



# **The Impact of Recasts Vs. Computer-Mediated Corrective Feedback on EFL Learners' Affective Variables in On-line Classes**

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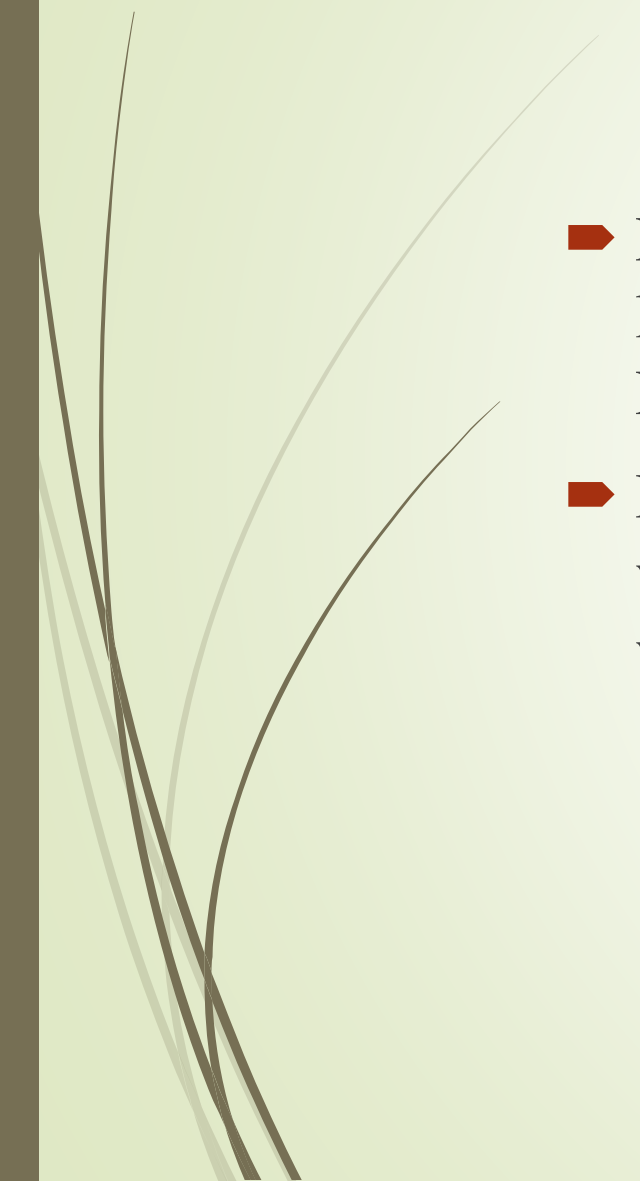
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# Research Problem



- ▶ Over the previous 20 years, a large body of research has been conducted on the various feedback sources and how they affect acquisition in second or foreign languages.
- ▶ Previous research has demonstrated that recasts are among the most commonly delivered kinds of corrective feedback by teachers in various instructional settings.
- ▶ Recasts are a prominent sort of spoken corrective feedback that continue to attract the attention of scholars and ignite empirical studies.

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- Recently, even the efficacy of recasts in computer-mediated language learning has been revealed (Gooch, Saito, Lyster, 2016; Rassaei, 2017).
  - However, there is little published information on the effect of recasts vs. computer-mediated feedback on EFL learners' affective variables.




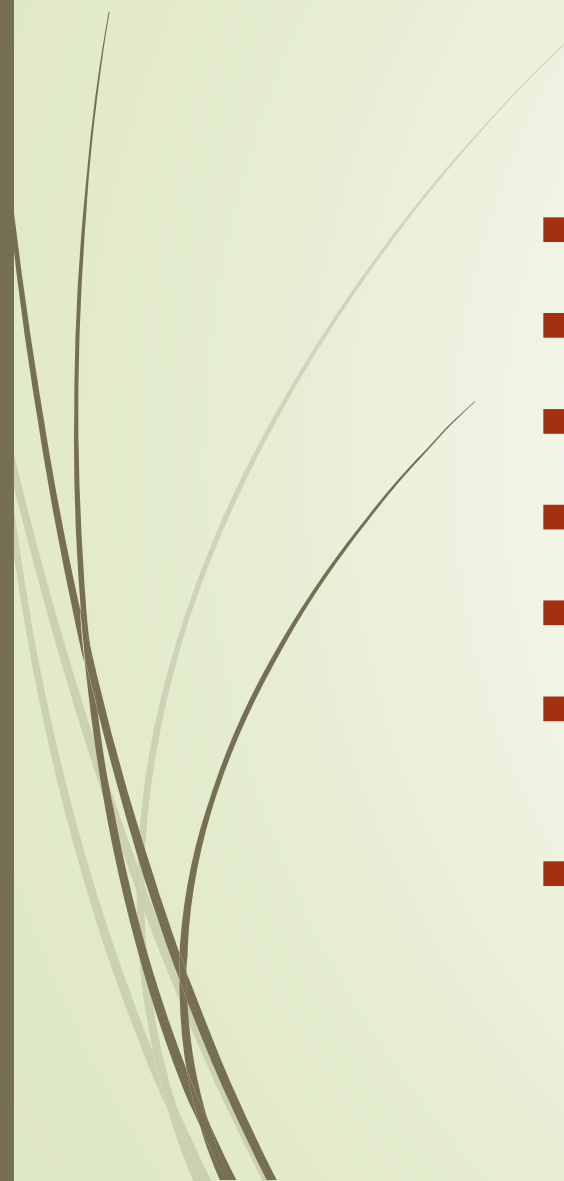
❑ In spite of the benefits that accrue from computer-mediated synchronous education, this mode of teaching and learning has brought up some cognitive and emotional problems especially among adolescent students including:

➤ Polyfocality

➤ Reticence

➤ Lack of engagement in class activities

➤ Demotivation

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- Lack of self-confidence
  - Anxiety
  - Negative attitude
  - Boredom
  - Frustration and so on.
  - These **behavioral and emotional deviations** affect **teacher-learner interactive pattern**
  - **and lead to educational problems.**



## Research purpose

- Therefore, our purpose of this study was to examine which feedback source could help teachers to cope with learners' affective problems in on-line classes.



# Research Question

- ▶ How do recasts differ from computer-mediated feedback in terms of their impact on EFL learners' affective variables?





□ What I mean by affective variables in this study:

❖ Motivation

✓ A. absenteeism



✓ B. Not being prepared for the lesson

❖ Anxiety

✓ Being worried about being called on and performing class activities

✓ Forgetting what they had studied before while performing



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- ❖ Self-confidence
  - ✓ Not turning on the microphones
  - ✓ Not turning on the camera
  - ❖ Positive attitude
  - ✓ They wouldn't find on-line teaching as effective



# Method

## □ Participants

- Forty EFL learners from two intact classes in a popular English Institute in Tabriz, Iran
- They were taking an intermediate four-skill on-line English course
- females
- with the age range of 15-21
- high school and university students
- They had been taking English courses for approximately three years
- switched into an on-line mode after the pandemic



# Instrument

- The data was collected using a questionnaire (post-survey) designed by Lee(2016)
- The questionnaire was piloted on a similar group for reliability purpose and Alpha Cronbach (r) was 7.8.
- The questionnaire included 12 items addressing four affective variables
- The Levels of each variable were measured using a 10-point Likert-type scale ranging from “Low” one to “High” ten.



# Procedures



- The two classes were randomly assigned to recast and computer-mediated feedback.
- In one of the classes they received recast on the mispronounced words and in the other the dictionary box in google was shared by the researcher.
- The google dictionary box includes the phonetics, sound and motion picture which articulates the word.
- It also permits the learners to listen to the word slowly by pressing the slow button on, so it exposes the learners to the word from multiple modes (text, sound, and motion picture).



how to pronounce manipulate

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- The learners in recast group were corrected immediately after the error by the teacher.
  - At the end of the term, after being informed of the purpose and content of the questionnaire on the affective variables, the learners completed it and delivered it through Telegram.



# Data Analysis


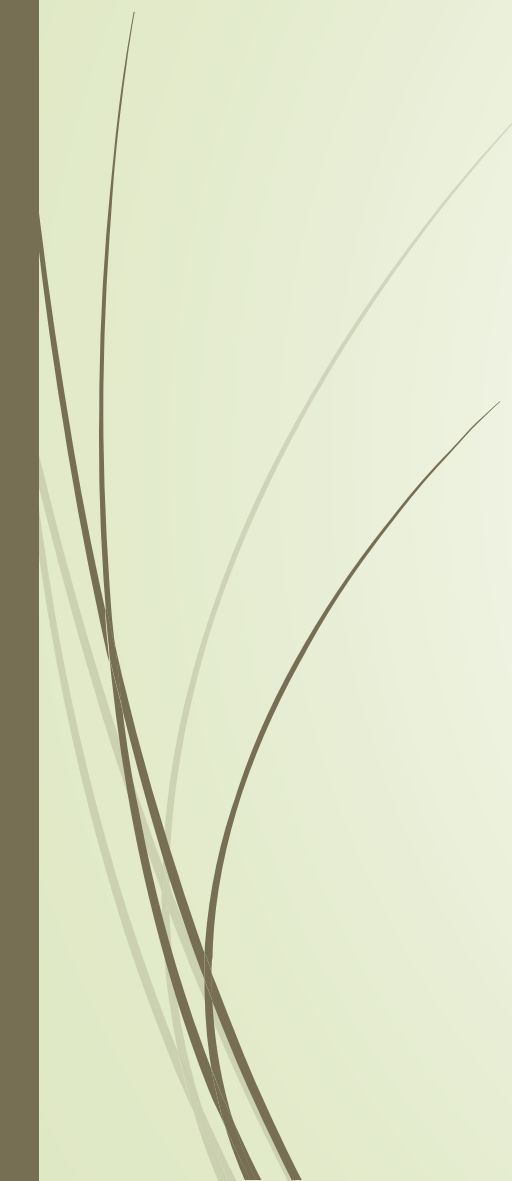
- ▶ Since the data was ordinal or rank data, the non-parametric test of Mann Whitney U/ Wilcoxon was used to analyze it.
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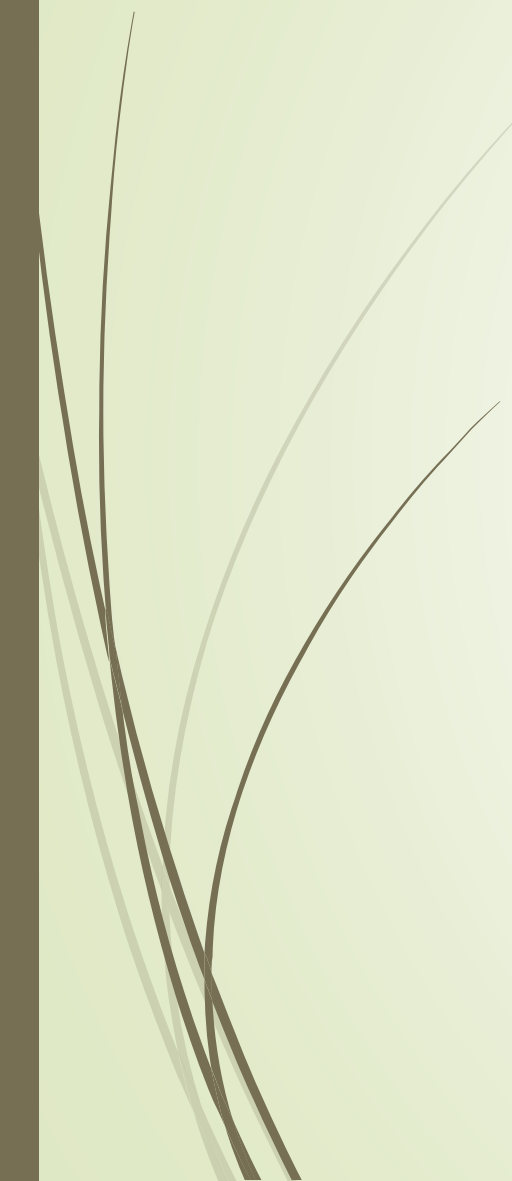




# Results

- To answer the research question, first, descriptive statistics were conducted before inferential statistics.
- The mean for anxiety in recast group was higher than computer-mediated group.
- Also, the mean of attitude, motivation, and self-confidence was higher in computer-mediated group than the recast group.
- **Results:** computer mediated feedback was more effective in reducing the learners' anxiety and promoting positive attitude, motivation and self-confidence.


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- ❑ In the second step, Mann-Whitney U was conducted to compare the effectiveness of the two methods of providing feedback on the learners' affective variables.
  - The median for anxiety in computer-mediated group was less than the recast group ( $\text{sig} \leq 0.05$ ).


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- ▶ In other words, computer-mediated corrective feedback with the significance level of 95% was effective in reducing the learners' anxiety.
  - ▶ It also showed that there was a significant difference between the two methods in promoting positive attitude, motivation and self-confidence ( $p. \leq 0.05$ ).





# Discussion

- ▶ Recasts, in comparison to more explicit methods of feedback, are known to be less threatening to EFL learners' affective variables, but maybe not as effective in on-line classes because of the lack of face-to-face and eye-to-eye interaction, so they could be ignored.
- ▶ In contrast, using google dictionary box to correct the learners' mispronunciations had a significant impact on reducing their anxiety, and increasing positive attitude, motivation and self-confidence.


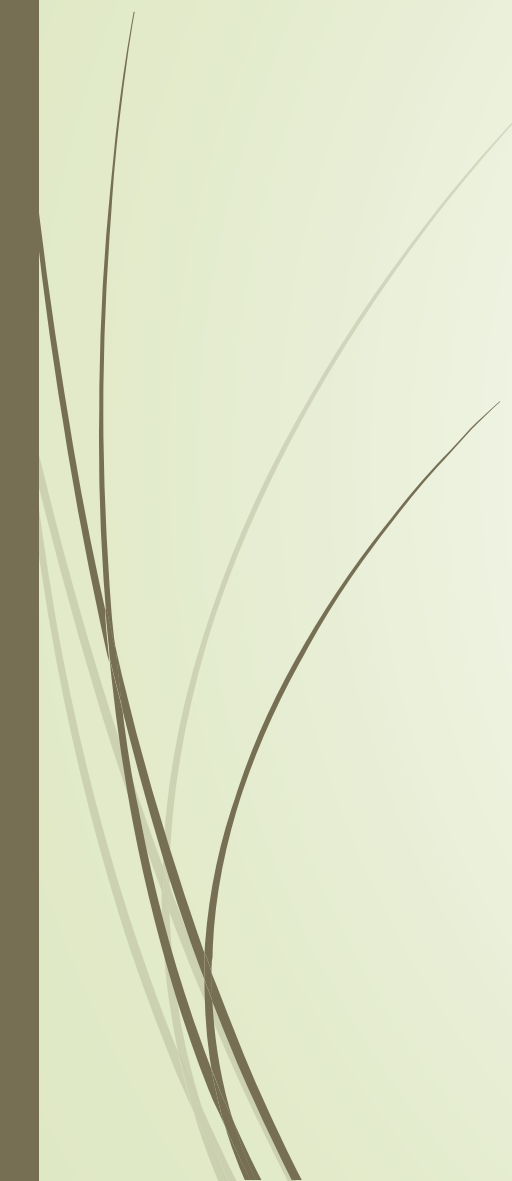
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- This discrepancy between these two methods of feedback may be due to the **mode of presentation**.
  - As learners most often have affective problems in on-line classes, namely anxiety, demotivation, boredom, using creative ways and digital tools may minimize these affective problems.
  - Google dictionary box was found to be effective because **it is a user friendly and multimodal tool**.


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- It introduces an easy, creative and different way of learning to students who are tired of threadbare methods of presentation.
  - In fact, the effectiveness of this tool is **justified by Dual Coding Theory as well.**
  - According to the dual-coding theory, the brain employs both verbal and visual information to represent information (Sternberg, 2003).



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- but each channel in the human mind processes this information differently, resulting in unique representations for the information that it processes.
  - The verbal system and the nonverbal/visual system are the two coding schemes now in use.
  - Better recall is the outcome of the interaction between these two coding systems.



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- As this mode of presentation and providing feedback exposes learners to the information from several angles, it may facilitate learning.
  - As a result, it might impact learners' affective variables because cognition and affection have a mutual effect on each other.
  - When the students feel they're learning, they feel motivated and develop a positive attitude to this new mode of learning.
  - More learning may lead to improvement of self-confidence and lowering anxiety.

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- To conclude, as the medium of presentation changes, adaptations are required on the part of teachers in order to be effective and facilitate learners' engagement and learning because as Carrier and Nye (2017) stated rightly,
  - “It is not the technology, but the pedagogy that makes digital learning interesting to us as educators and to teachers and learners who are trying to achieve the most successful outcomes”



Thank You for Your Attendance.