ASYNCHRONOUS CORRECTIVE FEEDBACK

PURPOSE OF STUDY

- Online exchange practices between primary school classrooms
- Effects on language learning and teaching.

HYPOTHESES

Placing young L2 learners in online exchange projects with peers, «experts» of the target language, may help integrate joint co-action within the learning process. Socio-emotional variables influencing it, the context encourages feedback.

METHODOLOGY

Action-research integrating data collection from questionnaires, interviews, classroom observation - 4 cohorts = 8 classrooms involved in Franco-British partnerships (8 to 10 year-old learners).

After being informed of an exchange project, learners establish crossed relations with a collaborative aim with their foreign partners.

E1 : on leur apprendrait des choses et tout après eux en échange ils nous apprendront aussi des choses et à force et bien on saura bien parler avec eux

E2 : [...] j'aime beaucoup en fait c'est dans un sens euh c'est de l'entraide parce qu'ils peuvent nous corriger si jamais on dit mal ou notre accent tout ils peuvent nous corriger enfin euh on ferait pareil et [...]

Fig.1: data collected during interviews; after learners were informed of the project.

If the aim is above all communicative, learners also share a mutual willingness to raise language and cultural awareness among their foreign partners (Lee, 1990, Tarone & Bigelow, 2005).

In commenting on their partners' mistakes; the native speakers show their awareness of norms.

> un* sœur>

> moi j'ai rigolé parce qu'eux ils disaient j'ai une* chien <j'ai une* chat

Fig.2: time for collective feedback just after a videoconference

After interactive activities with their partners, time spent on collective feedback contributes to raising metacognitive questioning on both the reference and the foreign languages.

FINDINGS

Learners display skills to collectively provide CF.

> nous allons vous aider à corriger vos erreurs

> vous avez dit ma couleur préfère* bleu

> mais il fallait dire

> ma couleur préférÉE EST bleu

Fig.3: a video to draw partners' attention to the errors they had made in a former video.

Learners intend to produce a response in which corrective feedback constitutes a 'time out' from communicating. It allows an explicit focus on form (Ellis, Loewen, & Erlam, 2006).

CF is exclusively mediated by tools in asynchronous mode : videos, voki® (Fig. 5), PowerPoint with images and sounds, etc.
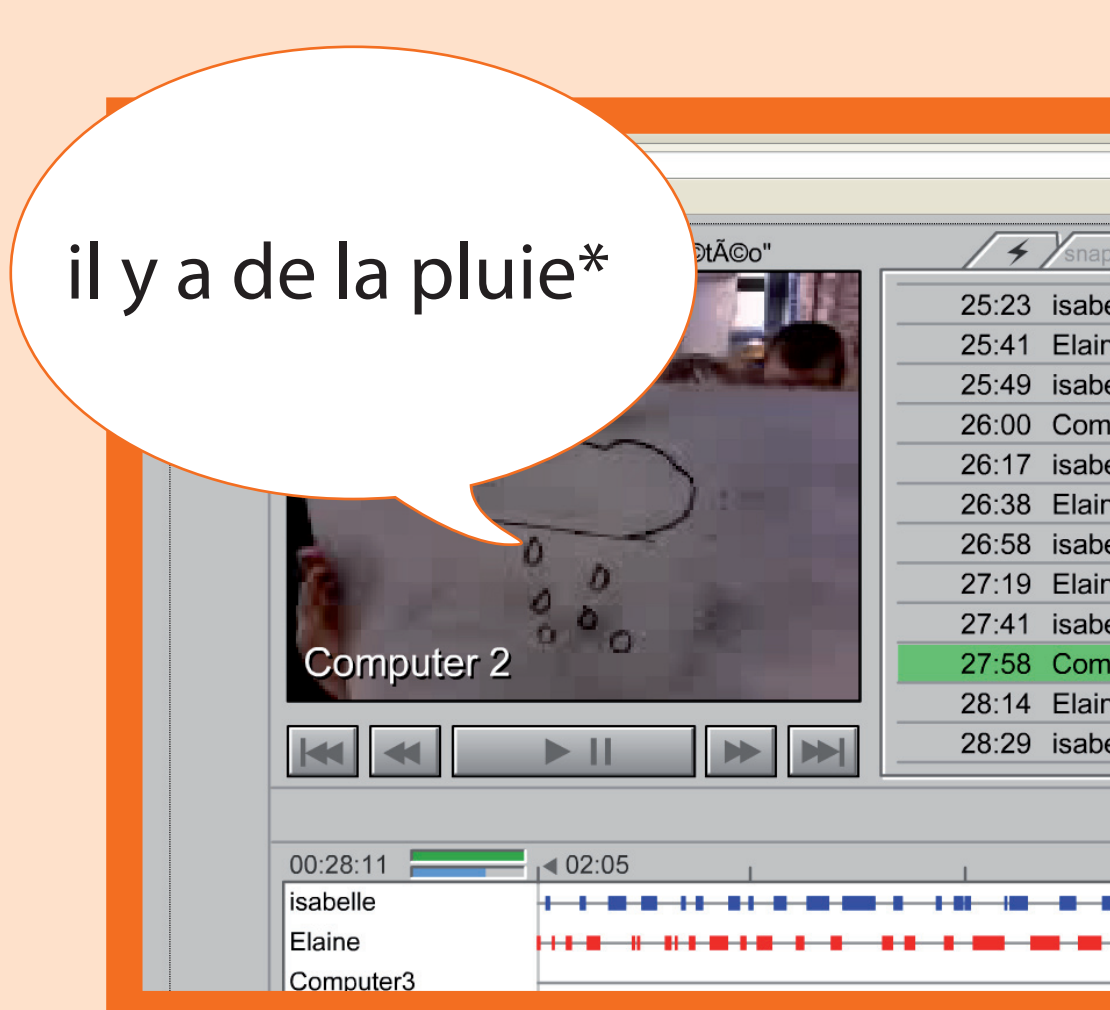
> il y a de la pluie*

> il pleut

Fig.4: learners spotted an error during a videoconferencing

Fig. 5: customized voki® speaking avatars are posted on a blog to provide audio CF

Information and Communication Technology helps find appropriate corrective strategies. It helps learners to have a critical approach to the action (Béguin & Clot, 2004) and generates productive interaction (Suchman, 1993). The level of corrective feedback is supposed to be powerful because it is richly presented (Hattie and Timperley, 2007).

- In an asynchronous relationship, students display creativity to treat error. Heuristic, analytical and observation skills are developed.
- The mutual influence of socio-constructivist orientated practices that helps self-questioning concerning the norm in each group's own language seems to be enhanced.
- A convergence between the tool and the socio-constructivist orientation is observed.
- The pedagogical effectiveness of CF in L2 classrooms is perceived. No doubt, it helps early language learners to be more «permeable» to language input (Lyster & Saito, 2010) and develops their language and cultural awareness.

UNIVERSITÉ DE LORRAINE | iufm | ATILF ANALYSE ET TRAITEMENT INFORMATIQUE DE LA LANGUE FRANÇAISE

Anne CHOFFAT-DÜRR,
équipe acquisition et apprentissage des langues, ATILF-CNRS,
Université de Lorraine, Nancy, France / anne.durr@atilf.fr

ASSOCIATION FOR LANGUAGE AWARENESS 2012