How do intermediate learners of Japanese perceive recasts and meta-linguistic feedbacks that are provided to inappropriate utterances of particles? -- An analysis of stimulated recall interview --

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The current research has been conducted to investigate the learners' perception of recasts and meta-linguistic feedbacks, on the errors of particles. Their meta-linguistic knowledge of the particles was also investigated. In dyadic conditions with a researcher in which 11 learners participated, two oral story narration tasks were conducted. The first task elicited learners' protocols on the meta-linguistic knowledge. During the second task learners received recasts and meta-linguistic feedbacks on their errors of particles. The "stimulated recall" interview was conducted in addition to the second task. As a result, it can be hypothesized that meta-linguistic feedbacks are better to lead the reaffirmation of the rules using particles than recasts.