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Oral Corrective Feedback in Remote Video-conferencing EFL Classes

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Overview:

- Introduction
- Literature Review
- Research Questions
- Methodology
- Findings
- Delimitations and Limitations
- Recommendations
- References
- Acknowledgments



Introduction

- ❑ Oral corrective feedback plays a significant role in second language acquisition.
- ❑ It is of major importance to study how oral corrective feedback works in online video conferencing environments.



Literature Review



Types of OCF

- ❑ Corrective feedback refers to the responses to learners' utterances that contain linguistic errors.
- ❑ Previous research distinguishes six main types of corrective feedback: *explicit correction, recasts, clarification requests, metalinguistic correction, elicitation, repetition*

(Lyster & Ranta, 1997; Ellis, 2009).



Uptake and Repair

To measure the effectiveness of oral corrective feedback the concept of uptake was introduced.

- repair - correct reformulation of an error
- needs repair – students respond to teacher’s corrective feedback but the utterance they produce still needs repair
- no uptake - students do not respond to teacher’s corrective feedback

(Lyster & Ranta, 1997)



Research on Effectiveness of OCF in Face-to-face Settings

- ❑ Explicit correction is the most effective feedback while elicitation, clarification requests lead to utterances that still need repair.
- ❑ The most effective type of OCF is metalinguistic correction which is followed by elicitation, repetition, explicit correction. Furthermore, the most frequently used OCF type, recasts, is ineffective

(Suzuki, 2004; Alsolami & Elyas, 2016)



Research on Effectiveness of OCF in Online Settings

- ❑ Explicit correction works better than implicit correction due to the noticeability of explicit correction
- ❑ Explicit correction is quite effective resulting in student uptake while recasts are unnoticed

(Shirani, 2020; Pineda Hoyos, 2019).



Guiding Research Questions

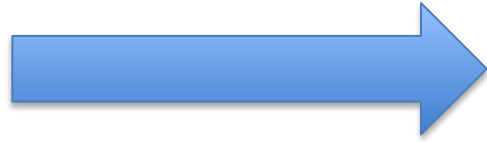
- ❑ What types of oral corrective feedback are used in online videoconferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?
- ❑ What types of oral corrective feedback result in uptake and repair in online videoconferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?
- ❑ What are teachers' perceptions of oral corrective feedback in online videoconferencing EFL classes?



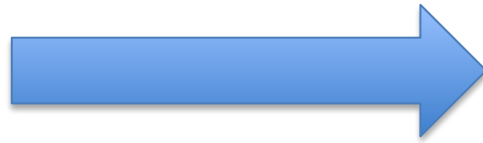
Methodology



Research Design



Exploratory non-experimental mixed
methods research

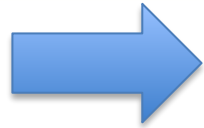


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Context and Participants

Context



An after school language program in Yerevan

Participants



- 17 students from pre-intermediate level
- 9 students from intermediate
- 5 students from upper-intermediate level
- 3 teachers who are all MATEFL graduates



Sampling Procedure

Non probability purposive sampling:

Three groups of students selected according to their proficiency levels (pre-intermediate, intermediate and upper-intermediate levels)



Data Collection

Observations

Five video-recorded classes per group were observed. Overall, fifteen observations.

A special observation form was created according to Lyster and Ranta's classification of OCF

Interviews

Interviews with the three teachers were conducted. Five questions about their perceptions of OCF were asked



Data Analysis

RQ1:

- Deductive data analysis according to pre-determined classification of OCF
- A co-rater was invited for reliability purposes
- The feedback moves for each type of OCF were counted to show what strategies are more frequently used.



Data Analysis

RQ 2

- ❖ Deductive data analysis
 - Uptake
 - repair
 - no uptake
- ❖ The feedback moves originating uptake, repair, no uptake were counted to show which type of OCF is more effective.



Data Analysis

RQ3:

- ❖ Deductive data analysis
 - ❑ most common types of OCF used in the classroom,
 - ❑ OCF in relation to proficiency level of students,
 - ❑ feedback strategies resulting in uptake and repair,
 - ❑ OCF in face-to-face vs online video-conferencing environments.

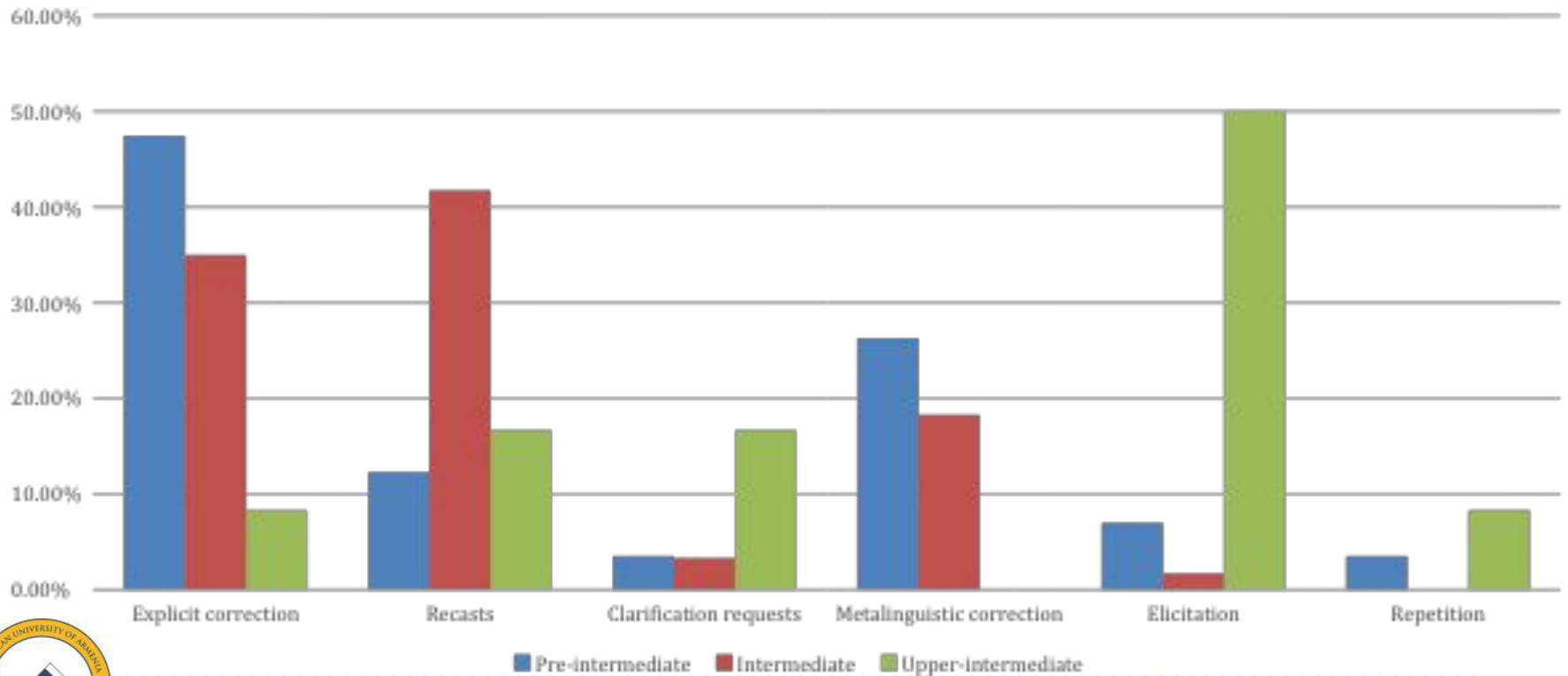


Major Findings



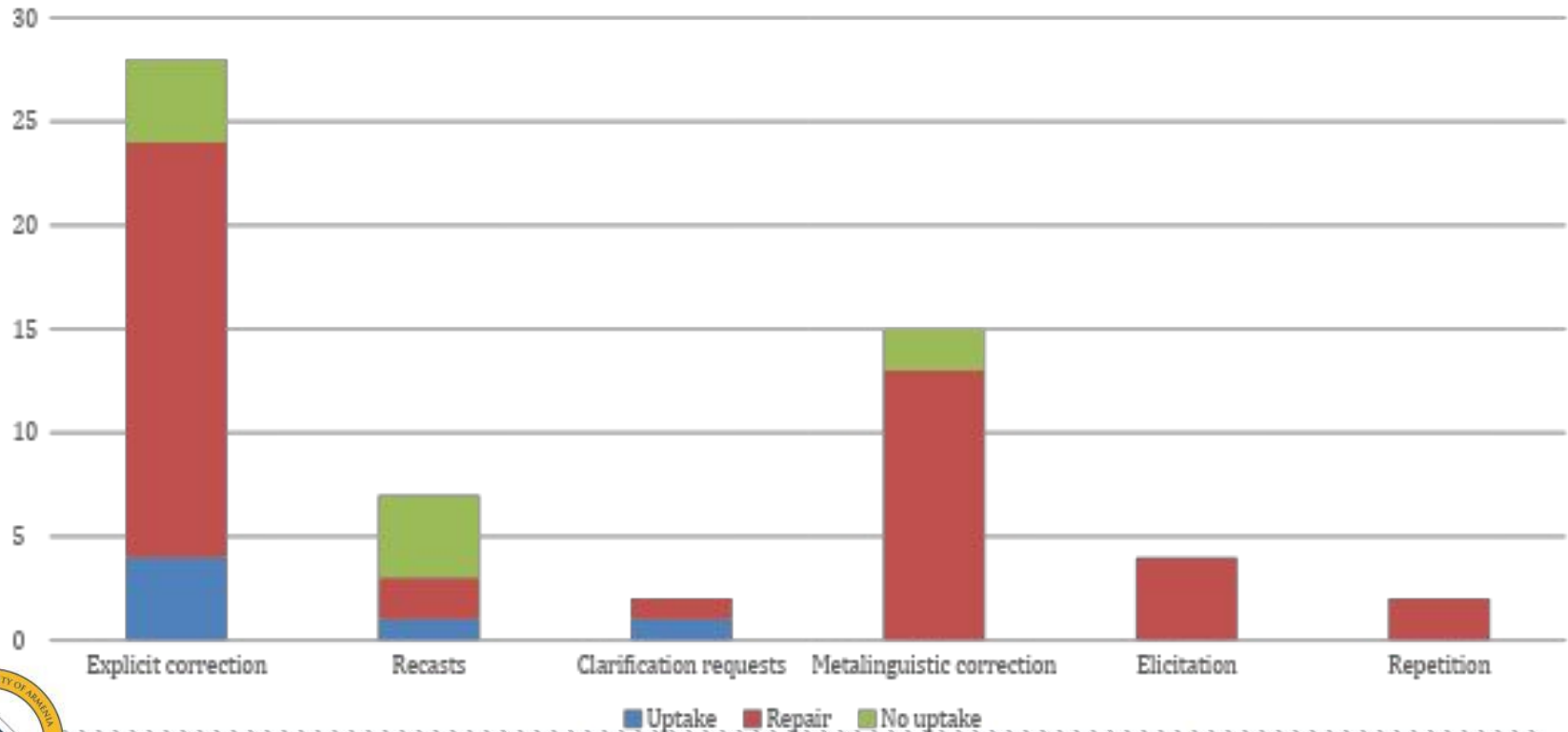
RQ 1

The number of feedback moves at pre-intermediate, intermediate and upper-intermediate levels



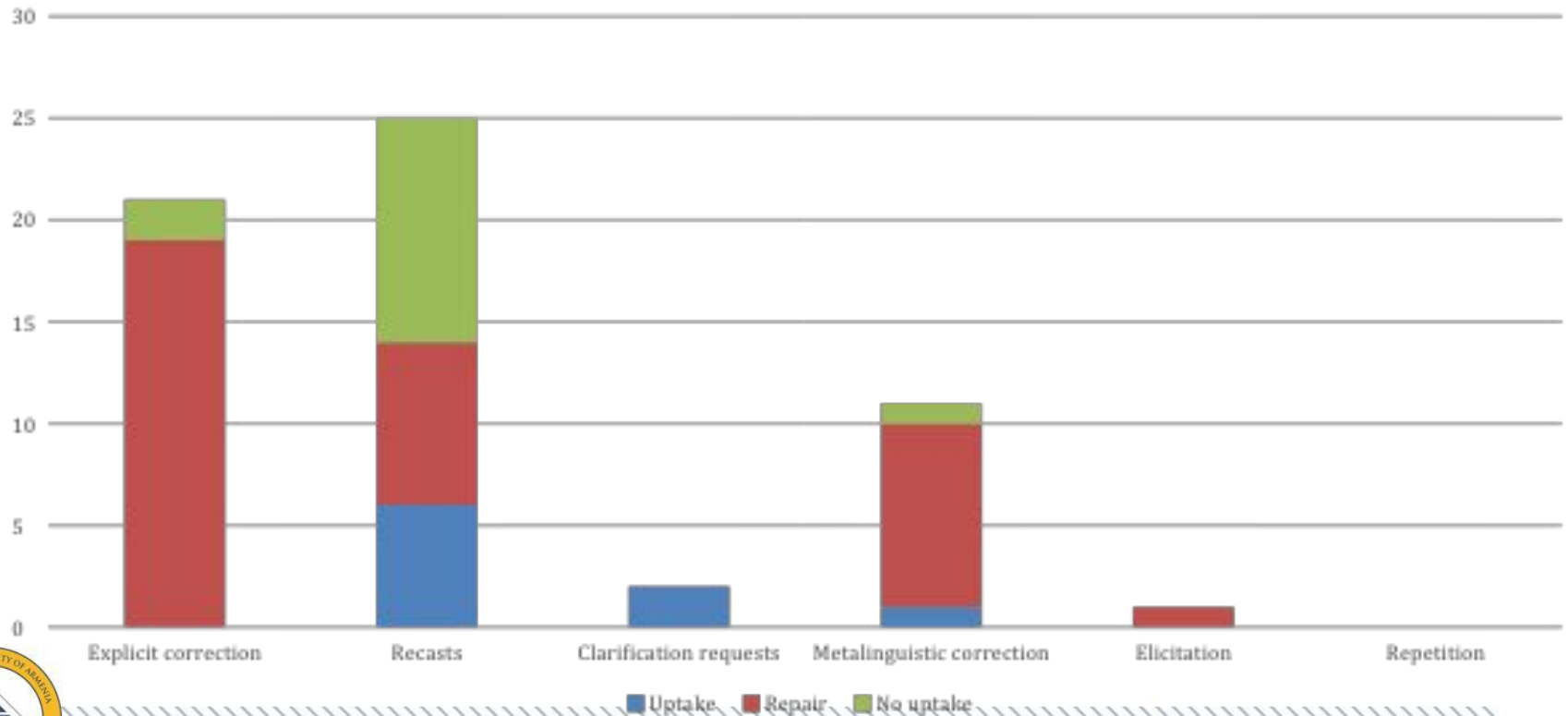
RQ 2

Students' uptake and repair according to the types of feedback at pre-intermediate level



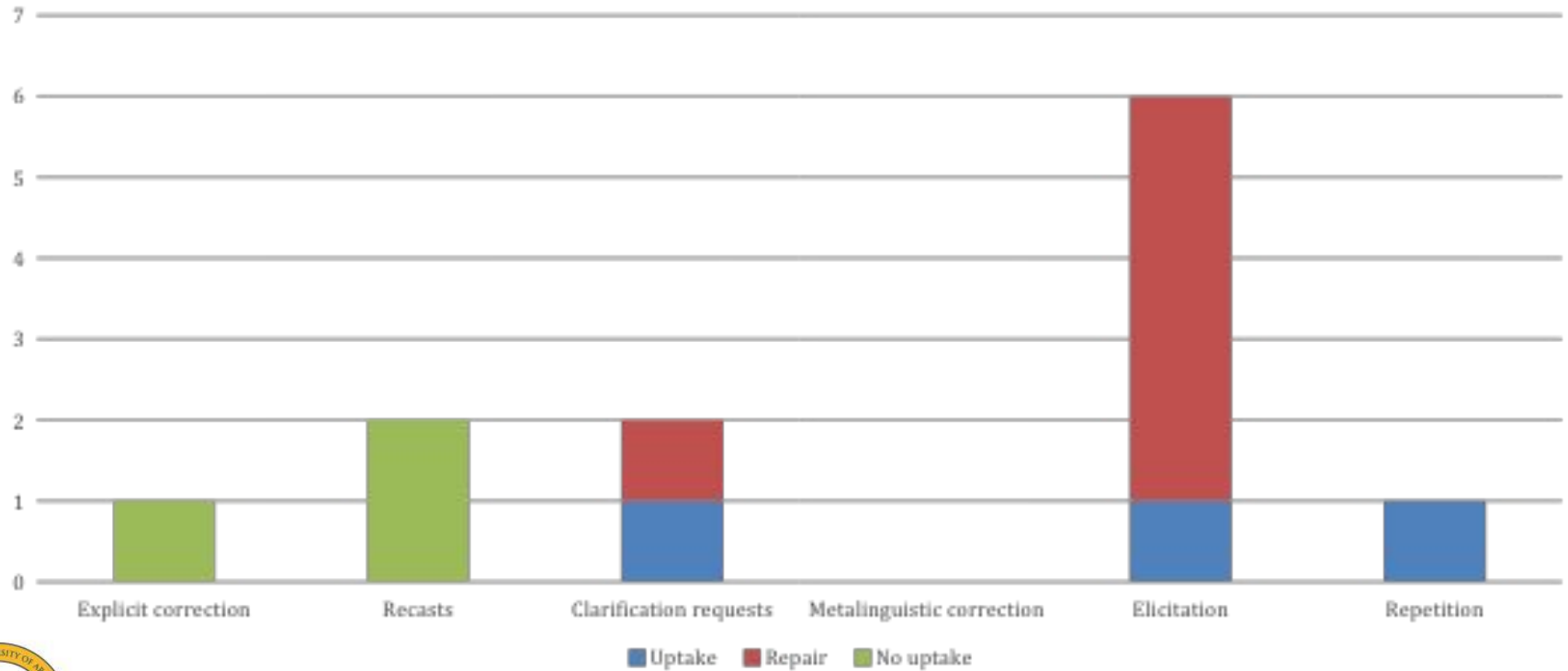
RQ 2

Students' uptake and repair according to the types of feedback at intermediate level



RQ 2

Students' uptake and repair according to the types of feedback at upper-intermediate level



RQ 3

- ❑ **Most common types of OCF used in the classroom:** repetition, explicit correction, elicitation and metalinguistic feedback
- ❑ **OCF in relation to proficiency level of students:** metalinguistic feedback for lower level students and elicitation or clarification requests for higher levels
- ❑ **Feedback strategies resulting in uptake and repair:** clarification requests, elicitation and metalinguistic correction result in repair
- ❑ **OCF in face-to-face vs online video-conferencing environments:** lack of body language



OCF in Face-to-face VS Online Settings

Recasts and explicit correction are the most frequent types of feedback

Bisharyan, (2014)

Explicit correction is the most frequent type at intermediate level, while recasts are the most frequently used at intermediate level



OCF in Face-to-face VS Online Settings

Elicitation, repetition, clarification request and metalinguistic clues resulted in 100% repair

Bisharyan, (2014)

Elicitation and repetition resulted in 100% repair at pre-intermediate group. Metalinguistic correction originated 86.7% repair at pre-intermediate and 81.8% at intermediate level



Limitations and Delimitations



Limitations

- ❑ Three levels that were observed for our study were taught by different teachers which creates a confounding variable
- ❑ Only one group per level was observed during the research
- ❑ The co-rater analyzed 25% of the data only
- ❑ Sample size for upper-intermediate level was small



Delimitations

- The context of the research
- The participants' age (14-17)
- Their proficiency level (pre-intermediate, intermediate and upper-intermediate).



Recommendations



Pedagogical Implications

- ❑ Direct attention should be paid to the feedback provided in each classroom to see which feedback type works best for each level.
- ❑ Teachers should try to use elicitation, repetition and metalinguistic feedback as they are the most effective strategies
- ❑ They should try to avoid using recasts and replace it with other types as it results in very low rates of repair.



Recommendations for Future Research

- To investigate students' perceptions on OCF in online video-conferencing environment
- To carry out a longitudinal research with more groups and more students to have results that are more reliable.
- To find out teachers' perceptions, more teachers could be involved in the research.



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Questions & Comments

