

学位論文外国語要旨

Abstract

Recasts on different grammatical targets, roles of length, and degree of change:
Focusing on Japanese learners' uptake and their understanding of the nature of errors

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Recast is a type of input-providing feedback that consists of teachers' implicit reformulation of students' errors. The present study focuses on major research issues that have remained unanswered: whether learners perceive recasts as teachers intended, and which grammatical structures are most amenable to recast treatment. There are three purposes of conducting this study: (1) to observe learners' uptake of recasts, namely how learners repaired their errors following recasts, (2) to investigate whether the learners of Japanese understand the nature of errors of verb conjugations, auxiliary verbs, and particles, and (3) to discuss whether there is a relationship between learners' understanding of the nature of errors and their uptake of recasts.

Chapter 1 introduces the framework and the definitions of the key words in this thesis. In Chapter 2, three strands of research on recasts will be reviewed: 1) studies dealing with the issue of noticing of recasts, 2) studies carried out to test the effectiveness of recasts on grammatical targets, and 3) studies focusing on the length of recasts, and the number of changes included.

The data analyzed in the current thesis come from two one-to-one tutorial sessions between the researcher and the participants. Chapter 3 describes the details of the first experiment, whose data were analyzed from Chapter 4 to 6. The participants in this experiment were intermediate-level learners of Japanese who were studying at a university in the United States ($N=7$). They engaged in a story narration task in a laboratory setting, in which they received recasts on their erroneous use of the targeted features. Their performance and interaction with the researcher, namely recast episodes were video-recorded. They were then asked to make comments on their recast episodes by watching a video clip (i.e., stimulated recall). Learners' recall comments were coded for the accuracy of understanding the nature of errors when provided recasts.

Chapter 4 investigated how the three grammatical features affect the way the learners uptake and understand the reason why their utterances were corrected by recasts. The results showed that learners' understanding of the nature of errors were different depending on target error types. While they made sense of recasts on erroneous verb forms and auxiliary verbs, they did not understand why they were corrected of particle errors. However, recasts led to frequent learner repairs regardless of target grammatical features, indicating that successful repair does not necessarily signal learners' understanding of the nature of errors.

Chapter 5 re-examined the result of the study in Chapter 4 by investigating whether learners' uptake, understanding of the nature of errors of the three grammatical targets, and the relationship between uptake and understanding of errors would differ depending on the length of recasts. The results revealed the same pattern as in Chapter 4 regardless of recast length, learners made sense of recasts on erroneous verb forms and auxiliary verbs, but they did not understand why they were corrected of particle errors. However, it was also found that the length of recasts influenced the uptake rate of particles.

Chapter 6 investigated whether learners' uptake and understanding of the nature of errors of the three grammatical targets would differ when the targeted errors were corrected together with other errors (e.g. word choice errors). The results showed that verb conjugations and auxiliary verbs were successfully repaired even in conjunction with lexical errors. However, many of the particle errors were not even repaired or recalled, indicating that learners may not have noticed recasts on particle errors when recasts were paired with other types of errors. In addition, among the small number of recalled particle errors, nearly half of the errors were not understood, indicating the same tendency that the nature of particle errors is difficult for Japanese learners to understand.

The study described in Chapter 7 is based on the follow-up experiment, the one-to-one tutorial session. The participants in this session were intermediate-level learners of Japanese who were studying at a university in the U.S. ($N=5$). They engaged in a story narration task in the same way as the first experimental session, yet, they additionally engaged in another task and were examined on their meta-linguistic knowledge of the usage of the particle usage. The chapter focused on particle errors, because they seemed least amenable to recast treatment from the findings in previous chapters. Accordingly, this chapter investigated the effectiveness of providing both recasts and meta-linguistic hints, and examined if there is a relationship between learners' understanding of the nature of particle errors and their explicit knowledge. It was found that providing two kinds of feedback did not work for the understanding of the nature of particle errors when learners did not have explicit meta-linguistic knowledge about the use of particles.

Chapter 8 discusses the reason why auxiliary verbs and verb conjugation errors were found to be amenable to recast treatment, while particle errors were not. Unlike the prediction, the perceptual saliency of grammatical structures was found not to be the significant factor explaining the result. Rather, the factors determining the accurate understanding of the nature of errors include whether or not their meaning is explicit in the discourse and whether or not they are learned item-based in chunks. The factors also include the learners' internalized explicit knowledge. Regarding the uptake, it was found that successful repair did not necessarily mean learners' understanding of the nature of errors across the four studies.

Chapter 9 summarizes the findings: this thesis targeted Japanese grammatical features which are typologically different from the previous literature, and demonstrated the differences and similarities regarding the noticing of recasts.