

## Appendix A

### Summary of the learners' attempts in using four target structures

#### *Descriptive Statistics of the Learners' Attempts of Four Target Structures (Pre-test)*

Groups ( <i>n</i> =30 each)		<i>M</i>	<i>SD</i>
Recasts	Wh-	51.90	15.33
	Yes/no	18.63	12.39
	Irregular	21.87	6.80
	Regular	10.67	3.69
Negotiated prompts	Wh-	48.10	13.42
	Yes/no	20.53	12.68
	Irregular	21.57	5.58
	Regular	11.03	4.35
Control	Wh-	54.47	15.21
	Yes/no	14.37	9.06
	Irregular	22.67	8.44
	Regular	10.57	4.47

*Descriptive Statistics of the Learners' Attempts of Four Target Structures*

*(Immediate Post-test)*

Groups ( <i>n</i> =30 each)		<i>M</i>	<i>SD</i>
Recasts	Wh-	62.03	21.52
	Yes/no	18.57	11.72
	Irregular	20.20	8.48
	Regular	10.63	2.90
Negotiated prompts	Wh-	55.23	22.85
	Yes/no	17.40	11.99
	Irregular	19.47	6.72
	Regular	11.70	3.48
Control	Wh-	61.97	21.47
	Yes/no	15.40	10.06
	Irregular	20.57	6.34
	Regular	11.23	4.07

*Descriptive Statistics of the Learners' Attempts of Four Target Structures (Delayed Post-test)*

Groups ( <i>n</i> =30 each)		<i>M</i>	<i>SD</i>
Recasts	Wh-	59.63	17.61
	Yes/no	16.80	11.22
	Irregular	19.50	5.37
	Regular	12.87	4.38
Negotiated prompts	Wh-	58.70	18.97
	Yes/no	16.13	11.46
	Irregular	20.80	6.20
	Regular	11.43	3.72
Control	Wh-	60.57	17.42
	Yes/no	14.07	11.53
	Irregular	22.63	6.76
	Regular	11.77	6.16

## **Appendix B**

### **Samples of the Tests**

#### **I: Warming up**

##### **Directions:**

Please use English to describe how you spent your winter holiday.

#### **II: Spotting the difference**

##### **Directions:**

1. Two pictures are similar but have 20 differences between them. One picture will be shown on your computer's monitor, and the other is hidden.
2. You have to ask as many questions as you can to identify the differences between the two pictures. Please imagine that someone will answer all your questions after you finish so that you can find the differences.
3. Please start now.

#### **III: Story discovery**

##### **Directions:**

1. Four pictures will be shown one by one on your computer's monitor. When each picture is shown, you have one minute to ask questions. Please imagine that someone will answer all your questions so that you can figure out details about the story.
2. Now let's look at the four pictures one by one.

#### **Iv: Storytelling**

1. Let's look at the whole set of the pictures (6 pictures). You have one minute to prepare a story in detail. The story must start with: **Last Sunday...**
2. Please start to prepare now.
3. Please start to tell your story now: **Last Sunday...**

## Appendix C

### Sample of the treatment Lessons

#### **Guess the object: Questions (40 minutes)**

1. Divide the class into groups of three or four and ask each group to make a list of three or four subjects. The subjects could be famous people, famous books, TV programs or anything else.
2. Guide the students to make a list. It would be better if they know how to describe the items on their list in English.
3. One group stands in front of the class, and the rest of the class guesses the objects by asking questions.
4. The limit for each object is seven questions.
5. Give a point to the guessing group if the object is guessed within the number of questions allowed, and also give a point to the other group if the object is not guessed.
6. Total the points to decide the winner.

#### **Story Building: Past Tense Form (40 minutes)**

1. The teacher divides the students into groups of four or five and gives each group a set of pictures in random order.
2. The group has 2 or 3 minutes to reorder the pictures and then to make up a story based on the sequence of their pictures.
3. The story should be **creative and detailed, starting with “Last Sunday”**.
4. After the group discussion, each group will tell their story.
5. The whole class decides which group’s story is the best.

## Appendix D

### Summary of the Findings (Main analyses)

#### *Significant Within-group Contrasts and Magnitude of Effects*

Test	Pre vs. Imm	Pre vs. Delayed	Imm vs. Delayed
<b>Wh- Question</b>			
Recasts	Medium ( $d = .73$ )	Large ( $d = .83$ )	ns
Negotiated prompts	ns	ns	ns
Control	ns	ns	ns
<b>Interrogative</b>			
Recasts	ns	Medium ( $d = .59$ )	ns
Negotiated prompts	Medium ( $d = .49$ )	ns	ns
Control	ns	ns	ns
<b>Irregular past tense</b>			
Recasts	ns	Large ( $d = .80$ )	ns
Negotiated prompts	ns	ns	ns
Control	ns	ns	ns
<b>Regular past tense</b>			
Recasts	ns	ns	ns
Negotiated prompts	Medium ( $d = .46$ )	Medium ( $d = .52$ )	ns

Control	ns	ns	ns
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*Significant Between-group Contrasts and Magnitude of Effects*

Test	Recasts vs. Control	Prompts vs. Control	Recasts vs. Prompts
<b>Wh- Question</b>			
Immediate post-test	Large ( $d = .87$ )	ns	ns
Delayed post-test	Medium ( $d = .71$ )	ns	ns
<b>Interrogative</b>			
Immediate post-test	ns	Medium ( $d = .65$ )	ns
Delayed post-test	Large ( $d = 1.03$ )	Large ( $d = .85$ )	ns
<b>Irregular past tense</b>			
Immediate post-test	Large ( $d = .80$ )	Medium ( $d = .72$ )	ns
Delayed post-test	Large ( $d = 1.02$ )	ns	ns
<b>Regular past tense</b>			
Immediate post-test	ns	ns	ns
Delayed post-test	ns	ns	ns

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