CORRECTION PRACTICES IN VIRTUAL AND FACE-TO-FACE EFL CLASSROOMS: INTRODUCTION OF A RESEARCH PROJECT

KOREKČNÍ POSTUPY VE VIRTUÁLNÍCH A PREZENČNÍCH TŘÍDÁCH: PŘEDSTAVENÍ VÝZKUMNÉHO PROJEKTU

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Abstrakt

Cílem posteru je představit počáteční fáze výzkumného projektu, který zkoumá interakci při výuce angličtině jako cizím jazyce (EFL). Konkrétně se zaměřujeme na typy opravných postupů, které studenti učitelství a zkušení učitelé používají při výuce angličtiny. Základním analytickým nástrojem je multimodální konverzační analýza (CA), kterou jsme aplikovali na třech souborech dat z video a audio nahrávek z různých kurzů EFL vyučovaných v různých prostředích. Výzkum přispívá k našemu porozumění opravným postupům v různých prostředích EFL.

Klíčová slova: *opravné postupy, konverzační analýza, interakce žák-učitel, osvojování druhého jazyka, angličtina jako cizí jazyk*

Abstract

The aim of the poster is to introduce the initial stages of a research project which investigates interaction in the English as a foreign language (EFL) classroom, with a specific focus on the types of correction practices that pre-service and experienced teachers employ in various EFL contexts. For the purpose of the research multimodal conversation analysis (CA) will be conducted on three datasets of video and audio recordings from a variety of EFL courses taught in various settings. The research contributes to our understanding of correction practices in various EFL settings (i.e. online, F2F).

Keywords: *correction practices, conversation analyazisis, student-teacher interaction, second langauage acquisition, English as a foreign language*

1 Úvod

The focus of the poster is to introduce this PhD research, which investigates interaction in the EFL classroom with a specific focus on the types of correction practices that pre-service and experienced teachers employ in various EFL contexts, including an immersive virtual environment (IVE). Overall the aim of the research is to gain deeper insights into the correction practices of EFL teachers in Czechia in a variety of classrooms and with varying degrees of experience; to unveil which processes and practices are more or less effective in different, and under researched, contexts, and how the environment and experience shape practice.

2 Teorie

Since the 1950 s correction practices have been a key issue in SLA theory. Recent perspectives focus on the social value of error (trouble) and correction practices in language acquisition. Correction of phonological, lexical, syntactic and pragmatic trouble sources is deemed necessary to facilitate both language acquisition and learning, and in the classroom happens through student–teacher interaction. Kulič (1971) identified four phases in correction: detection, identification, interpretation and correction. In 1979 Mehan exposed the three-part sequence of initiation, response and evaluation in classroom interaction. Further research has shown that correction sequences are often teacher-initiated. Teachers may employ the technique of "cluing" to help learners complete the correction sequence (McHoul, 1990). Later studies have focused on, for example, teacher-initiated correction using incomplete utterances (Kosik, 2002). Lin and Lan (2015) showed learner behaviour and beliefs to be key topics in IVEs. In the Czech context studies into feedback in dialogic education, and correction in whole class interaction include Šeďová and Švaříček (2012), Majcík (2019), Hanusková (2019), and Tůma and Fořtová (forthcoming). However, a gap in the literature exists in the Czech context on correction practice by pre-service teachers, and in IVEs.

3 Metodologie výzkumu

CA is being conducted on a total of 3 data sets: 2935 minutes of video and audio recordings from 10 different EFL courses taught in various settings by

various teachers with varying degrees of experience. 1. 1585 minutes of video and 2729 minutes of audio recordings from 5 upper secondary schools in Brno, Czechia. 2. 900 minutes taught by three different pre-service teachers. 3. 450 minutes of whole class video and audio recordings in an immersive virtual environment (IVE). Focus is on types of correction practice that the teachers employ.

CA has been chosen as the research method as it is strictly empirical and its aim is to scrutinize the way that speakers interact allowing for a thorough, detailed analysis of speaker actions and the resources utilized. Using a multimodal approach may allow deeper insights into the correction practices employed in the classroom.

4 Výsledky

Although the research is in its infancy, in this poster I will focus on a comparison of findings between exposed correction in the face-to-face and the immersive vitrual enviroments. A preliminary analysis has shown that in the face-to-face environment teachers require learners to produce a reaction to the correction. Learner-initiated correction is typically followed by learner repetition of the correct form, while teacher- initiated sequences may generate no learner response and teacher expansion on the correction.

5 Závěry a diskuse

Thorough analysis and description of the corrective practices used sheds some light on which practices are more or less effective in different contexts. This may be used to influence teacher classroom behaviour in terms of best practice for developing learner language in various environments.

By adopting a conversation-analytic view of correction as a social phenomenon, this study can contribute to the existing body of work on social interaction in the Czech context. In addition, the findings may further help to develop our understanding of the role of correction in second/foreign language acquisition, as well as subsequently go some way in informing teacher education. For example, should the data reveal more examples of exposed immediate correction during a meaning-and-fluency focused task, the commonly advocated correction for accuracy/fluency may be revised.

6 Literatura

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