Learner perceptions of recasts, a type of corrective feedback, provided in response to the errors of the Japanese particles and verbs in oral story narration tasks.

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The current research has been conducted to investigate the perception of recasts on the errors of particles and verb forms including auxiliary verbs. In the classroom of 8 intermediate learners, oral story narration tasks were conducted during which learners received recasts on their errors of the target structures. In dyadic conditions with a researcher in which 7 learners participated, "stimulated recall" interview was conducted in addition to the oral narration task. By analyzing the learners' responses of recasts and learners' stimulated recall reports, it can be hypothesized that recasts on the errors of particles are often unnoticed, and even if they are, they don't lead to the reaffirmation of the rules using particles.