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**The Effectiveness of Recasts on Noticing
in English Lessons:
A Case Study of Japanese Children**

A Thesis Submitted to the Graduate Division of
Kyoto University of Education

In Partial Fulfillment of the Requirements for the Degree of
Master of Education

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(教科教育専攻 英語教育専修)

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By

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Kyoto

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Introduction

Children acquire their mother tongue naturally in their daily life. Since they are such talented language learners, their parents think that they may learn also foreign languages as naturally as the first language. Many teaching materials of English lessons for young learners are sold in the bookstore and many private English classes are held. Early Childhood Education of English is in fashion, and many parents want their children to begin to learn English as early as possible. In addition, the government guideline for elementary school will be revised and English activity lessons for students of the fifth and sixth grades will begin in 2011. But many questions about second language in early childhood education are left open. As Cameron (2001) argued, although many advantages are claimed for starting to learn a foreign language, more evidence is needed to judge how far claims turn into reality. The questions of when is the best time to start learning English, how many English lessons are needed, and finding effective ways to teach English to children have been widely discussed lately.

Business people that live abroad and students that study abroad have many chances to communicate with people that speak the target language and through communication they acquire language skills (especially speaking skills). That is to

say, interaction plays an important role for acquiring the target language (Long, 1996). On the other hand, many people who go to English conversation schools for a long time and communicate in English lessons are not able to acquire the target language. What is the difference between people that acquire the target language and people that do not acquire it? Were the quality and the quantity of their interaction different? Also, in English classes for children, do children learn English through interaction? What kind of interaction is effective for Japanese children?

It is well known that with caretaker talk, caretakers help children acquire their mother tongue (Murata, 1984). They manage interaction with children by using simple sentences, words and mimicked phrases. When children use incorrect words or sentences, the caretaker recasts what the children said without stopping the interaction. Preceding researches prove that recasts are effective not only for first language acquisition but also for second language acquisition (Oliver, 1995; Long, 1996; Mackey & Philp, 1998). Is interaction in the form of recast effective also for Japanese children?

The purpose of this paper is to analyze the effectiveness of recasts for Japanese children who learn English as a foreign language. Because grammatical instruction is not suitable for

young children, we should give correct sentences carefully and care that children learn corrective forms in English lessons. Recasts provide correct forms as input and elicit output from learners through interaction. That is to say, recasts are effective to check whether children learn the form, the meaning and the function of the language correctively. When they make errors, they gain chances to notice their errors by recasts. Mackey & Philp (1998) reported that recasts had positive effects for the students at higher stages in the production of question. But recasts must be effective also for beginners, because caretakers use recasts for very young children who try to acquire their first language.

There is little information about the long-term effectiveness of recasts for young children. The purpose of this long-term research of recasts for Japanese young children is to contribute an idea how to teach English to Japanese young children. In the next chapter I will examine how effective interaction is modifying the children's incorrect utterances and giving the correct form.

Chapter 1. The Role of Interaction in Language Acquisition

1.1 What is Needed for Language Acquisition?

Children acquire basic sounds, vocabulary, grammar, syntax, and meaning of their mother tongue for about three years after they are born. Although the linguistic input given to children is insufficient, children find the grammar and acquire the ability to make sentences by themselves. In order to explain how learning takes place, two positions have appeared in the literature. Gass (2003) argued that they are commonly referred to as nature and nurture. The nature position is an innatist one that claims that children are born with a device (Universal Grammar [UG]) that allows them to learn language. On the other hand, the nurture position claims that language development is inspired and conditioned by the environment, that is, the interactions in which learners engage.

The investigators of the nature position think it is impossible to acquire language through linguistic experience (input) that adults give children, because that linguistic information is considered not only complicated but also inconsistent. However, psychologists noticed the special pattern of the speech that caretakers give children. Murata (1984) says that when adults speak to children, they adjust their speech to

accommodate children, that is to say, (1) they choose simple sentences and words, (2) they speak grammatically and redundantly, (3) they repeat the same phrases, (4) they paraphrase what children said, (5) they use the same sentence patterns. This special speech pattern is referred to as caretaker talk or motherese. It is used all over the world to support children's language development.

Moreover, adults react positively, although children made errors in their speech and improve their speech in conversation. Adults create environments that help children try to say new words with confidence. Children speak with assurance that they can get help when they make mistakes.

Thus simplified and modified input from caretakers and output that is elicited in conversation play an important role for acquiring language. The study on the role of interaction for second language acquisition began ten years after the significance of the interaction in the mother tongue was noticed.

1.2 The Interaction Hypothesis

The research of interaction in second language began in the 1970s. Krashen (1982) argued that language is acquired only when comprehensible input is given (the input hypothesis). On the basis of this hypothesis, Long (1996) claimed the

significance of negotiation for meaning. Negotiation for meaning is the process that learners and competent speakers make every effort to communicate. They use devices in the negotiation process such as repetition, confirmation, reformulation, comprehension checks, confirmation checks and clarification requests. These devices are used both strategically to avoid conversational trouble, and tactically, to repair communication breakdowns when they occur (Long, 1983). These interactional adjustments affect input in various ways. For example, partial repetition can reduce utterance length, a here-and-now orientation can increase the proportion of verbal elements marked temporally for present, and semantic repetition, or paraphrase, can include lexical switches, as illustrated in (1) (Long, 1996):

(1) Do you like the city?

Huh?

(2) Do you like Los Angeles?

Yes, very nice.

(Long, 1996, p.419)

Various interactional modifications change incomprehensible input to comprehensible input. Long (1983) proposed that negotiation of meaning gives learners comprehensible input and therefore plays an important role for second language

acquisition. However, is comprehensible input enough to acquire language?

Although necessary for L2 acquisition, there is evidence that comprehensible input alone is insufficient. Swain (1991) reviewed the evaluations of L2 achievement by pupils in Canadian French immersion programs. Studies have shown that immersion students attain levels in French far superior to the students that typically achieved in foreign language lessons. Immersion students are found to perform comparably with native speakers on tests of listening and reading comprehension. However, their productive skills "remain far from native-like" (Swain, 1991, p.98). Her data shows that the students must be pushed to produce their utterances to learn more accurately and precisely.

Long (1996) pointed out that environmental support in the form of comprehensible input is necessary for language learning, but insufficient for learning the structures and lexical items in the language. Learners may understand the messages through the support of linguistic redundancy, contextual information, and knowledge of the world without noticing the language structure and the lexical items; noticing or conscious perception is necessary for converting input to intake. In other words, learners must be aware of form and meaning in negotiation to

acquire the language.

1.3 What Kind of Input Prompts Noticing?

To acquire language, not only comprehensible input but also noticing the form and the meaning of the language is needed. What kind of comprehensible input prompts noticing the connection between the form and the meaning?

First of all, input is classified into two categories. That is to say, positive evidence that gives learners grammatically correct models and negative evidence that is provided to learners concerning the incorrectness of an utterance. Positive evidence is the most obviously necessary requirement for learning (Gass, 2003). But negative evidence is also a necessary requirement especially for L2 learning, because there are some L2 rules that cannot be learned incidentally by exposure to positive evidence. There are many examples that learners make errors for a transferred L1 rule and an overgeneralization of L1 grammar.

When competent speakers ask learners to repeat or give a recast, this competent speakers' response becomes negative evidence for learners. Learners will realize their speech (hypothesis) was not correct and have a chance to modify their knowledge about grammar.

The negative evidence is classified into explicit feedback and implicit feedback. The following are the examples of explicit and implicit negative feedback respectively:

(1) I seed the man.

No, we say "I saw the man"

(Gass, 2003, p.226)

(2) NNS: There's a basen of flowers on the bookshelf.

NS: A basin?

NNS: Base.

NS: A base?

NNS: A base.

NS: Oh, a vase.

NNS: Vase.

(Mackey, Gass, and McDonough, 2000, p.473)

In the first example, the learner receives direct information about the ungrammaticality of what was said, whereas in the second example, ungrammaticality is inferred. In the first example, the learner will notice the error, but the interaction is broken down. On the other hand, in the second example, it is possible that the learner will not notice that this is intended as a correction, but the interaction is not broken down. The learner keeps many chances to speak out and makes every effort to

communicate. After the learner repeats or modifies what he said, he will notice the gap between the correct word and the word he said. Negative evidence, whether explicit or implicit, provides the learner with the chance of noticing about their L2 knowledge. Negative evidence is classified below in Table 1.

Table1 *Negative evidence*

Negative feedback	Detail
Explicit feedback	Overt error correction
	Grammatical explanation
Implicit feedback	Recast
	Repetition
	Clarification request
	Elicitation

Explicit feedback is seldom given to learners in daily conversation, to the contrary, implicit feedback is often given, especially in language lessons. In recent years, there have been a number of studies of negative evidence, and especially recasts have been the focus. In the next chapter, I will discuss previous researches about recasts.

Chapter 2. Previous Researches of Recasts

2.1 Recasts in Meaning-centered Classroom Settings

Negative feedback in the form of recasts has attracted much attention from SLA researchers and has also been investigated in many descriptive and experimental studies. Yet, whether and to what extent recasts facilitate learning remains a controversial issue. Recasts are assumed to promote learners' noticing of target language form while their primary focuses remain on meaning / message (Sheen, 2008). In this way, it is argued that recasts create optimal conditions for learning to take place. However, there is only limited empirical support for this claim, especially in meaning-centered classroom settings.

Lyster & Ranta (1997) have analyzed a range of types of teacher feedback that provided to students concerning the incorrectness of their utterances in four French immersion classrooms at the primary level. Results presented the frequency and distribution of the six different feedback types used by the four teachers, in addition to the frequency and distribution of different types of learner uptake following each feedback types. The six different types of feedback that Lyster & Ranta (1997) classified are below:

1. *Explicit correction* refers to the explicit provision of the

correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect.

2. *Recasts* involve the teacher's reformulation of all or part of a student's utterance, minus error. Recasts are generally implicit in that they are not introduced by phrases such as "You mean", "Use this word", and "You should say". Translations in response to students' use of their mother tongue are also included, because the translation clearly served the same function as a recast.
3. *Clarification requests* indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed and that a repetition or a reformulation is required. This is a feedback type that refers to problems in either comprehensibility or accuracy, or both.
4. *Metalinguistic feedback* contains either comments, information, or questions related to the students' utterance, without explicitly providing the correct form. Metalinguistic information generally provides either grammatical knowledge that refers to the nature of error.
5. *Elicitation* refers to the techniques that teachers use to directly elicit the correct form from students.

6. *Repetition* refers to the teacher's repetition of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

The findings indicated an overwhelming tendency for teachers to use recasts in spite of the latter's ineffectiveness at the eliciting student-generated repair (uptake). Uptakes in this research refer to students' utterances that immediately follow the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the students' initial utterance. Four other feedback types—elicitation, metalinguistic feedback, clarification requests, and repetition—led to uptake more successfully and the most successful technique for eliciting uptake was elicitation.

Lyster (1998) has also examined communicative classroom discourse that may affect the potential of recasts to be noticed as negative evidence by young second language learners who study in immersion classrooms at the primary level. The recasts were compared to the teacher's noncorrective repetition that was more frequently used. Results showed that recasts and noncorrective repetition fulfill the same functions and were distributed in equal proportions. They were equally likely to provide positive affective feedback. The teachers frequently used positive feedback, irrespective of well-formedness, in order

to express approval of the content of learners' messages. Ill-formed and well-formed utterances were equally likely to be followed by a confirming and approving moves initiated by teachers. Therefore, it was difficult for young learners to test their hypotheses about the target language and to find input-output mismatches with respect to form. Also for teachers, how to focus on the content of learners' messages and, at the same time, provide clear messages about language form were a dilemma. Lyster (1998) said that this ambiguity of feedback had the potential to restrict the development of target-language accuracy and therefore, the effects of recasts on classroom instruction were considered to be ineffective.

These studies suggest that recasts are not salient and therefore are not noticed by learners. In addition, some classroom studies showed that different types of feedback, such as prompts, were more effective than recasts (Lyster, 2004; Ammar & Spada, 2006). But a number of studies, in which the recasts have been made very salient or have been repeatedly at the same linguistic feature, demonstrated evidence that recasts promote learning (Doughty & Varela, 1998; Sheen, 2004; Sheen, 2006). Doughty & Varela (1998) reported that middle school students, who are age from 11 to 14, received corrective recasts of past time reference intensively in content-based classroom

and had beneficial effects on learner performance. Sheen (2004) reported similarities and differences in teachers' corrective feedback and learners' uptake across instructional settings. Four communicative classroom settings - French Immersion, Canada ESL, New Zealand ESL and Korean EFL - were examined using Lyster and Ranta's taxonomy of teacher's corrective feedback moves and learner uptake. She found that recasts lead to learner uptake and repair where the recasts are more salient and the students are oriented to attending to linguistic form rather than meaning. Moreover, Sheen (2006) tried taxonomy of the recasts and suggested that explicit recasts lead to more uptake/repair because they are focused on a single linguistic feature and the reformulated item is salient to learners.

2.2 Recasts in Laboratory Settings

Recasts in classrooms showed mixed results as above-mentioned. In contrast, the studies that have investigated recasts in laboratory settings have showed that recasts are facilitative of second language development. Oliver (1995) examined the pattern of interaction in child native speaker (NS) - nonnative speaker (NNS) conversation to determine if the NSs provide negative feedback to their NNS

conversation partners. It appeared that children were able to modify their interactions for NNS peers by providing negative feedback. NS responses (negotiate, recast, or ignore) appeared to be triggered by type and complexity of NNS errors and this negative feedback was incorporated by the NNSs into their interlanguage systems. Oliver (1998) also reported that, like adults, primary school children also benefit from process of negotiation for meaning. Mackey & Oliver (2002) explored the effects of interactional feedback on children's L2 development. They found that the children's interlanguage seemed to be impacted by feedback relatively quickly, while similar studies with adults have demonstrated more delayed effects. Oliver's (2000) study also compared the interaction of both adults and children with age-matched peers and with their ESL teacher in terms of the provision and use of negative feedback in the interactional patterns of children and adults in teacher-fronted lessons and pair work contexts. As a result, she found differences in the patterns of interaction according to the age of learners and context of the exchange. She showed that the age of the learners, their interlocutors, and the context of the communication all affect the type of responses that are provided to learners.

Mackey & Philp (1998) examined the effects of negotiated

interaction on the production and development of question forms in English and suggests that, provided the level is appropriate, recasts may be used eventually by some learners, regardless of their immediate response to the recast. McDonough & Mackey (2006) also found recasts and development to be significantly associated through a study that examined the impact of recasts and different types of responses as question development.

In laboratory settings, recasts are provided in a dyadic context or are intensive; therefore learners receive a number of recasts. On the other hand, in classroom settings, they are provided in a teacher-fronted context and are less intensive; therefore each learner receives only a few recasts. Mackey (1999) reported that learners who actively participated in interaction would receive the most benefit from recast and that learners who did not actively participate—for example, those who observed interaction without taking part in it—would receive less benefit from recasts. This result shows the importance of frequency of direct recasts.

2.3 Other Factors Influencing the Value of Recasts

The mixed results are demonstrated by these studies according to whether the setting is a classroom or a laboratory. Sheen (2008) pointed that there is a need for more carefully

designed studies that systematically control for relevant design variables, before any firm conclusion can be drawn about the efficacy of recasts. There are several other factors influencing the value of recasts. This section will summarize these factors.

Leeman (2003) reported about the degree of implicitness/explicitness of recast. She pointed out that recasts not only offer implicit negative evidence, but they also provide positive evidence and these explicit recasts were a crucial factor. Nassaji (2009) also examined the effects of recasts and elicitations in dyadic interaction and the role of feedback explicitness and found that the more explicit forms of each feedback types led to higher rates of correction than the implicit forms.

Sheen (2008) examined whether or in what way language anxiety affects students' ability to utilize instruction for learning. She sought to find the relationship between anxiety and learner responses to the recasts. Articles were chosen as the target structure for the learners, who came from a large ESL program in a community college in the United States. Based on the learners' responses to a language anxiety questionnaire, the learners were classified into four groups; low-anxiety recast group, high-anxiety recast group, low-anxiety control group and high-anxiety control group. The results showed that the

low-anxiety learners outperformed the high-anxiety learners and moreover, the low-anxiety learners who received recasts also performed significantly better than the low-anxiety control group. The recasts were beneficial only for learners who reported low-anxiety and these low-anxiety learners also produced high levels of modified output and more overall repair. This suggested that anxiety impedes not only learning by recasts but also repair.

Bigelow, Delmas, Hansen, & Tarone (2006) examined the role of literacy in the acquisition of second language oral skills through a partial replication of recasts in NS-NNS interaction. They advocated that the literacy level of the learner was a significant factor in participants' ability to correctly recall recasts. That findings showed that the more literate group recalled all recasts significantly better than the less literate group when correct and modified recalls were combined.

As has been mentioned, recasts have been researched considerably, but to what extent recasts facilitate learning remains unsolved.

Chapter 3. The Case Study

3.1 Research Questions

This study investigated the effectiveness of recasts in English lessons for Japanese children, and addressed the following questions:

1. What are the characteristics of errors that were recast?
2. Which of the characteristics of recasts are related to learner uptake?
3. Are those recasts effective for noticing and acquisition?

3.2 Participants

The participants were two Japanese girls, 7 years old, and 4 years old. M, the 7 year-old-girl, had learned English for 4 years by singing English songs and reading picture books in English. Y, the 4-year-old girl, had learned it for 1 year by singing English songs. They had not yet learned alphabetic print literacy.

3.3 Materials

Children's stories contain uses of language and offer opportunities for language learning. Reading picture books and talking about the stories help children's language development. In this case study, children learned through nine stories of

English picture books of Table 2.

Table 2 *The picture books that were used in each unit*

Unit	Titles of the picture books
Unit1	<i>Very Hungry Caterpillar</i>
Unit2	<i>Goldilocks and the Three Bears</i>
Unit3	<i>A Teddy Bear</i>
Unit4	<i>A Beautiful Butterfly</i>
Unit5	<i>Me Myself</i>
Unit6	<i>Little Red Riding Hood</i>
Unit7	<i>Have You Seen my Cat?</i>
Unit8	<i>What's this?</i>
Unit9	<i>Our Sweet Home</i>

These picture books included some familiar words and many unfamiliar words for children. However, many illustrations helped children understand the stories and the repeated patterns of phrases, or parallelism, provide a support for learning. Moreover, the contents of these English books were interesting for children. In lessons, also many songs and chants were sung to promote smooth output. Since children did not learn alphabetic literacy, they had to learn all by hearing the text. They sometimes had difficulty in pronouncing long

phrases. But, after singing or chanting these phrases, their pronunciations became much better.

3.4 Procedure

The English lessons totaling 16.5 hours were held over 8 months and were digitally recorded and transcribed (for some scripts, see Appendix 1). The procedure of lessons was as follows.

- 1) Learning new words.
- 2) Listening to the reading of picture books.
- 3) Singing the songs to learn target sentences.
- 4) Learning the target sentences by heart.
- 5) Talking about the stories by using the target sentences.

To learn each unit, from 3 to 7 lessons were held (Appendix2). The frequency of lessons in each unit depended on the length of the stories. The recasts were provided in a dyadic context and intensive, therefore children receive a number of recasts directly. This frequency of directly receiving recasts should benefit children, because actively participating in interaction is an important factor to receive benefit from recast, as Mackey (1999) pointed out. Moreover, since Lyster's (1998) data suggest that the recasts that are less explicit and ambiguous are not effective, the recasts in the current study were salient and

repeatedly at the target sentences.

Journals were written after each lesson for eight months. These journals have showed that the learners sometimes reacted beyond the teacher's expectations. Looking back at the learners' responses and reflecting what to teach and how to teach helped me plan following lessons.

3.5 Findings and Analysis

3.5.1 Error Treatment Sequences

An error treatment sequence consists of the trigger utterance (the learner utterance containing errors), the teacher's corrective feedback (recast), and either the learners' immediate response to the feedback (uptake) or a topic continuation by the teacher or student (Lyster & Ranta, 1997).

3.5.2 The Coding System

All the trigger utterances, recasts, and uptakes in the error treatment sequences were identified. The recasts were then categorized according to length and the linguistic focus as below.

- (1) Length: This category involves the length of the error addressed by the recast. (see Appendix 1 for the transcription of each example)

- a) Word: Only one word in learners' utterance is incorrect or deficient and the teacher recasts the learners' utterance.

Example 1 (in unit 4-3: Reading the picture book)

M: I want to be and pink butterfly

T: I want to be a pink butterfly.

M: I want to be a pink butterfly.

- b) Short Phrase: Short phrase (more than two words) excluding a finite verb in learners' utterance is incorrect or deficient and the teacher recasts the learners' utterance.

Example 2 (in unit 4-3: Reading the picture book)

M: I have to eat.....

T: I have to eat something pink.

M: Something pink.

- c) Clause : More than two words including a finite verb in learner's utterance were incorrect or deficient and the teacher recast the learners' utterance.

Example 3 (in unit 9-2: Learning the prepositions)

T: Where is a white cat?

M: Under the white cat.

T: Under the desk.

M: Under the desk white cat.

T: The white cat is under the desk.

M: The white cat is under the desk.

(2) Linguistic Focus: This category involves the linguistic aspect of the error addressed by the recast. (see Appendix 1 for transcription for each example)

- a) Pronunciation: Learner's utterance contains the error of pronunciation and the teacher recasts the learners' utterance.

Example 4 (in unit2-5: Reading the picture book)

M: This breakfast is hut!

T: This breakfast is hot!

M: This breakfast is hot!

- b) Vocabulary: Learner's utterance contains the error of vocabulary and the teacher recasts the learners' utterance.

Example 5 (in unit4-3: Q & A about the picture book)

T: What's this?

Y: It's a kuri.

T: It's a chestnut.

Y: It's a chestnut.

- c) Grammar: Learner's utterance contains the error of grammar and the teacher recast the learners' utterance.

Example 6 (in unit7-1: Reading the picture book)

Y: This is no my cat.

T: This is not my cat.

Y: This is not my cat.

When more than one type of error was addressed, the dominant linguistic focus was determined for a final coding.

3.5.3 The Characteristics of Errors that were Recast

Table 3 shows the frequency of recasts corresponding to the characteristics of errors in learners' utterances.

Table 3 *Frequency of characteristics of recasts*

Category	Frequency(n)	Percentage (%)
Length(Length of error)		
a. Word	154	65.8
b. Short phrase	7	3.0
c. Clause	73	31.2
Total	234	
Linguistics Focus		
a. Pronunciation	38	16.2
b. Vocabulary	122	52.2
c. Grammar	74	31.6
Total	234	

In terms of length, the recasts focused most frequently on word-length errors (65.8%), while vocabulary errors were most

frequently focused in term of linguistic focus (52.2%)

3.5.4 The Characteristics of Recasts and Learner Uptakes

Table 4 shows the frequency of recast and uptake corresponding to the characteristics of errors in learners' utterances.

Table 4

Relationship between characteristics of errors and uptake

Characteristics	Recast (n)	Uptake (n)	Percentage (%)
Length			
a. Word	154	123	79.9
b. Short phrase	7	5	71.4
c. Clause	73	51	69.9
Total	234	179	76.5
Linguistic Focus			
a. Pronunciation	38	35	92.1
b. Vocabulary	122	110	90.2
c. Grammar	74	34	45.9
Total	234	179	76.5

In a total of 234 recasts, 179(76.5%) were repeated or incorporated (uptake). It is interesting to note that the

percentage of uptakes is different in the characteristic of errors. The recasts for word-length errors produced higher rate of uptakes (79.9%) than the recasts for clause-length errors (69.9%) and the recasts for short phrase-length (71.4%). Pronunciation-recasts (92.1%) and vocabulary-recasts (90.2%) produced a substantially higher rate of uptake than grammar-recasts (45.9%).

Chapter 4. Discussion

The first research question asked the characteristics of errors that were recast. The results indicate that in terms of length, the recasts focused most frequently on word-length errors (65.8%), while vocabulary errors were most frequently focused in term of linguistic focus (52.2%). That is, the utterances containing a single error were most frequently recast. To what extent do those recasts promote uptake? Which of the characteristics of recasts are related to learner uptakes (research question 2)? Are those recasts effective for noticing and acquisition (research question 3)?

This section investigates the characteristics of recasts that are related to learner uptakes and the extent to which learners may notice the recast and modify their utterance containing errors in the process of acquisition.

4.1 The Length of the Error

In terms of length, the clause-length errors were less modified than the word-length errors and short phrase-length errors. The fact that the word-length errors were most frequently modified may show that the recast for fewer word errors yield higher rate of noticing and uptake. Sheen (2006) argued that the single-move recasts that entail only one recast

move in a single teacher turn were more effective than the multi-move recasts that entail more than one teacher feedback move containing at least a single recast in a single turn. Also, in the current case study, the recasts focused on only one word (word-length recast) were better noticed and incorporated than the recasts focused more than two words (short phrase-length recast and clause-length recast).

Especially, the clause-length errors were difficult to be modified, because these errors sometimes contained errors in sentence structure as shown in Example 7.

Example 7 (in unit 9-2: prepositions are main target)

T: Where is a yellow cat?

M: Basket in yellow cat.

T: In the basket. A yellow cat is in the basket.

M: A yellow cat is in the basket.

M tried to explain the situation in the picture book in English, but she used Japanese sentence structure. By recasts, she learned the phrase "in the basket" and modified her utterance. M made the mistakes of applying Japanese grammar to English sentences, when she tried to make new sentences by herself. On the other hand, Y seldom made mistakes by

interference of the mother tongue. Y answered the questions by one word or the target sentence that she had already learned. She did not try to make new sentences by herself.

4.2 The Linguistic Aspect of Error

In terms of linguistic aspect, the recasts for pronunciation errors and vocabulary errors produced a high rate of uptakes (more than 90%). The pronunciation-focused recasts (92.1%) yielded slightly more frequent uptakes than the vocabulary-focused recasts (90.1%). These high rates of uptakes mean that the pronunciation-focused recasts and the vocabulary-focused recasts were easily noticed by learners. This result coincides with Mackey, Gass, and McDonough's (2000) finding. They researched learners' perceptions about interactional feedback and found that the learners were relatively accurate in their perceptions about lexical, semantic, and phonological feedback. However, in this case study, not only the recasts for grammatical errors and morphological errors but also the pronunciation-focused recasts and the vocabulary-focused recasts were sometimes hard to be noticed by learners, as shown in Examples 8 and 9.

Example 8 (in unit 6-4: Learning a vocabulary)

T: What is this?

Y: Clou....

T: It's a cloud.

Y: Clou.

T: Cloud.

Y: Cloud.

Example 9 (in unit3-2: Learning a target sentence)

M: I pu [u] ck back he nose.

T: I put back his nose.

M: I puts back he nose.

T: I put back his nose.

M: I put back he nose.

T: **His** nose.

M: His nose.

It was difficult for the learners to notice the consonants, such as "d [d] ", "t [t] ", "s [z] ", that were at the last positions of the words, because these consonants were unfamiliar to them and difficult to hear. It is also interesting that, in example 9, the learner noticed the verb-focused recast at first and modified it. Also in example 10, the possessive form-focused recasts were not perceived at first.

Example 10 (in unit3-2: Learning a target sentence)

Y: I put back....

T: I put back his eyes.

Y: I put back he eyes.

T: I put back **his** eyes.

Y: I put back his eyes.

In Example 10, two words (his and eyes) were recast because the learner was not able to recall the words that she has already learned. Two words (his and eyes) were recast; however she noticed only one word (eyes) the first time and modified the only one word. At the second recast, she noticed the other recasted word (his) and modified her utterance. Both recasted words ended with -s [z] , however the learner noticed the noun-focused recasts earlier than the possessive form-focused recasts. Mackey *et al.* (2000) reported that morphologically-focused recasts were generally not perceived as compared with lexical, phonological feedback, due to the lack of importance of morphosyntax in comprehension. Also in these examples, the verb-focused recast (put) and the noun-focused recast (eyes) were perceived earlier due to the importance in comprehension. Then, is the recast of a content word, such as verb and noun, always perceived at first?

In Example 11, the learner noticed the preposition-focused recast at first, and then noticed the noun-focused recast second, although the preposition is not as important as the noun in comprehension. Why was the prepositions-focused recast noticed first?

Example 11 (in unit9-3: prepositions are main target)

T: Where is a gray cat?

Y: ...

T: **On** the chair.

Y: On...

T: On the chair.

Y: On the chair.

It is also interesting to consider the character of recast in terms of accents. Since learning prepositions were the main target in this lesson, the preposition "on" was pronounced emphatically by the teacher. Also in Examples 9 and 10, the words that were noticed at first (put and eyes) were emphatic words. The content words, such as verb and noun, are likely to be pronounced with emphatic accent. As a result, these words are salient in speech. The results of these examples suggest that whether the recast is noticed depends on the saliency of the words. Recasts are not incorporated without noticing, therefore,

to exaggerate the recast by accent is an effective way. Sheen (2006) pointed out that the saliency of recast influenced the effectiveness. Sheen (2004) also reported that rising intonation or emphasis, often accompanied by stress were effective for high rate of uptake.

4.3 Consonant and Vowel in Grammar-focused Recasts

As has been mentioned, the participants in this case study are unfamiliar to the consonants, such as “d [d]”, “t [t]”, “s [z]”. Especially when the words end with these consonants, catching these words was difficult for them, because their mother tongue (Japanese) does not have such sounds. Therefore the recasts for those words are likely to be not salient for them and not generally noticed. Then, when a word that consists of vowel sounds (a-indefinite article) was recasted unemphatically, did the participants notice the recasts? Table 5 shows the relationship between characteristic of recast and uptake.

Table 5

Relationship between characteristic of recasts and uptakes

Recast for		Recast (n)	Uptake (n)	Percentage (%)
Indefinite article (a, an)	M	12	4	33.3
	Y	11	2	18.1
Plural form (-s)	M	13	7	53.8
	Y	11	5	44.5
Negative (not)	M	9	6	66.7
	Y	9	4	44.4

These characteristic of recasts were categorized into grammar in Table 4. The grammar-focused recasts were less modified, as compared with the pronunciation-focused recasts and the vocabulary-focused recasts. In Table 5, although indefinite article is vowel sound, the recasts for them were not generally modified (M: 33.3%, Y: 18.1%). The plural form-focused recasts (M: 53.8%, Y: 44.5%) and the negative form-focused recasts (M: 66.7%, Y: 44.4%) were also not generally modified. These grammar-focused recasts were almost categorized to the word length errors focused recasts that produced high rates of uptakes, therefore uptake by repetition or modifying the errors must be not difficult for the participants. However each grammar error was recast many times and the

utterances containing errors were seldom modified. It suggests that the grammar-focused recasts were difficult to be noticed, even if the word is composed of vowel sound. The indefinite article-focused recasts were less emphatic than the plural form-focused recasts and the negative form-focused recasts, therefore those recasts were often not noticed. The saliency brought by emphasis played a significant role in noticing the recasts. Moreover, it may be relevant to the developmental sequences which showed a higher degree of accuracy for plural-s than for article 'a'.

4.4 Noticing the Grammar

There was little difference between M and Y in learning words from recasts. However, they did not learn grammar equally. As shown in Table 5, rates of uptakes of M were always higher than that of Y. To benefit from the grammar focused recasts, the learner must notice the grammar. M found that unlike Japanese, English has plural forms by hearing recasts and after noticing it (Example12), she used the plural form correctly.

Example 12 (in unit1-1: reading the picture book)

T: What are they?

M&Y: Two pear.

T: Two pears. They are....?

M: Three plums! Ookattara -s[z] ga tsukuno!

T: That's right. They are....?

M&Y: Four strawberries. Five oranges.

Instead of the teacher, M recast Y's utterances when Y was not able to use correct plural forms. Since M recast Y's plural form over and over again, M became more sensitive to the plural forms. M learned through teaching Y, as shown in Figure 1.

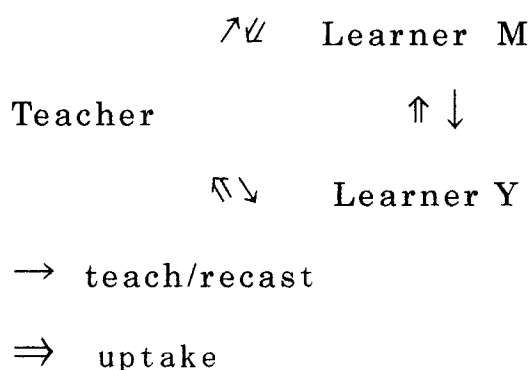


Figure 1. Teaching is learning

To the contrary, Y was not able to use the plural form, because she did not notice the rule. She repeated the correct plural form immediately by hearing the recast, but she was not able to apply this grammar to other sentences. It may suggest that Y was not a developmentally "ready" learner who benefit

from plural form's recasts. This example suggests that the noticing the rule has a significant role to benefit from the grammar-focused recasts. Sakai (2004) researched the effectiveness of recast that focused on morpheme "s" and reported that the recasts promoted noticing the gap only when the learner had already had the knowledge about the grammar. However, in this study, M noticed the grammar by herself by hearing recasts again and again and benefited from them.

As to the negative form, M and Y did not easily notice the difference between not and no. Since "t" sound is difficult to hear for them, they had difficulty in finding the difference between them. By the recasts that accompanied by stress, the recasts became explicit and they finally noticed the gap and modified their utterances. However, they did not notice the grammatical difference between not and no. It will be difficult for them to use not and no correctly in other sentence. Also as to the infinitive, they did not notice that "a" means singular. To learn the grammar, the learners need help in noticing. Even if the learners can response to the recast immediately by repeating it, without understanding the meaning and form of the words and sentences that were recast, the learners do not benefit from the recasts. Recasts must be used for becoming 'grammar-aware', in order to incorporate a lot of grammar

teaching through recasts. Therefore, for promoting the noticing in grammar, some devices, such as the representation of the sentences, may be needed. Bigelow *et al.* (2006) examined the role of literacy in the acquisition of second language oral skills through a partial replication of Philp's (2003) study of recasts in NS-NNS. They found that the more literate group recalled all recasts significantly better than the less literate group and suggested that literacy may augment language learners' ability to use visual formal lexical representations in short-term memory in processing corrective feedback. As this study shows that the visual representations should be a good device to help noticing.

4.5 Language Anxiety

To promote noticing and uptake, minimizing second language anxiety is also important. Sheen (2008) suggested that language anxiety is a factor influencing not only whether recasts lead to modified output but also whether they promote learning. Woodrow (2006) also argued that second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language. In the current study, the learners relaxed in the lessons, because the lessons were given by the learners' mother. Nevertheless, when the

participants heard a new story in the lesson, their attention was concentrated on understanding the meaning, and they did not notice the recasts until they understand the whole sentences and feel at ease. They tried hard to understand the meaning first. For example, in lesson 2 of unit 8, they answered my questions ("What's this?") by one word and did not use the key sentence (It's a ...), because they concentrated on meaning and did not notice the recasts that contained the key sentence (see Appendix 2). But in the next lesson, M answered the questions by using the key sentence, because she understood the meaning and noticed the form. An environment that learners can relax and understand the meaning was necessary in order to afford to pay attention to the form.

4.6 Recasts without Immediate Response of the Learners

The findings of the current study revealed that the learners were relatively accurate in their perceptions about lexical and phonological recasts as compared with grammatical recasts, and the recasts that focused on shorter errors were more easily noticed than those that focused on longer errors. In addition, the emphasis accompanied by stress played an important role for the noticing and the language anxiety influences the uptake.

However, the effectiveness of recasts may be not measured

only by the immediate responses of the learners. In this case study, the participants spoke out the modified utterances by recasts after the lesson although they had not been able to modify their utterance immediately. In lesson 2 of unit 3, children learned the key sentence ("I put back his eyes."), but speaking out this key sentence was hard for them and they were not able to modify their ill-formed utterance immediately, because pronouncing the consonant "p" was difficult for them. However, they mastered the key sentence in the next lesson, because they were accustomed to speaking out "p" by singing the song. M used this sentence also in a daily life. She said, "I put back my ball.", when she cleared up. As Mackey & Philp (1998) stated, the immediate notice and response of the learners to recasts may not be a predictor of whether that learner will subsequently make use of the recast. The observation of whether the learners make use of the recast after the lesson is needed.

In terms of length, word-length errors were most frequently noticed and modified (79.9%) by the recasts. In addition, there were few recasts that modified same words again and again. That means that the participants benefited from the word-length recasts. These recasts were categorized into the pronunciation-focused recasts and the vocabulary-focused recasts that produced high rates of uptake (92.1% and 90.2%) in

terms of linguistic focus. These recasts were salient because most of them were content words with emphatic accent. Moreover they needed only one change of the utterances, therefore, they were likely to be reformed. On the other hand, the short phrase-errors-focused recasts produced lower rate of uptake (71.4%). What is the reason for this? Didn't the learners notice the recast? It is also possible that they noticed the recast, however, they were not able to response to the recast, because the recast sentences were too long and complicated for them. Philp (2003) argues that long recasts are difficult for learners to hold in working memory. The learners of this case study are children who are beginners; therefore it may be difficult to hold the recast in their working memory and modify their preceding utterance as shown in Example 13.

Example 13(in unit4-3: Reading the picture book)

T: The caterpillar said, "I have to eat something red".

M: I have to...

T: eat something red.

M: eat something red.

In this example, M tried to repeat the sentence after the teacher's recast but she was not able to repeat the whole

sentence. Then the teacher recasted not the whole sentence but the short phrase that composed of three words, because M was not able to use expressions that were composed of more than five words. As a result, M was able to repeat the recast.

The reason why the short phrase-length recast yielded higher rate of uptake than clause-length recast is that the participant learned the short phrase as a chunk. Nakamoto (2001) also pointed out that children learn the sentences as a chunk according to the function. M and Y learned the short phrases that consisted of three or four words as a chunk, as if the phrases were one word. Especially, Y tended to learn the short phrases as a chunk, therefore she was not able to apply these phrases to another sentences. She learned also the short sentences, such as "I am hungry." and "It's hot." as a chunk and used in her daily life, although she had not been able to speak out these sentences in the lesson.

Nakayama (2001) pointed out that to teach the expressions and words that learners can use in their daily lives is important, because the learners get many chances to recall the expressions and vocabularies after the lessons. In this case study, M and Y learned words that they use in the daily life, such as the names of fruits, foods, insects, body parts, colors, animals and plants, therefore, they have many chances to recall and use these words

after the lessons. It is important that the recalling the words and the sentences that were recasted again and again.

These findings suggest that although many researchers maintain that learner uptake immediately followed by learners may benefit second language learning, it is impossible to claim that only uptake itself is an instance of second language learning or that no uptake means the absence of learning. As Mackey and Philp (1998) also noted, although recasts may not elicit an immediate response from the learner, they may have an effect in the long term.

4.7 Recast and Other Teacher Feedback Types

In this study, as compared with other feedback types, recast seemed to be most effective way for these reasons.

- 1) Explicit correction stops the conversation and increases learners' language anxiety.
- 2) Clarification requests also increase learners' language anxiety, because learners can not reform their ill-formed utterances by themselves.
- 3) Metalinguistic feedback is not suitable for these learners, because they do not understand grammatical terms.
- 4) Elicitation is not suitable for these learners, because they can not find the correct form by themselves.

5) Repetition is likely to provide positive affective feedback and learners do not notice the gap between the ill-formed utterances and the correct form.

However, as their vocabulary became more abundant, they preferred to repair their errors by themselves through elicitation. At the beginning of the lessons, recasts were given 2 or 3 seconds after children made mistakes, but at the end of the lessons recasts were often given almost 5 seconds after they made mistakes, because they wanted to repair their ill-formed utterances by themselves. They felt a sense of achievement by repairing errors by themselves. After learners broaden their vocabulary, helping them repair by themselves seems important.

Recast is originally in a caretaker talk. In caretaker talk, children lead the conversation and caretakers adjust their speech to accommodate children. Caretakers create environments that help children try to say words with confidence. Children rarely have language anxiety, because caretakers react positively although children make errors in their speech. While adults promote communication by caretaker talks that are adjusted to children's language level, adults introduce the leads to changing children's level over to the upper level for helping children's language learning. Not only caretaker talk but also the teachers' feedback should be

adjusted to learners' language level to promote learners' learning. As Aljaafreh & Lantolf (1994) pointed out, all types of feedback are potentially relevant for learning, but their relevance depends on where in the learner's zone of proximal development a particular property of the L2 is situated.

Chapter 5. Conclusion

The present study showed that interactional modification by recast is effective for L2 acquisition, when learner notice these recasts (research question3). The recasts that yielded high rates of uptake were characterized by the following (research question 2): 1) recasts focused on only one errors; 2) vocabulary and pronunciation-focused recasts that did not end with the consonants, such as d [d] ,t [t] ,s [z] ; 3) recasts with emphasis that often accompanied by stress. Moreover, to benefit from grammar-focused recasts, learners had to notice the rule in the sentences or learn the grammar. To promote noticing in recasts, the device, such as showing sentences as a visual representation may be effective, since learners can see a gap between recasts and their utterance. When learners concentrated on understanding the meaning, they seldom noticed recasts, because they did not afford to pay attention to form. Therefore recast must be given after learners understand meaning and afford to pay attention to form. It is also important to take into account their students' level of second language proficiency when making decision about recast.

Yatsugi (2001) argued that continuous lessons enable learners to hear unemphatic consonants that are difficult to hear. Although recasts that composed of consonants are less

effective for immediate learners' response, continual hearing such unfamiliar sounds is significant for language development. Leeman (2003) showed that recasts not only offer implicit negative evidence, but they also provide positive evidence. By receiving continual recasts, learners are gradually accustomed to unfamiliar pronunciations and acquire vocabularies, phrases, and sentences. Receiving recast as positive evidence can facilitate language development.

Mackey & Oliver (2002) explored the effects of interactional feedback on children's second language development and showed that the children's interlanguage seemed to be impacted by feedback relatively quickly, while similar studies with adults have demonstrated more delayed effects. Also in this study, recasts lead to development relatively quickly. The participants were sometimes not able to respond to recasts immediately, however, they can respond to the same recasts easier at the following lesson. Children receive recasts by caretaker also for first language acquisition in their daily life. This may explain why children seem to be more receptive to recasts. In addition to being more receptive to recasts, children in this study were fully and actively engaged in carrying out the task and interacting with the teacher. As Mackey (1999) pointed that more active involvement was important to facilitate learning. Their active

involvement in the interaction may be a reason why the participant benefited from recasts.

Children in this study have learned about 160 words and 40 expressions containing S-V, S-V-C, and S-V-O rule for eight months (see Appendix 3). They enjoyed singing English songs and reading picture books. Stories in these books offered a whole imaginary world, created by language, which children can enter and enjoy. Since the songs and the stories were good comprehensible input for the children, they tried to communicate in English by using these input with pleasure. After eight months of lessons, they feel interest in English literacy and want to read English books by themselves.

Although the participants were sometimes not able to respond immediately to the recasts, recasts are effective in this study. Also for young learners in elementary school, recasts must be effective. Like recasts in first language acquisition, recasts in second language learning are not useless endeavor and worth keeping, although they do not have an immediate effect.

Inevitably, there are a number of limitations to this study. One of these involves the numbers of the participants. In this study, because the participants were only two children, the generality of the findings may be limited. It would be desirable

for future studies to address the issue of recast by using larger and more diverse groups of participants. The number of learners may influence the effectiveness of recasts, because the previous researches showed that frequency of directly receiving recasts is a great factor to benefit from recasts (Mackey, 1999). Moreover, since the recast is originally a caretaker talk and need a communication that are adjusted to learners' language level, the intimate relationship between teachers and learners may be needed. The interactional process of recast is clearly worthy and important areas for future investigation.

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Appendix 1:

Transcripts of Examples 1 - 13

Example 1 and 2 (Unit 4-3 Reading the picture book together)

T: Perhaps a pink butterfly.

M: I want to be and pink butterfly.

T: I want to be a pink butterfly.

M: I want to be a pink butterfly.

I eat..... I have to eat.....

T: I have to eat something pink.

M: Something pink.

I have to eat something pink.

Example 3 and 7 (Unit 9-2 Learning prepositions)

(Looking at the picture of cats)

M: This is Mayu! (Pointing the cat in the picture)

Y: No! This is Yui! (Pointing the same cat in the picture)

T: Cute cats! Where is an orange cat?

(M and Y point the orange cat)

T: Yes, an orange cat is on the bed.

M: On the bed.

T: Where is a gray cat? A gray cat is on the chair.

M: On the chair.

T: Where is a white cat?

M: Under the white cat.

T: Under the desk.

M: Under the desk white cat.

T: The white cat is under the desk.

M: The white cat is under the desk.

T: Where is a brown cat?

M: Under the chair.

T: Very good! Where is a yellow cat?

M: Basket in yellow cat.

T: In the basket. A yellow cat is in the basket.

M: A yellow cat is in the basket.

T: Where is a black cat?

M: On the desk. It's me.

Example 4 (Unit2-5 Using target sentence" Thisis hot!")

T: Breakfast!

M: This breakfast is hut!

T: This breakfast is hot!

M: This breakfast is hot!

T: Miso soup!

M: Miso soup is hot!

T: Hot cake!

Y: Hot cake!

T: Is hot.

Y: Hot!

Example 5 (Unit4-3 Reading the picture book together)

T: I have to eat

M: I have to eat something brown.

T: What's this?

Y: It's a kuri.

T: It's a chestnut.

Y: It's a chestnut.

M: It's a chestnut....It's a brown chestnut. Yum-yum-yum. It's good!

Y: Yum-yum-yum. It's good!

Example 6 (Unit7-1 Reading the picture book together)

T: Have you seen my cat?

Y: Have you seen my cat?

T: This is not my cat.

Y: No....cat....

T: This is not my cat.

Y: This is no my cat.

T: This is not my cat.

Y: This is not my cat.

Example 8 (Unit6-4 Learning new vocabularies)

T: Let's look at the picture!

It's a sun.

Y: Sun.

T: It's a yard.

M: A yard.

T: What is this?

Y: Clou.....

T: It's a cloud.

Y: Clou.

T: Cloud.

Y: Cloud.

Example 9 and 10 (Unit 3-2 Reading the picture book together)

M: I pu [u] ck back he eyes.

T: Put

M: Put

T: I put back his eyes.

M: I put back his eyes

Y: I put back....

T: I put back his eyes.

Y: I put back he eyes.

T: I put back **his** eyes.

Y: I put back his eyes.

M: I pu [u] ck back he nose.

T: I put back his nose.

M: I puts back he nose.

T: I put back his nose.

Y: Put!

M: I put back he nose.

T: **His** nose.

M: His nose.

Y: I put back he ..his ..mouth.

Example 11(Unit9-3 Learning prepositions)

T: Where is a gray cat?

Y:

T: **On** the chair.

Y: On.....

T: On the chair.

Y: On the chair.

T: This orange cat is sleeping on the bed.

Y: This orange cat is sleeping

T: On the bed.

Y: On the bed.

Example 12 (in unit1-1: reading the picture book)

T: What is this?

M&Y: One pear.

T: Yes. What s this?

M&Y: One plum.

T: Great. What are they?

M&Y: Two pear.

T: Two pears. They are.....?

M: Three plums! Ookattara -s[z] ga tsukuno!

T: That's right. They are....?

M&Y: Four strawberries. Five oranges.

Example 13 (Unit4-3 Reading the picture book)

T: The caterpillar said, "I have to eat something red."

M: Something red

T: Red. I have to eat

M: I have to.....

T: Eat something red.

M: Eat something red.

T: What's this?

M: A red apple.

T: Yes! Yum-yum-yum. It's good!

M: It's good.

Appendix 2:

Lesson Plan and Journal after the Lesson (Unit 1-1)

Date: January 18th, 2009

Text book: Very Hungry Caterpillar

Aim of this lesson: To read the picture book

Objectives as teacher: Reading clearly and slowly so that children can follow the direction.

Objectives for children: To understand the story of the picture book roughly.

Procedure:	time	Assumptions	In Class Observation
Reading the picture book	20	Children will try to read the sentences after me.	Children enjoyed reading very much. They repeated after me in a loud voice delightfully. They found that "hungry" sounds like "angry" and enjoyed the difference. "Cone" and "corn" are also similar in the pronunciation for them.

Journal after the lesson

I was very glad to see that children enjoyed reading the picture book very much. But it was a surprise to me that the different pronunciations such as hungry and angry sound alike for children. I have to pronounce words carefully. Y said, "I am hungry" in a right situation in the daily life.

Lesson Plan and Journal after the Lesson (Unit1-2)

Date: January 20th, 2009

Text book: Very Hungry Caterpillar

Aim of the Lesson: To learn what day it is today.

To learn names of fruits

Objectives as teacher: To say the words clearly and slowly so that children understand them well

Objectives for children: To understand the names of fruits and learn them.

New words: apple(-s), strawberry(-ies), plum(-s), pear(-s), orange(-s)

Procedure:	Time	Assumptions	In Class Observation
Singing a song "Sunday, Monday, Tuesday"	5	Children will sing a song pleasingly.	M and Y enjoyed singing very much.
Checking words	5	Children will learn new words with cards.	M was able to say the names of the fruits and found the difference between the plural and the singular. Y also said the names of the fruits, but she didn't notice the difference between the plural and the singular.
Concentration game with the cards of the fruits	10	Children will enjoy the game and learn the words.	Children enjoyed the game and learned the words. They understand the meaning of the words and spoke out the words.

Journal after the lesson

It was interesting that M noticed the plural form. Y did not notice it, even though I emphasized it. They sometimes answered yes-no question in English.

Lesson Plan and Journal after the Lesson (Unit1-3)

Date: January 21st, 2009

Text book: Very Hungry Caterpillar

Aim of the Lesson: To learn what day it is today.

To learn new words

Objectives as Teacher: To speak the words clearly and slowly so that Children understand them well

Objectives for Children: To review the words they learned.

Procedure:	time	Assumptions	In Class Observation
Singing a song "Sunday, Monday, Tuesday"	5	Children will sing a song pleasingly.	M and Y enjoyed singing very much.
Learning words (name of the fruits and the foods in the book)	5	Children can say the words.	Y noticed the difference between the plural and the singular, because M stressed the plural form.
Concentration game and missing game with the cards of the fruits	10	Children will enjoy the game and review the words.	They understand the meaning of the words and were able to say the words. But Y often got fussy, because she lost in the game.

Journal after the lesson

It was interesting that Y learned the plural form from M's pronunciation. Children were able to say the plural forms correctly after I modified.

Lesson Plan and Journal after the Lesson (Unit1-4)

Date: January 22nd, 2009

Text book: Very Hungry Caterpillar

Aim of the Lesson: To learn what day it is today.

To learn new words

Objectives as Teacher: To speak the words clearly and slowly so that children understand them well

Objectives for Children: To learn the new words.

The words: leaf, egg, sun, moon, light, chocolate cake

Procedure:	time	Assumptions	In Class Observation
Singing a song "Sunday, Monday, Tuesday"	5	Children will sing a song pleasingly.	M and Y enjoyed singing very much.
Learning new words.	5	Children will be able to learn these words easily.	They learned the new words and said in the loud voice.
Concentration game and missing game with the cards of the fruits		Children will enjoy the game and review the words.	Y sometimes got fussy.
Reading the picture book together	10	M will read it together, but Y will listen to it.	"Pop" sounded fun for the children. They thought that "pop" means jump. They jumped from the sofa and cried "Pop".

Journal after the lesson

Y got fussy, when she lost in the game. I have to avoid the competition between M and Y. I will try to find the game which needs the collaboration. Y sometimes didn't want to repeat the words after me.

Lesson Plan and Journal after the Lesson (Unit1-5)

Date: January 23rd, 2009

Text book: Very Hungry Caterpillar

Aim of the Lesson: To review the words.

To learn the new song and the words

Objectives as Teacher: To check if children recall the words they learned.

Objectives for Students: To review the words with the game and learn the new words.

The words: leaf, egg, sun, moon, light, chocolate cake, apple(s), pear(s), plum(s), strawberry (ies), orange(s)

Procedure:	time	Assumptions	In Class Observation
Singing a song "Sunday, Monday, Tuesday"	5	Children will sing a song pleasingly.	M and Y enjoyed singing very much.
Singing a new song "Ten little fingers"	5	Children will sing a song pleasingly.	M tried to sing but it was not so easy. Y lost her temper, because she wanted to play a game.
Concentration game and missing game with the cards of the fruits	5	Children will enjoy the game and review the words.	Y was in good spirits, because she won in the game. They were able to say the words they learned.
Reading the picture book together	5	M will read it together, but Y will listen to it.	M tried hard to read the book. She read all except verbs. The noun was easiest to learn for her.

Journal after the lesson

M understood what I said in English, but Y sometimes didn't understand. Children answered in English, when the questions were easy to understand for them.

Lesson Plan and Journal after the Lesson (unit1-6)

Date: January 26th, 2009

Text book: Very Hungry Caterpillar

Aim of the Lesson: To review the names of colors.

To enjoy coloring a picture book

Objectives as Teacher: To see whether children recalled the words and the names of the colors that they learned in this picture book

Objectives for children: Hearing my instruction and coloring the pictures.

Procedure:	time	Assumptions	In Class Observation
Singing a song "Sunday, Monday, Tuesday"	5	Children will sing a song pleasingly.	Children enjoyed singing.
Coloring the picture book	40	Children will color the picture book, while talking with me about colors.	Children colored the picture book pleasingly. They understood the words and the names of colors that they learned in this picture book.

Journal after the lesson

When children made errors in their speech production, I tried to recast what children said. M understood what the recasts meant and repeated after me if the recasted sentences were short. But Y did not understand the recasts.

Lesson Plan and Journal after the Lesson (Unit1-7)

Date: January 27th, 2009

Text book: Very Hungry Caterpillar

Aim of the Lesson: To read the picture book

To learn the key sentences and use it in conversation

Objectives as Teacher: Helping children learn the key sentences by heart.

Objectives for Students: Learning the key sentences in the picture book by heart.

Key sentence: ____ ate _____. (E.g. I ate one apple.)

Procedure:	time	Assumptions	In Class Observation
Reading the picture book	10	Children will say the names of foods.	M was able to repeat after me. Y repeated only the names of foods and the number.
Saying the key sentence “_ ate_.”	5	M will say the key sentences. Y will listen to it.	M was able to say the key sentences. (E.g. “The pig ate an apple.”)
Question & answer “What did the caterpillar eat?”	5	M can answer to the question.	M answered by using the key sentence. Y answered by saying only the names of food.
Finding the words in the picture book	5	Children will enjoy finding the words.	Children have learned almost all names of the foods in the picture book. They were able to point the correct words.

Journal after the lesson

M learned almost all nouns by heart, however, dropped the verbs. Children preferred to correct mistakes by themselves before receiving recasts.

Lesson Plan and Journal after the Lesson (unit2-1)

Date: February 10th, 2009

Song: Pease Porridge Pot

Text book: Richard Scarry's best word book, Goldilocks and the three bears

Aim of the lesson: To sing the song with the finger play.

To learn the new words about the breakfast.

To understand the story.

Objectives as teacher: Helping children understand the story of the picture book.

Objectives for children: Singing the song and listening to the reading of the picture book.

Procedure:	time	Assumptions	In Class Observation
Learning the words of the song with the picture cards and singing the song.	5	Children will learn the words easily and sing the song.	They understood the words and sang with the finger play.
Learning the new words about the breakfast.	10	They have already known many words about the breakfast.	Y was very happy, because she was able to say many words in English
Reading the picture book	10	They can guess the story of the picture book.	They understood the story. They were able to answer some questions about the story.

Journal after the lesson

It was good that we did some activities of vocabulary. Children were very happy, because they were able to say many names of foods in English. It was a surprise that they understood the story immediately and answered the questions.

Lesson Plan and Journal after the Lesson (unit2-2)

Date: February 15th, 2009

Song: Pease Porridge Pot

Text book: ALC Picture dictionary 2000 words for Kids, Goldilocks and the three bears

Aim of the Lesson: To sing the song with the finger play.

To read the story.

Objectives as teacher: Reading clearly and slowly so that children understand the meaning.

Objectives for children: Singing the song and listening to the reading.

Procedure:	time	Assumptions	In Class Observation
Finding the dogs in the picture dictionary.	5	They will enjoy this game.	They said "I have found it.", when they found the dogs in the picture dictionary.
Singing a song	5	They will enjoy the song.	They sang the song happily.
Reading the picture book	5	They will repeat after me.	M tried to read the book together.

Journal after the lesson

They enjoyed the finding game, but there were a few chances to speak in English.

Lesson Plan and Journal after the Lesson (unit2-3)

Date: February 17h, 2009

Song: Pease Porridge Pot

Text book: ALC Picture Dictionary 2000 words for Kids, Goldilocks and the three bears

Aim of the Lesson: To sing the song with the finger play.

To learn the words about the breakfast and key sentences.

Objectives as teacher: Helping children learn key sentences.

Objectives for children: Singing the song and learning key sentences in the picture book.

Key sentence: Do you like ____? Yes, I do. / No, I don't.

Procedure:	time	Assumptions	In Class Observation
Listening to the CD of the dictionary and answering the questions.	5	Children will answer the questions correctly.	They answered the questions correctly and showed that they have learned the words in the dictionary.
Learning the sentences "Do you like ____?" "Yes, I do." "No, I don't"	10	It will be difficult for Y.	To pronounce "No, I don't" was difficult for children. Y imitated my pronunciation better than M.
Reading the book	5	They will try to repeat after me.	M tried to read the alphabets, and Y tried to repeat after me.
Finding game in the book "Where is ____?"	5	They will find the character.	They enjoyed the finding.

Journal after the lesson

It was a surprise that Y said, "It's good" at the dinner. She enjoyed using the expressions that she had learned in the picture book. Learning short sentences seem to be easy for children.

Lesson Plan and Journal after the Lesson (unit2-4)

Date: February 18th, 2009

Text book: ALC Picture Dictionary 2000 words for Kids, Goldilocks and the three bears

Aim of the Lesson: To learn the words about the breakfast.

To read the story and learn the key sentence.

Objectives as teacher: Reading the book clearly and slowly so that children learn key sentences.

Objectives for children: Learning the key sentences in the picture book by heart.

Key sentence: Do you like ____? Yes, I do. / No, I don't.

Procedure:	time	Assumptions	In Class Observation
Listening to the CD of the dictionary and answering the questions	5	Children will answer the questions correctly.	They have learned the words in the dictionary. They answered the questions correctly.
Learning the sentence "Do you like ___?" "Yes, I do." "No, I don't"	10	Children will try to answer the questions.	They answered the questions better than the last lesson. They were able to say "Yes, I do.", "No, I don't".
Reading the book	5	They will try to repeat after me.	M tried to read the alphabets, and Y tried to repeat after me.

Journal after the lesson

They were very sleepy and hard to learn the key phrases by reading the picture book.

Lesson Plan and Journal after the Lesson (unit2-5)

Date: February 22th, 2009

Text book: Goldilocks and the three bears

Aim of the Lesson: To learn the key sentences and use them in conversation.

Objectives as teacher: Checking whether they learn the key sentences correctly and recasting when they make mistakes.

Objectives for children: Learning the key sentences by heart and use it in conversation.

Key sentence: This breakfast is hot.

Procedure:	time	Assumptions	In Class Observation
Making the cards of food (hot dog, miso soup, tea, pancake)	15	Children will enjoy drawing.	They enjoyed drawing and learned the words easily
Card game - Pick one card I say and make a sentence. "This tea (hot dog, miso soup, and pancake) is hot."	10	They will try to make sentences.	Children made sentences easily.
Reading the book	5	They will try to repeat after me.	They enjoyed reading.

Journal after the lesson

They learned new sentences easily, but it is not sure whether they noticed the structure of the sentences. What is needed to notice the sentence structure?

Lesson Plan and Journal after the Lesson (unit2-6)

Date: March 3rd, 2009

Text book: Goldilocks and the three bears

Aim of the Lesson: To check whether children have learned the key sentences correctly.

Objectives as Teacher: Recasting when children make mistakes.

Objectives for Students: Answering the questions by using the key sentences.

Key sentences: Do you like ____? Yes, I do. / No, I don't.

_____ is hot.

Procedure:	Time	Assumptions	In Class Observation
Reading the book	5	Children will listen to me.	They listened to me.
Playing the Game, "True or false" " Do you like ____?" "Yes, I do." "No, I don't", "Is this breakfast hot?" Etc.	15	They will try to answer the questions.	They answered the questions correctly, but sometimes did not use key sentences. When I recasted their utterances, they modified their utterances.

Journal after the lesson

Children understand all sentences in the picture book. M can use these sentences in the right situation.

Lesson Plan and Journal after the Lesson (unit3-1)

Date: March 15th, 2009

Text book: A Teddy Bear Song: One little finger

Aim of this lesson: Listening to the reading and understanding the story

Objectives as teacher: Helping children understand and enjoy the story.

Objectives for children: Listening to the reading and understanding the story.

Procedure:	time	Assumptions	In Class Observation
Listening to the reading(CD)	5	Children will listen to the CD eagerly.	They listened to the CD and enjoyed the picture book.
Reviewing the words of body parts	5	They will recall some words.	They recalled a few words, such as a head, a nose and eyes.
Q&A "Do you like a teddy bear?"	3	M knows how to answer this question. Y will not recall how to answer this question.	M answered, "Yes, I do". Y heard M's answer and understood how to answer. Y answered also "Yes, I do".
Listening to the song	3	They will listen to the song pleasantly.	They listened to the song and tried to sing it pleasantly.

Journal after the lesson

Children listened to the CD very eagerly because of the interesting sound effect in the CD and the story. They tried to speak out some words, such as a head, a nose, and eyes after listening to the song.

Lesson Plan and Journal after the Lesson (unit3-2)

Date: March 20th, 2009

Text book: A Teddy Bear

Aim of this lesson: Listening to the reading and understanding the story

Objectives as teacher: Reading the picture book clearly and slowly so that children understand it.

Objectives for children: Listening to the reading and understanding the story.

Procedure:	time	Assumptions	In Class Observation
Singing the song "One little finger"	3	Children will listen to the CD eagerly and try to sing it.	They sang the song with the gesture.
Reading the picture book	17	They will listen to the reading.	They tried to read the picture book together. But to pronounce the whole sentences, such as "I put back his eyes" was very difficult for them

Journal after the lesson

Children were able to sing the text, such as "Put it on your head" rhythmically. But speaking out same sentences without the melody and the rhythm of the song was difficult.

Lesson Plan and Journal after the Lesson (unit3-3)

Date: March 21st, 2009

Text book: A Teddy Bear

Aim of this lesson: Singing the song and reading the picture book.

Objectives as teacher: Reading the picture book clearly and slowly so that children learn the key sentence by heart.

Objectives for children: Singing the song and learning the key sentences by heart.

Key sentences: I put back his nose. (mouth, ears, arms, legs)

Procedure:	time	Assumptions	In Class Observation
Singing the song "One little finger"	5	Children will sing the song pleasantly.	Children sang the song better than the last lesson.
Reading the picture book	10	Children will learn the key sentence "I put back his eyes. (nose, mouth, ears, arms, legs)" by heart.	They learned the key sentence by heart. They said "I put back his eyes. (nose, mouth, ears, arms, legs)", while they saw the pictures.

Journal after the lesson

At the last lesson, it was hard for children to speak out the key sentences, because pronouncing the consonant "p" was not easy for them. But, at the today's lesson, they were able to speak out the consonant smoothly, because they were accustomed to speaking out "p" sound by singing the song several times. I recasted the plural form (arm→arms)and the possessive form(he→his). Children noticed my recast and incorporated into following speech.

Lesson Plan and Journal after the Lesson (unit3-4)

Date: March 22nd, 2009

Text book: A Teddy Bear

Aim of this lesson: Learning the key sentences by heart

Objectives as teacher: Recasting the key sentences if children make errors

Objectives for children: Learning the key sentences by heart.

Key sentences: I put back his nose. (mouth, ears, arms, legs)

What's this?

Procedure:	time	Assumptions	In Class Observation
Singing the song "One little finger"	5	Children will sing the song pleasantly.	They sang the song smoothly and rhythmically.
Learning the key sentences	10	They will learn the key sentences by heart.	They learned the key sentences perfectly.

Journal after the lesson

Children learned the key sentences by heart. Moreover, M used this sentence in a daily life. She said, "I put back my ball." when she cleared up.

Lesson Plan and Journal after the Lesson (unit3-5)

Date: March 30th 2009

Text book: A Teddy Bear

Aim of this lesson: Review of unit 3

Objectives as teacher: Check whether children use the key sentences correctly.

Objectives for children: To make up the paper craft that was torn apart while saying, "I put back....."

Key sentences: I put back his nose. (mouth, ears, arms, legs)

What's this?

Procedure:	time	Assumptions	In Class Observation
Making up the paper craft that was torn apart while saying, "I put back....."	15	Children will make up the paper craft pleasantly, while saying the key sentences.	They learned the name of the body parts and key sentences. They made up the paper craft, while saying the key sentence, "I put back his....."
Checking whether they understand the interrogative sentences and the imperative sentences such as, "What's this?", and "Where is his ear?" and "Please put back his..."	10	They will answer my questions.	They understood my questions and imperative sentences. They answered my questions correctly.

Journal after the lesson

Children were able to say the names of body parts and the key sentences of unit3 in a play.

Lesson Plan and Journal after the Lesson (unit4-1)

Date: March 29th, 2009

Text book: A beautiful butterfly Song: Action colors

Aim of this lesson: Listening to the reading and understanding the story

Objectives as teacher: Helping children understand and enjoy the story.

Objectives for children: Listening to the reading and understanding the story

Procedure:	Time	Assumptions	In Class Observation
Listening to the reading while looking at the picture book.	15	Children will listen to the reading eagerly.	They understood the story. They repeated the names of colors and fruits.
Listening to the song and singing it.	5	They will listen to the song pleasantly.	They listened to the song and tried to sing it pleasantly. It was difficult for them to pronounce "clap your hands".

Journal after the lesson

Children listened to the reading very eagerly. They tried to speak out some words that they have already known, such as good, blue, pink, red, one apple, chest nut.

Lesson Plan and Journal after the Lesson (unit4-2)

Date: March 31st, 2009

Text book: A beautiful butterfly Song: Action colors

Aim of this lesson: Listening to the reading and learning the key sentences.

Objectives as teacher: To help children learn the key sentences and recast when they make mistakes.

Objectives for children: Learning the key sentences.

Key sentences: I have to eat something blue. (red, yellow, pink, brown)

Yum-yum-yum. It's good.

Procedure:	Time	Assumptions	In Class Observation
Reading the picture book	15	They will learn some phrases.	They learned the key sentences and phrases, such as "I am a caterpillar", "It's good." and "something blue".
Singing the song "Action colors"	5	Children will sing a song.	They sang the song with the gesture. They were able to sing "clap your hands, stump your feet, raise your hands"

Journal after the lesson

Learning the long sentences, such as "I have to eat something red." were difficult for children. But they learned the short sentences and the phrases easily. Children said, "It's good" at the dinner time.

Lesson Plan and Journal after the Lesson (unit4-3)

Date: April 5th, 2009

Text book: A beautiful butterfly Song: A beautiful butterfly

Aim of this lesson: Learning some phrases and key sentences.

Objectives as teacher: Checking whether children learn the key sentences correctly and recasting when they make mistakes.

Objectives for children: Learning the key sentences by heart.

Key sentences: I have to eat something blue. (red, yellow, pink, brown)

Yum-yum-yum. It's good.

I want to be a blue butterfly. (red, yellow, pink, brown)

Procedure:	time	Assumptions	In Class Observation
Singing the song "I am a caterpillar"	5	Children will sing it pleasantly.	Children sang the song cheerfully.
Q&A about the story (e.g. "Where is a green caterpillar?")	5	Children will answer the questions easily.	M helped Y. When Y answered, "pink.", M recasted, "It's pink", and Y said, "It's pink."
Learning key sentences and phrases by heart (e.g. "I have to eat something red.")	10	Children will learn the key sentences.	M was able to say, "I have to eat something red." by my recast. She learned the phrases "I have to eat" and "something red" separately and combined these phrases by recast.

Journal after the lesson

It was interesting that M recasted Y and Y incorporated it. Children learned short phrases separately and combined these phrases to make sentences.

Lesson Plan and Journal after the Lesson (unit4-4)

Date: April, 6th 2009

Text book: A beautiful butterfly Song: A beautiful butterfly, Action colors

Aim of this lesson: Learning the key sentences by heart

Objectives as teacher: Recasting the sentences if children make errors

Objectives for children: Learning the sentences by heart.

Key sentences: I have to eat something blue. (red, yellow, pink, brown)

Yum-yum-yum. It's good.

I want to be a blue butterfly. (red, yellow, pink, brown)

Procedure:	Time	Assumptions	In Class Observation
Singing the song "A beautiful butterfly"	5	Children will sing the song pleasantly.	They sang the song smoothly and rhythmically.
Listening to the reading and learning the sentences	15	They will learn the key sentences by heart.	They learned the short sentences and phrases.
Singing a song "Action colors"	5	Children will sing the song pleasantly.	They sang the song smoothly and rhythmically.

Journal after the lesson

Children learned some short sentences by heart. Moreover, M and Y used these sentences in a daily life. They said at the table, "Yum-yum-yum, it's good."

Lesson Plan and Journal after the Lesson (unit4-5)

Date April, 9th 2009

Text book: A beautiful butterfly

Aim of this lesson: Review of unit 4

Objectives as teacher: Check if children use the sentences that they learned correctly.

Objectives for children: Answering to the questions.

Key sentences: I have to eat something blue. (red, yellow, pink, brown)

Yum-yum-yum. It's good.

I want to be a blue butterfly. (red, yellow, pink, brown)

Procedure:	Time	Assumptions	In Class Observation
To sing the song "I am a butterfly"	5	Children will sing the song pleasantly.	They sang it smoothly.
Reading the story together	10	They will repeat after me.	They repeated phrases that they were able to speak out.
Singing the song "Action colors"	5	Children will sing the song cheerfully.	They sang it with the gesture.
True or false quiz	15	They will answer to the questions about this story by using sentences that they learned.	M answered to the questions by using sentences that she learned, on the other hand, Y answered by using the words that she learned.

Journal after the lesson

M answered my questions by using some short sentences, but it was difficult to make long sentences (more than seven words). When I recasted her answers, she incorporated them at the next utterance. Y answered to the questions by some words, but she did not use sentences, although I recasted.

Lesson Plan and Journal after the Lesson (unit5-1)

Date: April, 18th, 2009

Text book: Me Myself Song: This is my family, Me myself, The feeling song

Aim of this lesson: Listening to the reading and understanding the story

Objectives as teacher: Helping children understand and enjoy the story.

Objectives for children: Listening and understanding the story.

Procedure:	Time	Assumptions	In Class Observation
Listening to the reading while looking at the picture book.	15	Children will listen to the reading eagerly.	They understood the story. They tried to repeat words and phrases.
Listening to the songs and singing them.	5	They will listen to the songs pleasantly.	They listened to the songs and enjoyed singing them. It was difficult for them to sing full sentences.

Journal after the lesson

Children listened to the reading very eagerly, because the main character of this picture book was a girl, who was seven years old. Children were very interested to know the daily life of this heroine the same age of M.

Lesson Plan and Journal after the Lesson (unit5-2)

Date: April 23rd, 2009

Text book: Me Myself

Song: This is my family, Me myself, The feeling song

Aim of this lesson: Listening to the reading and learning key sentences.

Objectives as teacher: To help children learn key sentences and recast when they make mistakes.

Objectives for children: Learning key sentences.

Key sentences: I am happy. (sad, kind, rude, pretty, ugly, clean, dirty)

Procedure:	Time	Assumptions	In Class Observation
Reading the picture book	15	They will learn key phrases.	They learned the key sentences, such as "I am happy (sad, kind, rude, pretty, ugly, clean, and dirty)."
Singing the songs	5	Children will sing the songs.	To pronounce the words, such as merry, tired, was not easy for them.

Journal after the lesson

Speaking long sentences, such as "Sometimes I am good, but sometimes I am bad." were difficult for them. They repeated only the adjectives.

Lesson Plan and Journal after the Lesson (unit5-3)

Date: April 30th, 2009

Text book: Me myself Song: This is my family, Me myself, The feeling song

Aim of this lesson: Learning key sentences.

Objectives as teacher: Checking whether children learn key sentences correctly and recasting when they make mistakes.

Objectives for children: Learning key sentences by heart.

Key sentences: I am happy. (sad, kind, rude, pretty, ugly, clean, dirty)

Is she happy? (sad, kind, rude, pretty, ugly, clean, dirty)

Procedure:	time	Assumptions	In Class Observation
Singing the songs	5	Children will sing the songs pleasantly.	They enjoyed singing the songs. M sang the songs perfectly.
Reading the picture book	15	It will be not easy for them to say the whole sentences.	It was difficult for them to say the whole sentences. They repeated only adjectives.
Q&A about the story	15	Children will answer the questions by using adjectives.	They answered to the questions by using adjectives.

Journal after the lesson

They understood my questions and answered correctly by using Yes/no and adjectives.

Lesson Plan and Journal after the Lesson (unit5-4)

Date: May, 5th 2009

Text book: Me myself

Aim of this lesson: Talking about myself

Objectives as teacher: Recasting the sentences if children make errors

Objectives for children: Talking about themselves

Procedure:	time	Assumptions	In Class Observation
Talking about themselves by using the expressions they have learned.	20	Children will answer the questions and talk about themselves.	They talked about their name, age, address and character.

Journal after the lesson

At first, children answered my questions with one word. However, after they received my recasts, they answered by using the expressions that they had learned, except for the expressions that were composed of more than five words. Speaking out long expressions was a hard work for them.

Lesson Plan and Journal after the Lesson (unit5-5)

Date: May, 6th 2009

Text book: Me myself

Aim of this lesson: Review of unit 5

Objectives as teacher: Checking if children use the sentences that they learned correctly.

Objectives for children: Answering to the questions

Procedure:	time	Assumptions	In Class Observation
Reading the story together and talking about the story.	15	Children will learn the expressions by heart and talk about the story.	They understood the story. M used the key expressions by herself, and Y needed my help to speak out the whole sentences.

Journal after the lesson

In this unit, children had difficulty with learning long sentences that are composed of more than five words.

Lesson Plan and Journal after the Lesson (unit6-1)

Date: May, 12th, 2009

Text book: Little Red Riding Hood (in Longman young children's picture dictionary)

Song: the Bug Song

Aim of this lesson: Understanding the story and learning new words

Objectives as teacher: Helping children understand and enjoy the story.

Objectives for children: Understanding the story and learning the new words.

New words: beetle, cricket, bee, ant, spider, worm, caterpillar, ladybug, butterfly

The dialog: A: Look! A butterfly!

B: Wow!

Procedure:	Time	Assumptions	In Class Observation
Listening to the reading while looking at the picture book.	7	Children will listen to the reading eagerly.	They understood the story.
Learning new words	5	They will learn new words easily.	It was not easy to learn eight new words immediately.
Learning the dialog	3	They will learn the dialog easily.	They understood the dialog and repeated it.
Listening to the song and singing it.	3	They will sing it cheerfully.	They listened to the songs and sang it pleasantly.

Journal after the lesson

Children learned the new words and used these words in the dialog. However, learning eight new words in a lesson seemed to be too hard for children.

Lesson Plan and Journal after the Lesson (unit6-2)

Date: May, 14th, 2009

Text book: Little Red Riding Hood (in Longman young children's picture dictionary)

Song: the Fruit Chant

Aim of this lesson: Learning new words and a dialog

Objectives as teacher: To help children learn new words and the dialog and recast when they make mistakes.

Objectives for children: Learning the new words and the dialog.

New words: banana, peach, coconut, pineapple, grapes.

The dialog: Are you hungry? Yes. /No.

Procedure:	Time	Assumptions	In Class Observation
Review	5	Children will recall the words that they learned at the last lesson.	They recalled the words that they learned at the last lesson.
Learning new words	5	They will learn the new words easily.	They learned the new words easily.
Learning a dialog "Are you hungry?" "Yes/No."	3	They will learn the dialog easily.	They have known the word "hungry". It was easy for them to learn this dialog.
Singing the fruit chant.	3	Children will sing the chant.	They sang the chant at the first time and enjoyed it.

Journal after the lesson

Children learned five new words and the dialog in a lesson. They learned them easily, because they learned them by singing the chant.

Lesson Plan and Journal after the Lesson (unit6-3)

Date: May, 19th, 2009

Text book: Little Red Riding Hood (in Longman young children's picture dictionary)

Song: the fruits chant, the Outdoors Song

Aim of this lesson: Learning the new words and a dialog.

Objectives as teacher: Checking whether children learn the words and the dialog correctly
and recasting when they make mistakes.

Objectives for children: Learning the new words and the dialog.

New words: tree, grass, cloud, flower, house

The dialog: A: I can see the house.

B: Me, too!

Procedure:	time	Assumptions	In Class Observation
Review:			
Singing the fruits chant	5	Children will sing the chant correctly.	They recalled the names of the fruits and sang the chant.
Q&A about fruits. "Do you like _____?"	5	They will answer the questions.	They answered the questions correctly.
Learning the new words and the dialog. "I can see the house." "Me, too."	15	Children will learn the new words and the dialog easily.	They learned the new words and used them in the dialog.

Journal after the lesson

They learned the new words and the dialog easily and used them in the daily life. They pronounced them very smoothly, because they learned them by singing a song.

Lesson Plan and Journal after the Lesson (unit6-4)

Date: May, 24th 2009

Text book: Little Red Riding Hood (in Longman young children's picture dictionary)

Song: the Body Song

Aim of this lesson: Learning new words and a dialog.

Objectives as teacher: Recasting the sentences if children make errors

Objectives for children: Learning the new words and the dialog

New words: arm, elbow, hand, leg, foot

The dialog: A: Touch your ears.

B: OK.

Procedure:	time	Assumptions	In Class Observation
Review: Singing the Outdoor Song	5	Children will sing the song perfectly.	They sang the song very well.
Learning the new words and the dialog. "Touch your arm" "OK."	10	They will learn the words of body parts and the dialog easily.	They learned the body parts easily.
Game: Touch your arm (elbow, hand, leg, hand).	5	They will listen to my instructions and touch their body parts.	They followed my instructions and touched their body parts, and then they played also the role of the instructor.

Journal after the lesson

The imperative sentence was easy to understand for children. They immediately used the expression, "Touch your_____".

Lesson Plan and Journal after the Lesson (unit6-5)

Date: May, 26th 2009

Text book: Little Red Riding Hood (in Longman young children's picture dictionary)

Song: the Family Song

Aim of this lesson: Learning new words and a dialog.

Objectives as teacher: Check whether children learn new words and the dialog correctly.

Objectives for children: Learning the new words and the dialog.

New words: mommy, daddy, brother, sister, baby sister, grandpa, grandma, family

The dialog: A: Who's that?

B: My brother.

Procedure:	time	Assumptions	In Class Observation
Review: Singing the body song	3	Children will recall the names of body parts.	They learned the body parts.
Learning the new words and the dialog. "Who's that?" "My brother"	15	They will learn the names of the family easily.	They learned the names of the family and used them in the dialog.
Singing the Family song	2	They will learn the dialog by singing it.	They learned the dialog immediately and sang the song.

Journal after the lesson

In this unit, children learned the new words and the dialogs easily. They enjoyed learning the words and the dialogs that they can use in the daily life.

Lesson Plan and Journal after the Lesson (unit7-1)

Date: May, 31st, 2009

Text book: Have you seen my cat?

Aim of this lesson: Understanding the story and learning new words

Objectives as teacher: Helping children understand and enjoy the story.

Objectives for children: Understanding the story and learning the new words.

Key sentence: Have you seen my cat? / This is not my cat!

Procedure:	Time	Assumptions	In Class Observation
Listening to the reading while looking at the picture book.	10	Children will listen to the reading.	They understood the story.
Learning new words	5	They will learn the names of the animals.	It was not easy to learn eight names of the animals immediately.
Learning the phrases in the picture book "Have you seen my cat?" "This is not my cat."	5	They will learn the phrases easily.	They understood the phrases and repeated it.

Journal after the lesson

It was hard for children to recognize a difference between not and no. M noticed the consonant "t" in "not" by my recasts and was able to say, "This is not my cat."

Lesson Plan and Journal after the Lesson (unit7-2)

Date: June, 6th, 2009

Text book: Have you seen my cat?

Aim of this lesson: Learning the key sentences by heart.

Objectives as teacher: To help children learn the key sentences and recast when they make mistakes.

Objectives for children: Learning the key sentences by heart.

Key sentence: Have you seen my cat? / This is not my cat. / Where is my cat? / This is my cat!

Procedure:	Time	Assumptions	In Class Observation
Review: the names of the animals. "What's this?"	5	Children will recall the words that they learned at the last lesson.	They recalled the words that they learned at the last lesson.
Reading the picture book together.	10	They will repeat after me.	They repeated after me. I recasted many times, because the children were not able to recognize the difference between not and no.

Journal after the lesson

By clapping the hands rhythmically, the children felt the rhythm of the phrases and succeeded in speaking the phrases.

Lesson Plan and Journal after the Lesson (unit7-3)

Date: June, 7th, 2009

Text book: Have you seen my cat?

Aim of this lesson: Using the phrases that they learned in this unit.

Objectives as teacher: Checking whether children learn the key sentences correctly and recasting when they make mistakes.

Objectives for children: Using the phrases and expressing the situation.

Key sentence: Have you seen my cat? / This is not my cat. / Where is my cat? / This is my cat!

Procedure:	time	Assumptions	In Class Observation
Reading the picture book together	10	Children will repeat after me.	They learned the sentences by heart.
Game: Have you seen my ___?	10	They will use the sentences that they learned in this unit.	They answered my questions correctly by using the key sentences.

Journal after the lesson

Because the same sentences are repeated in the different scenes in this picture book, the children were not tired of repeating them.

Lesson Plan and Journal after the Lesson (unit8-1)

Date: July, 21st, 2009

Text book: what's this?

Song: Under the spreading chestnut tree, What's this?

Aim of this lesson: Learning the new words and understanding the story

Objectives as teacher: Helping children understand and enjoy the story.

Objectives for children: Learning the new words and understanding the story.

New words: cave, road, bridge, carpet, broccoli, coral, cotton candy

Key sentences: What's this? It's a _____.

Procedure:	Time	Assumptions	In Class Observation
Learning the new words with the words cards	10	Children will learn the new words easily by using the words cards.	They enjoyed the game of the words cards and learned the new words.
Card game	5	They will touch the cards that I say.	They learned the new words and touched the cards I said.
Listening to the reading	10	They will listen to the reading.	They understood the story.
Listening to the songs and singing them	10	They will try to sing them.	They listened to the song but were not able to sing them. The rhythm of the songs were too fast for them to sing

Journal after the lesson

The children enjoyed guessing the story until the last page of the story.

Lesson Plan and Journal after the Lesson (unit8-2)

Date: July, 31st, 2009

Text book: what's this?

Song: Under the spreading chestnut tree, What's this?

Aim of this lesson: Listening to the reading and learning the key sentence

The key sentences: What's this? It's aIt is not a

Objectives as teacher: To help children learn the key sentences and recast when they make mistakes.

Objectives for children: Learning the key sentences.

Procedure:	Time	Assumptions	In Class Observation
Review of the last lesson	5	They will recall the words that they have learned and answer my questions.	They recalled the words that they learned at the last lesson.
Listening to the reading	10	They will listen to the reading.	M tried to repeat after me. She repeated only the words and the short phrase, such as "No way!"
Singing the songs	10	Children will sing the songs and learn the key sentences.	They sang the songs slowly.

Journal after the lesson

When I asked the names of the things that appeared in the picture book, M did not use the key sentence, "It's a.....", but merely say the names.

Lesson Plan and Journal after the Lesson (unit8-3)

Date: August, 1st, 2009

Text book: what's this?

Song: What's this?

The key sentences: What's this? It's aIt is not a

Is this a? No, it is not. Yes, it is.

Aim of this lesson: Learning the key sentences.

Objectives as teacher: Checking whether children learn the key sentences correctly and recasting when they make mistakes.

Objectives for children: Learning the key sentences by heart.

Procedure:	Time	Assumptions	In Class Observation
Review of the last lesson	5	Children will remember the last lesson.	Y answered the names of the things without using the key sentences. M answered the questions by using the key sentences.
Singing the song "What's this?"	5	They will sing it by themselves.	They sang it very well by themselves.
Reading the picture book.	15	It will be not easy for them to say the whole sentences.	They repeated after me. They were able to say the whole sentences.

Journal after the lesson

The children did not use the key sentence structure at the last lesson, but at this lesson, they were able to use the key sentence structure by recasts.

Lesson Plan and Journal after the Lesson (unit8-4)

Date: August, 4th 2009

Text book: What's this?

Aim of this lesson: Using the key sentence structure.

The target sentences: What's this? It's aIt is not a

Is this a? No, it is not. Yes, it is.

Objectives as teacher: Recasting the sentences if children make errors

Objectives for children: Talking about themselves

Procedure:	time	Assumptions	In Class Observation
Talking about the picture book	20	Children will answer the questions and talk about the picture book.	They used the target sentences and answered my questions.
Sing the song "What's this?"	5	They will sing the song very well.	They learned the target sentences by singing this song. They sang it perfectly.

Journal after the lesson

The children learned the target words and the sentence structures by singing the songs and reading the picture book. They enjoyed learning the key sentences by singing the sentences in songs.

Lesson Plan and Journal after the Lesson (unit9-1)

Date: August, 16th, 2009

Text book: Our sweet home

Song: Our sweet home

Aim of this lesson: Learning the new words and understanding the story

Objectives as teacher: Helping children understand and enjoy the story.

Objectives for children: Learning the new words and understanding the story.

New words: flower, leaf, snail, vine, frog, puddle

Procedure:	Time	Assumptions	In Class Observation
Learning the new words with the words cards.	10	Children will learn the new words easily by using the words cards.	They enjoyed the game of the words cards and learned the new words pleasingly, because the small living creatures in the picture book were very cute.
Listening to the reading	10	They will listen carefully.	They listened to the reading and tried to repeat after me. They understood the story.
Listening to the songs and singing them	5	They will try to sing them.	They listened to the song and tried to sing it.

Journal after the lesson

The children enjoyed the story until the last page of the story. This picture book introduced the prepositions but the children always paid attention to the nouns.

Lesson Plan and Journal after the Lesson (unit9-2)

Date: August, 18th, 2009

Text book: Our sweet home

Song: Our sweet home

Aim of this lesson: Listening to the reading and learning the key sentences.

The target sentences: the preposition

Objectives as teacher: To help children learn the prepositions and recast when they make mistakes.

Objectives for children: Learning the prepositions.

New words: stone, ground, mole, rainbow, earth

Key sentence: It's my home. / Be careful. / Please don't step on me. / Where? / On a flower. / Behind a leaf. / Between vines. / In a puddle. / By a stone. / Under the ground.

Procedure:	Time	Assumptions	In Class Observation
Reading the picture book together	10	They will repeat after me and answer my questions.	Y repeated only the short phrases, such as "Step on me". M tried to repeat the whole sentences.
Singing the song	10	They will sing the song.	They sang the song very well.
Q&A "Where is a cat?"	10	It will be not easy for the children to use the prepositions.	M answered my questions by using the prepositions.

Journal after the lesson

I was surprised that M learned the prepositions easily. Y did not understand the prepositions.

Lesson Plan and Journal after the Lesson (unit9-3)

Date: August, 22nd, 2009

Text book: Our sweet home

Song: Our sweet home

Aim of this lesson: Learning the preposition.

Objectives as teacher: Checking whether children learn the preposition correctly and recast when they make mistakes.

Objectives for children: Learning the preposition.

Key sentence: It's my home. / Be careful. / Please don't step on me. / Where? / On a flower. / Behind a leaf. / Between vines. / In a puddle. / By a stone. / Under the ground.

Procedure:	Time	Assumptions	In Class Observation
Singing the song	5	Children will sing the song	Children learned the prepositions by singing the song.
Reading the book together	15	Children will repeat only the few words after me.	M repeated the whole sentences, but Y repeated only the short phrases.
Q&A "Where is a cat?"	5	It will be not easy for Y to use the prepositions.	M was able to use the prepositions (in, on, under). Y did not understand those prepositions.

Journal after the lesson

M understood the prepositions and used them immediately; however Y did not understand them. I think that this difference depend on the difference in their ages.

Lesson Plan and Journal after the Lesson (unit9-4)

Date: August, 23rd 2009

Text book: Our sweet home

Song: Our sweet home

Aim of this lesson: Using the key sentences.

The target structure: the preposition

Objectives as teacher: Recasting the sentences if children make errors

Objectives for children: Explaining the pictures in the book.

Key sentence: It's my home. / Be careful. / Please don't step on me. / Where? / On a flower. /
Behind a leaf. / Between vines. / In a puddle. / By a stone. / Under
the ground.

Procedure:	time	Assumptions	In Class Observation
Singing the song "Our sweet home"	5	Children will sing the song perfectly.	They sang the song perfectly.
Explaining the pictures in the book.	15	They will explain the pictures by using the prepositions.	They explained the pictures by using the prepositions. When I recasted the short phrases containing the prepositions, Y and M noticed the recasts and modified their previous utterances.

Journal after the lesson

It was interesting that the children noticed the recasts and modified their previous utterances by a unit of words chunk.

Appendix 3:

Vocabulary List that Children Learned

Body parts	eyes, nose, mouth, ears, arm, leg, tail, head, elbow, hand, foot
Family	father, mother, brother, sister, baby sister, grandpa, grandma
Fruits	apple, pear, plum, strawberry, orange, blueberry, banana, peach, chestnut, coconut, pineapple, grapes, watermelon
Vegetable	broccoli
Food	egg, chocolate cake, ice cream cone, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, cotton candy
Furniture	bed, chair, door, window, carpet
Space	kitchen, garbage, house, home
Facility	elementary school, yard, road, bridge
Plant	leaf, tree, grass, flower, trunk, branch, vine
Insect	caterpillar, butterfly, pupa, beetle, cricket, bee, ant, spider, worm, ladybug, snail
Animal	bear, cat, lion, tiger, puma, jaguar, cheetah, panther, bobcat, mole
Nature	moon, light, sun, cloud, sky, cave, coral, puddle, stone, ground, field, earth
Weather	sunny, rainy, windy, snowy, hot, cold
Day	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Color	red, green, blue, yellow, pink, white, black, gray, purple, brown, orange
Adjective	hungry, big, fat, beautiful, bad, good, dirty, little, happy, sad, kind, rude, pretty, ugly, clean, brave, timid, hard-working, lazy, neat, messy
Number	one, two, three, four, five, six, seven, eight, nine, ten
Verb	come up, look for, was, go, walk, like, run, put back, clean up, eat, live