

A Tellecollaborative Approach to Written Corrective Feedback

Nahid Zarei



Introduction

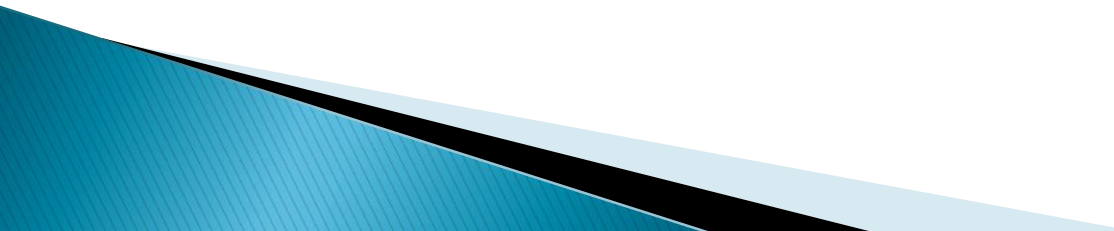
- ▶ The **dual characteristic of technology use** (the harms vs. benefits) has created a *quandary in educational settings leaving teachers in doubt whether to integrate it into the classroom or not.*
- ▶ One of these technological devices is the mobile phone which is usually banned at school due to the distractions and problems caused by different built-in or installed applications on this handheld device especially the Internet making smartphones inseparable from its users.

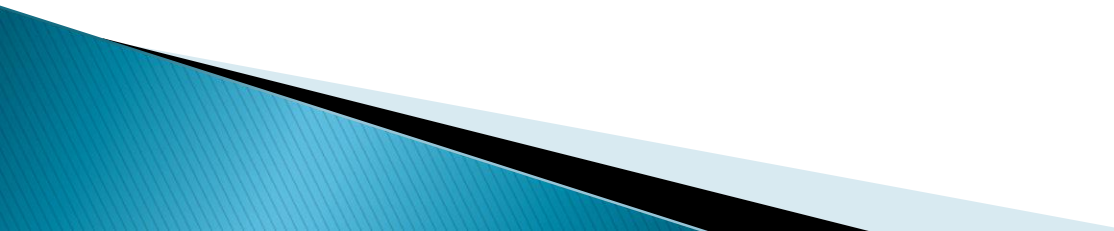




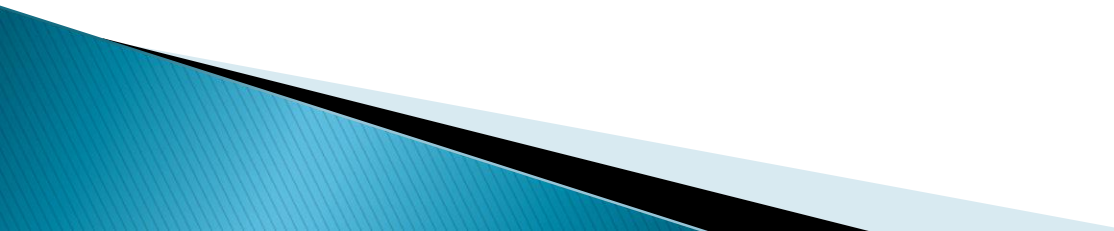


- ▶ Paradoxically, software and hardware pundits invent new and more sophisticated systems every day to integrate these devices into education and especially second or foreign language learning.
- ▶ However, as O’Bannon and Thomas (2015, p.110) note regarding that teachers are the “**gatekeepers of technology integration in the classroom**”, they will play an important role in the success or failure of it in education.

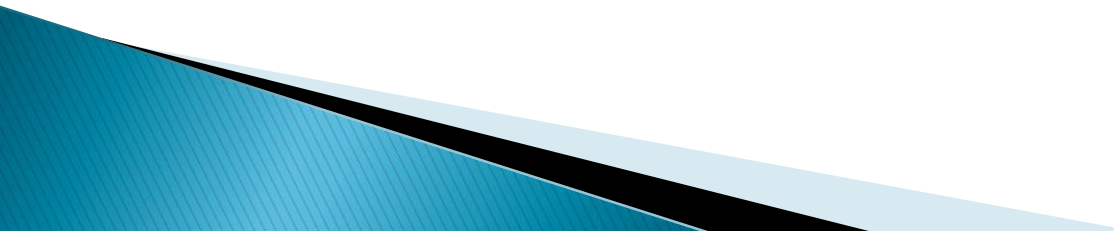
- ▶ There is no doubt learning happens when learners' tendencies and habits are taken into account and made use of.
 - ▶ Today smart phones plus social networks are very popular with young people to the extent that it has changed into an addiction.
 - ▶ Then why not turn this addiction into something beneficial like learning a second language, especially in the challenging skills like writing.
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- ▶ Writing in EFL is one of the demanding activities for learners, so adding color and variety to this activity may set the stage to improve this skill.
 - ▶ Although smartphones and their applications are ubiquitous, their use for language learning is still in their infancy and underexplored.
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The purpose of the study

- ▶ This study was designed to investigate the extent to which written corrective feedback through Telegram could help advanced L2 learners gain greater mastery over targeted linguistic errors, measured by improved accuracy in the writing of new texts over a 10-week period.
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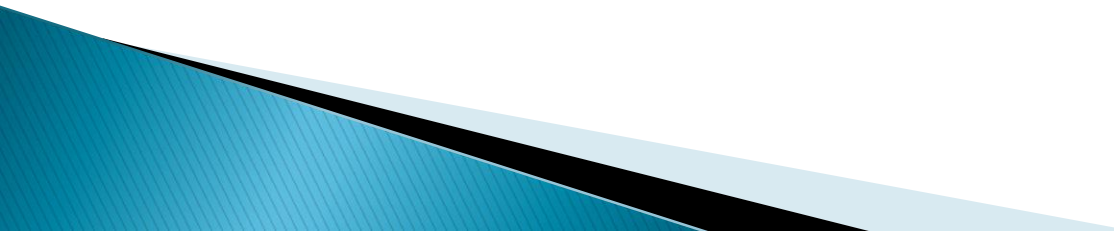
Research questions

- 1. Does advanced learners' accuracy vary according to written CF provided via Telegram?
 - 2. What are the students' perceptions of using Telegram in ESL classroom to improve writing?
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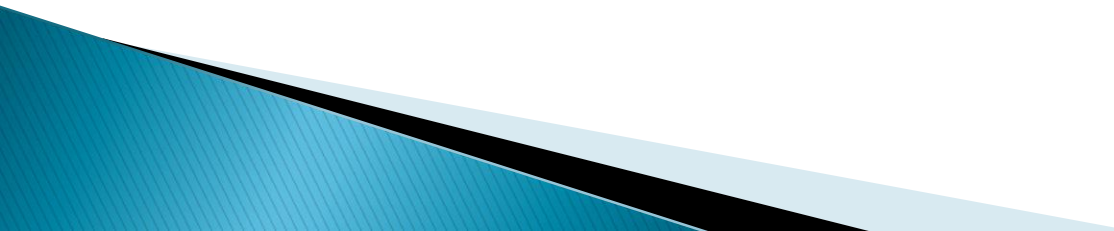
Context and participants

- ❑ The study was conducted at **Iran Language Institute**, one of the most popular English schools in Iran with almost 150000 learners at different levels of proficiency all over the country.
- ❑ Two intact advanced classes, taking general English courses, including **30 language learners** participated in the study. The participants were **females** with the age range of **17-25** and came from middle and high social class. They were high **school or university students**.

Target structures

- All linguistic forms and structures received written CF:
 - **Categories of grammar** (e.g., subject-verb agreement, ill-formed verbs etc.)
 - **Usage** (e.g., incorrect articles, prépositions etc.)
 - **Mechanics** (e.g., spelling, capitalization etc.)
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Instruments

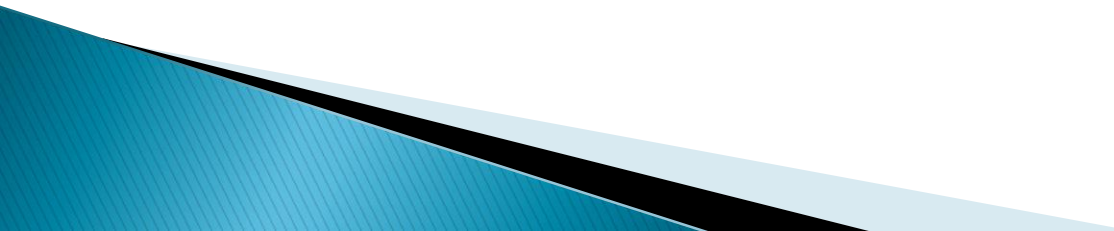
- ❖ The learners wrote paragraphs on different topics including **different paragraph types i.e., narrative, descriptive and expository**. All writings in pre, and post-test were of the same type of narrative.
 - ❖ The experimental group used their **cell phones, ipads, and tablets to post their writings on Telegram**.
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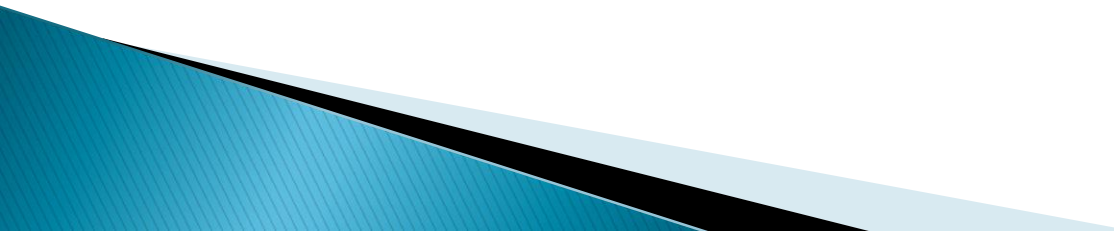
The design of the study

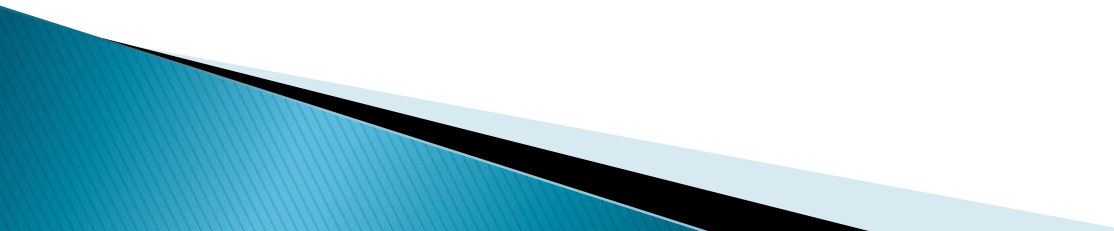
A mixed method design was used to answer the research questions:

- ❑ a pre-test at the beginning of the 10-week period, and a post-test at the end of week 10.
- ❑ For the purpose of **triangulation**, opinion surveys were administered at the end of the course regarding students' perceptions of the feedback received through Telegram.

Data collection

- The classes in this institute last 21 sessions held twice a week for about three months. The study started from session five in order to familiarize the learners with paragraph, its organization and types in the beginning sessions.
 - First, on session five (week three) both the control and experimental group were administered the pre-test. They wrote a narrative paragraph of 150 words in the class.
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- ▶ From session six on, the control group wrote a paragraph on paper and the experimental group posted their writings on Telegram every other session.
 - ▶ The control group received feedback from the teacher each time they wrote the paragraph and the experimental group received feedback first from their classmates and then the teacher.
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- ▶ The learners in the experimental group were taught to number each sentence in the paragraph so that it would be easy for other students and the teacher to address the mistakes while giving feedback.
 - ▶ I was watching the students while they were giving feedback to their peers. If they were right, I would affirm, otherwise I would correct them, too.
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Neda, [04.06.15 23:31]

Hi Zohre, nice job in line 2 omit but, it is not
used with although □ □ □ □ □ □ □

Sa.jj As, [04.06.15 20:04]

Hi Neda I could read your passage just a few minutes ago, it was fantastic. I couldn't find any mistakes 😊 ☐ 😊 ☐ 😊 ☐☐ ☐

Sarah, [04.06.15 20:18]

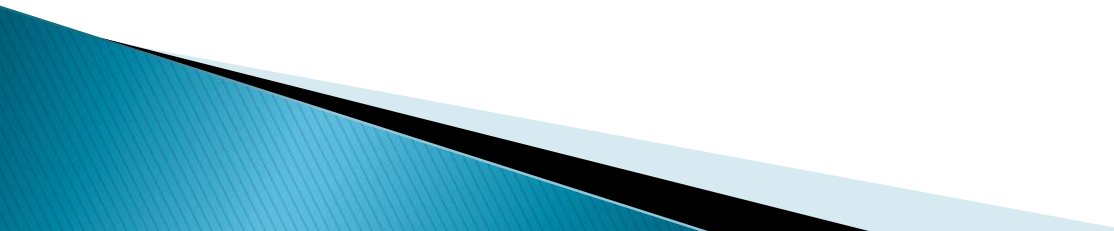
Thank you Sahar ☐ ☐ ☐ ☐

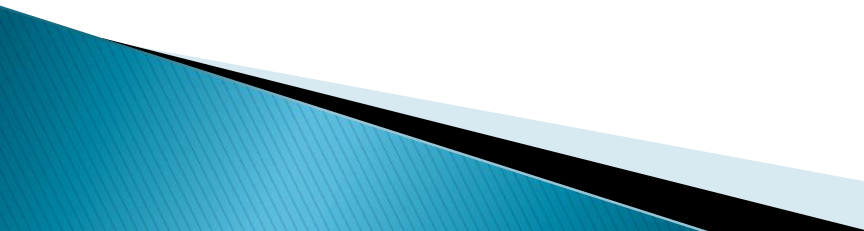
Nahid Zarei, [02.06.15 00:24]

Fahime your paragraph is good enough. Just remember, after “and” you must use a parallel structure. In 6 you should say to have better future. □

Nahid Zarei, [02.06.15 00:30]

Girls, you are right about Fahime's paragraph.

- ▶ The students were able to correct each other as well while providing feedback.
 - ▶ Finally, a post-test was given on session 18 to detect any differences in each groups' writing accuracy.
 - ▶ After final exam, the students in experimental group were asked to participate in focused group interview on Telegram.
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- ▶ I followed Kruger (2002) guidelines to give structure to the focus group interview.
 - ▶ The questions addressed the learners' ideas toward using Telegram for correction purpose including both the negative and positive aspects.
 - ▶ Sometimes the interview was synchronous when the learners were on line and sometimes asynchronous with students logging on to make comments as and when they wanted to. Overall it lasted about three days.
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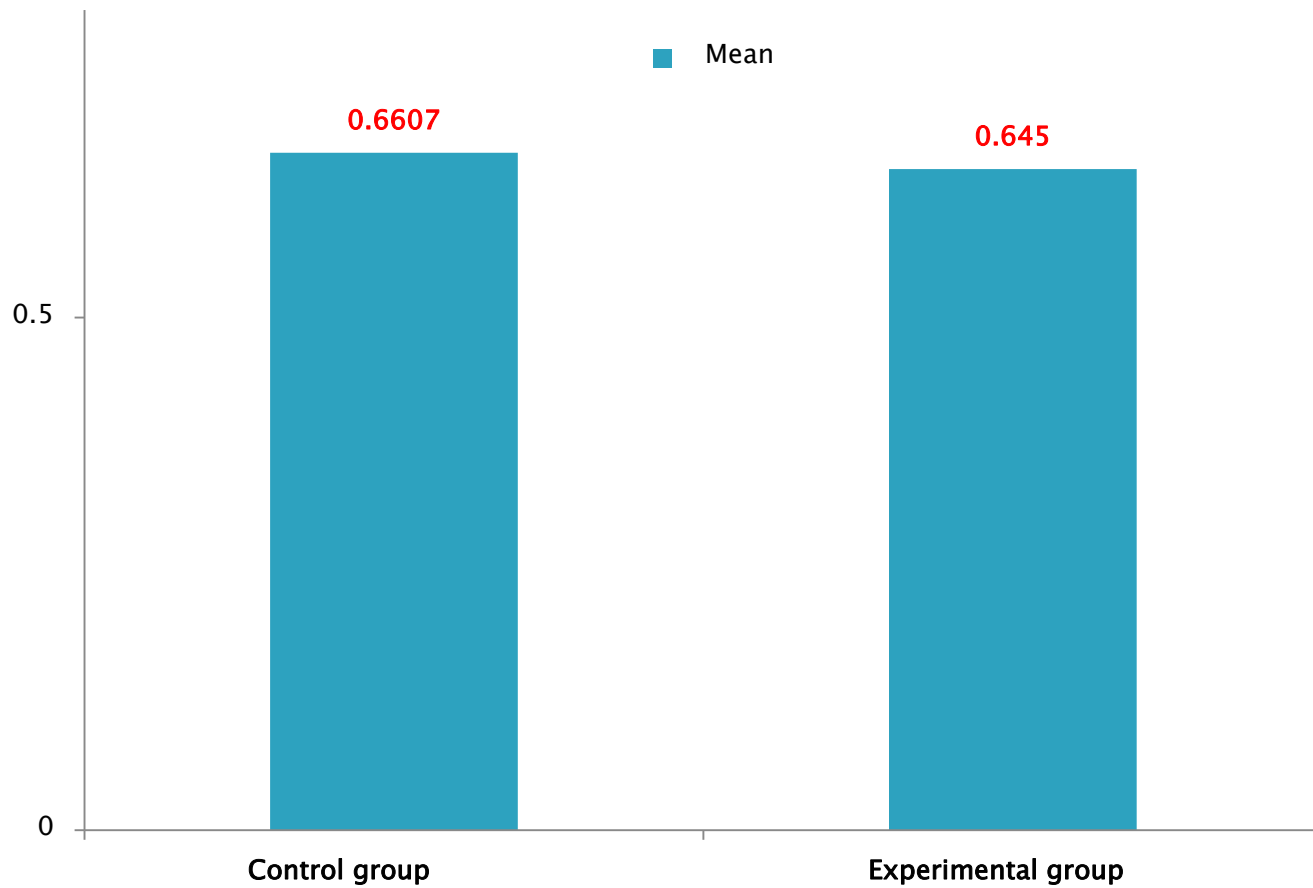
Data analysis and results

- ▶ To answer research question one, error-free clause/c was conducted to evaluate the accuracy of each writing.
- ▶ First, the total number of clauses in each sample was established. Then, each clause was evaluated to determine if it had any syntactic, punctuation, spelling, or lexical errors. The total number of EFC was then divided by the total number of clauses (EFC/C), resulting in a ratio score.

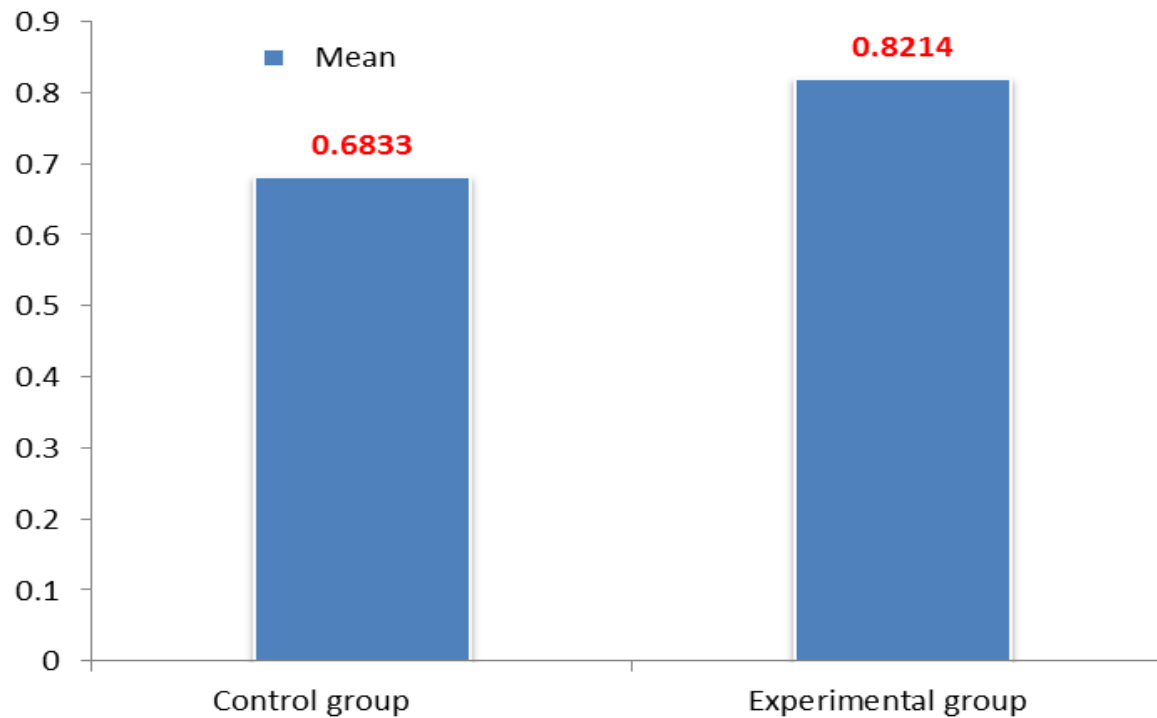
- ▶ **Descriptive tests** for each of the two groups were calculated. An **independent and paired-sample t-test** were used to analyze data. A paired t-test was used to compare the results of pre and post-test in each group and
- ▶ an independent-sample t-test was utilized to compare the results in control and experimental group

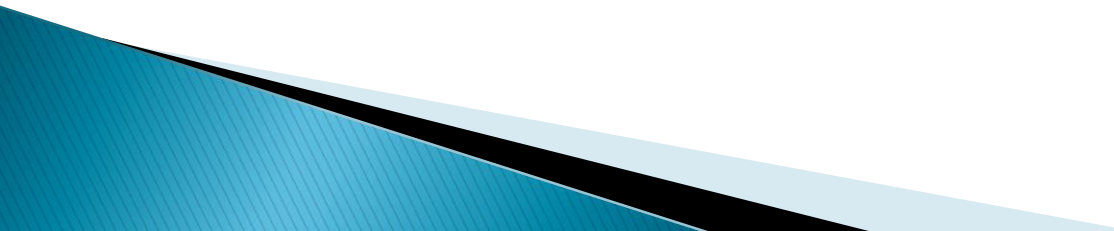
- ▶ Comparing the results of paired t-test, it was found that **both groups improved their writing accuracy**, however, the results of independent t-test found there was significant statistical difference between groups, $t(4.5249)$, $p \leq 0.0001$. There are therefore good reasons to think the correction method via Telegram ($M = .8214$, $SD = 0.725$) is more effective than the traditional pen and paper method ($M = .6833$, $SD = .901$).

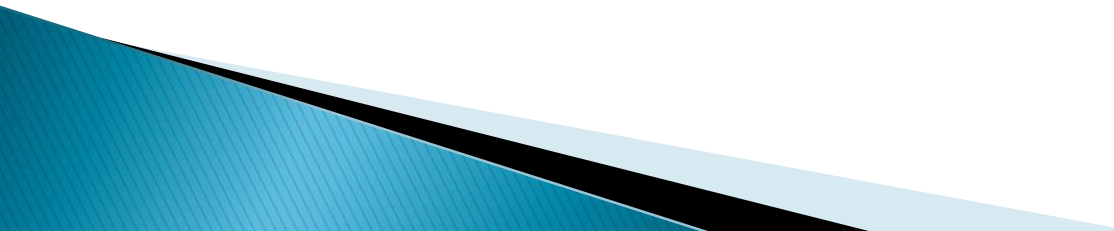
Mean comparisons of pre-tests between control and experimental groups



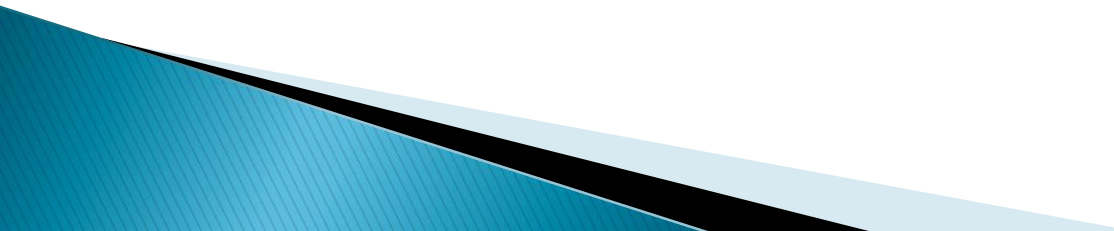
Mean comparisons of post-tests between control and experimental groups

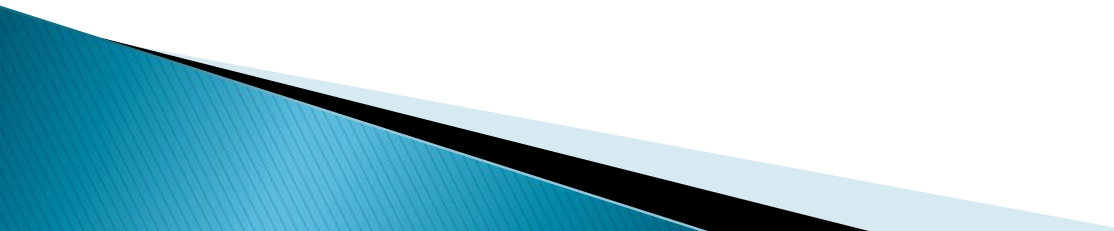


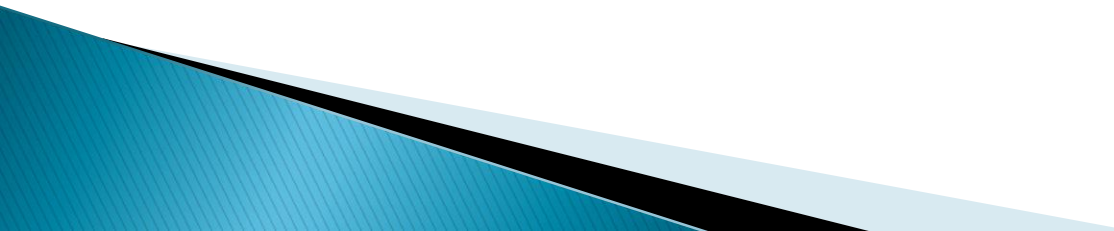
- ▶ *The qualitative data pertaining to focused group interview was **content analyzed and coded**. As the study was small-scale and the data were manageable, the coding procedure was conducted manually. The whole data were read repeatedly to find the patterns and themes. **Two main themes** emerged as a result of coding: Satisfaction and usefulness.*
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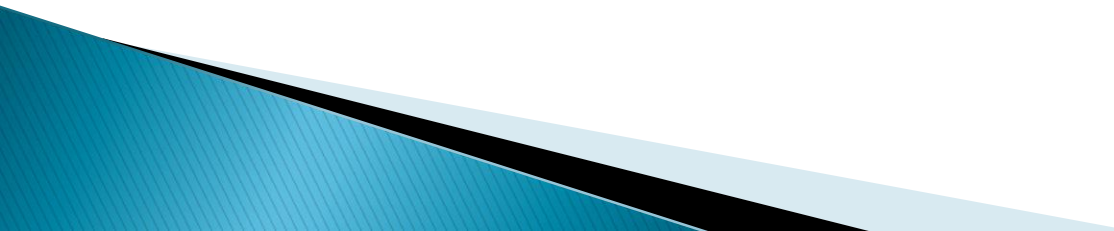
- ▶ **Satisfaction:**
 - ▶ Writing on Telegram **faster** than paper and pen
 - ▶ The ease and **availability** of the device
 - ▶ **Time saving**
 - ▶ **Keeping in touch** with their classmates in case of being absent and missing the class
 - ▶ Learning with **fun**
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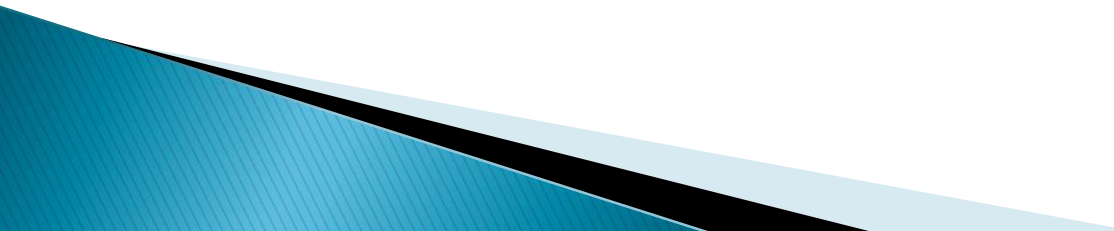
❑ **Usefulness:**

- ▶ Access to everyone's writing in addition to their own
 - ▶ A good chance to see their classmates' mistakes and avoid repeating them in their own writing
 - ▶ The opportunity to share their ideas and learn more from peers
 - ▶ This method of correction not only helped them review and remember the grammar points they had already studied but they learned new structures, words and expressions, which helped them on final exam too.
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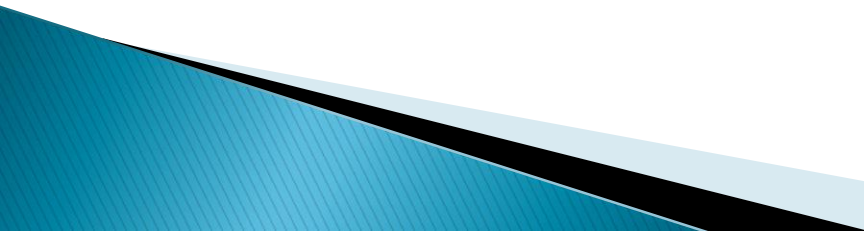
- ▶ This method of correction caused a kind of **active involvement** and they felt more responsible.
 - ▶ It caused **competition** among learners because everyone wanted to be the first to provide feedback.
 - ▶ This method improved **their relationship with their classmates and the teacher** at the same time since they were in touch all the time.
 - ▶ It improved the learners' **self confidence and WTC** as a consequence of improving their relationship with their classmates.
 - ▶ The teacher was always **available to help**.
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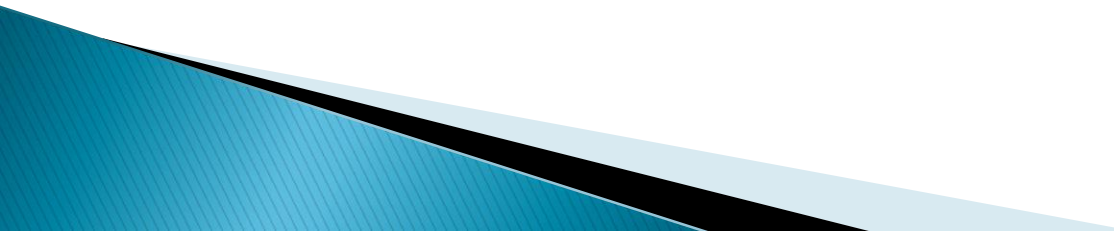
- ▶ Furthermore, as Evans et al. (2010) noted for corrective feedback to be effective, it should meet some criteria:
 - ▶ **Manageability**
 - ▶ **Timeliness**
 - ▶ **Meaningfulness**
 - ▶ **Constancy**
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- ▶ Considering **manageability**, I had the learners in this study write a paragraph of 100 words so that they would have enough time to spend on correcting each other.
 - ▶ The learners and I were in touch most often, it provided the opportunity for close interaction and consequently **timely feedback**.
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- ▶ Besides, since the learners were able to see each other's writings and give feedback on 15 writings every time they had writing assignment, they would be corrected and could correct the others over and over which would meet the **criteria of constancy**.
 - ▶ Finally, making use of learners' habits for learning purposes may change their distractive and frustrating habits to a beneficial activity of learning.
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Limitations of the study

- ▶ In the first place, **the size of the samples** was small because they had been assigned to each class according to their registration. As a result random sampling was impossible too, which makes generalization of the results impossible.
 - ▶ Second, there was no time to carry out a **delayed post-test** to find out the long term effect of this method of correction.
 - ▶ Finally, the study was **limited to females**. It can be done with males too.
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- ▶ **The bottom line**
 - ▶ No single method or strategy will lead to learning.
Technology and innovative approaches to learning have contributed to the variety of ways learning may happen. Nonetheless it requires a bit of **originality and effort** on the part of us, as teachers, to sugar the pill and facilitate learning.
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▶ Thank you All for Your
Patience.