

Individual Paper Session 21

Child SLA

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11:45-12:15pm

Recasting with Turkish Young Learners: Effects on Oral and Written Narratives

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Over the last few years, SLA has seen a noticeable interest in recasts as a means to draw L2 learners' attention to formal properties of their attempted output. Research on recasts have offered mixed evidence regarding their impact on learning. Although experimental studies have shown that recasts are capable of promoting SLA, descriptive studies have found that recasts are often followed by a low rate of learner uptake.

A review of literature has shown that most of the studies on recasts have been done in ESL settings with adult learners. The present study aimed to investigate the impact of recasts on tense consistency in oral and written narratives of intermediate level Turkish young EFL learners. In terms of its focus and general design the study can be considered as a replication of the study of Han (2002) with adult ESL learners. The participants were six seventh graders, three of whom were randomly assigned to a recast group and three to a non-recast group.

The present study adopted a pretest and posttest design, with six pedagogical sessions between the pretest and posttest for both groups. Data were collected by means of oral and written narratives of participants on the given cartoon strips.

Results of the study showed that the recast group performed better than the non-recast group in both oral and written narration on the posttest. Moreover, receiving recasts systematically helped the recast group learners to focus on form and meaning simultaneously and raise their awareness.