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**THE EFFECTS OF PEER CORRECTIVE FEEDBACK TRAINING IN FACE TO
FACE INTERACTION AND SYNCHRONOUS VIDEO BASED COMPUTER-
MEDIATED COMUNICATION.**

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ABSTRACT

This quasi-experimental study was conducted in a private school, in Santiago, Chile, with four groups formed by 9th graders with the same L1 (Spanish) immersed in an EFL context. The purpose of the study was to examine ways in which the potential of peer interaction on learning is maximized. Specifically, the study examined two instructional techniques, both of which have been gaining increasing attention from second language acquisition researchers: (a) training learners how to correct each other (corrective feedback: CF), and (b) synchronous communicative interaction via video-based computer-mediated communication (SVCMC). Participants were divided into four groups depending on their experimental conditions. Group A (SVCMC+CF training) engaged in communicative peer interaction via SVCMC and received CF training. Group B (SVCMC-CF training) was given the same peer interaction tasks but did not receive any CF training. Groups C (FTF+CF training) and D (FTF-CF training) engaged in the same tasks in face-to-face in the classroom while only Group C received CF training. The intervention period lasted two weeks, consisting of four classes of 45 minutes for each of the four groups. The analysis involved (a) learners' interactional behaviors, namely, language-related episodes, (b) their developmental outcomes with pre- and posttests focusing on past tense and locative usages, and (c) their perceptions based on exit questionnaire with close- and open-items. The results of this study reflected 3 main findings in peer interaction, corrective feedback, and SVCMC. With regard to interactional patterns (peer interaction), corrective feedback training promotes collaboration and so FTF environments, yet in SVCMC dominant patterns were more likely to arise.

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Meanwhile, CF training helped enhance learners' language development as their results in the post-test were higher than in the pre-test and, in turn, SVCMC groups outperformed FTF groups. Concerning students' perceptions, they overtly expressed positive beliefs regarding Peer Corrective Feedback and SVCMC activities. In short, clear differences were found among groups with different interventions resulting in distinct patterns, L2 development outcomes, and learner perceptions.

RESUMEN

Este estudio cuasi-experimental fue conducido en un colegio privado en Santiago de Chile, con cuatro grupos formados por estudiantes de primer año medio, cuya lengua nativa es el español. Los estudiantes estuvieron inmersos en un contexto EFL. El propósito del estudio fue examinar medios por los cuales el potencial de la interacción entre pares en el aprendizaje sea maximizado. Específicamente, este estudio examinó dos técnicas instructivas, las cuales han recibido recientemente atención paulatina de los investigadores en el campo de la adquisición de un segundo idioma: (a) capacitar a los estudiantes en cómo corregir a sus pares (retroalimentación), e (b) interacción comunicativa sincronizada a través de video conferencias (ICSV) mediadas por computadores. Los participantes fueron divididos en cuatro grupos según sus condiciones experimentales. El Grupo A (ICSV+ capacitación en retroalimentación) involucrado en interacción comunicativa— entre pares— a través de ICSV y recibieron instrucción en retroalimentación entre pares. Al Grupo B (ICSV – capacitación en retroalimentación) se le dio las mismas tareas, pero no recibió capacitación en retroalimentación. El Grupo C (cara a cara + capacitación en retroalimentación) y el Grupo D (cara a cara – capacitación en retroalimentación) participaron en las mismas tareas cara a cara en la sala de clases mientras que solo el Grupo C recibió capacitación en retroalimentación. El periodo de intervención fue de 2 semanas, compuesto de 4 clases de 45 min para cada uno de los grupos. Este análisis involucró (a) comportamientos interaccionales de los estudiantes, es decir, episodios relacionados con el lenguaje, (b) los resultados que reflejaron el desarrollo del lenguaje de los estudiantes fueron obtenidos mediante una

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evaluación previa a la intervención y otra posterior a la intervención; las evaluaciones se enfocaron en el uso del pasado simple y locativos, finalmente (c) las percepciones de los estudiantes obtenidas mediante un cuestionario de preguntas cerradas y abiertas. Los resultados de este estudio reflejaron 3 hallazgos principales en cuanto a interacción entre pares, retroalimentación, e ICSV. En cuanto a los patrones interaccionales (interacción entre pares), la retroalimentación y la comunicación cara a cara resultaron promover la colaboración, a diferencia de ICSV en la cual los patrones dominantes tuvieron más probabilidades de surgir. Mientras tanto, la capacitación en retroalimentación ayudó al mejoramiento del desarrollo del lenguaje de los estudiantes ya que sus resultados a lo largo de las evaluaciones pre y post presentaron un alza y, en consecuencia, los grupos que interactuaron a través de ICSV superaron a los grupos que interactuaron cara a cara. Tomando en cuenta las percepciones de los estudiantes, ellos expresaron abiertamente ideas positivas en cuanto a las actividades la capacitación en retroalimentación e ICSV. En resumen, diferencias claras fueron encontradas entre los grupos con diferentes intervenciones resultando en distintos patrones de interacción, resultados en el desarrollo del lenguaje, y percepciones de los estudiantes.

**CHAPTER 1:
INTRODUCTION**

1.1 General Background

In Chile, English teaching is gradually gaining influence in education. The current national curriculum demands that English as a foreign language (idioma extranjero Inglés) is a compulsory subject for schools, starting from fifth grade (elementary school); but an optional subject starting from first grade, until twelfth grade, the latter being the last grade at school. The Chilean EFL program promotes a skills-based curriculum that is based on four language skills (reading, listening, speaking, and writing) because of the current needs for equipping citizens with the tools to succeed in a globalized world, where communication in English plays a crucial role. Therefore, the main objectives of EFL program in Chile are to nurture learners' language skills for the students to be able to communicate in real-life-situations and research information. In the Chilean classroom, vocabulary is considered a tool to communicate and comprehend language. With respect to learning objectives, the program pinpoints that grammar neither is the main focus in learning nor when evaluating. These objectives are primarily based on the Common European Framework of Reference (CEFR).

The Chilean EFL curriculum argues for the importance of generating instances for using the language in a communicative context whereby the students can practice each skill in a natural way. Nonetheless, just fostering the four language skills (listening, speaking, reading, and writing) is not sufficient for the students to learn a language. In this sense, the use of teaching strategies such as peer interaction, corrective feedback, and computer mediated communication may

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complement the weaknesses of teaching practice and enhance the development of communicative competence. However, most schools foster reading, writing, listening, and speaking, but the instrument to evaluate students' English knowledge—SIMCE—only assesses listening and reading, which are in theory receptive skills. In fact, in 2012, 31.854 students out of 186.384 managed to accredit level A2 or B1 by passing SIMCE (Mineduc, 2013). Nevertheless, they may be unable to neither speak nor write accurately. Due to the established issues, the implementation of a communicative approach becomes tough. The current study was motivated to contribute in a specific EFL context where learners lack accuracy in their communicative skills.

1.2 Theoretical Motivation

In this study, three research areas were studied to solve the problematic aspects mentioned above: peer interaction (PI), corrective feedback (CF), and computer-mediated communication (CMC). First, it is necessary to include interaction activities so that the students are afforded to improve productive skills; hence, PI activities can be an accompaniment of fluency activities. PI fosters learning not only in the classroom but in daily life too and students also prefer student-student talk to teacher-student talk because they feel that they share the same linguistic “incompetence” (Sato & Lyster, 2012). By engaging in PI activities, students are given an opportunity to experiment with language inside the classroom since they do not have much chance to speak the target language outside the classroom (Sato & Ballinger, 2016). The current study implemented communicative PI activities in the classroom and examined its effectiveness on L2 development as well as learners' perceptions.

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Second, when PI is rounded out with corrective feedback, students' language accuracy improves. This is highly required within an EFL context where students lack exposure. CF research initially investigated CF provided by teachers or native speakers; however, recent studies have turned to CF given by students too (Ballinger, 2013; Sato, 2013; Sato & Lyster, 2012). CF promotes second language development; therefore, it is sensible to try out peer corrective feedback activities. Because of this, the current school was chosen since this is a school where communicative and discussion activities (fluency tasks) prevail. Moreover, CF would be likely to be effective when it is provided in a meaningful and communicative context (Spada & Lightbown, 1993). The current study was designed to examine the effectiveness of peer CF.

Third, technology is nowadays becoming progressively important as it is a potential tool for English language teaching around the globe; nonetheless, teachers must not rely solely on technological resources. Instead, teachers should use technological resources as a supporting tool to enhance language learning as there is evidence that technology motivates students to learn and use a foreign language (Satar & Özdener, 2008). Furthermore, technology is adaptable and malleable to many activities, tasks, or projects for English teaching. For instance, if the students carry out discussion tasks on a blog, they interact through technology, and thus establishing peer interaction. Hence, to implement PI and CF in communicative contexts, the current study compared face-to-face interactions with computer-mediated communication interactions.

1.3 Pedagogical Motivation

This study strives to contribute to the English language classrooms in Chile. As in many EFL countries there are problems in the methodology applied in the classroom since the methods used are teacher-centered, i.e., the protagonist inside the classroom is the teacher instead of the students. Moreover, overcrowded classrooms, often holding more than 40 students, leave no place for any kind of learner participation. Most English classes are purely grammar-centered and are not reinforced with other methodologies that supplement students' learning, enabling them to use all their skills in communicative ways. These issues make students be inaccurate when producing output. This study contemplates peer interaction as a scientific area that shows potential to transform the teacher-centered methods into a student-centered method, allowing students to be the protagonists by giving them more opportunities to take part in communicative activities. Furthermore, this study aims to include corrective feedback into the classroom, by training students on how to provide peer corrective feedback as its positive implications on second language have been proven (Sato & Lyster, 2012). In addition, classroom technology cannot only be restricted to conventional resources such as radios, power points presentations, and videos; consequently, it is fundamental to explore new areas of technology that teachers have not introduced to the students yet. Specifically, the current study examined the use of a video-based communication tool.

1.4 The Current Study

This study aimed to examine ways in which the potential of peer interaction on learning is maximized. PI (a) provides the learners with a context where they can communicate in their second language, (b) allows the students to negotiate for meaning, and (c) fosters L2 learning as students' confidence and comfort increase while interacting with their classmates (Pica et al., 1997; Sato & Lyster, 2012; Sato, 2013). Based on the thereof, since learners are usually unaware of the ways of providing corrective feedback, this study aimed to investigate the effects of peer corrective feedback training on its amount and effectiveness on second language development by training the students on the provision of corrective feedback. This study also examined if the training effects differ in two different communicative contexts: classroom-based face-to-face (FTF) vs. synchronous video-based computer-mediated communication (SVCMC) by comparing learners' interactional behaviors in the two modes. This thesis is divided into six parts (a) introduction, (b) literature review, (c) methodology, (c) results, (d) discussion and analysis, (e) and conclusion.

**CHAPTER 2:
LITERATURE REVIEW**

2.1 Peer Interaction

2.1.1. Background.

2.1.1.1. Peer interaction and its influence in education.

Peer interaction is defined as any communicative activity performed between/among learners in which the teacher does not give the students assistance when they need it. In peer interaction (PI), students' conversational exchanges share a common goal and are found into a context of common ground in contrast to teacher-student interaction, whereby the teacher is perceived, by the student, as a higher authority and a greater source of knowledge (Philp et al., 2014). Furthermore, several researchers have taken advantage of peer interaction's nature and undertaken investigations on ways of optimizing peer interaction (see Ballinger, 2013; Bertucci et al., 2012; Davin & Donato, 2013; LaPointe & Gunawardena, 2004).

Theoretically, many PI researchers have championed Vygotsky's theory of cognitive development as one of their main underpinnings, i.e. knowledge is co-constructed by social interactions, which enable individuals to learn throughout their lives (Vygotsky, 1978). For instance, in a study conducted by Bertucci, Johnson, and Conte (2012), the researchers examined the effects of group processing (i.e., group members' reflection and reconstruction of the sequence of their actions and interactions that lead to the group outcomes) within cooperative groups on achievement and social support. Students were allotted to two

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experimental environments: one experimental group and one control group. Students were randomly assigned to the conditions of cooperative learning with and without group processing; they participated in 5 instructional sessions during 15 instructional days, yet only one group was assigned to group processing conditions. At the end of each instructional session, students were given an achievement test to complete individually; the students were not allowed to interact with their peers during the test. As a result, the students from group processing conditions outperformed students in no processing group. That is, results on the fourth and fifth tests showed significant differences between the two conditions. The result alludes to the fact that “reflecting on and improving the processes through which they were learning did seem to improve participants’ learning and achievement” and “as students’ experience with processing increased, so did their achievement” (Bertucci, Johnson, & Conte, 2012, p. 333).

Moreover, the level of participation also contributes to the attainment of novel knowledge, i.e. learners who actively participate progress faster than the ones who participate infrequently (Philp & Iwashita, 2013). In the classroom, peer interaction activities can be either in pairs or groups, and there are several ways of grouping students’ dyads due to the different patterns of collaboration existing during peer interaction. According to Storch (2002), who identified four distinct patterns of collaboration through a longitudinal, classroom-based study, some patterns were found more conducive to language learning. Two dimensions were employed to classify the four patterns of interaction: equality and mutuality. Equality refers to the extent of control or authority the students have over the task, whilst mutuality refers to the level of engagement the students show towards each

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other's contribution. These two dimensions were categorized depending on their degrees (high or low), so the pair that exhibited high equality as well as high mutuality was deemed as a collaborative pair. Likewise, when a pair displayed low equality and high mutuality, this pair was labeled as an expert/novice pair. The other two patterns were dominant/dominant and dominant passive, which were not considered as collaborative dyads due to the low level of equality. The students worked on a text reconstruction task, which required them to work together.

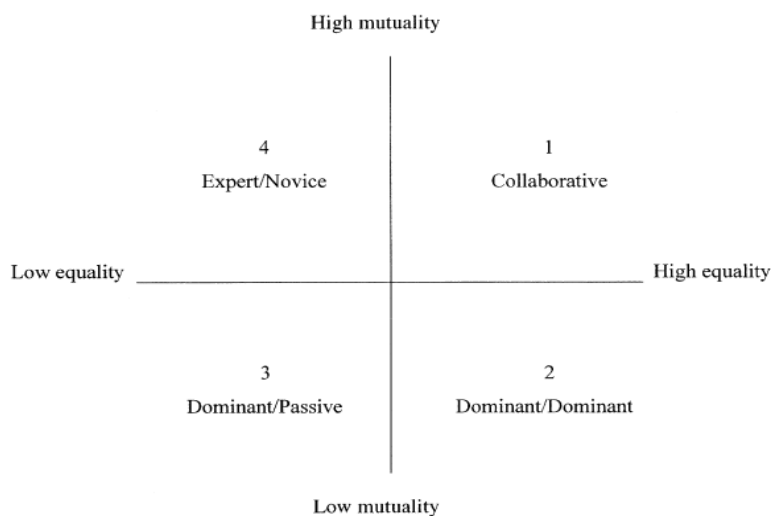


Figure 1. A model of dyadic interaction

Figure 1. A model of dyadic interaction, from Storch, 2002.

After analyzing the transcripts, the blended analyses of patterns of relationships and L2 learning opportunities brought to light that the collaborative and expert/novice patterns were more conducive to L2 learning than the other patterns. Not only has Storch shed light on L2 theoretical perspectives but she has also developed different ways of encouraging meta talk, i.e. any instance when learners deliberate about language they have produced (Storch, 2008). To account for this, Storch (2008) used LREs, these are defined as, “instances of attention to

language that occur as learners deliberate over language” (p. 97). The researcher subsequently categorized LREs into form LRE, lexical LRE, and mechanics LRE. This episode is defined as any part of a dialogue where students talk about the language they are producing, question their language use, and correct it. For example, one way of fostering Meta talk is done by using group and pair work on tasks that require joint written output and reflection on the language produced (Storch, 2002; 2008).

The PI studies discussed so far analyzed dyads interacting only in face to face environments; the current study also aimed to expand PI research in the context of video-based interaction. Since not only face-to-face peer interaction has proven its positive gains upon learning outcomes, distance education syllabi have also displayed positive effects on self-reported learning outcomes and self-reported peer interaction (LaPointe & Gunawardena, 2004). In short, the students’ cognitive development is boosted when the students are exposed to peer interaction processes, activities, tasks, or syllabi.

2.1.1.2. Peer interaction V/S teacher-student interaction.

This section is devoted to review the contrastive implications arising from teacher-learner interaction and learner-learner interaction. On the one hand, PI has demonstrated its benefits for cognitive and language development as Davin and Donato (2013) put “Students are capable of offering assistance dynamically as they scaffold task solutions in the context of interaction. Peer scaffolding differs fundamentally from a teacher’s mediation; in fact, students do not explicitly assess where group members are within the ZPD, in turn, they just help each other move beyond concrete perceptions of task components to underlying concepts” (p. 17).

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In addition, peer interaction is a context whereby learners negotiate their identity, role, and relationships; thus, peer interaction potential is mediated by its participants' backgrounds, collective knowledge and, more importantly language, which is the tool being used for co-constructing students' knowledge (Philp et al., 2014). In other words, when working in pairs, peer scaffolding is more likely to take place if the students are working under either a collaborative or an expert/ novice pattern regardless of learners' ability of scaffolding each other performance (Storch, 2002). On the other hand, by analyzing teacher-student interaction, the field of language teaching has been the scenario for examining the overarching differences existing amid teacher-student conversations. For instance, Sato (2013) reported in his findings that, during pair talk, students tend not to worry about making language errors in contrast to when they interact with the teacher. Moreover, students recognize that talking with their classmates is necessary if they want to improve their speaking skills. In spite of the students' dislikes about teacher-student interaction, there is still a need for this type of interaction as it is the one where learners obtain more accurate input (Sato & Lyster, 2007). Nonetheless, since the teacher is at a higher hierarchical position, the learners tend to restrain from contributing to interaction, hindering opportunities for learning (Philp & Tognini, 2009). To sum up, there exist some features in student-teacher interactions that may prevent learners from taking full advantage of learning opportunities during interaction.

2.1.2. Peer interaction and L2 development.

Peer interaction has been a research area in the field of Second Language

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Acquisition since 1970; ever since researchers have drawn on two paradigms: the socio-cultural approach and the interactionist approach (Sato & Ballinger, 2012). Researchers, who adhere to the socio-cultural approach, have mainly backed up their studies with Vygotsky's findings (Davin & Donato, 2013; Storch, 2002; Swain, 2000). According to Vygotsky (1986), the primary means of mediation utilized by individuals is language. By taking part in these mediations, an individual becomes more capable as he/she shares knowledge with others who "scaffold" his/her Zone of Proximal Development (ZPD). The ZPD represents "the distance between the actual development levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). In other words, language is a fundamental element for individuals to learn throughout life. Among immersion-class studies signaling crucial processes going on during peer interactions, Cekaite and Bjork-Willén (2012) carried out a conversation analysis in the midst of an immersion class in Sweden. They found out that "language-related episodes served as a complex social space for peer socialization. Young learners (children) constituted interactional practices for the shaping of peer group relations, and more interestingly hierarchical positions were found among the students, i.e. more or less competent speakers of Swedish: This affects the social order of peer group" (p. 184).

The second main foundation complementing socio-cultural theory is the interactionist approach. The Interaction Hypothesis proposed by Long (1983) argues that while native speaker-learner interactions, there necessarily exist situations in which the native speaker does not understand what the learner wishes

to communicate; therefore, the native speaker modifies what his/ her interlocutor wanted to say by making it more comprehensible. This is called comprehensible input—and promotes language development (see Sato & Ballinger, 2012). Based on the mentioned fact, native speakers bespeak that they are a reliable, proficient source of language input as well as the teachers. However, despite the fact that native speakers supply non-native speakers with rich and accurate language input, learner-learner interactions are the ones that result in more negotiations for meaning, and consequently in more opportunities to overcome language errors (Philp et al., 2014).

2.1.2.1. Interaction hypothesis.

Due to communication difficulties in linguistic exchanges between native speaker and learner, native speakers partly or completely modify learner's speech (Long, 1981; Philp et al., 2014). That is, during PI native speakers need to simplify learners' output to make learners' utterances more intelligible (Bowles et al., 2014; Swain, 1995; 2005). In the interactionist perspective, three theories are the hypothesis' bedrocks: the noticing hypothesis (Schmidt, 1990), the output hypothesis (Swain, 1985), and the skill acquisition theory (Sato & Ballinger, 2012). These theories go by a logical, sequential order, i.e. input, output, and practice. First, the L2 learner must notice her/his language errors, which can be triggered by feedback, so that the noticed input becomes intake. Second, the learner needs to produce meaningful output after having been given corrective feedback so that she/he improves on her/his L2—this benefits L2 learning. Finally, the learner must be provided with a context whereby she/he can repeatedly practice and receive corrective feedback to steadily polish her/his L2. Consequently, whenever a learner

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interacts with any interlocutor who is capable of engaging into a conversation and, simultaneously, providing feedback, the learner's acquisition process is triggered and subsequently enhanced (Sato & Ballinger, 2012).

Zeng and Takatsuka (2012) put forwards that there is a positive impact on language learning during peer collaboration. Similarly, Sato and Lyster (2012) alluded to the fact that peer interaction gives learners an opportunity to use the target language, and hence they engage in production-practice producing more language output. Likewise, learners have more opportunities to improve or polish their L2 (Philp & Iwashita, 2013; Fujii, Ziegler, & Mackey, 2016); as a result, the more active participants progress faster than the passive participants. As a conclusion, the hereto there revision highlights the students' necessity for receiving feedback to notice the gap in their output, modifying theirs, and finally practicing in order for to keep on moving through L2 acquisition. This leads to the importance of CF training that was implemented in the current study.

2.1.2.2. Sociocultural theory.

The second main theory associated with peer interaction is the socio cultural theory, which claims that knowledge is constructed gradually by social exchanges. According to Vygotsky, the individual grows into the intellectual life of those surrounding him or her with more cognitively capable individuals acting as facilitators, leading the learner beyond where he or she can function without help. Scaffolding is deemed as such help and as what one individual supplies to others. The zone growing due to scaffolding is known as ZPD, which is the representation of previously internalized knowledge and mental storage available (Vygotsky, 1978). Such knowledge exists in between the learner and the social context that

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surrounds him (Ballinger, 2013). In order to express themselves meaningfully, learners scaffold each other while they give and receive assistance in pair talk (Zeng & Takatsuka, 2012). During scaffolding, there are instances in which learners can both collaborate to solve language-related problems and to scaffold each other (Fernandez Dobao, 2016). With the purpose of shedding light on students' level of engagement, Storch (2008) developed another way of encouraging Meta talk by using group and pair work on tasks that require joint written output and reflection on the language produced. To conclude, peer interaction itself and its social nature promote language acquisition processes and help construct students' ZPD.

2.1.3. Students' perceptions on peer interaction and peer corrective feedback.

Since peer interaction and peer corrective feedback have been addressed areas throughout this study, there is an increasing necessity for investigating students' perspectives upon feedback provision, especially, when it takes place among learners (Ballinger, 2013; Fujii, Ziegler, & Mackey, 2016; Sato, 2013).

2.1.3.1. Perceptions on peer interaction.

Research generally reports positive students' beliefs about peer interaction and peer corrective feedback; students perceive that peer interaction activities are interesting (Sato, 2013). This may be attributed to the fact that peer interaction tasks are designed in such a way that they draw students' attention as they require joint work—or more importantly collaborative work (Ballinger, 2013; Davin & Donato, 2013; Storch, 2002, 2008). Furthermore, students perceive that practicing with their peers is beneficial, and they do not feel uncomfortable during such

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activities (Sato, 2007). When students speak with their teacher or a native speaker they tend to feel more anxious about making mistakes. Dissimilarly, during peer talk students feel more confident because they share similar strengths and weaknesses in relation to their L2 abilities (Sato, 2013; Tulung, 2008).

There is a connection between the level of engagement in feedback episodes and the levels of uptake (Garcia Mayo & Azkarai, 2016; Storch & Wigglesworth, 2010). In Ballinger's (2013) study, after having been in a biliteracy program—English and French— and been taught reciprocal learning strategies, students expressed that the tasks (bilingual readings encouraging joint assistance of each student's language) were helpful because “if they could not understand something in their L2, they could understand it in their L1” (Ballinger, 2013, p. 143). Accordingly, students' overt, positive beliefs upon Meta cognitive instruction can be arguably related to their recognition of the learning benefits from “the potential applications of negotiation and interactional feedback” (Fujii, Ziegler, & Mackey, p. 24, 2016). In general, students have identified the potential assets of peer interaction and its corollaries due to their awareness on production/ practice.

2.2 Corrective Feedback

2.2.1. Background.

The main aim of language is that an individual can be understood in a given context; this aim is more easily attained when both speakers are native than when the speakers are second language learners. Since communication becomes difficult when trying to verbalize messages in an L2, second language learners are given CF as a tool to grasp the utterances' meaning creating an effective

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negotiation for meaning. This refers to speakers' agreement while communicating; therefore, when learners interact in second language learning contexts, peer corrective feedback gives a platform for negotiation for meaning when communication breakdowns emerge, serving as linguistic device to solve these particular situations (Gass, 1997).

There are three main theories supporting corrective feedback. First, the interactionist hypothesis that is connected directly to peer interaction in terms of negotiation for meaning (a concept previously explained). The interactionist approach states that peer interaction is useful for second language learning and promotes second language acquisition because its main aim is communication (Gass 1997; Long 1996; Pica 1994; Schmidt & Frota, 1986). Therefore, the L2 acquisition is fostered when learners communicate in the target language. Secondly, the noticing hypothesis accounts for learners' conscious process of noticing linguistic forms in the target language, making the provision of corrective feedback possible. Thus, the presence of modified output is a result of the feedback provided (Schmidt, 1995). Thirdly, the output hypothesis refers to learners' ability to encounter a gap in his/her linguistic knowledge of L2. By noticing such gap the learner modifies her/his as she/he produces a different utterance from the one that had been corrected previously (Swain, 1995).

There are several types of CF; specifically, corrective feedback may be divided into six different types classified in two main categories: Reformulations and Prompts (Ranta & Lyster, 2007). On the one hand, reformulations contain explicit corrections that provide the correct answer. On the other hand, prompts allow learners to self-repair through the provision of clues that lead learners to

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modify their utterance (Ranta & Lyster 2007). Moreover, there are two main categories of feedback, i.e. explicit and implicit corrective feedback. Recasts, metalinguistic feedback, elicitations and direct requests are part of explicit corrective feedback whereas prompts, repetitions and clarification request (Egi, 2010) are part of implicit feedback.

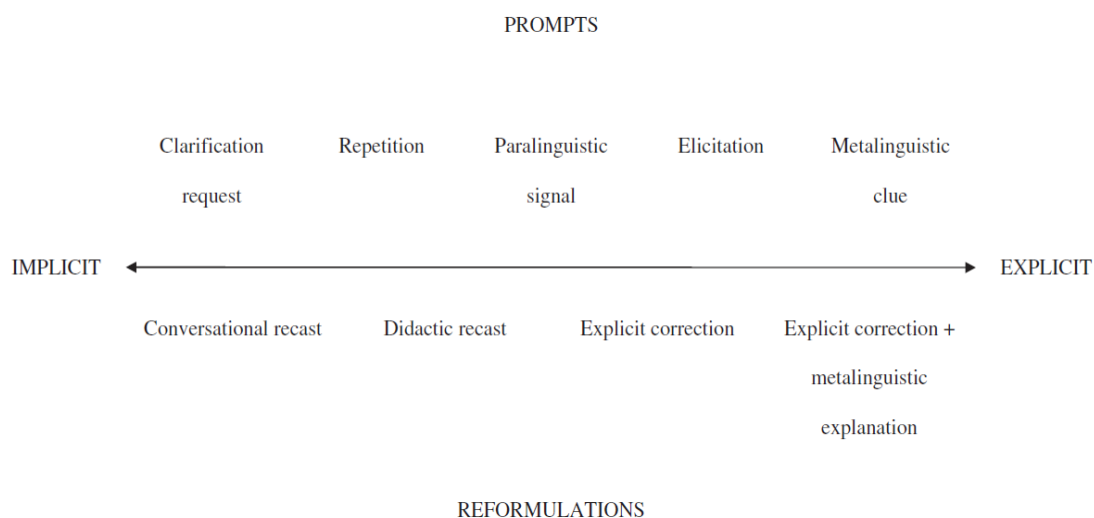


Figure 2. CF Types from Lyster, Saito, and Sato (2013)

In the field of pedagogy, recasts are considered essential as they are part of non-threatening corrective feedback (Seedhouse, 2004), and since they do not interfere with communication flow, encouraging fluent communication among learners. Also, studies have demonstrated that a recast provides the speaker with an opportunity to compare the first utterance containing an error with the target form, enabling them to notice the gap in their interlanguage (Iwashita, 2003). According to previous research, the types of corrective feedback applied in peer interaction during second language learning are recasts, explicit corrections, elicitations, clarification requests, metalinguistic cues, and repetitions (Rouhshad, Wigglesworth, & Storch, 2015).

2.2.2. Corrective feedback as an interactional move.

Corrective feedback can also be understood as an interactional move since interactional patterns occur when learners are interacting with others (Sato, 2011a). This happens in peer interaction or teacher-student interaction. In effect, the interactional importance of feedback alludes to the fact that it leads learners to achieve greater accuracy and communicative success in their production, making the process of second language acquisition easier and more effective (Sato, 2011a). Thus, this clearly suggests the overarching importance of effective language classes, whereby learners could possibly engage in meaningful interaction by receiving the necessary input and produce spontaneous speech (Sato & Ballinger, 2016). As a consequence, learners become able to modify their output, thereby raising a more successful interaction. In other words, if there is interaction, there will always exist L2 learning during the process or by its ending (Gass & Mackey, 2007).

2.2.3. Corrective feedback effectiveness.

Considering the effectiveness of corrective feedback, there are different perspectives. With regard to teacher's corrective feedback, previous studies have proven that good teachers are likely to provide a wide range of corrective feedback (Lyster, Saito, & Sato, 2013). By doing so, they allow students to modify their output and promote learning to a greater extent; however, in some instances, the feedback provided may not be as simple to understand as feedback provided by learners. Dissimilarly, when teachers provide feedback, they give learners opportunities to reflect upon their input and to produce modified output.

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Consequently, there is a constant reinforcement during the lesson. In relation to thereof, not only do learners provide more feedback, but they also provide arguably a more qualitative type of feedback than native speakers (Sato & Lyster, 2007). Lastly, corrective feedback promotes further learning, but students are never aware of the importance of corrective feedback (Adams et al., 2011) as students have seldom been provided with corrective feedback training. Therefore, even though learners do not notice that they are providing and receiving feedback during the interaction, corrective feedback is still being considered as a positive tool in second language development. Furthermore, peer interaction and peer corrective feedback have positive impacts on learning (Lyster, Saito, & Sato, 2013). This can be explained with the higher level of confidence that learners may feel while interacting with a peer than with a teacher.

With regard to corrective feedback in the classroom, corrective feedback is likely to be effective when it is provided in a meaningful and communicative context (Spada & Lightbown, 1993), as it is essential for the context to be communicative in order to have students with useful input that allows them to produce the target language correctly. Thus, when providing feedback a variety of aspects must be considered such as, students' context, students' level of proficiency, or their learning styles. Recasts are deemed to be more beneficial than other types of feedback as this kind of feedback is less threatening and does not break the conversational flow. Another important aspect to consider is modified output, which is also related to the effectiveness of corrective feedback, since a higher amount of modified output promotes knowledge. In this case, it is said that learners modify

their output more when interacting with a peer than when interacting with a teacher or native speaker (Adams et al., 2011).

2.2.4. Perceptions and beliefs of corrective feedback.

In previous research and meta-analyses on teachers' corrective feedback, it has been revealed that learners have a preference to be provided with corrective feedback when they make an error (for reviews and meta-analyses of CF effectiveness on L2 development see Ellis, 2009; Ellis & Sheen, 2006; Li, 2010; Lyster & Saito, 2010; Mackey & Goo, 2007; Nicholas, Lightbown, & Spada, 2001; Sato, 2011a). As a result, they will be able to modify their utterances, which is closely related to students' perceptions on feedback delivery, which explains that learners strongly believe they should receive feedback even when it comes from their classmates (Sato, 2013). Under these circumstances, even though learners may believe that feedback provided by teachers is more reliable than feedback given by a classmate, they still prefer peer corrective feedback. Regarding students' preferences, students have a positive notion of feedback given in task-based interaction activities (Gurzynski-Weiss et al., 2013). As these types of activities are well-guided, they allow students to follow a structure, facilitating the completion of the task. In many cases it is simpler for students to repeat what was already said in order to avoid any possible mistake; therefore, task-based activities promote correct structures from students. With respect to learners' perceptions on feedback provided in the two different modes applied in this current study (i.e., SVCMC and FTF), learners perceive corrective feedback differently in one mode compared to the other (Gurzynski-Weiss et al., 2013).

2.3 Computer-Mediated-Communication

In the last couple of decades, the integration of technology in the classrooms specifically the use of computers has been growing, making changes in the teaching and learning methodologies applied at schools. Over the past 20 years, the theory of second language acquisition has been focusing on the design of materials for second language learning and research (Chapelle, 2009). Nowadays, the younger generations are exposed and have more access to technological devices giving them a fresh perspective of this mode of communication, its effectiveness, uses, and consequences. Their enthusiasm in social networking might make them feel comfortable, making a digital connection with members of the target language, which can in turn improve their communicative competence. Due to the fact that CMC is useful for social networking, it could also work for second language learning, making the students more willing to participate (Blake, 2011).

It can be said that CMC may become the most used and the most popular tool in the classroom. Lately, there has been a change in the use of conventional multimedia in order to make second language acquisition more interactive (Hoven, 2006). As technology has been a powerful tool for teaching, there is no evidence that social computing will lose its importance in society (Blake, 2011). This is because this tool is being applied in the classroom in different subjects, including English as a foreign language, where technology is always an innovative way that can help the students with all different learning strategies and act as a facilitator for

language learning and development. However, empirical evidence of its effectiveness is scarce. The current study, therefore, examines how CMC affects learners' interactional behaviors, perceptions, and the resulting developmental patterns.

2.3.1. CMC nature.

Many authors have brought about definitions for CMC; for instance, Lin (2014) put, "Any real time or delayed communicative transaction that occurs through the use of tools taking advantage of network technology capabilities" (p. 123). Moreover, CMC is multimodal; namely, it can be used for communicating in either written or spoken language. In addition, CMC provides tools such as social networking sites, like Facebook, cybernetic realities, e-mails and online games (Goetler, 2009). There are two main types of CMC: asynchronous computer-mediated-communication and synchronous computer-mediated-communication. On the one hand, extended decoding and encoding time are allowed during ACMC interaction (Abrams, 2003). The e-mail is one example of written ACMC whereas WhatsApp voice notes are one example of oral ACMC. On the other hand, SCMC involves learners in a real time situation in which they interact (Abrams, 2003). And "text-based synchronous computer-mediated communication (SCMC) can be defined as real time communication between people using text-based chat tools" (Yilmaz, 2012, p. 1140). Two examples of written SCMC are Messenger and Skype since both enable the interlocutors to chat.

There are no differences in ACMC and SCMC regarding proficiency achievements, that is to say there should not be any difference between the levels of success that the learners are experiencing (Bueno Alastuey, 2011). In a study

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carried out by Satar and Özdener (2008), who investigated the use of two synchronous computer-mediated communication tools, i.e., text and voiced chat, they found out that “

In general, the results of the study emphasize that when guided with appropriate language learning tasks, SCMC—both text and voice chat—can be an effective aid to improve speaking skills, either for additional practice i.e., when there is insufficient class time to practice, or as part of a distance language learning course (p. 607).

Satar and Özdener’s study went by a posttest experimental design, and three groups participated in the process: (a) voice chat ($N=30$), (b) text chat ($N=30$), and (c) a control group ($N=30$). As a result the voice chat group might have a higher cognitive burden than the text chat group, due to the fact that in the latter the learners did have the opportunity to check several times what they had produced in contrast to the first group. This study was more focused on the effectiveness of synchronous video based CMC (SCMC) than ACMC.

2.3.2. CMC effectiveness.

Computer-mediated communication has many advantages in the field of education; therefore, pointing out the kind of environment CMC produces as a learning tool is highly relevant. Learners may regard CMC environments as stress-free interactions due to the different social expectation, thus, they share their experiences and knowledge more than in FTF interactions (Ma, 1996). In other words, research suggests that there is more communication in CMC environments as some students feel less stressed, anxious and work on a different rhythm, which

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decreases their anxiety. Consequently, the activities performed in CMC mode may provide a positive environment for SLA (Kitade, 2000).

Even though CMC does not stress out interlocutors as FTF exchanges, either written or spoken, the mode always has an impact on communication. For example, unlike FTF interaction, oral SCMC lacks body language thereby producing uncomfortable situations that can affect spontaneous online interaction (Hampel & Baber, 2003). Students are more likely to lose the track during activities due to the lack of body language.

Although CMC has effects on students' participation patterns, it is believed that CMC qualitatively changes communication (Hampel & Stickler, 2012), suggesting its possible effect on language learning. In a study carried out by Yildiz (2009), the author sought to investigate how international students, from an EFL context, attempted to adapt to Web-based courses and the effect CMC has on their social presence within this particular learning environment. Yildiz discovered that familiarity with their classmates was an influential characteristic for students as they felt more confident, comfortable when interacting with someone they knew. In addition, the forum was considered less threatening and more contented since it created a safer environment where they were not threatened by face-saving conducts. The researcher also claimed that the participants' comfort depended mainly on the activity's structure and procedure; nevertheless, "the achievement of collaborative learning in Web-based classes depends heavily on the design of the course activities and the extent to which participants view each other as real, build trust, and share insights, experiences, values, and beliefs." (Yildiz, 2009, p. 47). Just as Yildiz (2009), Peterson (2009) investigated the participants' interaction (via

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CMC) in a real context. By creating an online user, the author reported that “the analysis of the transcripts and researcher observation confirmed that the use of continuers contributed to a supportive atmosphere and led to increased L2 production focused on the tasks” (p. 312). As continuers refer to interlocutors who support the interaction and continue it by encouraging it the increase of L2 production would not only be an evident outcome but also provide a comfortable environment for the interaction.

From the interactionist perspective, learners interacting in SCMC may have more chance to modify their output after the feedback given by their interlocutor (Gurzynski-Weiss & Baralt, 2014). When the students work in a calmer manner, they become able to notice the interlocutor’s feedback and have enough time to correct their errors—namely modified output. Furthermore, SCMC gives students opportunities to deliberate upon language awareness (Baralt, Gurzynski-Weiss & Kim, 2016).

As the previous researchers have claimed, computer-mediated communication may be a tool for L2 acquisition. For instance, Stockwell (2004) predicted that SCMC is more suitable for students with more advanced proficiency, since its cognitive load is high. That is, using SCMC requires less capable L2 learners to make a greater effort to perform the tasks given.

There are few researchers that have investigated SVCMC in the field of education. Some of them state that SVCMC helps students develop speaking skills and tests their ability to be understood (Bueno Alastuey, 2010). In short, literature suggests that SCMC (text and voice chat) is effective for speaking when proper guidance is given (Satar & Özdener, 2008).

2.3.3. CMC versus FTF.

In a study conducted by Rouhshad and Storch (2016), which compared patterns of interaction, students from intermediate English level (ESL) completed a collaborative writing task in FTF and CMC. Using google docs, the aforementioned researchers encountered that the mode of communication had an impact on patterns of interaction and attention to language. Moreover, learners were more likely to collaborate in the FTF mode, yet they were more likely to—cooperate—in the CMC mode. The predominant pattern of interaction in FTF mode was also collaborative while in SCMC mode the predominant pattern was cooperation (Rouhshad & Storch, 2016). "SCMC thus is an essential new medium of language practice alongside face-to-face interaction" (Shekary & Tahririan, 2006, p.570). It can be said that the two modes of communication are being used side by side in a more simultaneous way leading to a new teaching methodology.

Since text-based SCMC is similar to FTF, it has caught SLA researchers' attention (Yilmaz & Yuksel, 2011), becoming a relevant topic in the field of second language acquisition. Even though CMC interaction resembles FTF interaction, CMC is different from FTF because of (1) time and (2) mode. Regarding time limits, during SCMC learners need more time to complete tasks in relation to FTF communication (Yilmaz & Yuksel, 2011), thereby altering the task sequence. Since students need more time to accomplish tasks, this delay may throw the lesson organization into disarray. The mode of communication also displays different effects on the participants' interaction. For example, unlike FTF, CMC allows the learners to take turns while interacting (Van der Kleij et al., 2009) because both interlocutors have to participate to succeed in completing the task. Due to this turn-

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taking factor, in written SCMC, participation is counterbalanced in comparison with face to face environment (Warschauer, 1996).

However, learners are afforded almost to the same extent of practice opportunity during CMC interaction. Furthermore, the effectiveness of mode of communication depends on participants' interaction, such as learning style, anxiety, and level of comfort. There are studies that compare CMC with FTF interaction that suggest that quiet learners express themselves more overtly in CMC than during face-to-face interaction. In addition, because of the absence of intimidating non-verbal cues and authority, CMC fosters equal interaction (Kitade, 2000).

Since there is lack of investigation about CMC's connection with second language acquisition, only few studies have claimed that CMC promotes L2 to a greater extent than FTF, albeit the results depend on time on task (U.S Department of Education, 2009 in Blake, 2011). Some studies showed that despite fluency gains during FTF interaction, CMC and FTF are likewise effective in terms of vocabulary acquisition (de la Fuente, 2003).

There is a great consideration of the environment when talking about CMC and FTF learning, learners can equally use strategies with regard to collaborative learning (Peterson, 2009). Conversely, there are more chances to communicate in CMC than in FTF environments since the learners' attention is drawn both by function and form, leading to possibilities of increasing morphological development (Salaberry, 2000). This seems to take place especially in written CMC, where students take more time to perform the tasks.

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Regarding the performance of the students, in a study comparing online with face to face learning, the researchers realized that students who were given online lessons outperformed the students from face to face learning environments (U.S Department of Education, 2009). Hence, the mode of communication affects how students perform during class.

From an educational perspective, CMC is a key tool for students with different needs in the classroom, whose participation and learning is sometimes hindered. Indeed, researchers put forward that there are more possibilities in CMC than in FTF communication considering the ways whereby people's presence is shown and how they work with each other (Jones, 2004). Moreover, unlike FTF mode, during CMC learners can monitor more attentively how they receive corrective feedback and their mistakes. Likewise, the two modes offer the same amount of opportunities to modify output after receiving feedback (Lai & Zhao, 2006). Also, students have a greater capacity of expression in CMC than in face to face interaction (Beauvois, 1992; Bump, 1990; Kern, 1995; Warschauer, 1996). Consequently, learners, in fact, need to be exposed to a more developed lexical range, and they are required to use more complex and varied discourse in CMC than in face to face mode (Fitze, 2006; Sykes, 2005). Thus, in SVCMC format, students can negotiate meaning with the same effectiveness than in face to face (Yanguas, 2010). In a study carried out by Gurzynski-Weiss and Baralt (2014), they identified that, if the modality affects opportunities for modified output immediately following feedback, the learners use those opportunities differently according to the mode. They also found out that "Contrary to theoretical and empirical claims that CMC may enhance learner noticing of feedback, our results

did not show any significant difference between the different modes in learner noticing of form” (p. 30). The study investigated learners’ perception and use of feedback provided in task-based interaction in CMC and FTF.

2.3.4. CMC and L2 development.

One fundamental aspect to highlight is the effect of CMC over L2 development. A very important part to point out in this literature review is the effect that CMC has on L2 development. As researchers have claimed CMC promotes greater learning in L2 development (Blake, 2011; U.S. department of Education, 2009) that is, CMC has revealed to develop improvements in the proficiency of the four skills regarding language (reading, writing, listening, and speaking). Furthermore, CALL researchers said that CMC can modify the learning process acting as a mediating tool (Meskill, 1999). CMC does not only act as a facilitator for the use of language in a classroom context. In fact, in many contexts, CMC motivates people to learn and use a foreign language (Satar & Özdener, 2008) making people actually use what they have learned inside a classroom context on a daily life basis.

2.4 The Present Study

There are no studies that have examined the nature of PI and CF in video-based interactions so far. Similarly, no studies have compared the effectiveness of CF in FTF and SVCMC in second language development. In relation to CF, studies neither have investigated the effects of feedback training in patterns of interaction in FTF and SVCMC nor have attempted to understand students’ perceptions regarding peer corrective feedback and mode of communication.

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Based on the above gaps concerning CF, PI, and SVCMC, three sets of questions were posed:

- 1a. Does the mode of communication—FTF and SVCMC—affect the nature of PI and CF? If so, how?
- 1b. Does feedback training affect the nature of PI and CF in the two modes?
- 2a. Does the mode of communication—FTF and SVCMC—affect the effectiveness of PI and CF? If so, how?
- 2b. Does feedback training affect the effectiveness of PI and CF in the two modes?
- 3a. Does the mode of communication—FTF and SVCMC—affect the perception of PI and CF? If so, how?
- 3b. Does feedback training affect the perception of PI and CF in the two modes?

CHAPTER 3:
METHODOLOGY

3.1 Context

The school where this study was carried out is currently located in Santiago, Chile. It is a co-ed school with a total student body of approximately 1800 students. The school is a bilingual institution that goes by the International Baccalaureate program and is accredited to deliver the three IB programs, i.e., PYP (primary years program), MYP (middle years program), and IB (International baccalaureate diploma). The IB program aims to “develop inquiring, knowledgeable and caring young people who helped to create a better and more peaceful world through intercultural understanding and respect.” (MYP, 2014, p. 6) The school is part of the ABSCH (Association of British schools in Chile) and it is accredited by the NEASC (New England Association of Schools and Colleges) and by the CIS (Council of International Schools).

The IB program was created in 1968 to provide a well-round education that would allow the younger generations to better understand the world and to provide them with the necessary skills to deal with current issues. The school has three branches: the Primary Years program (PYP), Middle Years Program (MYP), and the International Baccalaureate diploma. The curriculum of the MYP was created in 1987 focusing on the skills and attitudes that the students would need for participating in an increasingly global society. In the MYP, students’ age varies between eleven to sixteen years. Albeit the MYP is a foreign program to the Chilean context, it can still be included into the national models as the curriculum framework does not interfere with the national specific curricular requirements. The

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International Baccalaureate diploma is a certificate that the students are given after taking the exams in all the subjects. In the case of the school where this study was conducted, the IB certificate for English was mandatory. The present study was conducted in the Middle Years Program (MYP). The MYP was chosen for this study because the language and literature courses develop students' skills in six different areas, specifically, speaking and presentation skills (oral skills).

The school offers an all English teaching program from 1st grade till 8th grade including all the subjects being taught in English up to 8th grade. Students use authentic booklets created by the school's staff. From 9th grade onwards English is exchanged for the learner's L1, in order to prepare them for their national college entrance exam.

The school offers seven hours of English instruction a week for 9th grade. Communicative methods prevail in the school; namely, most of the tasks are discussion-oriented, leaving room for students to develop their speaking skills and improve their English. The institution also applies language and literature program based on the MYP curriculum. Moreover, the school also endeavors to foster group activity as it is one the traits the IB program promotes.

3.2 Participants

72 learners from ninth grade participated in this study; most participants' first language was Spanish. Bilingual learners were identified and eventually excluded from the data collection process. There was no instrument to test students' oral proficiency; nevertheless, the MYP consists of fifty-hour program for the language course. There are two extra, novel skills aside from the 4 typically taught in the IB:

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viewing and presenting the latter being focused on oral skills, enhancing in this manner the students' proficiency. Albeit the context of this study differs from the majority of learning settings in Chile, learners had the same types of developmental issues; that is, grammatical accuracy in oral production because of the socio-linguistic status of the target language. Due to the developmental issues students are undergoing in the current study, the results can be generalizable to other learning settings in Chile.

Two consent forms were designed for this study: one for students and the other one for the parents. The consent forms were handed in to the students two weeks before the study was conducted and were collected before and during the process.

3.3 Variables of the Study

The current study examined three variables: (a) peer corrective feedback training, (b) mode of communication and (c) peer interaction. The participants were divided into four groups: two groups interacted face-to-face (FTF) and two interacted via Skype (Synchronous video based computer mediated communication). Besides, only two groups received corrective feedback training.

3.3.1. Corrective feedback training.

One of the aims of the study was to train the students on how to provide corrective feedback to each other because (1) students were unaware of the ways of providing corrective feedback and (2) CF raises students' language awareness

3.3.2. Mode of communication.

In order to test the effectiveness of SVCMC as a pedagogical tool, the communication mode was compared with face to face interaction. To interact via SVCMC, the students were given Skype accounts created specifically for this project; the other groups engaged in FTF activities. Even though the mode of communication varied between the groups, the activities performed by the students were the same.

3.4 Overall Design

The overall design of this study is a quasi-experimental design, since it is a classroom-based research and the individual variables are not completely controlled. The participants' characteristics in each group were equal; that is, they shared similar characteristics such as age and English proficiency level. The gender proportions were men ($n=27$) and female ($n=43$). Within the quasi-experimental design, the intervention groups were compared (Mackey & Gass, 2005); therefore, the Groups A (SVCMC + CF training) and C (FTF + CF training) were compared with B (SVCMC minus CF training) and D (FTF minus CF training) as well as the face to face Groups and the SVCMC Groups.

3.5 Procedure

The whole process of conducting the study consisted of four weeks. During Week 1, all the participants took the same pretest (a mystery solving game). During Week 2 and 3, the students participated in the intervention. Throughout these weeks, Groups A and C received four sessions of CF training that consisted of a video activity and role play. When the intervention's recording started, SVCMC

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groups were given Skype accounts' passwords at the beginning of the class; these were daily modified so as for the students not to misuse the accounts out of the school. Then, the students were sent to different classrooms to avoid the white noise effect; afterwards, the students performed the intervention activities. The interactions were audio-recorded using Quick Voice (application) with i-pads. Then, recordings were later put in an e-mail account. Meanwhile, the FTF groups performed the same activities. They were also audio-recorded. Finally, in week 4 the participants took the posttest and completed the exit questionnaires (after finishing the posttest).

3.6 Intervention

The intervention was sustained during Weeks 2 and 3. One of the groups in each mode of communication received corrective feedback training while the other two did not. After the intervention, four classes were held. The intervention activities were carefully incorporated to the syllabus prepared by the school so as not to interrupt the regular teaching objectives. Each intervention lasted for 45 minutes.

3.6.1. Teaching materials.

The activities for the intervention were adapted from participants' syllabus, more specifically, their literature unit where they were reading the play "Romeo and Juliet" by William Shakespeare. The classes were divided into three stages; each stage lasted approximately 10 minutes. The classes' lengths were of 45 minutes; this decision was made to cope with any time tribulation. The same activity format was used during the four interventions. While, the topics of the activities differed all

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the units, it followed the same format and stages. The topics for four classes were: love, gang violence, revenge and death, and destiny. Stage 1 consisted of an information gap activity/jumbled story, in which students were asked to reconstruct scenes from the movie. Images from “Romeo and Juliet” were put on the activities sheets. The scenes from the movie were disorganized; hence, the participants had to organize them chronologically. This way, the past tense use was elicited during meaningful interaction. In addition, they were asked to refer to the objects that were in red circles in order to elicit locatives.

Activity Sample: theme - love

You need to remember the movie and what happened in the movie.



Stage 2 entailed a control practice, this stage consisted of an interviewer-interviewee activity in which, one participant was either Romeo or Juliet and the

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other participant was the interviewer. After the pair had finished, they had to switch the roles: one took the interviewer's role and the other the character's role. The questions that the interviewer was asked to use were related to the play/movie in order to elicit the target features. The questions were related to the movie's themes i.e., obsession with love, gang violence, death and revenge, and destiny.

Sample activity - Stage 2 theme: Obsession with love

Stage 2 Obsession with love

- Look at the set of questions you just received. You will be assigned a role (interviewer or interviewee). Once you finish asking your set of questions, you will switch roles with your classmate and answer your partner's questions.
- 1) How did you first meet?
 - 2) What called your attention about that person?
 - 3) How would you describe your love story?
 - 4) Where did you first confess your love? Describe the setting
 - 5) Which was your most important moment with him/her? Why?

Stage three was a free-discussion task where the students were required to discuss about a given topic related to one theme in that particular class. Consequently, a set of questions was provided in order to elicit the target features. Nonetheless, these questions were not part of "Romeo and Juliet"; instead, they were associated with the class theme and their personal opinion and experiences.

Sample Stage 3:

Stage 3: discuss the following questions

- 1) Describe the scene when you had your first crush for anybody.
- 2) Where did you meet your first crush for the first time?
- 3) What made you like him/her?
- 4) Describe the most memorable episode with him/her.
- 5) Do you know any interesting love story if so describe what happened?

3.6.2. Peer corrective feedback training (Groups A and C).

To train the CF groups, two elements were utilized: a modeling video, which was made by the present authors, and a set of role play activities adopted from Sato (2011b). In order to give the students a more explanatory, visual sample on how to provide PCF, a modeling video was created by the authors; thereby distinct types of feedback were exhibited. The modeling video encompassed seven types of feedback taking their level of explicitness and implicitness into account: clarification request, conversational recast, repetition, explicit correction, elicitation, metalinguistic clue, metalinguistic explanation (Lyster & Saito 2010; Sheen & Ellis 2011).

Examples:

Recast:

Elisa: which was the last movie that you saw?

Fernanda: Minions; I see minions.

Elisa: Oh! You saw minions. Did you like it?

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Fernanda: Yes, I love the movie, because I like those tiny characters.

Elisa: So you loved the movie and liked the characters.

Fernanda: Exactly! I loved and liked those characters.

Elisa: Did you go alone for the movie?

Fernanda: Of course I not. I go with a friend.

Elisa: Perfect! So you didn't go alone, you went with a friend.

Elicitation:

Fernanda: Have you ever seen the fault in our stars?

Elisa: Yes, I saw the movie and I read (phoneme) the book.

Fernanda: You miss pronounced the word "read"

Elisa: read (using the correct phoneme)

Fernanda: Do you think the movie is the same as the book?

Elisa: I don't think so. They have much differences.

Fernanda: That is incorrect.

Elisa: They have many differences.

The video was shown to the students twice and it was approximately 8 minutes in length. Students engaged in role play activities with their peers abiding by the modeling stage; they were encouraged to use PCF as they played different roles. Three participants were required for this task (a) the observer, (b) the corrector, and (c) the error maker. Participants were assigned a list of error sentences that the error maker had to read out loud while the corrector was supposed to correct the utterances containing language errors. Meanwhile, the observer took account of the errors and corrections made by the other speakers (see appendix H: role play). By applying this activity, the participants obtain

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meaningful insights upon corrective feedback. Since the participants were previously drilled with CF, the only step pending is the use-in-context. The use of CF was fostered by doing the activities designed for the intervention due to the nature of the task i.e. the students were required to discuss, deliberate, and basically converse about a common theme assigned for each particular class.

3.6.3. SVCMC (Groups A and B).

Since, this present study dealt with two mode of communications, i.e. FTF and SVCMC, Groups A and B interacted through SVCMC during the intervention process. Throughout the intervention, each group was divided into two groups; one group stayed in the classroom while the others moved to another classroom. Students were paired up when they were together in the same classroom at first, and then they were asked to call their partner's via Skype to start the activities designed and record their interaction using software called Quick Voice.

3.7 Target Features

The target features selected are past tense “-ed endings” and irregular verbs. In addition, we examined English locatives, specifically “in” and “on”.

3.7.1. Past tense.

The past tense was one of the features that EFL learners overgeneralize the most, making common developmental errors. The target features that the study focused on were “-ed endings” and irregular verbs. According to second language learning context, even though past tense grammatical structure is considered as an elementary linguistic form for second language learners, previous studies have shown that it is difficult for L2 learners who have a low proficiency level to acquire

this structure until they reach an appropriate level of output (e.g., Johnson & Newport, 1989; Lardiere, 1998; Pienemann & Johnston, 1987).

3.7.2. Locatives.

Locatives are a feature in which the L1 interferes in the acquisition of the second language. In the case of the current participants, Spanish as their L1, creating confusion while using locatives in English because in their native language they use only one preposition for expressing locations which would be “en” (Adams et al., 2011). Example: La botella está en la mesa. El perro está en la esquina. As a consequence of this situation the study paid special attention to prepositions “in” and “on”.

3.8 Data Collection and Analysis

In order to gather the required data for this study, the following steps were taken: (a) Pre and post tests were administered to each participant. These data collection instruments consisted of a crime mystery solving game where participants were asked to describe where the objects were located in the crime scene, and to depict the actions the suspects did during the day of the crime (This task was created by the researchers and followed the sample from Fujii, Ziegler, & Mackey, 2016). These activities were audio-recorded to measure the effectiveness of the intervention. (b) For the intervention, participants' interactions in both cases; FTF and CMC, were audio-recorded aiming to analyze patterns of interaction in the same manner, the study also searched for LRE's that stands for Language Related Episodes (Storch, 2008). Lastly (c) As a manner of measuring students'

perceptions, an exit questionnaire was administered at the end of the data collection process.

3.8.1. Nature of PI and CF.

In order to measure the effectiveness of the intervention with regard to the nature of peer interaction and corrective feedback (RQ 1a & 1b), the data of the intervention was collected. The data was collected during four different sessions of forty five minutes with four groups during the time length of two weeks. The interactions in Groups A (SVCMC+CF training) and B (SVCMC-CF training) were collected via i-pads (which were also used for the peer interaction activities). Each group employed i-pads to record the interactions. FTF group, however, used i-pads only to record audibly the interactions whereas SVCMC group used i-pads—to interact as well as to record. In order to record the interaction, software called Quick Voice was utilized, which only enables audio recording, this recording would vary its time frequency from three to seven minutes. Moreover, the participants used Skype to perform the interaction for which 30 accounts were created; besides, the students were separated into two different classrooms in order to avoid any audio hindrance. To carry out the present analysis, (a) the students' interactions were transcribed and (b) language related episodes were identified and counted. The patterns of interaction considered for the analysis were collaborative, dominant/dominant, dominant/passive and expert/novice (adopted from Storch, 2002)

Sample of LREs:

Sergio: Do you know any interesting **quarrel**?

Maria: **Quarrel?**

Sergio: **Like something interesting that...**

Maria: **oh no... I don't know.**

Sample: interactional patterns

Maria: Describe the first when you first saw a fight.

Sergio: I both opportunities with...

I have never been involved in a fight and I also don't have any trouble or somebody that I have or I don't like.

So I think I won't answer this question because...

When did you saw a fight?

Maria: I never saw a fight so I can't answer that.

**EXPERT/
NOVICE**

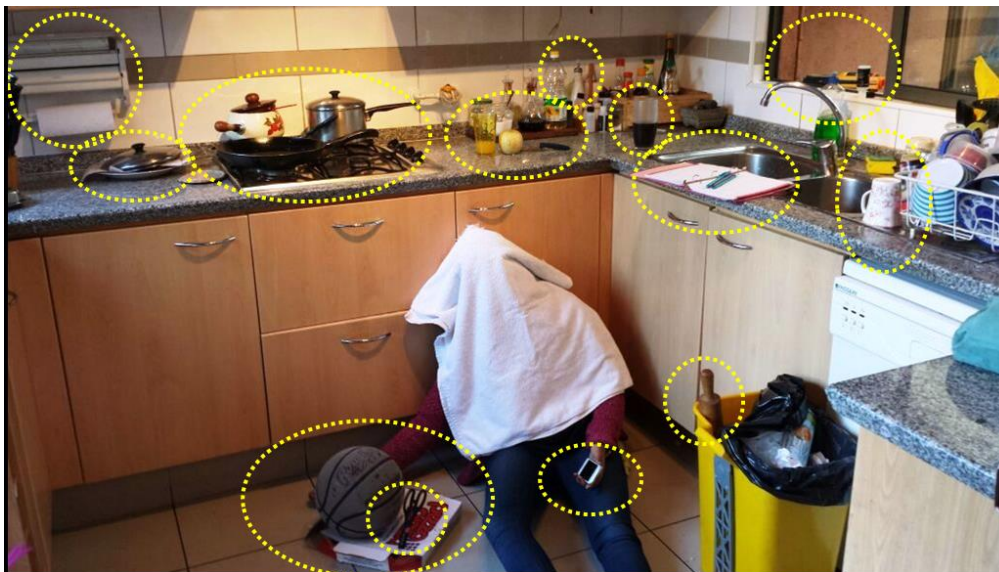
3.8.2. L2 development.

The L2 development data was collected through a pre and post-tests that consisted of a crime mystery solving activity. There were two sessions done for each group (one for the pre-test and one for the post-test). These sessions lasted for four weeks that were apart one from the other and they were audio recorded in ten minutes time slots. In the case of the crime scene picture, yellow circles were created to elicit locatives from the participants. For example, the rolling pin is in the trashcan. Regarding the suspect actions done on the day of the crime, there were three verbs written in infinitive form, aiming to elicit past tense. For example, "Steve threw the ball".

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The entire test kit can be found in Appendix B

Sample crime scene



Sample suspect profile



- Name: Steve Sinclair
- Age: 24
- Reason: He was victim's neighbor and friend. They had lunch together the day of the murder.

Sample suspect's actions

PLAY / JUMP / THROW



In order to answer the second set of questions related to the effectiveness of the two modes (FTF and SVCMC) the following procedures were taken: (a) the students' recordings were individually transcribed; (b) the target features (locatives and past tense) were identified and coded by employing different colors; (c) the amount of correct and incorrect target features in use was counted and organized into a chart.

3.8.3. Students' perceptions.

To answer question 3, which is related to measure the effect of the intervention on the perceptions of the students we collected the data through individual questionnaires. The questionnaires were delivered after the post-test data collection ended and consisted of 17 open- ended and close- ended questions in order to measure students' perceptions with regard to their preference of the

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type of corrective feedback given. The exit questionnaire was adapted from Sato (2013), and Baralt, Gurzynski-Weiss, & Kim (2016). Questions one to five were related to peer interaction activities, and questions nine to fourteen were related to CF training.

Sample close-ended questions

1. I think communication activities are for having fun but not for learning English.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

2. I think communicating in English will improve my speaking skills.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

3. I like pair activities with my classmates.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

4. I think communication activities with my classmates give me more chance to practice speaking.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

Sample Open-ended questions

1. What was your overall perception of the task that you did with your partner?

2. Do you think that you and your partner were both equally willing to contribute in the activities?

3. Did your partner help you? If so, how?

To explore the students' perceptions with regard to the effectiveness of the intervention, the students pooled their perspectives into an exit questionnaire (adapted from Sato, 2013; Gurzynski-Weiss & Baralt, 2013). The questionnaire's answers were coded by accounting for the categories of students' responses into a Likert scale i.e., completely agree, mostly agree, agree, disagree, mostly disagree,

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completely disagree. Hence, those answers were represented on a scale from 1 to 5. On the other hand, the open-ended questions served as back-up for the discussion section; they were transcribed individually to be interpreted later.

CHAPTER 4:

RESULTS

4.1 Nature of PI and CF

Based on the interactional patterns coined by Storch (2002), four patterns of interaction (collaborative, dominant/passive, expert/novice, and dominant/dominant) were utilized in the current study to code and report results. Meanwhile, to seek evidence of learners' language awareness (e.g., CF) in the transcripts, students LREs were identified. The results are summarized in Figure 3.

4.1.1. Nature of PI.

Regarding mode of communication, learners tended to interact more collaboratively and engaged in more expert/novice interactions during FTF interactions. Namely, three peers out of six were labeled as collaborative, with only one peer interacting collaboratively via SVCMC. Besides, learners who communicated via SVCMC were identified as expert/novice and dominant/dominant in this mode, showing two peers interacting in a dominant/dominant pattern and two interacting in dominant/passive pattern.

The following results concern CF training. Comparing the two modes of communication, SVCMC and FTF groups that received CF training (Groups A and C) demonstrated a tendency for collaborative interaction, that is, three collaborative dyads vs. two dominant/passive dyads and one dominant/dominant pattern. Dissimilarly, Groups B and D, which were not trained to provide CF, showed collaborative interactions (one dyad) expert/novice interactions (three dyads) and dominant/dominant interactions (two dyads).

4.1.2. Nature of CF.

In terms of language related episodes, three LREs were found in either modes of communication; nevertheless, FTF mode presented more LREs than in SVCMC mode. Namely, in FTF environments two LREs were found, and just one of them was resolved successfully. Furthermore, one LRE in SVCMC mode was found in Group A; this episode was also resolved successfully (SVCMC+CF).

	<i>PATTERN</i>		<i>LRES</i>
A2-A3	COLLABORATIVE		1
A9-A11	DOMINANT PASSIVE		0
A18-A19	DOMINANT	PASSIVE	0
B6-B7	EXPERT	NOVICE	0
B19-B21	DOMINANT	DOMINANT	0
B23-B18	DOMINANT	DOMINANT	0
C22-C23	COLLABORATIVE		0
C24-C25	COLLABORATIVE		1
C28-C3	DOMINANT	DOMINANT	0
D13-D14	COLLABORATIVE		0
D21-D22	EXPERT	NOVICE	1
D23-D24	EXPERT	NOVICE	0

Figure 3. Patterns of interaction

4.2 L2 Development

The second research question addressing L2 development came to the result that participants involved either in SVCMC or FTF groups showed a notable improvement regarding both target language features—locatives and past tense—after the intervention. Comparisons across groups showed higher progress in the use of past tense than in the use of locatives since the average of improvement regarding locatives was 6%. This percentage was taken out considering the pre

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and post-tests' averages (67.6% in pre) and (73.3% in post). Results over past simple varied in 9%, i.e., in pre-test groups scored 38.2% while in post-test groups scored 47.36%.

LOCATIVES		
	PRE	POST
A	69,0127028	79,560279
B	69,8048834	72,2822233
C	66,8919788	68,3829448
D	64,6227087	74,3073607
PAST TENSE		
	PRE	POST
A	30,3337281	38,6176696
B	43,2724789	55,0765456
C	34,6216952	48,0310154
D	44,6320215	47,3689445

Table 1. Pre and post results

4.2.1. Mode of communication.

SVCMC (Groups A and B) showed larger improvement than FTF (Groups C and D). Regardless of the minor differences between groups, the progress average from SVCMC groups (i.e., 57.24%) was higher than FTF's average (i.e., 56.1%).

4.2.2. CF training.

In terms of CF training, dissimilarities were found across the results regarding CF training in both modes of communication—SVCMC and FTF. Results are shown in the table below.

	Group A (CMC + CF)	
past tense	69,0127028	79,560279
Locatives	30,3337281	38,6176696
%	49,6732154	59,0889743

	Group B (CMC minus CF)	
past tense	69,8048834	72,2822233
locatives	43,2724789	55,0765456
%	56,5386812	63,6793845

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	Group C (FTF + CF)	
past tense	66,8919788	68,3829448
Locatives	34,6216952	48,0310154
%	50,756837	58,2069801

	Group D (FTF minus CF)	
past tense	64,6227087	74,3073607
locatives	44,6320215	47,3689445
%	54,6273651	60,8381526

Table 2. Groups result pre and post (locatives and past tense)

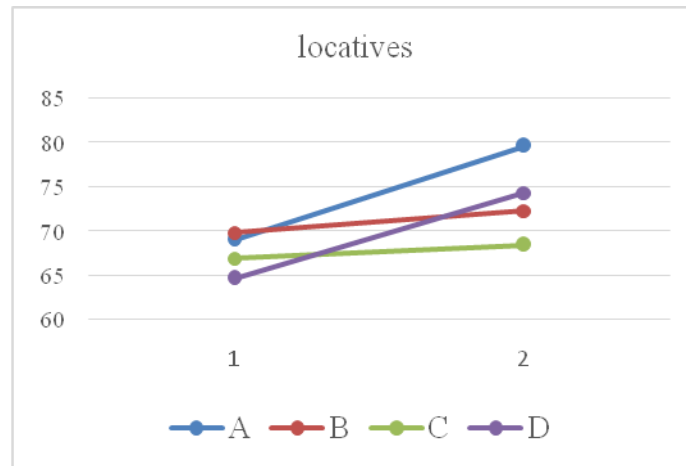


Figure 4. Test mean scores pre and post locatives.

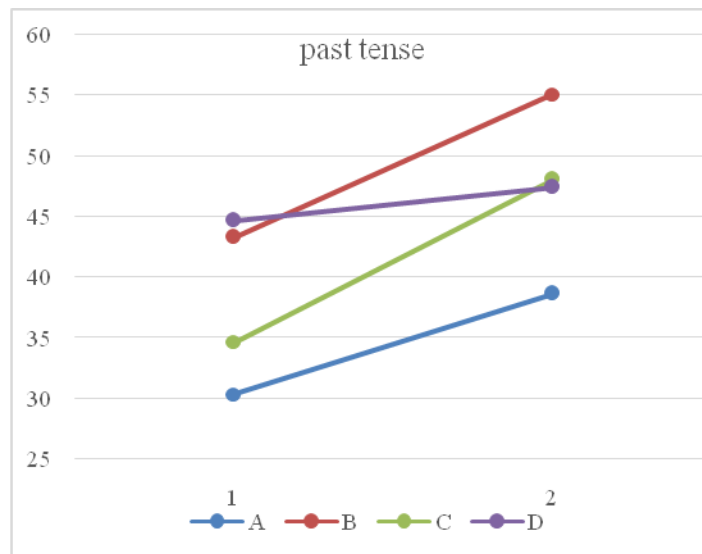


Figure 5. Test mean scores pre and post past tense.

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In relation to CF training, in SVCMC Group A (+CFT) showed higher improvement in the use of target features in contrast to Group B (-CFT). The percentage of improvement in Group A was 10% while Group B scored 3% below Group A, showing a difference of 7%. Similarly, by comparing Groups, C (FTF+CFT) and D (FTF-CFT), Group D showed less improvement than Group C. Both groups that did not receive CF training increased their tests results in 6% whereas groups that received CF training increased 8%. In other words, the results from SVCMC group, which received CF training, showed more improvement at the end of the process.

By comparing groups that received CF training (Group A, FTF; and Group C, SVCMC), the results showed that even though the provision of CF had a positive impact in both modes, the group that interacted via SVCMC achieved the highest score, with a difference of 2% between groups. Namely, SVCMC increased their results while FTF increased their results in 8%. Differences between the groups that did not receive CF training during the intervention (Group B and D) signaled that SVCMC outperformed FTF groups with a difference of 7%. Therefore, FTF groups achieved just 6%; only one point made the difference between these two groups.

4.3 Students' Perceptions

Exit questionnaires collected from the four Groups (A=CMC+CF training), (B=CMC-CF training), (C=FTF+CF training), (D=FTF-CF training) were analyzed. Questions were divided into two sets: PI and CF. Close-ended questions 1-5 were about peer interaction. In question 1 the four groups averaged 4.5, being in

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between “disagree” and “mostly disagree”. In question 2, the four groups averaged 1.6 “mostly agree”. In Question 3, the four groups averaged 2.1 “mostly agree”. In question 4, the four groups averaged 2.0 “mostly agree”. In Question 5, four groups averaged 3.025 “agree”. The findings indicated that the groups did not agree with Question 1 from the questionnaire. Groups thought that communicating in English will improve their speaking skills and expressed that they liked pair activities with their classmates. The students also stated that communication activities with their classmates gave them more chances to practice speaking and felt more comfortable when conversing with their classmates than with their teacher.

Peer interaction					
Question	A (CMC+CF training)	B (CMC – CF training)	C (FTF + CF training)	D (FTF – CF training)	Average
1	4,63	4,4	4,2	4,7	4.2
2	1,44	1,6	1,6	1,6	1.5
3	2,3	1,73	2,3	2,2	2.1
4	2,13	1,73	2,2	2	2.1
5	2,7	2,9	3,3	3,1	3.03

Corrective feedback					
Question	A (CMC+CF training)	B (CMC – CF training)	C (FTF + CF training)	D (FTF – CF training)	Average
9	2,3	2,71	2,3	2,31	2.1
10	2,5	3	2,5	2,7	2.5
11	4,5	4,07	4,3	4,84	4.51
12	2,3	2,4	2,9	2,2	3.1
13	2,2	2,4	2,7	2,31	2.4
14	2,5	2,4	2,4	2,05	1.48

Table 3. Exit questionnaire scores

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In relation to the peer interaction questions 1 to 5 in comparison to the modes of communication (Groups A and B = CMC versus C and D = FTF), in question 1, the CMC groups averaged 4.51 “mostly disagree”, and the FTF groups averaged 4.42 “disagree”. In question 2, the CMC groups averaged 1.51 “mostly agree”, and the FTF groups averaged 1.6 “mostly agree”. In question 3, the CMC groups averaged 2.0 “mostly agree”, and the FTF groups averaged 2.2 “mostly agree”. In question 4, the CMC groups averaged 1.92 “mostly agree”, and the FTF groups averaged 2.1 “mostly agree”. In question 5, the CMC groups averaged 2.8 “agree”, and the FTF groups averaged 3.3 “agree”. The findings indicated that albeit the groups with different mode of communication had similar results, there is a partial difference between the modes due to the fact that the CMC group had a slightly more positive perception.

The set of questions vis-à-vis corrective feedback (close-ended questions 9 to 14) indicated as follows. In question 9, the four groups averaged 2.4 “mostly agree”. In question 10, the four groups averaged 2.7 “agree”. In question 11, the four groups averaged 4.43 “disagree”. In question 12, the four groups averaged 3.23 “agree”. In question 13, the four groups averaged 2.4 “mostly agree”. In question 14, the four groups averaged 2.4 “mostly agree”. The findings indicated that the groups thought that if their classmate points out their grammar errors, they would believe the correction and felt comfortable when their classmate points out their grammar errors. Moreover, students thought that they should help each other by pointing out other’s grammar errors and felt they were helping their classmate when he/she makes a grammar error. They also perceived that when their classmate makes an error, they could provide a correction. The groups did not

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think that if their classmate is going to correct their errors, they would like it to be done indirectly.

With regards to corrective feedback questions 9 to 14, by comparing the modes of communication (Groups A and B = CMC versus C and D = FTF), in question 9, the CMC groups averaged 2.52 “agree”, and the FTF groups averaged 2.3 “mostly agree”. In question 10, the CMC groups averaged 2.8 “agree” and the FTF groups averaged 2.6 “agree”. In question 11, the CMC groups averaged 4.3 “disagree”, and the FTF groups averaged 4.6 “mostly disagree”. In question 12, the CMC groups averaged 2.4 “mostly agree”, and the FTF groups averaged 2.6 “agree”. In question 13, the CMC groups averaged 2.31 “mostly agree”, and the FTF groups averaged 2.5 “between mostly agree and agree”. In question 14, the CMC groups averaged 2.5 “between mostly agree and agree”, and the FTF mode averaged 2.3 “mostly agree”. The findings indicated that there is no significant difference between the modes and the perceptions of corrective feedback. The answers from the open-ended questions will be used in the discussion section.

CHAPTER 5:

DISCUSSION

5.1 Nature of PI and CF

5.1.1. Mode of communication.

The mode of communication had an effect on peer interaction and, especially interactional patterns. Unlike SVCMC, FTF sets up a context in which collaborative and expert/novice patterns prevail. From FTF data set (6 dyads, Group C and D), 3 dyads were identified as collaborative, 2 as expert/novice, and only 1 as dominant/dominant. According to Storch (2002), pairs that collaborate more are more likely to pay attention to language arising from deliberations as such they are able to resolve these deliberations. Thus, FTF environments provide the learners with a meaningful context for language learning since collaborative patterns are more conducive to L2 development (Storch 2002, 2004, 2008).

On the other hand, in SVCMC dominant patterns tended to emerge more frequently than in FTF. SVCMC data set (6 dyads, Group A and B) exhibited 2 dominant/dominant (cooperative) pairs, 2 dominant/passive pairs, 1 novice/expert pair, and 1 collaborative pair. These findings are consistent with Rouhshad and Storch (2016) as in CMC environments learners tend to work cooperatively, and not often, collaboratively; namely, there are comparable contributions from the two participants during peer interaction. What is appealing about these findings is that, just as written and oral CMC, video-based CMC also drives learners to work under dominant patterns. In other words, FTF is still considered an environment that enhances L2 development.

By comparing groups from different modes, yet both without CF training (Group B and D) the following statement brought out: FTF environments promotes scaffolded assistance between learners (Storch, 2002). Results show that in Group B there were 2 dominant/dominant patterns and only 1 expert/novice whilst in Group D there were 2 expert/novice patterns and 1 collaborative. Therefore, in FTF contexts, patterns that are conducive to L2 development are predominant in contrast to CMC contexts (Storch, 2002).

5.1.2. CF training.

Excerpts 1 and 2 exhibit students' deliberations over word meaning as in excerpt 1 they discussed the meaning of "bound" (lines 1,2,3,4,5,6), and in excerpt 2, they had an LRE that deals with the correct use of "be afraid of" (2,3,4,5,6,7). These two episodes occurred in Groups A and C and both couples were trained on how to provide CF and were categorized as collaborative. More importantly, both episodes were resolved successfully.

Excerpt 1

1R: what does bound mean?

2G: bound means like you're together uh; the question is trying to say that, like,

3 everyone has their own...

4R: Ok...

5G: you're destined to meet them.

6R: I think every person is... has a special one. Just that, some people find it and

7 some not so I think I'm bound to find my love.

8G: Did you ever notice any situation or fact that might have had an effect in your life?

Excerpt 2

1 J: I don't think destiny is something to... to...

2 M: be afraid of

3 J: yeah

4 M: mmm...

5 J: no, no! Not to be afraid of

6 M: no?

7 J: no—to have influence in your life

8 M: yes, destiny is not...

Based on the LREs above, this study claims that CF training promotes collaboration during peer interaction. However, the impact of CF training was mediated by the mode of communication. Specifically, the intervention had a larger impact in FTF communication. This is because, in the CMC group that experienced CF training (Group A) only 1 out of 3 pairs worked collaboratively whilst in the FTF group that underwent CF training (Group C) 2 out of 3 pairs were identified as collaborative. Thus, it can be claimed that the intervention had an impact on students' language awareness as in both sections in which they were trained, their results from posttest increased. Also, learners from training groups managed to resolve LREs successfully, hence these findings accord with Storch (2008) in that learners who show an extended level of engagement with their partners' contributions are more likely to succeed in overcoming LREs. In sum, to make learners' relationships more collaborative, CF training is useful, and more importantly CF training promotes language awareness.

In addition, the intervention impacted positively PI's nature; that is, not only the intervention helped raise students' linguistic awareness, but it also promoted collaborative patterns. Unlike FTF interactions, conversational exchanges via SVCMC tended to bring out dominant/dominant and dominant/passive patterns (Rouhshad & Storch, 2016). Patterns that are not conducive to L2 development mostly arise from CMC interaction; however, CF training counterbalances this disarray since by comparing group A (SVCMC+CFT) and group B (SVCMC-CFT), group A exhibited one collaborative dyad and two dominant/passive dyads whereas group B exhibited one expert/ novice dyad and two dominant/dominant dyads. Thus, CF training is conducive to peer collaboration (Sato & Ballinger, 2012).

5.2 Effectiveness of CF Training and SVCMC on L2 Development

5.2.1. Mode of communication.

Based on pre and posttests results, this study showed that the mode of communication does affect PI and CF effectiveness, SVCMC mode being the one with the highest scores in both cases (SVCMC plus CF training and SVCMC minus CF training). According to previous research on this area, Lai and Zhao (2006) reported that CMC environments may enhance learners' noticing of feedback, and in relation to the Noticing hypothesis (Schmidt, 1995), these environments allow learners to modify their output in a higher amount at the same time of helping learners to improve their L2 learning in communicative activities. Hence, taking into consideration the current results, it can be argued that SVCMC is an L2 development-enhancing tool as promotes students' cogitation over language. These results have been similarly presented in previous studies that have shown

outcomes alike in terms of improvement. For example, Beauvois (1997) compared the average of oral test scores of students who participated in a weekly SCMC discussion with those in a comparable group who participated in a traditional face-to-face discussion. Findings from Beauvois study reflected a better performance from the SCMC group than FTF.

5.2.2. CF training.

Learners in the four groups in this study were positively impacted by CF training as shown in the post-test results, with group A and C (CF training) outperforming groups B and D (no CF training). The intervention also helped students reflect about language as students from CF training groups came up with and resolved more LREs successfully. In other words, CF training promotes language awareness, giving students more opportunities to use meta-language and, in turn, more occasions to modify their output. These results demonstrate that the classroom intervention can lead learners to be more aware of the language they are about to use. As interactional feedback is associated with L2 development, it seems logical that if learners resolve more LREs without problem, they may increase their opportunities for L2 development (Sato & Lyster, 2012). Hence, similarly to Fujii, Ziegler, and Mackey (2016) and Sato and Lyster (2012), these results suggest that instructing learners in different ways of providing CF enhance their language learning opportunities, and that “learners can be trained to be ‘better’ interactors and better corrective feedback providers” (Fujii, Ziegler, & Mackey, 2016, p. 28).

5.3 Students' Perceptions

5.3.1. Mode of communication.

Students perceived that SVCMC activities were striking and amusing; they recognized that these encouraged them to interact more. Unlike CMC activities, the tasks performed via FTF had acceptance too, although they did not have the same reception that CMC activities since the students enjoyed CMC tasks more. This is consistent with Bueno Alastuey (2011) who found that the level of satisfaction of the experimental group, which was involved in the CMC tasks were higher due to the authenticity of the mode of communication. In other words, what makes SVCMC activities distinct is its innovative, novel applicability. As an example, Rosa (a student) wrote, *"Yes, I think they were all very helpful for the learning"* with regard to the activities. Therefore, students not only considered that the activities were entertaining but they also thought they promoted learning. In short, both modes were approved by the students, but SVCMC activities influenced students' perceptions most due to their innovative nature.

5.3.2. CF training.

Learners feel more comfortable during peer interaction in comparison with student-teacher interaction (Philp et al. 2014; Sato, 2013; Sato & Lyster, 2007) and, in turn, students did not feel threatened by social relationships. These results suggest otherwise in relation to Sato's (2013) findings since "providing CF is not an easy task due to possible negative psychological effects on their partners and disruption of the communicative flow" (Sato, 2013, p. 623). Nonetheless, this may be explained by cultural reasons as Japanese learners in Sato's study expressed high concern about politeness and respect for each other's turn and conversational

continuity (Sato, 2013). In other words, students care about preserving a respectful and polite atmosphere in order to avoid turn-taking overlapping keeping the conversational flow. To sum up, CF training brings about nuances on students' perceptions, thereby having no significant but little influence upon student's perceptions.

5.4 Overall Discussion

Two main variables applied in the study were different modes of communication with the purpose of defining if there was any influence of the mode of communication in L2 development. The effectiveness of CF training was examined in those modes of communication as well. After gathering the required information and analyzing results, clear differences were found between groups with different interventions resulting in distinct interaction patterns, L2 development outcomes, and learner perceptions. It has been already proven that the nature of PI and CF varies regarding the mode of communication, SVCMC being more effective than FTF interaction since CMC promotes collaborative patterns. Due to the fact that the task type may affect the role that participants assume (Storch, 2002), the activities that participants underwent during the intervention were exactly the same in the four groups, on this way, the possibilities of obtaining different results as a consequence of the extra variable were discarded.

The mode of communication also influenced the CF training effectiveness. According to results, the two groups exposed to CF training improved their language performance at the end of the study. Despite statistics reflected slight differences between FTF+CF group and SVCM+CF group, participants from

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SVCMC + CF training group scored higher results. Previous studies have also shown CF positive effects on L2 learning, and in this study this positive perspective was likewise confirmed, but more benefits were found in the practice of PCF in communicative activities, as learners modify their output more when interacting with a peer than with a teacher (Adams et al., 2011).

Similarly, perceptions gathered from participants declared that SVCMC was preferred by learners to engage in peer tasks because CMC activities are considered to be more interactive and stress free (Ma, 1996); hence, motivation increases in learners, fostering their participation in oral activities (Hoven, 2006).

The nature of PI and CF was affected by the modes of communication. In FTF interaction, more collaborative patterns were found while in SVCMC more dominant/passive and expert/novice patterns arose. Similarly, CF training fosters collaboration. The effectiveness of PI and CF was mediated by the mode of communication. In FTF interaction, there was less improvement than in SVCMC. CF training had an effect over the effectiveness of PI and CF as the groups that received CF training scored higher. The perception of PI and CF was influenced by the mode of communication since SVCMC groups showed more satisfactory notion of PI activities and CF. CF training did not significantly affect the perception of PI and CF as the four groups expressed similar perceptions.

**CHAPTER 6:
CONCLUSION**

6.1 General Conclusions

This study aimed to examine ways in which the potential of peer interaction on learning is maximized. The results expressed a positive relation between the provision of CF training and its effectiveness in the development of a second language in two different modes of communication; SVCMC and FTF, where the effect of SVCMC in peer interaction on L2 learning was fostered by the use of CF.

The main results of this study gave preference to one of the modes of communication, contributing to the research field of CMC. Regarding students' perceptions, a major preference for SVCMC mode was shown at the end of the process, since participants showed a more positive perception than in FTF interaction. According to PI and CF, among the 4 groups (SVCMC + CF training, SVCMC – CF training, FTF + CF training, and FTF – CF training) results were not statistically different. However, there were no major differences between the modes of communication; SVCMC showed a slight difference with regard to positive perceptions.

In terms of the effectiveness of the different modes of communication, once more, SVCMC was proved as being the most effective in comparison to FTF, either with the provision of CF training or without it. Nevertheless, the four groups who interacted in the two different modes improved their results in the post test. In this way, giving evidence that PI is an effective learning tool.

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The different mode of communication and CF training in the intervention affected the results of the study, illustrating a difference among the groups which received CF training and the ones who did not by showing different results including the evidence received from the questionnaire's. In this manner, the learners showed awareness of the tasks given and were able in most cases to express the target features using the target language which in turn helped the study to test the effectiveness of CF training.

6.2 Limitations

Considering SVCMC as a technological tool, networks tend to be unstable as any other technological device, resulting in a limitation for our study when gathering the data from the intervention, since the platform used for this purpose (Skype) was difficult for students to access and record the interaction using the application implied, called Quick Voice. Similarly, with the use of technology, although CMC groups were separated, the environmental noise was a slight hindrance. However, in this case the use of Audacity helped overcome this hassle.

6.3 Pedagogical Implications

This study helped to foster and improve the accuracy of L2 learners in an EFL context, at the same time facilitating the understanding of new methods to apply technology as a teaching tool, in order to enhance second language acquisition through new approaches. Currently, as technological resources can be found in many schools in the EFL Chilean context, this study can be conducted in any educational institution in different ways.

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It can be said that not only do SVCMC activities motivate students to communicate in English, but they also promote L2 development, hence, promoting a new teaching tool. It can be argued that interactional patterns are affected by SVCMC activities to a clear extent, thereby creating a tendency for dominant/dominant and dominant/passive patterns by saying that it is established that there will be a predominance of dominant type of learners in the class. The implementation of CF training was proven to be a crucial element in the development of L2 learning, since students developed language awareness through LRE's. Even though learners did not produce CF during interactions, they were aware of their language use and, consequently, modified their utterances.

There is a clear idea of what future generations expect of technology; it is the teacher's duty to include prospect of these learners' expectations into the classroom. The use of technology is indeed a facilitator and enhancer for teaching necessities and methodologies that society nowadays seems to yearn for. When a student is offered a chance to learn something new in an innovative manner, they will give a chance for learning.

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APPENDICES

Appendix A: Consent Forms

DOCUMENTO DE CONSENTIMIENTO



Estimados Padres/Apoderados:

El propósito de esta carta es informarles que estaremos realizando una investigación educacional, denominada *Desarrollo Sustentable de la Enseñanza del Inglés en Chile*, la cual se llevará a cabo en el establecimiento de su hijo/hija, es por este motivo que estamos solicitando su consentimiento para que su hijo/hija pueda participar en las actividades y en la recolección de datos pertinentes. Cabe señalar, que las actividades del estudio están diseñadas para promover el aprendizaje de los alumnos ya que están relacionadas con la planificación del establecimiento. Además, quisiéramos pedir su permiso para entrevistar brevemente a su hijo/hija al término del estudio. La identidad de él o ella permanecerá en forma anónima. Por favor firme al final de la carta si da su autorización después de leer la descripción del proyecto y los detalles de las condiciones.

Objetivo de la investigación:

Este estudio busca investigar de qué manera la interacción entre estudiantes que están aprendiendo un segundo idioma facilita la adquisición de éste. También, busca contribuir a la enseñanza de un nuevo idioma especialmente en contextos donde los estudiantes no tienen suficientes oportunidades de usar la segunda lengua.

Investigador Principal:

Dr. Masatoshi Sato, Departamento de Inglés, Universidad Andrés Bello, Santiago:

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Comité de Ética:

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Investigadoras asistentes:

Daniela Aravena; Mayuri Kewlani; Felipe Pavez; Luz Rodriguez; Camila Valenzuela; Camila Villagran Prado

Financiación:

Este proyecto está financiado por FONDECYT (11121136) otorgado al Investigador Principal.

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Procedimiento:

- Durante las clases de inglés, su hijo/hija participará en actividades diseñadas para promover el desarrollo del segundo idioma. Durante las actividades, las conversaciones o intercambios escritos de su hijo/hija podrían ser grabados.
- Es posible que a su hijo/hija se le solicite participar en actividades extras para practicar su inglés. Las sesiones se llevarán a cabo fuera de la sala de clases y tendrán una duración aproximada de 15 minutos. La voz de su hijo/hija será grabada.

Condiciones de su participación:

- Parte de este estudio considera recoger datos de actividades de clases (por ejemplo, tareas). Sin embargo, habrán actividades especialmente diseñadas para este estudio. La participación en esas actividades es de forma voluntaria y no afectará las evaluaciones del curso de ninguna manera.
 - La información y los resultados de la investigación serán utilizados solo para fines del estudio.
 - Los participantes no correrán ningún riesgo al participar en esta investigación. Es más, al participar a su hijo/hija se les ofrecerán oportunidades para mejorar sus habilidades en inglés.
 - La información en este documento será almacenada de manera segura en un computador protegido por contraseña. Nadie, aparte de los investigadores, tendrá acceso a esta información. Toda información se mantendrá de manera confidencial. Su nombre y el nombre del establecimiento al cual su hijo/hija asiste no serán utilizados en informes que describan los resultados de la investigación.
 - Finalmente, al aceptar participar, a su hijo/hija es libre de retirarse de la investigación en cualquier momento que estime conveniente
-

He leído y entendido la descripción de la investigación y de esta manera acepto que mi hijo/hija participe en las actividades dentro de la sala de clases así como en las actividades extras.

Nombre: _____

Firma: _____ Fecha: _____

CONSENT FORM



Research Purpose:

This research, called *Sustainable development of English education in Chile*, will investigate how interaction between second language learners facilitates language development. It also aims to contribute to language education especially in contexts where learners do not have much opportunity to use the target language such as Chile. This project is funded by

Principal Investigator:

Dr. Masatoshi Sato, Associate Professor, Department of English, Universidad Andres Bello, Santiago:

Phone: 6618708 / Email: masatoshi.sato@unab.cl

Research Assistants:

Daniela Aravena; Mayuri Kewlani; Felipe Pavez; Luz Rodriguez; Camila Valenzuela; Camila Villagran Prado

Funding:

This project is funded by a FONDECYT (11121136) awarded to the Principal Investigator

Procedure:

- During regular class time, you will participate in activities designed to promote second language development. During the activities, your conversational or written exchanges may be recorded.
- You may be asked to participate in extra activities to practice your English. The sessions will be held outside the classroom and they take approximately 10 minutes. Your voice will be audio-recorded.

Conditions of Your Participation:

- A part of this study involves data collection from classroom activities. However, there will be activities specifically designed for the study. Participation in those activities will not affect the evaluation of the course in any way. Data collection will not involve any images (i.e., cameras or video cameras). During online video-based interaction, only voice will be recorded.
- The data and results will be used for research purposes only.
- There are no risks involved in participating in the study. Rather, by participating, you will be given opportunities to improve your English skills.
- The data along this form will be safely kept in our password-protected computer. No one other than us as the researchers will have access to them. All

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data will remain completely confidential. Your names or school names will not be used in any of reports describing the results of this study.

- Even if you agree to participate, you are free to withdraw from the study at anytime you wish.

I have read and understood the descriptions of the research and hereby agree to participate by partaking in the classroom activities as well as extra activities.

Name: _____

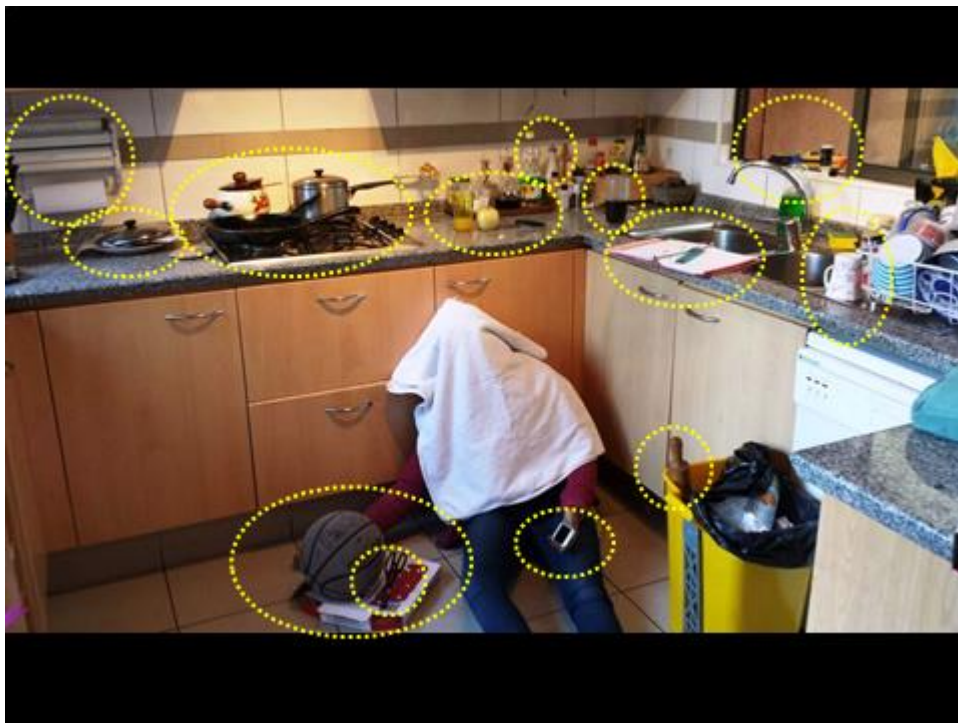
Signature: _____

Date: _____

Appendix B: Crime-Mystery Solving Game (pretest)

Pre Instructions

- **This is a crime-mystery solving game. You are a crime scene investigator and you need to find the murderer. This is the crime scene and they are the suspects. First, please report the crime scene to me by describing the objects in the picture.**
- **Second, look at those pictures that depict what the suspects did at the day of the crime. Now, you need to describe what they did during the day. Please use the verbs indicated in each picture. Please, use other verbs too.**



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- Name: Clara Park
- Age: 30
- Reason: her finger prints were found on the murder weapon.

LOOK / STARVE / COOK



WORK / WRITE / CHAT



WRITE / THINK / CREATE



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



- Name: Elena Gilmore
- Age: 38
- Reason: she was the victims fiancé but he caught her red-handed having an affair.

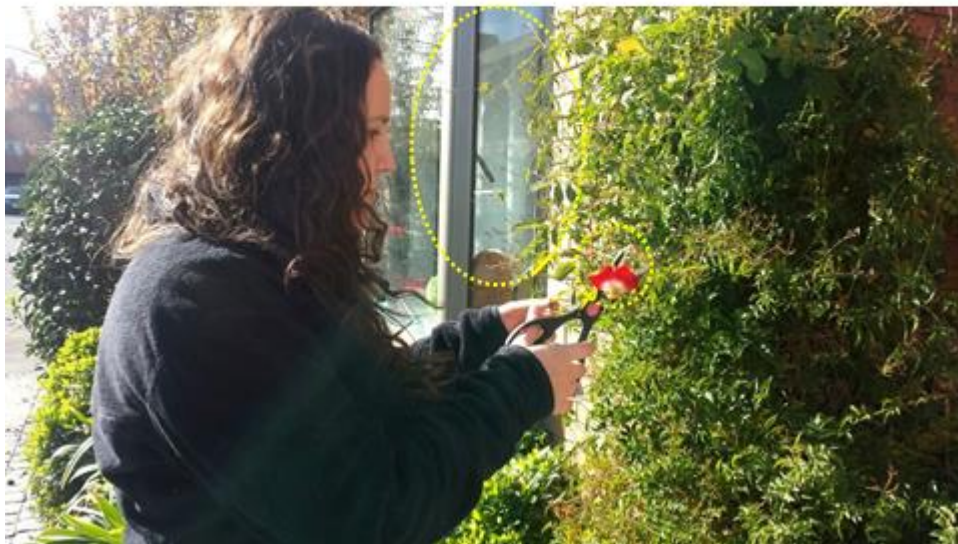
TALK / CALL / ANSWER



COOK / PREPARE / KNEAD



CUT / SMELL / CHOOSE



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

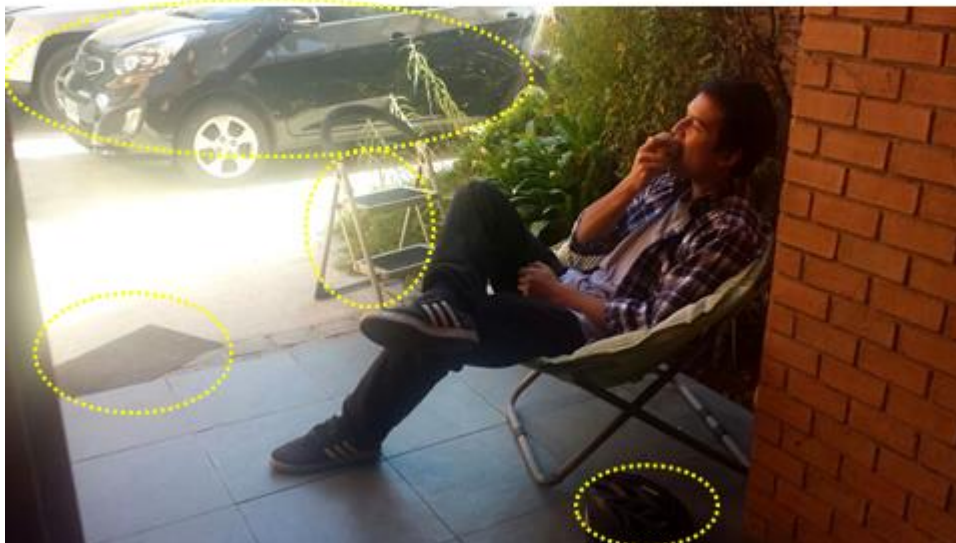


- Name: Steve Sinclair
- Age: 24
- Reason: He was victim's neighbor and friend. They had lunch together the day of the murder.

DRINK / ENJOY / HOLD



EAT / SIT / RELAX



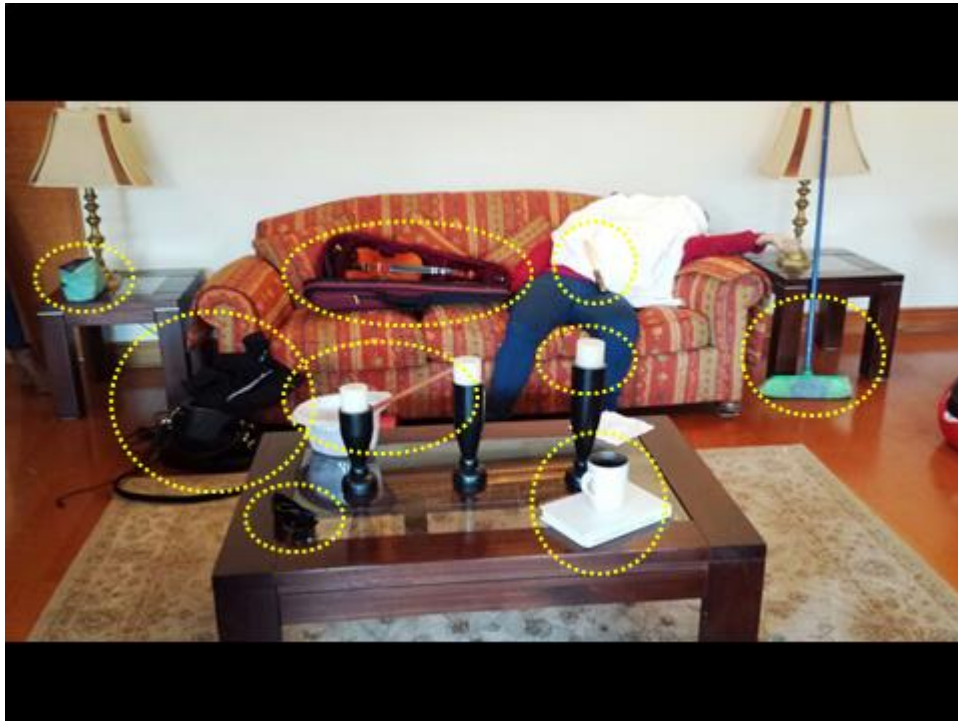
PLAY / JUMP / THROW



Appendix C: Crime Mystery solving Game (posttest)

Post Instructions

- **This is a crime-mystery solving game. You are a crime scene investigator and you need to find the murderer. This is the crime scene and they are the suspects. First, please report the crime scene to me by describing the objects in the picture.**
- **Second, look at those pictures that depict what the suspects did at the day of the crime. Now, you need to describe what they did during the day. Please use the verbs indicated in each picture. Please, use other verbs too.**



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



- Name: Neomy Green
- Age: 23
- Reasons: she was seen leaving the crime scene close to the murder time. Trails of her hair were found next to the dead body.

KICK / PLAY / RUN



PLAY / REHERSE / LOOK



SLEEP / REST / LIE



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



- Name: Debra Swan
- Age: 22
- Reason: she was the last person who had a telephone conversation with the victim.

WATCH / CHOOSE / RELAX



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



SING
DANCE
ENJOY



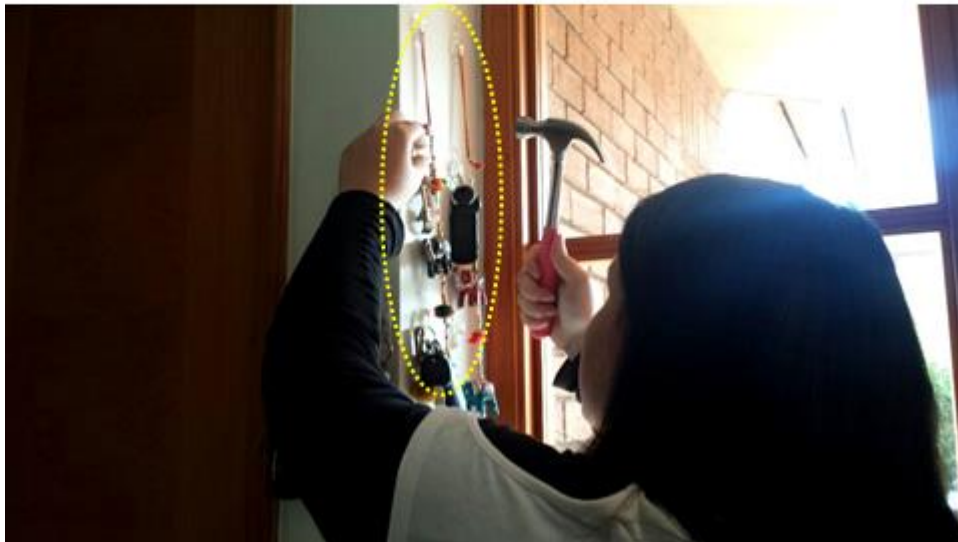
DRINK / SIT /
LIFT

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



- Name: Rane Gate
- Age: 28
- Reason: she was the victims sister who had a family feud over the family fortune.

FIX / HAMMER



SWEEP / CLEAN



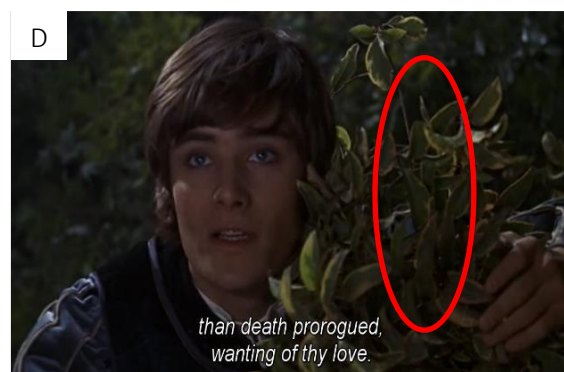
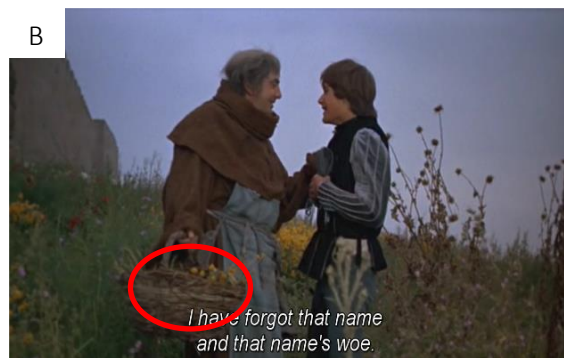
CUT / COOK / PREPARE



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

Appendix D: Intervention (love)

- Describe the scene with your partner. Do not forget to refer to the objects or people in the red circles. Connect the circles with the movie. Put the pictures in chronological order.
- You need to remember the movie and what happened in the movie.



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

Stage 2 Obsession with love

- Look at the set of questions you just received. You will be assigned a role (interviewer or interviewee). Once you finish asking your set of questions, you will switch roles with your classmate and answer your partner's questions.

- 1) How did you first meet?
- 2) What called your attention about that person?
- 3) How would you describe your love story?
- 4) Where did you first confess your love? Describe the setting
- 5) Which was your most important moment with him/her? Why?

Stage 3: discuss the following questions

- 1) Describe the scene when you had your first crush for anybody.
- 2) Where did you meet your first crush for the first time?
- 3) What made you like him/her?
- 4) Describe the most memorable episode with him/her.
- 5) Do you know any interesting love story if so describe what happened?

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

Appendix E: Intervention (gang violence)

- Describe the scene with your partner. Do not forget to refer to the objects or people in the red circles. Connect the circles with the movie. Put the pictures in chronological order.
- You need to remember the movie and what happened in the movie.



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



Stage 2:

- Look at the set of questions you just received. You will be assigned a role (interviewer or interviewee). Once you finish asking your set of questions, you will switch roles with your classmate and answer your partner's questions.
 - 1) When did you first experience any consequence due to gang violence?
 - 2) Have you ever felt pressured to continue violent traditions that your family follows? How and when?
 - 3) Where was the first place where you saw a fight happening? Describe the setting.
 - 4) Which are some of the main reasons for these fights to have taken place?
 - 5) Were the reasons for the fights that happened valid in your opinion? Explain in detail.

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

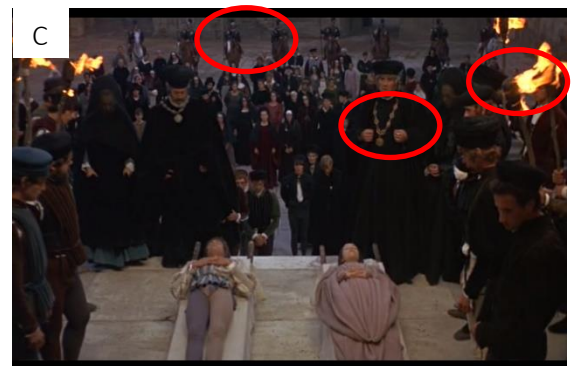
Stage 3: discuss the following questions

- 1) Describe the scene when you saw a fight.
- 2) Where did you meet your first foe?
- 3) What made you dislike him/her?
- 4) Describe the most memorable episode with him/her
- 5) Do you know any interesting quarrel? (Refer to historical events)

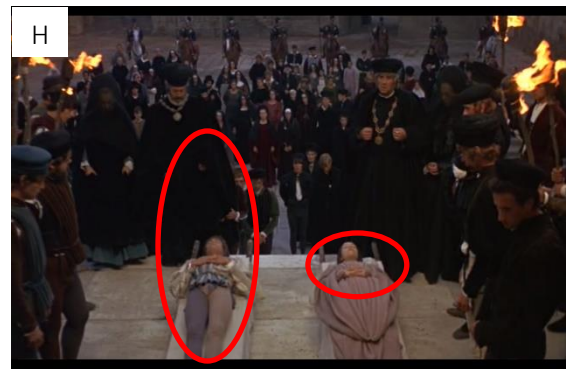
PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

Appendix F: Intervention (death and revenge)

- Describe the scene with your partner. Do not forget to refer to the objects or people in the red circles. Connect the circles with the movie. Put the pictures in chronological order.
- You need to remember the movie and what happened in the movie.



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



Stage 2: Death and revenge

- Look at the set of questions you just received. You will be assigned a role (interviewer or interviewee). Once you finish asking your set of questions, you will switch roles with your classmate and answer your partner's questions.
 - 1) What did you think about your lover's death?
 - 2) Did the death of your loved one have a special meaning or were they in vain? Explain.
 - 3) Was revenge worth it at the end or not? Explain
 - 4) Describe the setting of your death.
 - 5) Did you ever feel the need for revenge? When and why?

Stage 3: discuss the following questions

- 1) Describe the death of a famous character.
- 2) Which was your first experience with death?
- 3) Why do you think that in the past a revengeful act was allowed?
- 4) Describe the most revengeful person in history according to you.
- 5) Did revenge ever define the human race in history? Provide examples.

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

Appendix G: Intervention (destiny)

- Describe the scene with your partner. Do not forget to refer to the objects or people in the red circles. Connect the circles with the movie. Put the pictures in chronological order. You need to remember the movie and what happened in the movie



PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION



Stage 2: Destiny

- Look at the set of questions you just received. You will be assigned a role (interviewer or interviewee). Once you finish asking your set of questions, you will switch roles with your classmate and answer your partner's questions.
- 1) Did you ever think that your love story was going to end in that way? Why?
 - 2) How did destiny affect your life? Explain
 - 3) How did you react when you realized that your love was from a rival family?
 - 4) Was your destiny at your favor during your love story? Why? Why not?
 - 5) When did you think that destiny was against you?

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

Stage 3: discuss the following questions

- 1) Did you feel that you were bound to find your love?
- 2) Did you ever notice any situation or fact that might have had an effect in your life?
- 3) How did the actions of others define your destiny?
- 4) When did you feel that destiny saved you? Describe the situation and the place you were in.
- 5) In which particular place or places were you in where you had to make a life-changing decision? Describe the setting.

Appendix H: CF Intervention (role play)

Strange dream – Past tense	
You are talking about a very strange dream from last night to your friend. In the dream, there was a parade in which bizarre people were dressed strangely and doing unusual things. You eventually become a member of the parade. Describe the parade and what you did.	
Error	
Error	Correct
<p>I have a strange dream last night.</p> <p>A woman is wearing a white shirt.</p> <p>She putted her hand on her mouth.</p> <p>I goed to talk to the woman.</p> <p>I am jumping a lot.</p>	<p>I had a strange dream last night</p> <p>A woman was wearing a white shirt.</p> <p>She put her hand on her mouth.</p> <p>I went to talk to the woman.</p> <p>I jumped a lot.</p>
<p>I have a strange dream last night.</p> <p>I am somewhere, not in Japan.</p> <p>Everybody is wearing a mask.</p> <p>I feeled happy.</p> <p>I am singing loud.</p>	<p>I had a strange dream last night.</p> <p>I was somewhere, not in Japan.</p> <p>Everybody was wearing a mask.</p> <p>I felt happy.</p> <p>I was singing loud.</p>
<p>I have a strange dream last night.</p> <p>I guess I am in Italy.</p> <p>People are wearing strange costumes.</p> <p>Somehow, I maked friends with people.</p> <p>I am eating a lot of food.</p>	<p>I had a strange dream last night.</p> <p>I guess I was in Italy.</p> <p>People were wearing strange costumes.</p> <p>Somehow, I made friends with people.</p> <p>I was eating a lot of food.</p>

Appendix I: Exit Questionnaire

Post task Questionnaire

Name: _____ Class: _____

- This questionnaire is to know your general opinions and perceptions about English classes.
- This questionnaire will not affect your evaluation for the class in anyway.
- Your confidentiality will be strictly kept and your privacy will be highly respected.

1. I think communication activities are for having fun but not for learning English.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completely agree | Mostly agree | Agree | Disagree | Mostly disagree | Completely disagree |

2. I think communicating in English will improve my speaking skills.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completely agree | Mostly agree | Agree | Disagree | Mostly disagree | Completely disagree |

3. I like pair activities with my classmates.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completely agree | Mostly agree | Agree | Disagree | Mostly disagree | Completely disagree |

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

4. I think communication activities with my classmates give me more chance to practice speaking.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

5. I feel more comfortable when I talk with my classmates than with my teacher.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

6. What was your overall perception of the task that you did with your partner?

7. Do you think that you and your partner were both equally willing to contribute in the activities?

8. Did your partner help you? If so, how?

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

9. If my classmate points out my grammar errors, I would believe the correction.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

10. I feel comfortable when my classmate points out my grammar errors.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

11. If my classmate is going to correct my error, I would like it to be done indirectly.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

12. I think students should help each other by pointing out each other's grammar errors.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

13. I feel like helping my classmate when he/she makes a grammar error.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completely agree	Mostly agree	Agree	Disagree	Mostly disagree	Completely disagree

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

14. When my classmate makes an error, I can provide a correction.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completely agree | Mostly agree | Agree | Disagree | Mostly disagree | Completely disagree |

15. Do you think your classmate corrected your errors? If so, how?

16. How did you feel when your classmate corrected your grammatical errors?

17. How did you feel when your classmate made a grammatical mistake?

PEER CORRECTIVE FEEDBACK IN VIDEO-BASED INTERACTION

18. Did you enjoy the activities? Why/ why not?

☺ Thank you very much for your cooperation ☺