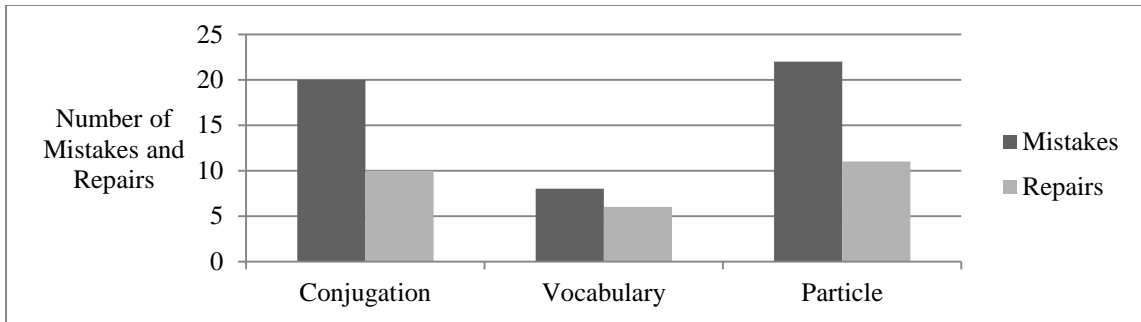


Figure 10: Number of Mistakes and Repairs for the Advanced Learners

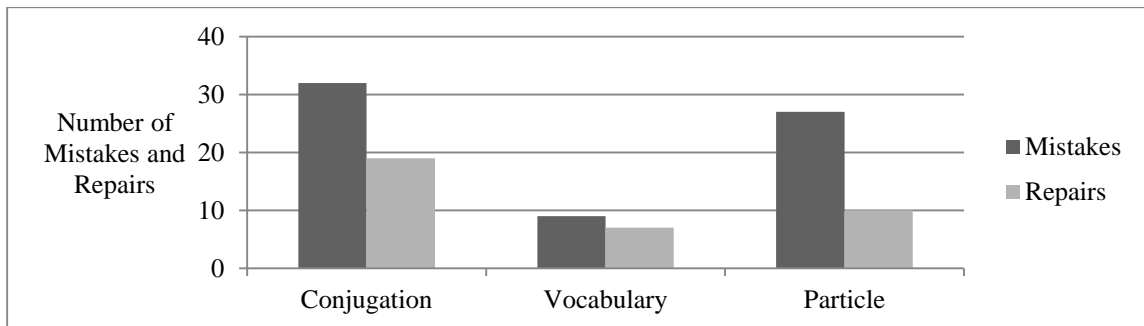


Figure 11: Number of Mistakes and Repairs for the Intermediate Learners

There are distinct similarities between the advanced and intermediate learners. First, vocabulary did not really trip them up. Even if the participants made a mistake in vocabulary, they were able to repair their own mistakes for the most part. This fact tells us that they may have carefully chosen and used the words within the limits of their knowledge since vocabulary is the category that does not generally require changing its original form depending on context.

Second, the advanced and intermediate learners had a tendency to make more mistakes in conjugation and particle than in vocabulary. The average rates of repairing for the combination of these areas are approximately 50% for both groups. Unlike vocabulary, conjugation and particle require language learners' attention, skills, knowledge, and the like in order to produce a correct form because both require changing

its original form depending on context. For instance, if a NS asks a NSS a question in past tense, the NSS should be aware that the answer must be in past tense. The answers to question E on the questionnaire shows an interesting fact which may be one of the explanations as to why the participants made more mistakes in these two particular areas.

- Question C: Which language class are you willing to take?
 1. A class that is very interesting and entertaining
 2. A class that is well organized and planned

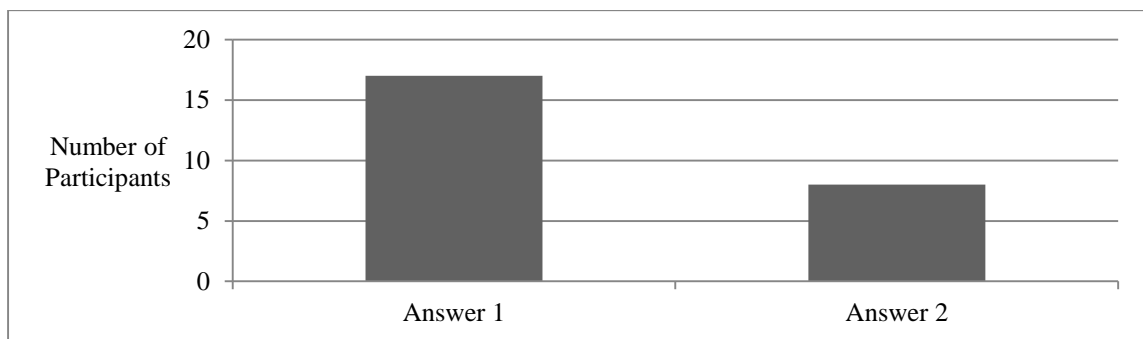


Figure 12: Number of Participants Who Chose Each Answer to Question C

As shown in figure 12, 17 out of 25 participants (approximately 70%) selected answer 1 which they prefer a class that is very interesting and entertaining. This is not a decisive factor why they made more mistakes and displayed the lower rate of repairing in conjugation and particle. However, there is an assumption we can make for this. If the participants truly prefer being in an interesting as well as entertaining setting, they would simply enjoy having a conversation. This means that the participants may have been satisfied with the fact that they could make themselves understood with their Japanese during the research procedure. For example, even if a NNS makes a small mistake in particle, a NS is easily able to understand what he/she means contextually.

The important finding in this section is that the learners made more mistakes in conjugation and particle regardless of their language levels. In other words, these two linguistic categories are difficult for the learners of Japanese to make a necessary correction. Below shows conceivable reasons why more mistakes in conjugation and particle occur than in vocabulary:

1. Japanese particle system is complex in general
2. Conjugation requires several linguistic steps to produce a correct form
3. Vocabulary is simpler than the two categories above

Nagasawa (1999) pointed out that the acquisition of particle use is extremely difficult for L2 Japanese learners. Moreover, mistakes made in speaking cannot be changed once speech is produced, unlike mistakes made in writing. Thus, conjugation and particle can be troublesome in speaking because they require changing its original form depending on context.

That is to say, it is understandable that vocabulary, which does not generally require changing its original form depending on context, had the least mistakes and the best rate of repairing among three linguistic categories. For further detail, please refer to the Appendix which shows the number of mistakes and corrections that each participant made, along with a particular linguistic category that they fell under.

5.6 Analyzing Individual Participants

Only conversations, where the participants made a mistake and thus received certain feedback, were transcribed into written form. However, they can be found under the appendix due to its large volume so what you will see in this chapter is the summary

of the result achieved by all the participants. Each participant was assigned a number; therefore, for instance, the first one was named participant 1. Below are the summaries of all the participants.

Table 11: Summary of the Individual Results

	Type of Feedback	Number of Feedback Received	Number of Correction Made	Rate of Repairing
Participant 1	Recast	2 (V1 and P1)	2 (V1 and P1)	100%
	Elicitation	2 (C1 and P1)	2 (C1 and P1)	100%
Participant 2	Recast	3 (C1 and P2)	1 (C1)	33.33%
	Elicitation	2 (C1 and P1)	2 (C1 and P1)	100%
Participant 3	Recast	1 (P1)	1 (P1)	100%
	Elicitation	1 (V1)	1 (V1)	100%
Participant 4	Recast	4 (C2 and P2)	0	0%
	Elicitation	3 (C1, V1 and P1)	3 (C1, V1 and P1)	100%
Participant 5	Recast	2 (C2)	1 (C1)	50%
	Elicitation	1 (P1)	1 (P1)	100%
Participant 6	Recast	2 (C1 and P1)	0	0%
	Elicitation	3 (C2 and V1)	0	0%
Participant 7	Recast	4 (C1 and P3)	2 (P2)	50%
	Elicitation	2 (C1 and V1)	2 (C1 and V1)	100%

	Type of Feedback	Number of Feedback Received	Number of Correction Made	Rate of Repairing
Participant 8	Recast	3 (C2 and P1)	1 (C1)	33.33%
	Elicitation	3 (C1, V1 and P1)	3 (C1, V1 and P1)	100%
Participant 9	Recast	2 (V1 and P1)	1 (P1)	50%
	Elicitation	1 (C1)	1 (C1)	100%
Participant 10	Recast	3 (V1 and P2)	1 (V1)	33.33%
	Elicitation	2 (C2)	1 (C1)	50%
Participant 11	Recast	1 (P1)	1 (P1)	100%
	Elicitation	0	0	100%
Participant 12	Recast	2 (P2)	0	0%
	Elicitation	1 (C1)	0	0%
Participant 13	Recast	3 (C2 and P1)	2 (C2)	66.67%
	Elicitation	5 (C4 and V1)	4 (C3 and V1)	80%
Participant 14	Recast	2 (C1 and P1)	0	0%
	Elicitation	2 (P2)	1 (P1)	50%
Participant 15	Recast	2 (C2)	1 (C1)	50%
	Elicitation	3 (C1, V1, and P1)	2 (C1 and V1)	66.67%
Participant 16	Recast	4 (C2, V1, and P1)	3 (C1, V1, and P1)	75%
	Elicitation	2 (C2)	1 (C1)	50%
Participant 17	Recast	3 (P3)	2 (P2)	66.67%
	Elicitation	3 (C2 and P1)	2 (C1 and P1)	66.67%

	Type of Feedback	Number of Feedback Received	Number of Correction Made	Rate of Repairing
Participant 18	Recast	3 (P3)	0	0%
	Elicitation	1 (P1)	0	0%
Participant 19	Recast	3 (C2 and P1)	1 (P1)	33.33%
	Elicitation	2 (C1 and V1)	1 (C1)	50%
Participant 20	Recast	3 (C2 and P1)	2 (C2)	66.67%
	Elicitation	2 (C1 and V1)	2 (C1 and V1)	100%
Participant 21	Recast	3 (V1 and P2)	1 (P1)	33.33%
	Elicitation	2 (C1 and V1)	2 (C1 and V1)	100%
Participant 22	Recast	2 (P2)	1 (P1)	50%
	Elicitation	2 (P2)	1 (P1)	50%
Participant 23	Recast	2 (C2)	2 (C2)	100%
	Elicitation	2 (C1 and P1)	0	0%
Participant 24	Recast	3 (P3)	0	0%
	Elicitation	3 (C2 and V1)	2 (C1 and V1)	66.67%
Participant 25	Recast	3 (C2 and P1)	1 (P1)	33.33%
	Elicitation	3 (C2 and V1)	2 (C1 and V1)	66.67%

5.6.1 Analyzing Individual Participants: Certain Reaction to Feedback Part I

As shown in table 11, there were three out of 25 participants, who showed no reaction to either feedback. Participant 6 and 12 were advanced learners and participant 18 was an intermediate learner. It is difficult to note why only these three participants did

not react to either feedback. However, there are a few factors that we can take into consideration, which are the following:

1. The difference between a conversation in research and a formal conversation practice in the classroom
2. The gap between their metacognitive strategy and the strategy that these three participants used in conversation
3. The limitation of working memory / When learners use all the memory capacity to process meanings, they may not have any space left to process grammatical aspects

Due to the difference in situation in which they carried on the conversation with the researcher as opposed to an usual classroom setting, they may not have been able to apply particular knowledge about how to and when to use strategies for learning.

Furthermore, it is important to note the fact that working memory has limited capacity.

Winne (2011) stated his view on working memory, “Only a small selection of all the potentially available experience, information, and knowledge can be grist for cognitive and metacognitive operations” (p. 16). Thus, working memory of these three participants who did not react to either feedback may have been overwhelmed because of the above reasons.

5.6.2 Analyzing Individual Participants: Certain Reaction to Feedback Part II

There were only two participants whose reactions to recast were greater than elicitation. Below is the table that depicts the outcome achieved by participant 16 and 23.

Table 12: Results of the Rate of Repairing for Recast and Elicitation

	Rate of Repairing for Recast	Rate of Repairing for Elicitation
Participant 16	75%	50%
Participant 23	100%	0%

Both participants 16 and 23 were intermediate learners. Therefore, the questionnaires filled out by the intermediate group were examined in order to find similarities and differences. The following question on the questionnaire was the one that two participants, 16 and 23, had in common.

- Question H: Which situation is ideal for you when you are having a conversation in Japanese with a native speaker of that language?
 1. I would like him/her to make a correction when I make a mistake even if the conversation is interrupted
 2. I would like to have a conversation without any interruption

For question H, they were the only ones who chose answer 2 which undoubtedly explains that they do not want their conversations to be hindered. This hints that they might simply prefer recast to elicitation since recast does not break off the conversation. Hence, these two participants might have been more focused during the conversation designed for recast.

5.7 Limitations of the Study

There are many scholars that have conducted research in this particular area who have said that certain feedback works better than others. However, the research that I conducted followed my own methodology. This means that there is no comparison

between the results that I achieved and the results that were extracted by other researchers who have much more experience in this area of study. Most scholars usually conduct research on language learners in a class setting. They typically videotape or record the entire class activities in order for them to carefully examine the case later on. Whereas my research took place in a face-to-face situation due to the fact that I wanted to give certain feedback to each one of the participants.

Another factor that may have affected the result of my research is that I had to recruit the participants who could voluntarily spare their time for me. However, both advantage and disadvantage of my method were discovered. First, the advantage was collecting the students who had a great passion for learning the language of Japanese. Otherwise, they would not have voluntarily participated in the research. Second, the disadvantage was being unable to examine other learners who were unable to spare their time or were uncomfortable carrying on a face-to-face conversation in a second language.

Lastly, the results would have been different if other areas of topics such as a political or an environmental issue were used. In general, these particular topics require a wider range of vocabulary and demand more critical thinking than the topics that were actually used. However, the topics, holiday and trip, were used in order to maintain the natural flow of conversation in this research.

CHAPTER 6

CONCLUSION AND FUTURE DIRECTION

6.1 Conclusion

This research was conducted for the purpose of examining which feedback, recast and elicitation, had a better effect on the learners of Japanese language studying at the University of Massachusetts Amherst. All 25 participants were either advanced or intermediate learners; therefore, they were capable of naturally carrying on a conversation in Japanese.

There have been so many scholars who have conducted similar research as I did. However, the validity of the conclusions that they made had been somewhat unclear to me. The reason for this is that each scholar had their own method of doing research in this area of study. For example, some compared six of the main corrective feedback to each of them. Some compared explicit with implicit feedback. To my knowledge, there has never been a single standard method that all studies followed.

The main issue that I encountered when I first became interested in this research is that not many studies that have conducted research in this area of study have provided clear information on the numbers of participants who reacted to certain feedback. Some studies did not clearly mention how often feedback was actually provided. For these particular reasons, I decided to conduct research on the learners of Japanese by having a one-on-one conversation. In doing so, every one of the subjects that participated in my research had equal opportunity to produce speech and receive a certain feedback as necessary when they made a mistake. This is how I was able to minimize the potential discrepancies as stated above.

What I learned the most from this research is the fact that elicitation feedback outperformed recast feedback. This result was not surprising because recast is the most implicit among all of the feedback. After all, it is certainly difficult for learners to notice recast feedback unless they are used to it or pay close attention to what others say. However, as most scholars in this area of study have agreed upon, recast is the most frequently used feedback by teachers in a class setting. The reasons for this are as follows: first, recast feedback is a linguistic technique used in language teaching to implicitly correct learners' mistakes, in such way that a conversation is not interrupted. Second, it is due to time restrictions that teachers have to manage. Though it depends entirely on many factors such as class size, regulations set by an institution, and so forth, teachers do not have time for providing explicit or even elicitation feedback every time learners make a mistake. For example, the Japanese language courses at the University of Massachusetts Amherst typically consist of 50 minutes for discussion and 75 minutes for lecture which is designed for 14 weeks per semester. Within the given time, these courses need to be completed; thus even if the instructors know the importance of providing feedback to their students, it is difficult for them to do so. This is the reality that I found that elicitation had a better effect on the participants if elicitation was in fact used. Therefore, it is desired that language teachers would take this result into consideration by any means, and thus provide a prompt feedback such as elicitation more often to L2 learners. By increasing the efficiency in utilization of elicitation in the L2 learning environment, a potential positive outcome may result. Ideally, making a learning environment which elicitation can be used may be more desirable. However, it can be very time-consuming to implement such a plan due to time constraints.

There are still conceivable ways to evaluate the efficacy of elicitation in other settings. For instance, in a class setting as mentioned earlier, the Japanese language courses at the University of Massachusetts Amherst typically consist of discussion and lecture. Therefore, teachers are able to find out how well elicitation works in one of the sessions. This way, if a positive outcome develops, teachers or institutions would be able to provide a better learning environment for L2 learners by making the most of elicitation feedback.

Lastly, comparing the rate of repairing for the advanced learners against the intermediate learners was worth examining. There are so many explanations for this phenomenon. First, the advanced learners have more experience studying the language of Japanese. This means that they have been exposed much longer to the situation in which they had opportunities to have a conversation with native speakers of Japanese. Additionally, they have taken more Japanese language courses during the course of their lives. Even only these two facts can evidently be enough proof to say that the result was expected. The interesting part after extracting all of the data from the participants is that both advanced and intermediate learners displayed almost the same reaction to recast feedback. As shown in table 10, the rate of repairing for recast is about 46% for the former and is about 44% for the latter group. This suggests that only one thing that differentiated one from the other is elicitation feedback. Outstandingly, 75% of the advanced learners achieved 100% of the rate of repairing for elicitation and approximately 15% of the intermediate learners achieved the same. This particular feedback requires learners to retain what is being told in order for them to reproduce a correct form. Therefore, the advanced learners who have more experience and spent more

time studying Japanese are most likely used to receiving a larger variety of feedback more frequently than the intermediate learners are. That is, it is assumed that the advanced learners have more information on the Japanese language stored in their memory system. Nevertheless, both groups proved that elicitation feedback had a better effect in terms of repairing the mistakes that they made. This result concludes my research into the effectiveness of corrective feedback, recast and elicitation.

6.2 Future Direction

The objective of this thesis was to examine the effectiveness of corrective feedback on language learners. Therefore, the participants had a one-on-one conversation with the researcher. However, there are a couple of factors that can be addressed in order to improve a research situation for future work based on some of the shortcomings of the current study.

First, having a large number of participants is one of the most important factors. This is because the way each individual reacts and responds to a certain condition is usually different. Therefore, it is assumed that the more participants that are involved, the wider variety of results will be achieved. In the current study, there were 12 participants for the advanced and 13 for the intermediate group that have provided beneficial information on the effects of feedback. Nevertheless, when it comes to data and statistical analysis, this number might not be enough. For example, as stated in section 5.4, a statistically significant difference was not observed between the groups. This is due to the small sample size and the high variance, which ended up creating no interaction. Thus, increasing a sample size would help produce better statistical evidence to support one's study.

Second, carrying out this type of study with a larger variety of linguistic categories, topics, and corrective feedback is another important factor to collect more useful data from participants. For instance, the topics and linguistic categories that were used in the current study were limited to a few each. But if there were more categories, more relationships between the participants and potential unique effects would have been examined. Hence, it may also lead to an increase in sample size which would see a broader aspect of similarities and differences statistically.

Therefore, these shortcomings as mentioned above suggest a variety of research directions that need to be analyzed in order to make a better learning environment in which feedback works as a powerful technique.

APPENDIX

TRANSCRIBED CONVERSATIONS OF EACH PARTICIPANT TO WHICH FEEDBACK WAS PROVIDED

Participant 1

First attempt

Recast

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Shinyoo to atte hanashita koto. (Error in vocabulary: “shinyoo” should be “shinyuu”)

Meeting and chatting with my (best friend).

NS: Shinyuu to aimashita ka. (Recast)

You met your best friend.

-Time elapsed-

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Shinyuu to atte hanashita koto. (Corrected)

Meeting and chatting with my best friend.

Elicitation

NS: Nihon de itte mitai tokoro wa doko desuka?

What part of Japan do you want to visit?

NNS: Okinawa kana, datte itta nai. (Error in conjugation: “itta” should be “itta koto ga”)

I say, probably Okinawa because I (have) never been there.

NS: Datte itta? (Elicitation)

Because you?

NNS: Datte... itta koto ga nai kara.

Because I have never been there.

-Time elapsed-

NS: Nihon de itte mitai tokoro wa doko desuka?

What part of Japan do you want to visit?

NNS: Okinawa kana, datte itta koto ga nai kara. (Corrected)

Because I have never been there.

Second attempt

Elicitation

NS: Haru wa hoka no kisetsu to kurabete suki desu ka? Sore wa doushite desu ka?

Do you like spring compared to other seasons? Why?

NNS: Haru ga suki. Aki wa happa ochitete kitanai. (Error in particle: “ga” should be after “happa”)

I like spring. In fall the fallen leaves (...) make everything look so messy.

NS: Aki wa happa? (Elicitation)

In fall the fallen leaves?

NNS: Aki wa happa ga ochitete kitanai.

In fall the fallen leaves make everything look so messy.

-Time elapsed-

NS: Haru wa hoka no kisetsu to kurabete suki desu ka? Sore wa doushite desu ka?

Do you like spring compared to other seasons? Why?

NNS: Aki wa happa ga ochitete kitanai. (Corrected)

In fall the fallen leaves make everything look so messy.

Recast

NS: Dare ni donna omiyage wo katta koto ga arimasu ka?

What kind of souvenir have you bought, and for whom?

NNS: Furorida de chichi ni T-shatsu wo katta koto ga arimasu. Basuketto booru ni suru tokoro de. (Error in particle: “ni” should be “wo”)

I have gotten a T-shirt for my father (at) a basketball stadium in Florida

NS: Basuketto booru wo suru tokoro de. (Recast)

At a basket ball stadium.

-Time elapsed-

NS: Do kode otoosan no T-shatsu wo kaimashita ka?

Where did you buy the t-shirt for your father?

NNS: Furorida no basuketto booru wo suru tokoro de. (Corrected)

At a basketball stadium in Florida.

Participant 2

First attempt

Recast

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Pekin kana, tada atama de ukanda. (Error in particle: "de" should be "ni")

I say, probably Beijing. It just came (to) mind.

NS: Tada atama ni ukanda. (Recast)

It just came to mind.

-Time elapsed-

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I did not go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Pekin, tada atama de ukanda. (Not corrected)

Beijing. It just came (to) mind.

Elicitation

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Pasokon. Jouhou ga sagasite... (Error in particle: "ga" should be "wo")

My personal computer because I can search (for) information...

NS: Jouhou? (Elicitation)

Information?

NNS: Jouhou wo sagasite...

Search for information.

-Time elapsed-

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Pasokon, datte jouhou wo sagaseru. (Corrected)

My personal computer because I can search for information.

Second attempt

Elicitation

NS: Yuuenchi ni ittara mazu nani wo shitai desu ka?

What do you want to do first when you go to an amusement park?

NNS: Abuna sona norimono ni noritai. (Error in conjugation: "sona" should be "sasouna")

I would like to try something that seems (dangerous).

NS: Abuna? (Elicitation)

(Dangerous)?

NNS: Abona... sasouna norimono.
Something that seems dangerous.

-Time elapsed-

NS: Yuuenchi ni ittra mazu nani wo shitai desu ka?
What do you want to do first when you go to an amusement park?

NNS: Abuna sasouna norimono ni noritai. (Corrected)
I would like to try something that seems dangerous.

Recast

NS: Ryokou no omoide wo oshiete kudasai.
Please tell me about your memorable trip.

NNS: Pasupooto ga wasurete hikoujou ni itta no. Asa nanaji kurai datta. (Error in particle: “ga” should be “wo” and in conjugation: “nanaji” should be “shichiji”)
I went to an airport (without) my passport. It was around (seven) o'clock in the morning.

NS: Pasupooto wo wasurete hikoujou ni itta no? Asa shichiji kurai ni? (2 recasts)
You went to an airport without your passport at seven o'clock in the morning?

-Time elapsed-

NS: Ryokou no omoide wo oshiete kudasai.
Please tell me about your memorable trip.

NNS: Pasupooto ga wasurete hikoujou ni itta no. Asa shichiji kurai ni. (1 corrected, 1 not corrected)
I went to an airport (without) my passport. It was around seven o'clock in the morning.

Participant 3

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?
What did you do during the past winter break?

NNS: Tomodachi wo aini kanada ni iki mashita. (Error in particle: “wo” should be “ni”)
I went to Canada (to) see my friends.

NS: Tomodachi ni aini. (Recast)
To see your friends.

-Time elapsed-

NS: Kanada ni itta riyuu wo mouichido oshiete kudasai?

Would you please tell me one more time why you went to Canada?
NNS: Tomodachi ni au tame ni. (Corrected)
To see my friends.

Elicitation

N/A

Second attempt

Elicitation

NS: Haru wa hoka no kisetsu to kurabete suki desu ka? Sore wa doushite desu ka?
Do you like spring compared to other seasons? Why?
NNS: Aki no hou ga suki. kouyuu ga kirei dakara. (Error in vocabulary: “kooyuu” should be “kouyou”)
I like fall better because the (red leaves of autumn) are so beautiful.
NS: Aki no kou? (Elicitation)
The (red leaves) of autumn?
NNS: Aki no kou... you.
The red leaves of autumn.

-Time elapsed-

NS: Doushite aki ga suki desu ka?
Why do you like fall?
NNS: Kouyou ga kirei dakara. (Corrected)
Because I like the red leaves of autumn.

Recast

N/A

Participant 4

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?
What did you do during the past winter break?
NNS: Arubaito wo simashita. Demo isshuukan ni hataraitte yame mashita. (Error in particle: “ni” should be eliminated)
I worked part-time but I quit after working (...) for a week.
NS: Ishuukan hataraitte yame mashita ka. (Recast)

You quit after working for a week.

-Time elapsed-

NS: Itsu arubaito wo yame mashita ka?

When did you quit working the part-time job?

NNS: Isshuukan ni hataraitte yame mashita. (Not corrected)

I worked part-time but I quit after working (...) for a week.

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Boku no koukou no toki no tomodachi wa ie ni kimashita. (Error in particle: “wa” should be “ga”)

My friends from high school came (to) my place.

NS: Tomodachi ga ie ni kimashita ka. (Recast)

Your friends came to your place.

-Time elapsed-

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Boku no koukou no toki no tomodachi wa ie ni kimashita. (Not corrected)

My friends from high school came (to) my place.

Elicitation

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Sumaato fon ni motte ikitai to omou. (Error in particle: “ni” should be “wo”)

I think that I would like to take a smart phone (with) me.

NS: Sumaato fon? (Elicitation)

A smart phone?

NNS: Sumaato fon wo motte ikitai.

I want to take a smart phone with me.

-Time elapsed-

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Sumaato fon wo motte iku to omoimasu. (Corrected)

I think that I would like to take a smart phone (with) me.

Second attempt

Elicitation

NS: Haru yasumi wa nani wo suru yotei desu ka?

Why are you going to do during the spring break?

NNS: Shuusoku katsudou wo suru yotei desu. (Error in vocabulary: “Shuusoku” should be “Shuushoku”)

I will do (job hunting).

NS: Shuu? (Elicitation)

(Job)?

NNS: Shuu... shoku katsudou.

Job hunting.

-Time elapsed-

NS: Haru yasumi wa nani wo suru yotei desu ka?

Why are you going to do during the spring break?

NNS: Shuushoku katsudou wo shimasu. (Corrected)

I will do job hunting.

NS: Donna shigotoba ga ii desu ka?

What kind of work place do you prefer?

NNS: Yasashii bosu ga aru tokoro. (Error in conjugation: “aru” should be “iru”)

A place where (there) is a nice boss.

NS: Yasashii bosu ga? (Elicitation)

A nice boss?

NNS: Yasashii bosu ga iru tokoro.

A place where there is a nice boss.

-Time elapsed-

NS: Donna shigotoba ga ii desu ka?

What kind of work place do you prefer?

NNS: Yasashii bosu ga iru tokoro. (Corrected)

A place where there is a nice boss.

Recast

NS: Haruyasumi ni doko ni ikitai desu ka?

Where do you want to go during the spring break?

NNS: Amerika to chigau na tokoro. (Error in conjugation: “na” should be eliminated)

A place that is (different) from America.

NS: Amerika to chigau tokoro desu ka. (Recast)

A place that is different from America.

-Time elapsed-

NS: Haruyasumi ni doko ni ikitai desu ka?
Where do you want to go during the spring break?
NNS: Amerika to chigau na tokoro. (Not corrected)
A place that is (different) from America.

NS: Ichiban tanoshikatta haru yasumi no omoide wa nan desu ka?
What is the most memorable thing during your past trip?
NNS: Girisha ni ichigatsu-kan itta koto kana. (Error in conjugation: “ichigatsu-kan” should be “ikkagetsu-kan”)
Probably the trip to Greece (for a month).
NS: Ikkagetsu-kan desu ka. (Recast)
For a month.

-Time elapsed-

NS: Ichiban tanoshikatta haru yasumi no omoide wa nan desu ka?
What is the most memorable thing during your past trip?
NNS: Girisha ni ichigatsu-kan itta koto. (Not corrected)
The trip to Greece (for a month).

Participant 5

First attempt

Recast

NS: Senkou ha nani desuka?
What is your major?
NNS: Ima wa nihongo wo senkou suru kedo, konpyuutaa mo senkou suru tsumori desu.
(Error in conjugation: the first “suru” should be “shiteiru”)
I am now major(ing) in Japanese but planning to major in computer as well.
NS: Nihongo wo senkou site imasu ka. (Recast)
You are majoring in Japanese now.

-Time elapsed-

NS: Senkou no hanashi wo mouichido onegai shimasu.
Would you please tell me again what your major is?
NNS: Ima wa nihongo wo senkou suru kedo, konpyuutaa mo senkou suru tsumori desu.
(Not corrected)
I am now major(ing) in Japanese but planning to major in computer as well.

Elicitation

N/A

Second attempt

Elicitation

NS: Haru yasumi wa nani wo suru yotei desu ka?

What are you going to do during the spring break?

NNS: Tomodachi to eiga ni miru to omoi masu. (Error in particle: “ni” should be “wo”)

I think I will (watch) a movie with my friend.

NS: Eiga? (Elicitation)

Movie?

NNS: Eiga wo miru to omou.

I think I will watch a movie.

-Time elapsed-

NS: Haru yasumi wa nani wo suru yotei desu ka?

What are you going to do during the spring break?

NNS: Eiga wo miru yotei desu. (Corrected)

I am planning to watch a movie.

Recast

NS: Ryokou no omoide wo oshiete kudasai.

Please tell me about your memorable trip.

NNS: Yonnen-sei no toki washinton ni iki mashita. (Error in conjugation: “Yonnen-sei” should be “Yonen-sei”)

I went to Washington D.C. when I was in (fourth grade).

NS: Yonen-sei no toki desu ka. (Recast)

When you were in fourth grade.

-Time elapsed-

NS: Ryokou no omoide wo oshiete kudasai.

Please tell me about your memorable trip.

NNS: Yonen-sei no toki washinton ni iki mashita (Corrected)

I went to Washington D.C. when I was in fourth grade.

Participant 6

First attempt

Recast

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Rasubegasu de itta. (Error in particle: “de” should be “ni” or “e”)

I went (to) Las Vegas.
NS: Rasubegasu ni itta. (Recast)
You went to Las Vegas.

-Time elapsed-

NS: Fuyu yasumi doko ni iki mashita?
Where did you go during the winter break?
NNS: Rasubegasu de itta. (Not corrected)
I went (to) Las Vegas.

Elicitation

NS: Ryokou ni nani wo motte iku to benri da to omou?
What do you think would come in handy to take on your trip?
NNS: Pasokon. Pasokon ga inai to anshin dekinai. (Error in conjugation: “inai” should be “nai”)
My personal computer because I don't feel easy (without) it.
NS: Pasokon ga? (Elicitation)
Personal computer?
NNS: Pasokon ga naito...
Without my personal computer.

-Time elapsed-

NS: Ryokou ni nani wo motte iku to benri da to omou?
What do you think would come in handy to take on your trip?
NNS: Pasokon desu. Inai to fuan dakara. (Not corrected)
My personal computer because I don't feel easy (without) it.

NS: Donna dezaato ga suki desuka?
What kind of sweets do you like?
NNS: Choko to minto no majiawase no aisui. (Error in conjugation: “maji” should be “maze”)
A (combination) of chocolate and mint flavored ice cream.
NS: Choko to minto no? (Elicitation)
Chocolate and mint?
NNS: Mazeawase...
Combination.

-Time elapsed-

NS: Donna dezaato ga suki desuka?
What kind of sweets do you like?
NNS: Choko to minto no majiawase no aisui. (Not corrected)

The (combination) of chocolate and mint flavored ice cream.

Second attempt

Elicitation

NS: Ryokou wa suki desu ka?

Do you like to take a trip?

NNS: Hai, suki desu. Demo shukudai wo issho ni tsurete iku noga chotto ne. (Error in vocabulary: “tsurete” should be “motte”)

Yes, I do. But I have to (bring) my homework.

NS: Shukudai wo? (Elicitation)

Your homework?

NNS: Shukudai wo... motte ikanakere ba.

I have to bring my homework.

-Time elapsed-

NS: Ryokou ni iku toki, nani ga hitsuyou desu ka?

What do you need when you take a trip?

NNS: Ippai arimasu ga, shukudai wa tsurete ikanakya ne. (Not corrected)

There are so many things but I have to (bring) my homework.

Recast

NS: Donna doubutsu ga suki desu ka?

What kind of animal do you like?

NNS: Inu kana. Tomodachi ga ookii inu wo nippiki katteru. (Error in conjugation: “nippiki” should be “nihiki”)

Dogs. My friend keeps (two) big dogs.

NS: Nihiki mo katte masu ka. (Recast)

Your friend keeps two.

-Time elapsed-

NS: Tomodachi wa inu wo nani-biki katte imasu ka.

How many dogs does your friend keep?

NNS: Nippiki (Not corrected)

(Two).

Participant 7

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Kanojo to resutoran ni deeto shita. (Error in particle: “ni” should be “de”)

I took my girl friend (to) a restaurant.

NS: Resutoran de deeto desu ka. (Recast)

To a restaurant.

-Time elapsed-

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Kanojo to resutoran de deeto shita. (Corrected)

I took my girl friend to a restaurant.

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Dizunii waarudo kana, datte iroiro na dekiru koto ga aru kara. (Error in particle: “na” should be “to”)

I say, probably Disney World because there are so many things (that) you can do.

NS: Iroiro to dekirukoto ga arimasu ka. (Recast)

So many things that I can do.

-Time elapsed-

NS: Fuyu yasumi ni doko ni ike ba yokatta to omoi masu ka?

Do you think where I should have gone to during the past winter break?

NNS: Dizunii waarudo kana, datte iroiro na dekiru koto ga aru kara. (Not corrected)

I say, probably Disney World because there are so many things (that) you can do.

Elicitation

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Keitai kana datte tsuitara au tomodachi ni. (Error in conjugation: “au tomodachi ni” should be “tomodachi ni au”)

I say, probably a cell phone because I will meet my friends (when) I arrive.

NS: Tomodachi ni? (Elicitation)

Friends?

NNS: Tomodachi ni au kara.

Because I will meet my friends.

-Time elapsed-

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Keitai kana datte tsuitara tomodachi ni au kara. (Corrected)

I say, probably a cell phone because I will meet my friends when I arrive.

Second attempt

Elicitation

NS: Haru yasumi ni nani wo shimasu ka?

What are you planning to do during the spring break?

NNS: Tabun, kariforunia no ani ni yori ni iku. (Error in vocabulary: “yori” should be “ai”)

Probably, I will go (see) my brother who lives in California.

NS: Ani ni? Ani ni a...? (Elicitation)

Go (see) your brother?

NNS: Ai ni iku kana.

Go see my brother, right?

-Time elapsed-

NS: Haru yasumi ni nani wo shimasu ka?

What are you planning to do during the spring break?

NNS: Kariforunia no ani ni ai ni iku. (Corrected)

Go see my brother who lives in California.

Recast

NS: Haruyasumi ni tomodachi to yuuenchi ka doubutsuen ni iku tsumoridesu. Dochira no hou ga ii to omoi masu ka?

I am planning to go to either an amusement park or a zoo with my friends during the upcoming spring break. Which do you think is better?

NNS: Doubutsuen kana. Datte saru ga suki kara. (Error in conjugation: “kara” should be “dakara”)

I say, a zoo (because) I like monkeys.

NS: Saru ga suki dakara. (Recast)

Because you like monkeys.

-Time elapsed-

NS: Doushite doubutsuen ga suki desu ka.

Why do you like a zoo?

NNS: Saru ga suki kara. (Not corrected)

(Because) I like monkeys.

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?

Do you like to travel alone or with others?

NNS: Hitori. Datte takusan hito to ittara taihen. (Error in particle: “no” should be before “hito”)

I prefer to travel alone because it can be troublesome if I go with (many) people.

NS: Takusan no hito to ittara ne. (Recast)

If you go with many people.

-Time elapsed-

NS: Doushite hitori de ryokou ni ikitai desu ka?

Why do you want to take a trip alone?

NNS: Takusan no hito wa iya dakara. (Corrected)

Because I don't like to do things with (many) people.

Participant 8

First attempt

Recast

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Jyuu nigatsu nijyuu kyuu nichi ni konyaku shimashita. (Error in conjugation: “kyuu” should be “ku”)

I was engaged on (29)th of December.

NS: Nijyuu ku nichi? (Recast)

29th?

-Time elapsed-

NS: Itsu konyaku shimashita ka?

When were you engaged?

NNS: Jyuu nigatsu nijyuu kyuu nichi. (Not corrected)

On (29)th of December.

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Biichi kana, datte fuyu wa dare ni mo inai kara. (Error in particle: “ni” should be eliminated)

I say, probably the beach because no one (...) is there during winter.

NS: Dare mo inai kara. (Recast)

Because no one is there.

-Time elapsed-

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Biichi, datte fuyu wa dare ni mo inai kara. (Not corrected)

Probably the beach because no one (...) is there during winter.

Elicitation

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Konyaku yubiwa. Ikko dake to omotta kedo futatsu aru. (Error in conjugation: "to" should be "dato")

My engagement rings. I thought that I would get (only) one but I got two.

NS: Ikko? (Elicitation)

One?

NNS: Ikko dake dato omotta yo.

I thought that I would get only one.

-Time elapsed-

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Konyaku yubiwa. Ikko dake dato omotta kedo futatsu aru. (Corrected)

My engagement rings. I thought that I would get only one but I got two.

Second attempt

Elicitation

NS: Douyatte jikka ni itsumo kaeri masu ka?

How do you always go back to your hometown?

NNS: Hikouki de kaeri masu. Soshite ato ni-wa basu mo noru. (Error in particle: "ni-wa" should be "de")

I will go back to my hometown by plane. (Later on), I will take a bus too.

NS: Ato? (Elicitation)

Later?

NNS: Ato de basu ni mo noru.

Later on, I take a bus.

-Time elapsed-

NS: Douyatte jikka ni itsumo kaeri masu ka?

How do you always go back to your hometown?
NNS: Hikouki. Ato de basu mo ne. (Corrected)
By airplane. Later on, I will catch a bus.

NS: Donna kisetsu ga suki desu ka?
What season do you like?

NNS: Natsu ga suki. Datte kou-kyuu dakara. (Error in vocabulary: “kou-kyuu” should be “kyuu-kou”)

I like summer because school is closed.

NS: Gakkou ga kyuu? (Elicitation)
School is?

NNS: Kyuu-... kyuu-kou?
School is closed?

-Time elapsed-

NS: Doushite natsu ga suki desu ka.
Why do you like summer?

NNS: Kyuu-kou dakara. (Corrected)
Because school is closed.

Recast

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?
Do you like to travel alone or with others?

NNS: Chiisai-na guruupu ga ichiban ii kana. (Error in conjugation: “Chiisai-na” should be “Chiisana” or “Chiisai”)

(A small) group is the best.

NS: Chiisana guruupu ne. (Recast)
A small group.

-Time elapsed-

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?
Do you like to travel alone or with others?

NNS: Chiisana guruupu ga ichiban. (Corrected)
A small group is the best.

Participant 9

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Chotto niito* no you natta. (Error in particle: “ni” is needed after “you”)

*I was like a neet. *Neet (niito) - young people not in employment, education or training*

NS: Niito no you ni narimashita ka. (Recast)

You were like a neet.

-Time elapsed-

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Niito no you ni narimashita. (Corrected)

I was like a neet.

Elicitation

NS: Doko ni ryokou ni ikitai desu ka?

Where do you want to go for a trip?

NNS: Fransu. Mukashi furansu go naratta kara. Mou wasureta kedo, sugu moto ni modosu to omou. (Error in conjugation: “modosu” should be “modoseru”)

France because I learned French before. Although I forgot how to speak French, I think I (can) recall it easily.

NS: Moto ni modo? (Elicitation)

Recall?

NNS: Modoseru.

I can recall it.

-Time elapsed-

NS: Furansu go wo oboete imasu ka?

Do you still remember how to speak French?

NNS: Wasureta kedo, sugu moto ni modoseru to omou. (Corrected)

Although I forgot how to speak French, I think I can recall it easily.

Second attempt

Elicitation

N/A

Recast

NS: Nihon ni itta toki nani wo shitakoto ga arimasu ka?

What have you done when you were in Japan?

NNS: Tada gakkou ni shitete, tomodachi to asonda. (Error in vocabulary: “shitete” should be “ittete”)

I just (attended) school and hung out with my friends.

NS: Tada gakkou ni ittete. (Recast)

You just attended school.

-Time elapsed-

NS: Nihon ni itta toki nani wo shitakoto ga arimasu ka?

What have you done when you were in Japan?

NNS: Gakkou ni shiteta dake. (Not corrected)

I just (attended) school.

Participant 10

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Tomodachi to nyuuyooku wo itta. (Error in particle: “wo” should be “ni” or “e”)

I went (to) New York with my friends.

NS: Nyuuyooku ni ikimashita ka. (Recast)

You went to New York.

-Time elapsed-

NS: Fuyu yasumi ni tomodachi to doko ni ikimashita?

Where did you go with your friends during the past winter break?

NNS: Tomodachi to nyuuyooku wo itta. (Not corrected)

I went (to) New York with my friends.

Elicitation

NS: Doko ni ryokou ni ikitai desu ka?

Where do you want to go for a trip?

NNS: Fransu. Kodomo no toki wa furansugo yomeru kedo... (Error in conjugation: “yomeru” should be “yometa”)

France because I (can) read French when I was young.

NS: Kodomo no toki wa? (Elicitation)

When you were young?

NNS: Yometa kedo.

I could read.

-Time elapsed-

NS: Furansugo ga wakarimasu ka?

Do you understand French?

NNS: Kodomo no toki wa furansugo yometa kedo, ima wa muri. (Corrected)

I could read French when I was young but not now.

Second attempt

Elicitation

NS: Haru yasumi ni nani wo shimasu ka?

What are you planning to do during spring break?

NNS: Itsumo chanto shita majime yotei wa tukura nai. (Error in conjugation: “majime” should be “majimena”)

I do not usually make a (proper) plan.

NS: Majime? (Elicitation)

Proper?

NNS: majimena yotei.

A proper plan.

-Time elapsed-

NS: Yasumi no yotei wa tsukura nai no?

What are you planning to do during spring break?

NNS: Uun, majime yotei wa tsukura nai yo. (Not corrected)

No, I do not make a (proper) plan.

Recast

NS: Nihon de nani wo shita koto ga arimasu ka?

What have you done when you were in Japan?

NNS: Santa wo ai ni ittari omiyagi wo kattari sita. (Error in particle: “wo” after santa should be “ni” and in vocabulary: “omiyagi” should be “omiyage”)

I have gone to (see) a Santa Claus and bought (souvenirs).

NS: Santa ni ai ni ittari omiyage wo kattari shimashita ka. (Recast)

You have gone to see a Santa Claus and bought souvenirs.

-Time elapsed-

NS: Nihon de nani wo shita koto ga arimasu ka?

What have you done when you were in Japan?

NNS: Santa wo ai ni ittari omiyage wo kattari sita. (1 corrected, 1 not corrected)

I have gone to (see) a Santa Claus and bought souvenirs.

Participant 11

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Kyooto ni obaachan aini itta. (Error in particle: “ni” should be before “aini”)

I went to Kyoto (to) see my grandmother.

NS: Obaachan ni aini itta. (Recast)

To see your grandmother.

-Time elapsed-

NS: Fuyu yasumi ni tomodachi to doko ni ikimashita?

Where did you go with your friends during the past winter break?

NNS: Kyooto ni obaachan ni aini itta. (Corrected)

I went to Kyoto to see my grandmother.

Elicitation

N/A

Second attempt

Elicitation

N/A

Recast

N/A

Participant 12

First attempt

Recast

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Terebi eiga wo mita. (Error in particle: “de” should be after terebi)

I watched a movie (on) TV.

NS: Terebi de eiga wo mita. (Recast)

You watched a movie on TV.

-Time elapsed-

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Terebi eiga wo mita. (Not corrected)

I watched a movie (on) TV.

Elicitation

N/A

Second attempt

Elicitation

NS: Doushite aki ga suki desu ka?

Why do you like fall?

NNS: Samu-sugi nai shi atsui-sugi nai kara desu. (Error in conjugation: “atsui-sugi” should be “atsu-sugi”)

Because fall is neither too cold nor (hot).

NS: Samu-sugi nai shi atsu? (Elicitation)

Neither too cold nor?

NNS: Atsu-sugi nai.

Not too hot.

-Time elapsed-

NS: Doushite aki ga suki desu ka?

Why do you like fall?

NNS: Samu-sugi nai shi atsui-sugi nai kara. (Not corrected)

Because fall is neither too cold nor (hot).

Recast

NS: Ryokou no omoide wo oshiete kudasai.

Please tell me about your memorable trip.

NNS: Furorida ni ojisan ga resutoran ga atte, soko de arubaito wo shimashita. (Error in particle: “ga” after “ojisan” should be “no”)

I worked part-time at (my uncle’s) restaurant in Florida.

NS: Ojisan no resutoran de arubaito wo shimashita ka.

You worked part-time at your uncle’s restaurant.

-Time elapsed-

NS: Furorida no doko de nani wo shimashita ka?

Where and what did you do in Florida?

NNS: Ojisan ga resutoran de arubaito wo shimashita. (Not corrected)

I worked part-time at (my uncle's) restaurant.

Participant 13

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Arubaito wo shimasu. (Error in conjugation: “shimasu” should be “shimashita”)

I (work) part-time.

NS: Arubaito wo shimashita ka. (Recast)

You worked part-time.

-Time elapsed-

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Arubaito wo shimashita. (Corrected)

I worked part-time.

Elicitation

NS: Doko ni ryokou ni ikitai desu ka? Dousite desuka?

Where do you want to go for a trip? Why?

NNS: Nihon ni ikitai desu. Tomodachi ga Chiba ni arimasu. (Error in conjugation: “arimasu” should be “imasu”)

I would like to go to Japan because one of my friends lives (there).

NS: Tomodachi ga Chiba ni? (Elicitation)

In Chiba, your friend?

NNS: Tomodachi ga Chiba ni imasu.

My friend lives in Chiba.

-Time elapsed-

NS: Doko ni ryokou ni ikitai desu ka? Dousite desuka?

Where do you want to go for a trip? Why?

NNS: Nihon ni ikitai desu. Tomodachi ga Chiba ni sunde imasu. (Corrected)

I would like to go to Japan because one of my friends lives (there).

NS: Nihon ni ittara nani ga ichiban shitai desu ka?

What would you like to do the most when you go to Japan?

NNS: Shinkansen ni noritari... (Error in conjugation: "noritari" should be "nottari")

Ride on a bullet train (and)...

NS: Shinkansen ni? (Elicitation)

A bullet train?

NNS: Nottari.

Ride on a bullet train and...

-Time elapsed-

NS: Nihon ni ittara nani ga ichiban shitai desu ka?

What would you like to do the most when you go to Japan?

NNS: Shinkansen ni nottari.... (Corrected)

Ride on a bullet train and...

Second attempt

Elicitation

NS: Haru wa hoka no kisetsu to kurabete suki desu ka? Sore wa doushite desu ka?

Do you like spring compared to other seasons? Why?

NNS: Haru ga suki. Furu ga kirai desu. Tada kirai node. (Error in vocabulary: "furu" should be "fuyu" and in conjugation: "node" should be "nanode")

I prefer spring (because) I do not like (winter).

NS: Fu? (Elicitation)

(Winter)?

NNS: Sumimasen... fuyu.

I am sorry, winter.

NS: Fuyu ga kirai? (Elicitation)

(Because) you do not like winter?

NNS: Kirai nanode...

Because I do not like...

-Time elapsed-

NS: Haru wa hoka no kisetsu to kurabete suki desu ka? Sore wa doushite desu ka?

Do you like spring compared to other seasons? Why?

NNS: Haru ga suki. Fuyu ga kirai node. (1 corrected, 1 not corrected)

I prefer spring (because) I do not like winter.

NS: Haru yasumi wa nani wo shimasu ka?

What do you usually do during spring break?

NNS: Sukoshi osake wo nomumasu. (Error in conjugation: "nomumasu" should be "nomimasu")

I (drink) a bit of alcohol.
NS: Osake wo nomi? (Elicitation)
(Drink) a bit of alcohol?
NNS: Nomi... masu.
I drink.

-Time elapsed-

NS: Haru yasumi wa nani wo shimasu ka?
What do you usually do during spring break?
NNS: Sukoshi osake wo nomimasu. (Corrected)
I (drink) a bit of alcohol.

Recast

NS: Ryokou no omoide wo oshiete kudasai.
Please tell me about your memorable trip.
NNS: Rooma ni iru aida ni-ga watashi no tanjoobi desu. (Error in particle: “ni-ga” should be “ga” and in conjugation: “desu” should be “deshita”)
I (have) my birthday (when) I was in Rome.
NS: Rooma ni iru aida ga Tanjoobi deshita ka. (Recast)
You had your birthday.

-Time elapsed-

NS: Ryokou no omoide wo oshiete kudasai.
Please tell me about your memorable trip.
NNS: Rooma ni iru aida ni-ga watashi no tanjoobi deshita. (1corrected, 1 not corrected)
I had my birthday (when) I was in Rome.

Participant 14

First attempt

Recast

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?
What was the most enjoyable thing during the past winter break?
NNS: Ichiban tanoshikatta no koto wa... (Error in particle: “no koto” should be “koto”)
The most enjoyable thing (of) was
NS: Ichiban tanoshikatta koto wa. (Recast)
The most enjoyable thing was...

-Time elapsed-

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?
NNS: Ichiban tanoshikatta no koto wa.... (Not corrected)
The most enjoyable thing (of) was...

Elicitation

NS: Nihon ni ittara nani ga ichiban shitai desu ka?
What would you like to do the most when you go to Japan?
NNS: Akihabara ni ittari bijyutsukan ni mitari shitai. (Error in particle: “ni” after bijyutsukan should be “wo”)
I want to go to Akihabara and look (for) museums.
NS: Bijyutsukan? (Elicitation)
Museums?
NNS: Bijyutsukan wo.
Look for museums.

-Time elapsed-

NS: Nihon ni ittara nani ga ichiban shitai desu ka?
What would you like to do the most when you go to Japan?
NNS: Akihabara ni ittari bijyutsukan ni mitari shitai. (Not corrected)
I want to go to Akihabara and look (for) museums.

Second attempt

Elicitation

NS: Haru yasumi ni nani wo shimasu ka?
What are you planning to do during spring break?
NNS: Atarashii no eiga wo mini ikimasu. (Error in particle: “no” should be eliminated)
I am going to watch a (new) movie.
NS: Atarashii? (Elicitation)
(New)?
NNS: Atarashii eiga.
A new movie.

-Time elapsed-

NS: Haru yasumi ni nani wo shimasu ka?
What are you planning to do during spring break?
NNS: Atarashii eiga wo mini ikimasu. (Corrected)
I am going to watch a new movie.

Recast

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?

Do you like to travel alone or with others?

NNS: Minna de iku hou ga ii desu. Nigiyakai desu kara. (Error in conjugation: “nigiyakai” should be “nigiyaka”)

I travel with others because it is more (fun).

NS: Nigiyaka desu yone. (Recast)

It is fun.

-Time elapsed-

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?

Do you like to travel alone or with others?

NNS: Nigiyakai desu kara minna de iku hou ga ii desu. (Not corrected)

I travel with others because it is more (fun).

Participant 15

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Pueruto riko ni ikimashita. Umi ga kirei desu. (Error in conjugation: “desu” should be “deshita”)

I went to Puerto Rico. The ocean (is) beautiful.

NS: Umi ga kirei deshita ka. (Recast)

The ocean was beautiful.

-Time elapsed-

NS: Pueruto riko no umi no inshou wa?

What was your impression of the ocean in Puerto Rico?

NNS: Totemo kirei desu. (Not corrected)

It (is) very beautiful.

Elicitation

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Tabemono. Kuki toka... (Error in vocabulary: “kuki” should be “kukkii”)

Food such as cookie...

NS: Ku? (Elicitation)

Coo?

NNS: Kukkii...

Cookie.

-Time elapsed-

NS: Ryokou ni nani wo motte iku to benri da to omou?
What do you think would come in handy to take on your trip?

NNS: Kukkii. (Corrected)
Cookie.

NS: Nihon no tomodachi to nihon de donna gohan wo tabeta koto ga arimasu ka?
What kind of food have you had with your Japanese friends in Japan?

NNS: Kaiten sushi. Gochisou ageta (Error in conjugation: "ageta" should be "shite ageta")
Revolving sushi bar. It was my treat.

NS: Gochisou? (Elicitation)
Treat?

NNS: Gochisou... shite ageta
It was my treat.

-Time elapsed-

NS: Nihon no tomodachi to nihon de donna gohan wo tabeta koto ga arimasu ka?
What kind of food have you had with your Japanese friends in Japan?

NNS: Kaiten sushi. Gochisou shite ageta. (Corrected)
It was my treat.

Second attempt

Elicitation

NS: Haru yasumi ni nani wo shimasu ka?
What are you planning to do during spring break?

NNS: Heya ni gorogoro shimasu. (Error in particle: "ni" should be "de")
I will idle my time away (in) my room.

NS: Heya? (Elicitation)
(in) your room?

NNS: Heya... de.
In my room.

-Time elapsed-

NS: Haru yasumi ni nani wo shimasu ka?
What are you planning to do during spring break?

NNS: Heya ni gorogoro shimasu. (Not corrected)
I will idle my time away (in) my room.

Recast

NS: Donna nihon no tabemono ga suki desuka?

What kind of Japanese food do you like?

NNS: Nihon no raamen wa nani mo suki. (Error in conjugation: “nani” should be “nandemo”)

I like (all kinds) of Japanese noodles.

NS: Nandemo suki desuka. (Recast)

You like all kinds.

-Time elapsed-

NS: Donna nihon no tabemono ga suki desuka?

What kind of Japanese food do you like?

NNS: Nihon no raamen wa nani mo suki. (Corrected)

I like all kinds of Japanese noodles.

Participant 16

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: GRE no benkyou wo shimashita. Eigo wa muzukashii kedo suugaku wa yasui. (Error in vocabulary: “yasui” should be “miyasui”)

I studied for GRE. Verbal was very difficult but math was (cheap).

NS: Suugaku wa miyasui desu ka. (Recast)

Math was easy for you.

-Time elapsed-

NS: GRE ni tsuite mouichido hanashite kuremasu ka?

Would you please talk about your study for GRE?

NNS: Eigo wa muzukashii kedo suugaku wa miyasui to omoimashita. (Corrected)

I thought that verbal was very difficult but math was easy.

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Tomodachi to gohan ni tabe ni ikimashita. (Error in particle: “ni” should be “wo”)

I had dinner with my friends.

NS: Gohan wo tabemashita ka. (Recast)

You had dinner with your friends.

-Time elapsed-

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Tomodachi to gohan ni tabe ni ikimashita. (Corrected)

I had dinner with my friends.

Elicitation

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Keitai... Demo shashin wa amari suki. (Error in conjugation: "suki" should be "suki jyanai")

My cell phone but I (...) like to take a picture too much.

NS: Shashin wa amari? (Elicitation)

You do not really?

NNS: Amari suki jyanai...

Do not like it too much.

-Time elapsed-

NS: Keitai denwa de Shashin wo toru no wa suki desuka ?

Do you like to take a picture with your phone?

NNS: Shashin wa suki jyanai kedo keitai wa suki desu. (Corrected)

Although I do not like to take a picture, I do like my cell phone.

Second attempt

Elicitation

NS: Kyanpasu ni sunde imasu ka?

Do you live on campus?

NNS: Iie. Kokokara amari tooiku nai tokoro ni sunde imasu. (Error in conjugation: "tooiku" should be "tooku")

No. I live off campus which is not too (far) from here.

NS: Kokokara amari? (Elicitation)

Too (far) from here?

NNS: Amari tooku nai desu.

Not too far from here.

-Time elapsed-

NS: Kyanpasu ni sunde imasu ka?

Do you live on campus?

NNS: Kokokara amari tooiku nai tokoro desu.. (Not corrected)

I live in a place which is not too (far) from here.

Recast

NS: Dare ni donna omiyage wo katta koto ga arimasu ka?

What kind of souvenir have you bought, and for whom?

NNS: Tomodachi ni okashi wo katta koto ga arimasu.

I have got snacks as a souvenir for my friends.

NS: Sore wa takakatta desu ka?

Was that expensive?

NNS: Totemo ookii-dakara takaiku nakatta. (Error in conjugation: “ookii-dakara” should be “ookii kara” and in conjugation: “takaiku” should be “takaku”)

Not (expensive) (because) it was very big.

NS: Ookii kara takaku nakatta desu ka. (2 recasts)

Not expensive because it was very big.

-Time elapsed-

NS: Dare ni donna omiyage wo katta koto ga arimasu ka?

What kind of souvenir have you bought, and for whom?

NNS: Tomodachi ni okashi wo katta koto ga arimasu.

I have got snacks as a souvenir for my friends.

NS: Sore wa takakatta desu ka?

Was that expensive?

NNS: Totemo ookii-dakara takaku nakatta. (1 corrected, 1 not corrected)

Not expensive (because) it was very big.

Participant 17

First attempt

Recast

NS: Kurisumasu ni donna purezento wo morai mashita ka?

What kind of gift did you receive for Christmas?

NNS: Haha no furui no keitai wo morai mashita. (Error in particle: “no” should be eliminated)

I received an old (...) cell phone that my mother used.

NS: Furui keitai. (Recast)

An old cell phone.

-Time elapsed-

NS: Okaasan kara donna keitai wo moratta no?

What kind of cell phone did you receive from your mother?

NNS: Haha no furui keitai desu. (Corrected)

My mother's old cell phone.

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Jya, tsugi no fuyu yasumi, boku to issho ni bosuton ni ikimasen no? (Error in particle: "no" should be "ka")

Then, why don't you go to Boston with me next winter break (?)

NS: Ikimasen ka? (Recast)

Shall we go?

-Time elapsed-

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Dakara, tsugi no fuyu yasumi, boku to issho ni bosuton ni ikimasen no? (Not corrected)

So, why don't you go to Boston with me next winter break (?)

Elicitation

NS: Doko ni ryokou ni ikitai desuka?

Where do you want to go for a trip?

NNS: Honkon... Datte honkon wa boku no bunka kara. (Error in conjugation: "kara" should be "dakara")

Hongkong (because of) my culture.

NS: Bunka? (Elicitation)

Culture?

NNS: Bunka dakara...

Because of my culture.

-Time elapsed-

NS: Doushite honkon ni ikitai no?

Why do you want to go to Hongkong?

NNS: Honkon wa boku no bunka dakara. (Corrected)

Hongkong because of my culture.

NS: Tsugi no natsu, doko ni ryokou ni iku to ii to omoi masuka?

Where would you recommend me to go for a summer trip?

NNS: Hawaii... atatakai kara hawaii ga itta hou ga ii. (Error in particle: "ga" should be "ni")

Hawaii because it is warm so you should go (to) Hawaii.

NS: Hawaii? (Elicitation)

Hawaii?

NNS: Hawai ni itta hou ga ii...
You should go to Hawaii.

-Time elapsed-

NS: Tsugi no natsu, doko ni ryokou ni iku to ii to omoi masuka?
Where would you recommend me to go for a summer trip?

NNS: Hawai ni itta hou ga ii to omou. (Corrected)
I think you better go to Hawaii.

Second attempt

Elicitation

NS: Donna tabemono ga suki desu ka?
What kind of food do you like?

NNS: Chuuka ryouri ga suki dake. (Error in conjugation: “suki” should be “sukina”)
I (like) only Chinese food.

NS: Chuuka ryouri ga? (Elicitation)
Chinese food?

NNS: Chuuka ryouri ga sukina dake.
I like only Chinese food.

-Time elapsed-

NS: Donna tabemono ga ichiban suki desu ka?
What kind of food do you like the most?

NNS: Chuuka ryouri ga suki dake. (Not corrected)
I (like) only Chinese food.

Recast

NS: Ryokou no omoide wo oshiete kudasai.
Please tell me about your memorable trip.

NNS: Yamagata de taiko tataita koto. (Error in particle: “wo” is needed after “taiko”)
I (beat) a Japanese drum in Yamagata.

NS: Taiko wo tataki mashita ka.
You beat a Japanese drum.

-Time elapsed-

NS: Yamagata de nani wo shimashita ka?
What did you do when you were in Yamagata?

NNS: Taiko wo tataki masihta. (Corrected)

I beat a Japanese drum.

Participant 18

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Oshougatu de kazoku to bosuton ni itte iroiro na tokoro ni aruki mashita. (Error in particle: “de” should be “ni” and “ni” before aruki should be “wo”)

(On) New Year’s Day, I went to Boston with my family and walked (around).

NS: Oshougatsu ni kazokuto issho ni iroiro na tokoro wo aruki mashita ka. (Recast x 2)

On New Year’s Day, you walked around in Boston with your family.

-Time elapsed-

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Oshougatu de kazoku to bosuton ni itte iroiro na tokoro ni aruki mashita. (Neither one is corrected)

(On) New Year’s Day, I went to Boston with my family and walked (around).

I do not remember.

Elicitation

N/A

Second attempt

Elicitation

NS: Haruyasumi wa itsumo nani wo shimasu ka?

What do you usually do during spring break?

NNS: Rirakkusu no tame ni ie de imasu. (Error in particle: “de” should be “ni”)

I usually stay (at) my place for relaxation.

NS: Ie? (Elicitation)

Your place?

NNS: Ie ni iru.

Stay at my place.

-Time elapsed-

NS: Haruyasumi wa itsumo nani wo shimasu ka?

What do you usually do during spring break?
NNS: Taitei ie de imasu. (Not corrected)
I usually stay (at) my place.

Recast

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?
Do you like to travel alone or with others?
NNS: Takusan hito to jyanai hou ga ii. (Error in particle: “no” is needed before “hito”)
I would rather not to take a trip with many (people).
NS: Takusan no hito to jya naku.
Not with many people.

-Time elapsed-

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?
Do you like to travel alone or with others?
NNS: Takusan hito wa chotto. (Not corrected)
Not with many (people).

Participant 19

First attempt

Recast

NS: Kurisumasu ni nani wo shimashita ka?
What did you do on Christmas day?
NNS: Bosuton de ookii na kurisumasu tsurii wo mimasu. (Error in conjugation: “na” should be eliminated or “ookii na” should be “ookina” and in conjugation: “mimasu” should be “mimashita” or “mita”)
I (see) a (big) Christmas tree in Boston.
NS: Ookii kurisumasu tsurii wo mimashita ka. (Recast)
You saw a big Christmas tree.

-Time elapsed-

NS: Kurisumasu ni nani wo shimashita ka?
What did you do on Christmas day?
NNS: Tada ookii na kurisumasu tsurii wo mimasu. (Neither one is corrected)
I (see) a (big) Christmas tree in Boston.

Elicitation

NS: Nihon ni itta koto ga arimasu ka?
Have you been to Japan?

NNS: Chiisai no toki kazoku to issho ni itta. (Error in conjugation: “no” should be eliminated)

I have been there with my family when I was (young).

NS: Chiisai? (Elicitation)

Young?

NNS: Chiisai... toki.

When I was young.

-Time elapsed-

NS: Itsu nihon ni iki mashita ka?

When did you go to Japan?

NNS: Chiisai toki desu. (Corrected)

When I was young.

Second attempt

Elicitation

NS: Haru wa hoka no kisetsu to kurabete suki desu ka? Sore wa doushite desu ka?

Do you like spring compared to other seasons? Why?

NNS: Aki no hou ga ii, ondo ga chouto ii. (Error in vocabulary: “chouto” should be “choudo”)

I like fall better because the temperature is (comfortable).

NS: Ondo ga? (Elicitation)

The temperature is?

NNS: Ondo ga... choudo ii kana.

The temperature is comfortable.

-Time elapsed-

NS: Doushite aki ga suki desuka?

Why do you like fall?

NNS: Ondo ga chouto ii kara. (Not corrected)

Because the temperature is (comfortable).

Recast

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?

Do you like to travel alone or with others?

NNS: Hitori ga ii, datte jibun no koto sinpai suru dake. (Error in particle: “wo” should be after “koto”)

I prefer alone because I worry about (only) myself.

NS: Jibun no koto dake wo sinpai dekimasu ne.

You can worry about (only) yourself.

-Time elapsed-

NS: Doushite hitori de ryokou suru no ga suki desu ka?

Why do you like to take a trip alone?

NNS: Jibun dake wo sinpai suru koto ga dekiru kara. (Corrected)

I can worry about only myself.

Participant 20

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Fuyu yasumi de tekisasu ni kaeri mashita. (Error in particle: “de” should be “ni” or “e”)

I went back (to) Texas during the winter break.

NS: Tekisasu ni kaetta. (Recast)

You went back to Texas.

-Time elapsed-

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Fuyu yasumi de tekisasu ni kaeri mashita. (Not corrected)

I went back (to) Texas during the winter break.

NS: Fuyu yasumi de ichiban tanosikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Watashi ga keeki wo tsukure mashita. (Error in conjugation: “tsukure” should be “tsukuri”)

I (could) bake a cake.

NS: Keeki wo tsukuri mashita ka. (Recast)

You baked a cake.

-Time elapsed-

NS: Fuyu yasumi de ichiban tanosikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Watashi ga keeki wo tsukuri mashita. (Corrected)

I baked a cake.

Elicitation

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Tomodachi ni tsurete ikitai desu. (Error in particle: “ni” should be “wo”)

I would like to take my friend (with) me.

NS: Tomodachi? (Elicitation)

Friend?

NNS: Tomodachi wo tsurete ikitai.

I would like to take my friend with me.

-Time elapsed-

NS: Ryokou ni nani wo motte iku to benri da to omou?

What do you think would come in handy to take on your trip?

NNS: Tomodachi wo tsurete ikitai desu. (Corrected)

I would like to take my friend with me.

Second attempt

Elicitation

NS: Haruyasumi wa itsumo nani wo shimasu ka?

What do you usually do during spring break?

NNS: Itsumo tekisasu ni kaeru wo shimasu. (Error in conjugation: “kaeru wo shimasu” should be “kaeri masu”)

I usually (go) back to Texas.

NS: Tekisasu ni? (Elicitation)

To Texas?

NNS: Tekisasu ni kaeri... masu ne.

Go back to Texas.

-Time elapsed-

NS: Haruyasumi wa itsumo nani wo shimasu ka?

What do you usually do during spring break?

NNS: Jikka no tekisasu ni kaeri masu. (Corrected)

Going back to my hometown, Texas.

Recast

NS: Ryokou no omoide wo oshiete kudasai.

Please tell me about your memorable trip.

NNS: Tomodachi to shiro keeki wo tukutta. (Error in conjugation: “shiro” should be “shiroi”)

I made a (white) cake with my friend.

NS: Shiroi keeki desu ka.

A white cake.

-Time elapsed-

NS: Ryokou no omoide wo oshiete kudasai.

Please tell me about your memorable trip.

NNS: Tomodachi to shiroi keeki wo tukutta. (Corrected)

I made a white cake with my friend.

Participant 21

First attempt

Recast

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Anime ga mimashita. (Error in particle: “ga” should be “wo”)

I watched (...) Japanese cartoons.

NS: Anime wo mimashita ka. (Recast)

You watched Japanese cartoons.

-Time elapsed-

NS: Fuyu yasumi ni nani wo shimashita ka?

What did you do during the past winter break?

NNS: Anime wo mimashita. (Corrected)

I watched Japanese cartoons.

NS: Kurisumasu ni donna purezento wo agemashita ka?

What kind of gift did you give for Christmas?

NNS: Obaasan ni iringu wo ageta. (Error in vocabulary: “iringu” should be “iyaringu”)

I gave (earrings) to my grandmother.

NS: Iyaringu desu ka. (Recast)

Earrings.

-Time elapsed-

NS: Kurisumasu ni donna purezento wo agemashita ka?

What kind of gift did you give for Christmas?

NNS: Obaasan ni iringu wo ageta. (Not corrected)

I gave (earrings) to my grandmother.

Elicitation

NS: Moshi nihon ni ittara doko ni ikitai desu ka?

Where do you want to visit if you go to Japan?

NNS: Shibuya to Harujyuku kana. (Error in vocabulary: “Harujyuku” should be “Harajyuku”)

Shibuya and (Harajuku).

NS: Shibuya to Ha? (Elicitation)

Shibuya and?

-Time elapsed-

NS: Moshi nihon ni ittara doko ni ikitai desu ka?

Where do you want to visit if you go to Japan?

NNS: Shibuya to Harajyuku. (Corrected)

Shibuya and Harajuku.

Second attempt

Elicitation

NS: Ichiban suki na kisetsu wa nani desu ka?

What is your favorite season?

NNS: Natsu desu ne. Ichiban atatakai-na kisetsu dakara. (Error in conjugation: “atatakai-na” should be “atatakai”)

Summer because it is the (warmest) season.

NS: Atata? (Elicitation)

(Warm)?

NNS: Atatakai kisetsu dakara.

Because it is a warm season.

-Time elapsed-

NS: Ichiban suki na kisetsu wa nani desu ka?

What is your favorite season?

NNS: Natsu desu. Ichiban atatakai-na kisetsu dakara. (Corrected)

Summer because it is the (warmest) season.

Recast

NS: Donna tokoro ni ryokou shita koto ga arimasu ka?

Where have you gone for a trip.

NNS: Itsumo ie de imasu. (Error in particle: “de” should be “ni”)

I always stay (...) home.

NS: Ie ni imasu ka.

You stay home.

-Time elapsed-

NS: Donna tokoro ni ryokou shita koto ga arimasu ka?

Where have you gone for a trip.

NNS: Itsumo ie de imasu yo. (Not corrected)

I always stay (...) home.

Participant 22

First attempt

Recast

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Watashi dattara tomodachi to eiga wo itta. (Error in particle: "wo" should be "ni" or "e")

If I were you, I would have gone (to) a movie theater.

NS: Eiga ni ittara yokatta desu ka. (Recast)

I should have gone to a movie theater.

-Time elapsed-

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?

I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Watashi dattara tomodachi to eiga ni itta. (Corrected)

If I were you, I would have gone to a movie theater.

Elicitation

NS: Doko ni ryokou ni ikitai desu ka? Doushite desuka?

Where do you want to go for a trip? Why?

NNS: Hawai. Hawai de kireina otera ga aru. (Error in particle: "de" should be "ni")

I would like to go to Hawaii because there is a beautiful temple (in) Hawaii.

NS: Hawai? (Elicitation)

Hawaii?

NNS: Hawai ni.

In Hawaii.

-Time elapsed-

NS: Doko ni ryokou ni ikitai desu ka? Doushite desuka?

Where do you want to go for a trip? Why?
NNS: Hawaii. Hawaii ni kireina otera ga aru. (Corrected)
I would like to go to Hawaii because there is a beautiful temple in Hawaii.

Second attempt

Elicitation

NS: Haru yasumi ni nani wo shimasu ka?
What are you planning to do during spring break?
NNS: Ryoushin ni tetsudau to omoi masu. (Error in particle: “ni” should be “wo”)
I think I will help (my parents).
NS: Ryoushin? (Elicitation)
Your parents?
NNS: Ryoushin... wo tetsudau.
Help my parents.

-Time elapsed-

NS: Haru yasumi ni nani wo shimasu ka?
What are you planning to do during spring break?
NNS: Ryoushin ni tetsudau. (Not corrected)
Help (my parents).

Recast

NS: Ryokou no omoide wo oshiete kudasai.
Please tell me about your memorable trip.
NNS: Furorida ni itte puuru de oyoida no wa tanoshikatta. (Error in particle: “wa” should be “ga”)
It was fun going to Florida and swimming (in) the pool.
NS: Puuru de oyoida no ga tanoshikatta.
It was fun swimming in the pool.

-Time elapsed-

NS: Furorida de nani wo shita koto ga tanoshikatta desu ka?
What did you do in Florida to have fun?
NNS: Puuru de oyoida no wa tanoshikatta. (Not corrected)
It was fun going to Florida and swimming (in) the pool.

Participant 23

First attempt

Recast

NS: Kurisumasu ni donna purezento wo morai mashita ka?

What kind of gift did you receive for Christmas?

NNS: Oboe masen. (Error in conjugation: “oboe masen” should be “oboete imasen”)

I do not remember.

NS: Oboete imasen ka. (Recast)

You do not remember.

-Time elapsed-

NS: Kurisumasu ni donna purezento wo moratta no ka mouichido oshiete kudasai.

Would you please tell me again what kind of gift you received for Christmas?

NNS: Oboete imasen. (Corrected)

I do not remember.

Elicitation

NS: Nihon ni itta koto ga arimasu ka?

Have you been to Japan?

NNS: Hai, Koukou no ato wa ichinen Fukuoka ni imashita. (Error in particle: “wa” should be eliminated or replaced with “ni”)

Yes, I lived in Fukuoka for a year (...) after high school.

NS: Koukou no ato? (Elicitation)

After high school?

NNS: Koukou no ato... ichinen.

A year after high school.

-Time elapsed-

NS: Itsu Fukuoka ni sunde imashita ka?

When did you live in Fukuoka?

NNS: Koukou no ato wa ichinen. (Not corrected)

I lived in Fukuoka for a year (...) after high school.

Second attempt

Elicitation

NS: Haruyasumi ni tomodachi to yuuenchi ka doubutsuen ni iku tsumoridesu. Dochira no hou ga ii to omoi masu ka?

I am planning to go to either an amusement park or a zoo with my friends during the upcoming spring break. Which one do you think is better?

NNS: Tabun, doubutsuen no hou ga ii dato omoi masu. (Error in conjugation: “dato” should be “to”)

I think that going to a zoo is (better).
NS: Doubutsuen no hou ga? (Elicitation)

Going to a zoo is?

NNS: Ii to omou.

I think a zoo is better.

-Time elapsed-

NS: Yuuenchi to doubutsuen, docchi ni ikitai desu ka?

Which one do you want to visit, an amusement park or a zoo?

NNS: Doobutsuen ga ii dato omoi masu. (Not corrected)

Going to a zoo is (better) for me.

Recast

NS: Donna nihon ryouri ga suki desu ka?

What kind of Japanese food do you like?

NNS: Kara-nai raamen ga suki. (Error in conjugation: “Kara-nai” should be “Karaku-nai”)

I like Japanese noodles which are not (spicy).

NS: Karaku nai raamen desu ka.

Not a spicy one.

-Time elapsed-

NS: Donna aji no raamen ga suki desu ka?

What kind of noodle do you like?

NNS: Amari karaku nai yatsu. (Corrected)

Not a spicy one.

Participant 24

First attempt

Recast

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?

NNS: Takusan oishii tabemono ga tabemashita. (Error in particle: “ga” should be “wo”)

I ate (...) a lot of delicious food.

NS: Oishii tabemono wo tabemashita ka. (Recast)

You ate delicious food.

-Time elapsed-

NS: Fuyu yasumi de ichiban tanoshikatta koto wa?

What was the most enjoyable thing during the past winter break?
NNS: Takusan oishii tabemono ga tabemashita. (Not corrected)
I ate (...) a lot of delicious food.

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?
I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Atatakai basho de ii desu. (Error in particle: "de" should be "ga")
It is good to go (to) a sunny place.

NS: Atatakai basho ga ii desu ka. (Recast)
Good to go to a sunny place.

-Time elapsed-

NS: Watashi wa fuyu yasumi ni doko ni mo ikimasen desita. Doko ni ike ba yokatta to omoi masu ka?
I didn't go anywhere during the past winter break. Do you know where I should have gone to have fun?

NNS: Atatakai basho de ii desu. (Not corrected)
It is good to go (to) a sunny place.

Elicitation

NS: Moshi nihon ni ittara nani wo shitai desuka?
What do you want to do when you go to Japan?

NNS: Anime no shuuhin wo kau. (Error in vocabulary: "shuuhin" should be "shoohin")
I would like to buy anime (goods).

NS: Anime no? (Elicitation)
Buy anime?

NNS: Shoohin.
Goods.

-Time elapsed-

NS: Moshi nihon ni ittara nani wo shitai desuka?
What do you want to do when you go to Japan?

NNS: Anime no shuuhin wo kau. (Corrected)
I would like to buy anime goods.

Second attempt

Elicitation

NS: Haru yasumi ni nani wo shimasu ka?

What are you planning to do during spring break?

NNS: Bosuton toka, dokoka chikaku tokoro ni iku to omoi masu. Tomodachi ga aru kara. (Error in conjugation: “chikaku” should be “chukai” and in conjugation “aru” should be “iru”)

I probably would go somewhere (near by) such as Boston because my friends are (there).

NS: Dokoka chika? (Elicitation)

Somewhere near?

NNS: Dokoka chikai.

Somewhere near by.

NS: Tomodachi ga? (Elicitation)

Because your friends are?

NNS: Iru kara.

Because my friends are there...

-Time elapsed-

NS: Haru yasumi ni nani wo shimasu ka?

What are you planning to do during spring break?

NNS: Tomodachi ga aru kara Bosuton toka, dokoka chikai tokoro ga ii. (1 corrected, 1 not corrected)

I probably would go somewhere near by such as Boston because my friends are (there).

Recast

NS: Saikin dokoka ni iki mashita ka?

Where have you been recently?

NNS: Nani mo ikimasen desita. (Error in vocabulary: “Nani” should be “Doko”)

I haven't been (anywhere) else.

NS: Doko ni mo itte imasen ka.

You haven't been anywhere else.

-Time elapsed-

NS: Saikin dokoka ni iki mashita ka?

Where have you been recently?

NNS: Nani mo. (Not corrected)

(Nothing).

Participant 25

First attempt

Recast

NS: Fuyu yasumi ni kurisumasu no kaimono wo shimashita ka?

Did you go Christmas shopping during the past winter break?

NNS: Kaitakatta-dakedo amari kawana katta. (Error in conjugation: “dakedo” should be “kedo”)

I wanted to buy things (but) I did not.

NS: Kaitakatta kedo kawana katta. (Recast)

You wanted to buy things but you did not.

-Time elapsed-

NS: Fuyu yasumi ni kurisumasu no kaimono wo shimashita ka?

Did you go Christmas shopping during the past winter break?

NNS: Kaitakatta-dakedo amari kawana katta. (Not corrected)

I wanted to buy things (but) I did not.

NS: Kurisumasu wa doko ni imashita ka?

Where were you on Christmas day?

NNS: Uchi de imashita. (Error in particle: “de” should be “ni”)

I stayed (at) my place.

NS: Uchi ni imashita ka. (Recast)

You stayed at your place.

-Time elapsed-

NS: Kurisumasu wa doko ni imashita ka?

Where were you on Christmas day?

NNS: Uchi ni imashita (Corrected)

I stayed at my place.

Elicitation

NS: Doko ni ryokou ni ikitai desu ka?

Where do you want to go for a trip?

NNS: Furorida. Ikitai-dakedo chou tooi. (Error in conjugation: “dakedo” should be “kedo”)

I want to visit Florida (but) it is too far.

NS: Furorida ni ikitai? (Elicitation)

You want to visit Florida?

NNS: Ikitai kedo.

I want to visit Florida but...

-Time elapsed-

NS: Doko ni ryokou ni ikitai desu ka?

Where do you want to go for a trip?
NNS: Furorida. Ikitai kedo chou tooi. (Corrected)
I want to visit Florida but it is too far.

Second attempt

Elicitation

NS: Haru yasumi ni nani wo shimasu ka?
What are you planning to do during spring break?
NNS: Iroiro na mono wo suru to omoi masu. (Error in vocabulary: “mono” should be “koto”)
I probably would do many (things).
NS: Iroiro na? (Elicitation)
Many?
NNS: Iroiro na... koto.
Many things.

-Time elapsed-

NS: Haru yasumi ni nani wo shimasu ka?
What are you planning to do during spring break?
NNS: Iroiro na koto wo suru to omoi masu. (Corrected)
I probably would do many things.

NS: Kyoudai wa imasu ka?
Do you have siblings?
NNS: Ani ga hitotsu imasu. (Error in conjugation: “hitotsu” should be “hitori”)
I have (a) brother.
NS: Ani ga hito? (Elicitation)
You have?
NNS: Hito... ri.
A brother.

-Time elapsed-

NS: Kyoudai wa imasu ka?
Do you have siblings?
NNS: Ani ga hitotsu imasu. (Not corrected)
I have (a) brother.

Recast

NS: Ryokou wa hitori de iku noto minna de iku noto dochira ga ii desu ka?

Do you like to travel alone or with others?

NNS: Hitori wa chotto samishi sugiru masu. (Error in conjugation: “sugiru” should be “sugi”)

Traveling alone is (too lonely).

NS: Samishi sugi masu ka.

It is too lonely.

-Time elapsed-

NS: Doushite hitori de ryokou wa shitaku nai desu ka?

Why don't you want to travel alone?

NNS: Sabishi sugiru masu. (Not corrected)

It is (too lonely).

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