

Online English tutors' corrective feedback for speaking

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Keyword

- ▶ Corrective feedback,
- ▶ Teacher correction,
- ▶ Pronunciation error,
- ▶ Computer-mediated communication,
- ▶ Online English Teaching

INTRODUCTION

- ▶ *Computer-mediated communication (CMC)*
- ▶ *Corrective feedback (CF)*
- ▶ *Language Proficiency and Pronunciation*

Computer-mediated communication (CMC)

- ▶ CMC refers to the multimedia usage of **computer and Internet technologies** to establish a **virtual environment** where computerized **communication** occurs (Paramskas, 1999; Mantovani, 1996).



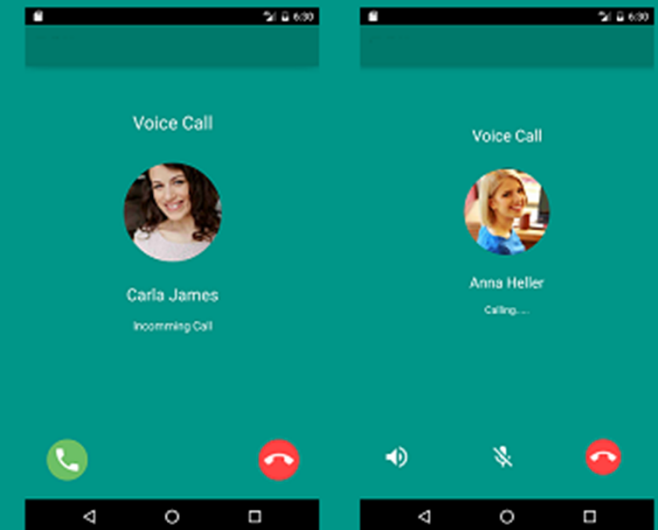
Computer-mediated communication (CMC)

- ▶ Synchronous CMC: teleconferences in the forms of **text-chat, voice-chat, or video-call**
- ▶ Synchronous CMC class: the student and the instructor should be both present at the **same time and at the same instance of the interaction** (Mantovani, 1996)

Synchronous CMC



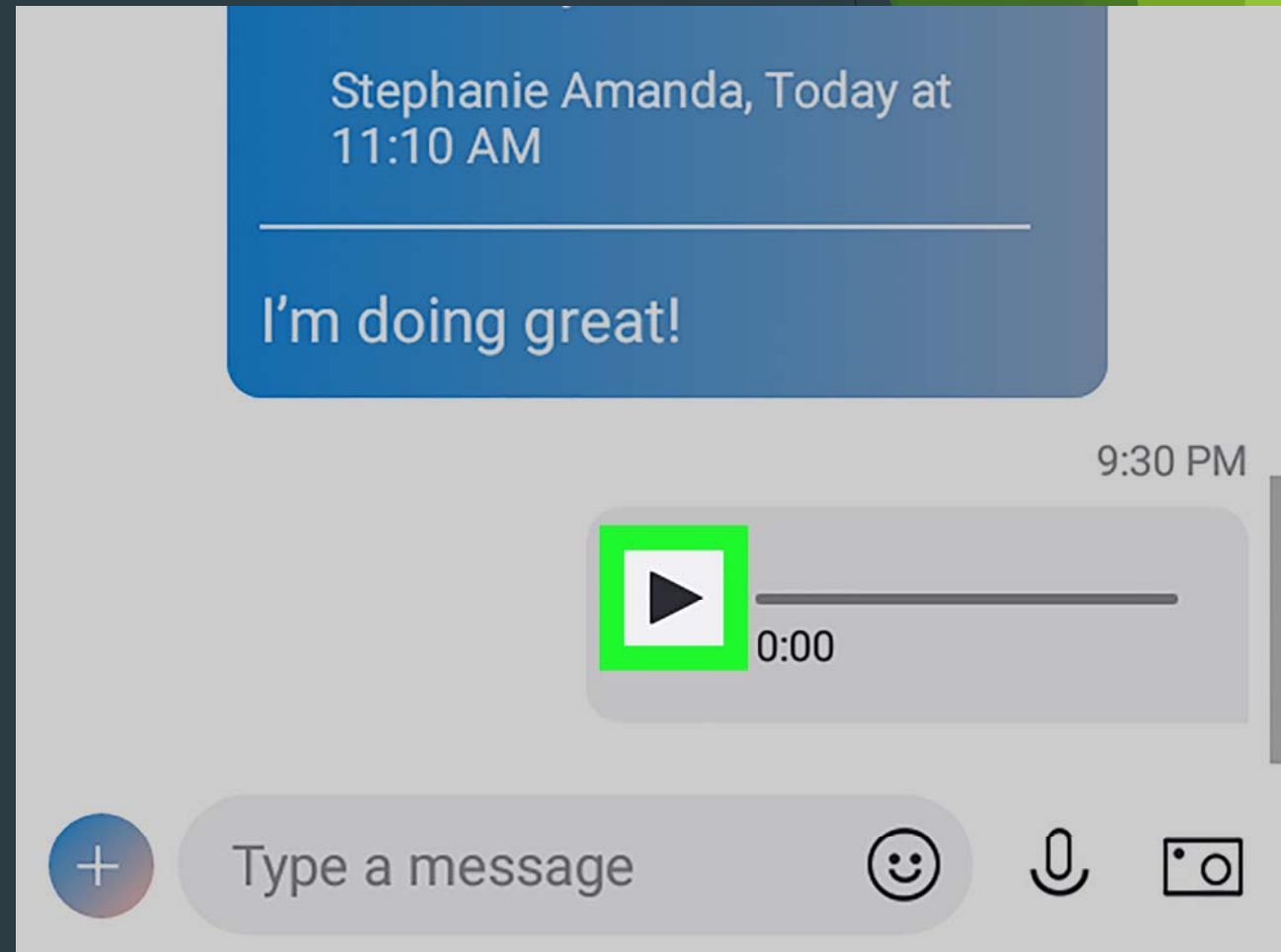
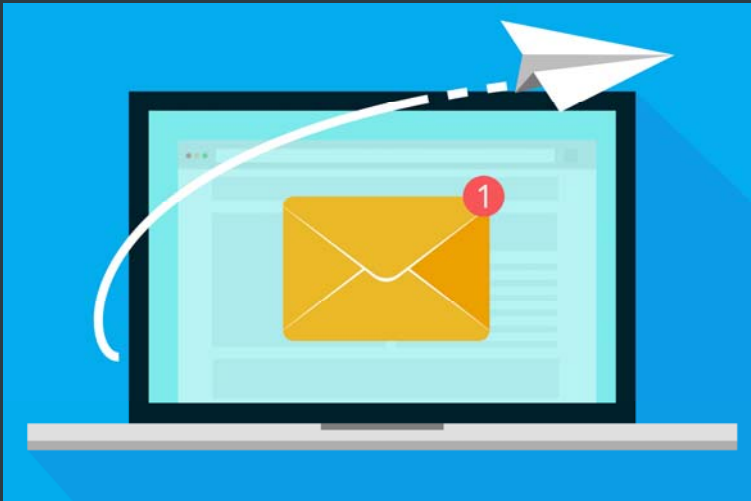
- * Instant Messaging
- * Voice Calling
- * Video Calling
- * Save Contacts
- * Calling History
- * Sign in/Sign up
- * User Profiles
- * App Settings
- * More....



Computer-mediated communication (CMC)

- ▶ Asynchronous CMC: **email, text-message, voice-message**
- ▶ Asynchronous CMC class: requires interlocutors to have written discourse **without being online at the same time**

Asynchronous CMC



Computer-mediated communication (CMC)

**Synchronous
mode**

text-chat,
voice-chat, or
video-call

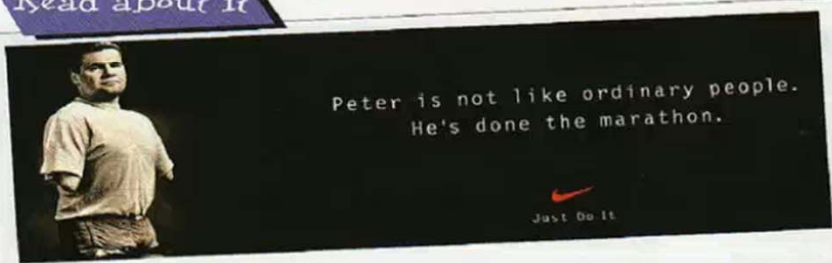
**Asynchronous
mode**

email,
text-message,
voice-message

ADVERTISING

Focus 1 Which recent advertisements can you remember? Why do you think you remember them?

Read about it



How does this make you feel?

TODAY, as part of a new advertising campaign from the sportswear giant, Nike, Peter Hull will appear on billboard posters all over London, alongside the slogan: "Peter is not like ordinary people...". Indeed he is not. Peter has no forearms and no legs and, we are told, he's done the London Marathon. Peter hopes that his image will help to promote disabled sport. The cynical might say it will simply promote Nike. "I did wonder whether this ad was going to be in good taste," he admits. "But when they explained the idea to me, I quite liked it. It portrays me as an athlete, not a victim and I think it's a positive message. "The fact is, I've always been like this. I was born like this and you don't miss what you've never had. I dream of having limbs. Of course I do. But I'm happy

MARK

Corrective feedback (CF)

- ▶ Corrective feedback (CF) is 'any indication to the learners that their **use of the L2 is incorrect**' (Lightbown & Spada, 1999: 171).
- ▶
- ▶ It **naturally** occurs in any language learning context.

Types of corrective feedback (Lyster & Ranta, 1997)

- ▶ 1. **Explicit correction**
- ▶ 2. **Recast**
- ▶ 3. **Clarification Request**
- ▶ 4. **Meta-linguistic**
- ▶ 5. **Elicitation**
- ▶ 6. **Repetition**

Types of corrective feedback

- ▶ In addition to it, the combination of **repetition with recast** is coded as a **recast** (Doughty & Varela, 1998; Sheen, 2004).
- ▶ Other **multiple feedback** can be found in Sheen's (2004) paper are as follows:
 - ▶ 1. **Recast + Meta-linguistic feedback = Explicit correction**
 - ▶ 2. **Elicitation + Recast or Explicit correction = Explicit**
 - ▶ 3. **Elicitation + Metalinguistic feedback = Elicitation**

CF TYPES	FEATURES	EXAMPLE
Explicit	Identifies the error and provides the correction	S: I talk to her last night T: Not talk, talked with ed.
Recast	Reformulates all or part of the incorrect word or phrase implicitly	S: My mom love to do the gardening... T: loves
Clarification request	Indicates that the students' utterance was unclear and asks the student to reformulate his or her utterance	S: What do you do past the time? T: I'm sorry?
Meta-linguistic feedback	Gives technical linguistic information about the error	S: The children exam the word T: Exam or examination is a noun
Elicitation	Prompts the students to self-correct by pausing and students can fill in the blanks	S: This bag is very high price. T: other word for high price that starts with letter e... It's very...? S: Expensive
Repetition	Repeat the students' error while highlighting the error or mistake through emphatic stress	S: Me understand you. T: ME understand ...? S: I understand you

Language Proficiency and Pronunciation

- ▶ Teachers perceive immediate correction of learners' errors **less effective** considering the high proficiency level of **the target ESL advance adult learners**.
- ▶ Therefore, this proficiency level is indeed worthy to be explored.
- ▶ The current paper which attempts to identify **what type of CF do online teachers employ in correcting pronunciation** of their online learners in advance level.

Language Proficiency and Pronunciation

- ▶ People learn pronunciation of their language by imitation, but when it comes to a **second or foreign language**, they may **not** learn it **in the same way** or **need the same instruction**.
- ▶ Therefore, they may **benefit from specific CF strategies**.

Research questions

- ▶ 1. Which pronunciation errors are commonly corrected?
- ▶ 2. What CFs are employed by online teachers to advance level students?
- ▶ 3. How do learners respond to CFs used by online teachers?

METHODOLOGY

- ▶ *Online English Teaching*
- ▶ *Data collection*
- ▶ *Data analysis*

Online English Teaching

- ▶ Online English is a **one-on-one English tutorial** using the **internet** and it provides opportunities for learners to sharpen English **communication skills**.
- ▶
- ▶ This kind of **synchronous CMC** allows learners to **choose their class schedule** depending on their availability (duration of class varies from 20, 30 and 60 minutes).

Data collection

- ▶ The teachers have at least **one year experience in online teaching**, have currently worked this job, educational background related to **English language teaching**.
- ▶ Participants were invited and they voluntarily took part in the research.

Data collection

- ▶ The participants' personal information, as well as the data collected were all **kept anonymous and confidential**.
- ▶ The collected data is a corpus of **audio recordings** of 5 different online English classes conducted by company based online English teachers in the Philippines.

Data analysis

- ▶ The collected data were **transcribed**
- ▶ Two external raters from the field of applied linguistics **coded** the data
- ▶ **CF taxonomy** of Lyster & Ranta (1997) and examples of CF types in Sheen (2004)

Examples of CF types in Sheen (2004)

- ▶ **Explicit correction**

- ▶ **Example 1**

S: and three pear. (sounds like beer)

S2: three beer.

T: **not beer. Pear. (Explicit correction)**

Examples of CF types in Sheen (2004)

▶ Recast

▶ Example 2

T: Okay, it's good. You wanna tell us one?

S: Eh...: Kaii convention.

T: **what kind of convention? (recast)**

S: Kaii convention... eh... some people...

Examples of CF types in Sheen (2004)

▶ Clarification Request

▶ Example 3

S: I want practice today, today.

T: I'm sorry? (clarification request)

Examples of CF types in Sheen (2004)

▶ Meta-linguistic feedback

▶ Example 4

S: There are influence person who -

T: **Influential is an adjective. (meta-linguistic feedback)**

S: Influential person - (unintelligible) - because of his power.

Examples of CF types in Sheen (2004)

▶ Elicitation

▶ Example 5

T: In a fast food restaurant, how much do you tip?

S: No money.

T: **What's the word? (elicitation)**

S: Five... four...

Examples of CF types in Sheen (2004)

▶ Repetition

▶ Example 6

S: Oh my God, it is too expensive, I pay only 10 dollars.

T: I pay? (repetition)

S2: okay let's go.

RESULT

- ▶ Table 1 - Corrective Feedbacks on Advance online students' pronunciation error

Type of CF	Advance class				
	A1	A2	A3	A4	A5
Explicit	2		1	3	2
Repetition					
Elicit					
Recast	2	1			
Metalinguistic					
Clarification Request					

RESULT

- ▶ There are **not variations across CFs types**.
- ▶ Precisely, **Explicit** CF was highly employed by the online teachers.
- ▶ **Recast** was also employed but only in 2 of 5 classes.

RESULT

Excerpts on explicit and recast are as follow:

► Excerpt 1: Lax versus tense vowel sound

1	Student (A1):	1 (Unintelligible) - fill each gap with a word or [phras] from the - the glossary.
2	T1:	Hm-mm. You say it as ['phrase]
3	A1:	Uh, phrase.
4	T1:	Okay.
5	A1:	Phrase, okay. I don't like that ad because it... uh

- The above excerpt draws our attention to the fact that the use of **explicit** CF by the teacher to correct the articulation from **lax to tense vowel "a"**.

RESULT

Excerpts on explicit and recast are as follow:

► Excerpt 2: Liaison technique

1 T2: Hm-mm.

2 A2: (To) discuss the following situations.

3 T2: Hm-mm, okay I'd like you to say these words again. You say it as 'payoff'.

4 A2: Oh, **pay-off**.

5 T2: Hm-mm. **Instead of - instead of cutting it, you just have to blend it together. You say 'payoff'.**

6 A2: Payoff.

7 T2: Hm-mm. That's good!

- ▶ In Excerpt 2, it is worth noting that the **liaison technique** in pronouncing **the two-word verb “pay-off”** to the learner was simply featured by the teacher in the class discussion.
- ▶ The learner gradually responded and communicated his reflection on the articulation technique emphasized by the teacher.

RESULT

Excerpts on explicit and recast are as follow:

▶ Excerpt 3: Glottal stop

- | | |
|---|---|
| 1 | T3: Hm-mm, all right! So, usually, the-the last word, to - if you pronounce it, you just kind of roll your tongue and you say 'internet', all right? So, usually you drop the /t/ sound - |
| 2 | A3: Yeah. |
| 3 | T3: And you say 'internet'. |
| 4 | A3: Yeah. |

- ▶ The above excerpt exemplifies another variety of explicit CF in which the teacher emphasizes on the **glottal stop /t/ as followed by the syllabic nasal in the word *internet*.**

RESULT

Excerpts on explicit and recast are as follow:

► Excerpt 4: Syllable correction

- | | |
|---|---|
| 1 | T3: Hm-mm, so looking back or going back to the first word, which one is the stressed syllable? Could you pronounce it again? |
| 2 | A3: Uh, television prog- television programs. |
| 3 | T3: Hm-mm, so 'television', where is the stress? The first, second syllable? |
| 4 | A3: Television, first syllable, right? |
| 5 | T3: Yes, so the emphasis is 'te-lelevision', it's the first syllable. |
| 6 | A3: Television. Television program. |

- ▶ In excerpt 4, the teacher **explicitly directed** which syllable to stress through the sonority or relative loudness to that of other sounds.

RESULT

Excerpts on explicit and recast are as follow:

▶ Excerpt 5: nasal plosion

- 1 A4: But if we are unaware of it, um, it's very hard to change it. So, and you ha- uh, you have to explain, 'why are they - hmm, the, [hid-den] habits are very difficult to identify?'
- 2 T4: **Hidden!** 'Hidden habits'
- 3 A4: Sorry, hidden habits.

- ▶ The above excerpt employs a **recast** correction that focused on the production of **nasal plosion** in which **a voiced stop /d/ and a nasal /n/ occur in the same word, as in hidden, the stop is not released.**

RESULT

Excerpts on explicit and recast are as follow:

► Excerpt 6: additional lax vowel

1	A5: Oh, oh, I don't think so because all - all the, uh, symbolic - symbolic, uh, languages are designed by, uh, [Engllish].
2	T5: English?
3	A5: So - yes, English. So -
4	T5: A-huh.

- As shown in excerpt 6, the production of **additional lax vowel after a nasal consonant** was corrected and omitted by the teacher through **recast** CF. It can be noted that **recast was combined with clarification request** CF.

DISCUSSION

- ▶ It can be relatively featured that the nature of discourse between the online teachers and learners is described to be **communicative-based** and they have **interactional negotiation** for feature-based pronunciation correction.
- ▶ It would suggest that the interlocutors frequently used **conversational exchange of utterances**.

DISCUSSION

- ▶ Moreover, the medium of communication is distinctive with its several constraints and objectives.
- ▶ The **constraints** include the **kind of context of the interaction**.
- ▶ It is a common feature of **telephone conversation** to have interlocutors.

DISCUSSION

- ▶ This research intends to promote discussion in the academic community regarding **teachers' CF in the context of CMC**.
- ▶ **A bigger corpus and more levels of proficiency** can further lead future research to the understanding of the complexities inherent in **online teachers' cognition, its sources, and characteristics**.