

Vidal, J. & Wigham, C.R. (2016). **Multimodal strategies allowing corrective feedback to be softened during webconferencing-supported interactions**. New Directions in Telecollaborative Research and Practice: The Second Conference on Telecollaboration in University Education, 21-23 April 2016, Dublin, Ireland.

Please note that certain images and videos have been deleted from HAL version of the conference presentation slides in order to respect ethical considerations.

ISMAEL project

18 undergraduate business students

Business French
CEFR B1.2 exit level
Internships in France



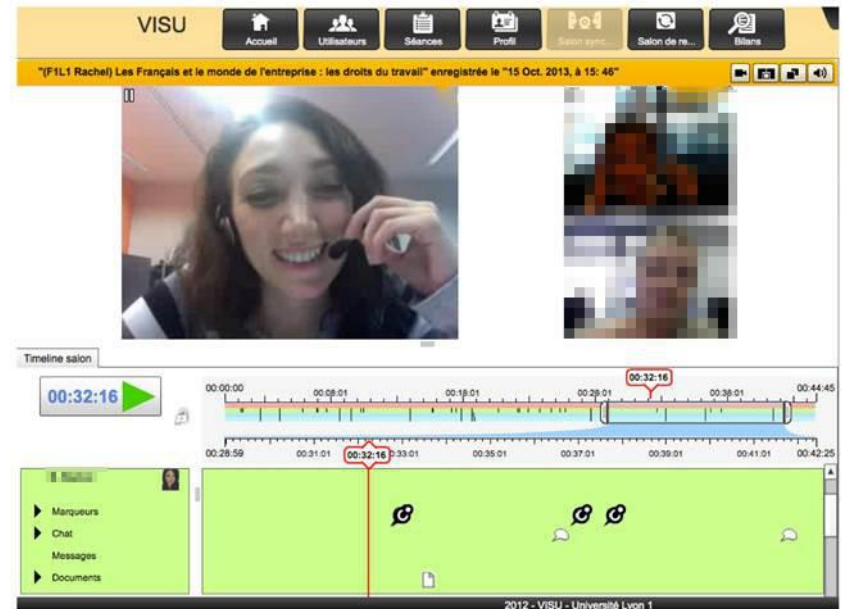
12 trainee-teachers

French as a foreign language
Master's programme

Online teaching module

Pedagogical scenario

- 4 preparatory training sessions
- 6 weekly synchronous online interactions (30 to 45 minutes)
 - Prepared by trainee teachers
 - Thematic: Business French
- Webconferencing platform *VISU* (Guichon, Bétrancourt & Prié 2012)
- 6 group debriefings the following day (1 hour 45 minutes)



Timing of feedback

Adèle: When Fiona's talking you can see she feels comfortable, she tries to put together her discourse and sometimes she makes small pronunciation mistakes and **I don't dare point them out to her straight away** because I can see that she's really involved [...] **I don't want to cut her off in the middle of her sentence [...]** but it's still important to be able to correct her.

Victor : [...] you **can't interrupt them all the time!**

Adèle: that's it and especially because **that's frustrating** for them.

Keeping an eye out for errors

Justine: During the conversation there will be a moment where we understand what they want to say and so we no longer pay attention to their mistakes and then I'll say to myself '**no I have to keep an eye out for mistakes**'.

It's not just a conversation between friends, you have to keep an eye out for mistakes and say to yourself 'I have to keep track of their mistakes and there are moments when I say to myself '**I should correct there, darn!**'.

Example corrective feedback sequence

- Discussion about whether learners find the trainee teacher's feedback report useful
- Pronunciation error

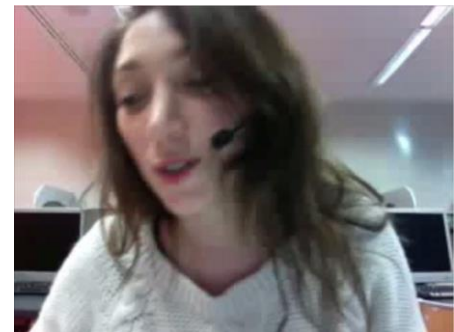
-video

Corrective feedback

- Any indication to the learner that their use of the target language is incorrect (Lightbown & Spada, 1999)
- Any aspect of language can receive feedback
- Juxtaposition of incorrect and correct forms appears to benefit learners (Doughty & Long, 2003)



indication reception
non target-like item



corrective feedback

Face-threatening acts (FTAs)

- “Most acts of language that it is necessary to accomplish throughout our everyday lives are potentially ‘threatening’ for this or that in the presence of faces [...] creates a risk serious for the smooth interaction” (Kerbrat-Orecchioni, 2011 : 4)



Face-work during corrective feedback

- Face-work : making FTAs less hurtful for delicate faces of interaction partners
 - Negative politeness – avoiding a FTA; softening it
 - Positive politeness – making a face flattering act
- ‘Pedagogical conversation’ genre (Guichon & Drissi, 2008)

What multimodal strategies are used by trainee teachers to soften corrective feedback?

Methodology

- Examined 4 sessions from ISMAEL corpus (Guichon *et al.* 2014)
- Transcription *ELAN* (1)
- Corrective feedback sequences isolated (2)
- 2 coders : degree to which sequences softened
- Annotation co-verbal, Kerbrat-Orrecchioni (1992) framework of verbal face-work (3)

The screenshot displays the ELAN software interface, which is used for multi-modal annotation. It includes a video window on the left showing a woman wearing a headset. The main area is divided into several panels:

- Grille (Table):** A table with columns for 'Nr', 'Annotation', 'Temps de d.', 'temps de fin', and 'Durée'. It lists 9 annotations related to 'adoucisseur-Julie'.
- Timeline:** A horizontal axis at the bottom showing time from 00:00 to 00:00:25.0. It includes various tracks for linguistic data, such as 'Samia_55_son.w...', 'Angela', 'Samia', 'Sean', 'Chat (Samia)', 'Séquence de corre', 'adoucisseurs verb', and 'adoucisseurs co-ve'.
- Annotations:** Three specific annotations are highlighted with blue boxes and numbers:
 - 1:** 'trigger' at 00:00:00.000 - 00:00:00.520.
 - 2:** 'ici, le rire de samia + sourire et renforcement positif conforte la correction et valide la prod...' at 00:00:17.152 - 00:00:19.626.
 - 3:** 'ah ! hésitation / reprise' at 00:06:18.118 - 00:06:18.999.

Accompanying devices

remedial device



softening / appeasing device

[Adèle

Alannah

Adèle

Alannah

Adèle

Catriona

it's difficult to say

[c'est dur à dire\] PRO-[N]ON-
[CIA]-TION

[le-] [le p-] le prono[nas- hm]

[proNONcia]tion: [[[rire]]]

[prononna:] ["i don't (inaud.)"]

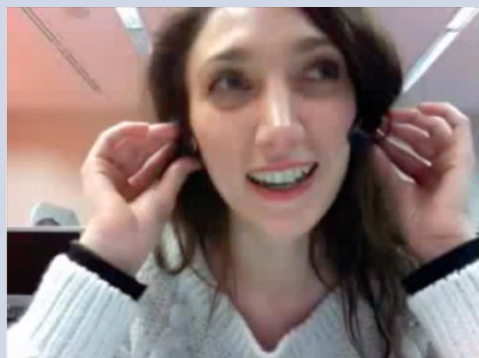
[p`o:/ non:/] [(na- ci)]

**[c'est MI]GNON [même comme
ça\]**

[[[rire]]]

even like that it's cute

Allowing for 'breathers'



hesitation device



utterance to signal modality change

Alannah

[p`o- pronon/] [proNONnation/]
[euh: ((rire))] [oh: merde\] [((rire))]

Adèle

Pro- [non\ non\ attends attends]
[regarde reg- ((rire))] [PRO/]

Chat (Adèle)
Alannah
Chat (Adèle)
Adèle

pro
p`o-
non
NON/

hang on hang on

Closing the corrective sequence



Adèle
Alannah
Adèle
Alannah

Adèle



Alannah
Adèle
Alannah
Adèle
Alannah
Adèle



Alannah
Adèle

[mh/ [mh/]

[tion]

[TION\]

[pronon-/] [prononNAtion] + pro[nont]-
<(laughing) ["oh/ god:"]> [((laughs))]

[good/] + [try to say it slowly] and [say it really
slowly/ PRO]-NON-CIA-TION\

PRO-NON-NA-TION:\

yes it's better than before/ **that's already
good/**

[hm/]

[it's hard to say isn't it/]

[I hope\ ((laughs))]

So that that will help you / that will help you]

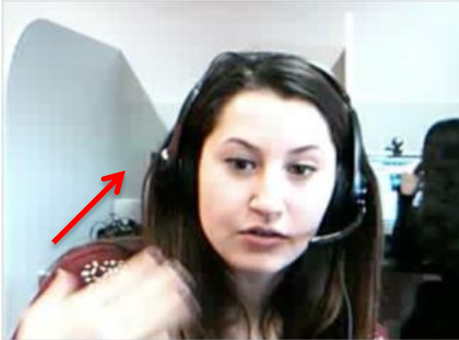
[ah I'm ti/ ah] I am tired today

yeah: I understand\ you work a lot\

Session 4 : Samia (Sean, Angela)

- Opening part of the session
- Pragmatic error: use of tu/vous
- Long corrective sequence (2min10s): several misunderstandings

Accompanying devices



temporal disactualizer/preliminary utterance

Samia

because last time I **last time I forgot to tell you/** but when I listened to our sessions/ I euh I heard that you were using you (f) with me in face/ and I thought euh: that I needed to tell you that you should use you (inf). with me



personal disactualizer

Samia

Angela (laughing) **can you explain it to him/**

Angela

you know that you (f) is a form that we use with euh: with friends/ and euh we can say you (inf.) and you must not say you (f)/ so euh ah okay\

Sean

Replacement devices



modality disactualizer



technical disactualizer

Sean
Samia
Chat
(Samia)
Samia

about what subject yes\
no\ so **I'll write it for you\ +++**
When you speak to me you can
use
when you speak to me you can
use

Samia

instead of saying are YOU (f)
okay you can say are YOU (inf)
okay/

Sean
Samia

are YOU (inf.) okay/
yes I'm okay\
can you hear me Sean no\
((laughs) hang on

Closing the corrective sequence



Sean
Samia
Angela
Samia
Sean
Samia
Sean

Samia

[you (f)] is really formal yes/
ye[s]
[y]es
and I am [well] we're\
[ah okay\
[we are:] **FRIENDS/ (laughs)**
uti[lise you (f)] (0.7) [we | use] you(inf.) yes
okay\
<((laughing)) okay/> because last time I
last time I forgot to tell you

Conclusions

Without saying ‘no, there you made a mistake’ (longer corrective sequences):

- **preliminary utterance** (change in role, opens corrective sequence)
- **introduce breathers**
 - change modality (text chat, gaze)
 - hesitations (thinking face)
- **peer explanation** (nods, facial expressions)
- **gesture to suggest technical issue** (prompts self-correction)
- **remedial/ appeasing verbal phrases** (change in proximity, posture, smile)
- **clear closing phase** for corrective sequence
 - gesture, change in status

Thank you! Questions? Suggestions?

<http://icar.univ-lyon2.fr/projets/ismael/>

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