Grammatical accuracy improvement in virtual learning environments using screencast

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Introduction

Writing skills

- Accurate and clear written material[1].
- Communication process in virtual language environments (VLEs).

- Permanent monitoring that guides and motivates students.
- Facilitate content apprehension.
- Feedback (Web 2.0).

Feedback.

- Motivates students[2].
- Allows meaningful application.
- Personalized feedback through videos[3].

New teaching strategies

1. Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 459-480.
2. Hyland, K., & Hyland, F. (2006b). Feedback on second language students' writing. *Language Teaching*, 39, 83-101.
3. O'Malley, P. J. (2011). Combining screencasting and a tablet PC to deliver personalized student feedback. *New Directions*, 7, 27-30.

Statement of the Problem

Empirical observation

- A short descriptive text[4].
- Did not have samples.

- Difficulties:
  -Translation.
  -Limited control of grammar structure or words[5].

- Written-Spanish.
- On their texts.
- Provided through direct and indirect comments.

Writing activity

Feedback

4. Ellis, A., Standal, T., & Rummel, M. K. (1989). *Elementary language arts instruction*. Englewood Cliffs, New Jersey: Prentice-Hall.
5. Council of Europe. (2002). *Common European framework of reference for languages: Learning, teaching, assessment.* Cambridge, U.K: Cambridge University Press.

Statement of the Problem

- highlighted <mark style="background:red">red</mark> when students had to change the word into the correct one;

- crossed out ~~black~~ when a student had to delete an unnecessary word;

- highlighted <mark style="background:blue;color:white">blue</mark> when the word formed used was incorrect;

- an aquamarine symbol (Ѳ) when there was a missing word

Comments to Mónica
by [redacted]

Dear Mónica,

it is a good starting. Please correct the following mistakes: (where you see this symbol Ѳ, it is missing a word; if it is in red, you have to change that word with the correct one; the ones that have a black line you have to delete them; the ones that are in blue do not have the correct word)

I Ѳ born in Cartago in September nineteen of nineteen seventy.

and in the ~~actuality~~ I study Food engineering ~~int~~ UNAD CEAD Palmira Valle. On ~~the~~ weekends, I will greet my family that lives in Cartago Valle. My hobbies are ~~walk~~ ~~the~~ sunny Sundays, play rumboterapia ~~in the~~ nights.

Statement of the Problem

- Lunsford and Lunsford's categories:
  - sentence fragment: incomplete sentence.
  - unnecessary shift in verb tense: shift verbs from one tense to another.

Mistakes analysis

		Sentence fragment grammatical errors	Unnecessary shift in verb tense
1	Student	-No subject. Am twenty years old -No complete verb. Neighborhood STA TERESITA	Wrong tense I´m study …
2	Student	No complete verb. I doing	Wrong verb form I have twenty six years
3	Student	-No subject. live in Chia	Wrong tense or verb form I have 36 years

Objectives

- To analyze the improvement of A1 undergraduate students´ grammatical accuracy when writing short DTs in VLE after they receive screencast feedback.

- To identify students' perception towards the strategy and progress in their grammatical accuracy when writing short DTs.

Research Design

- **Type of Study:**

Action Research.

Mixed-method design: qualitative and quantitative data.

- **Data Collection Instruments:**

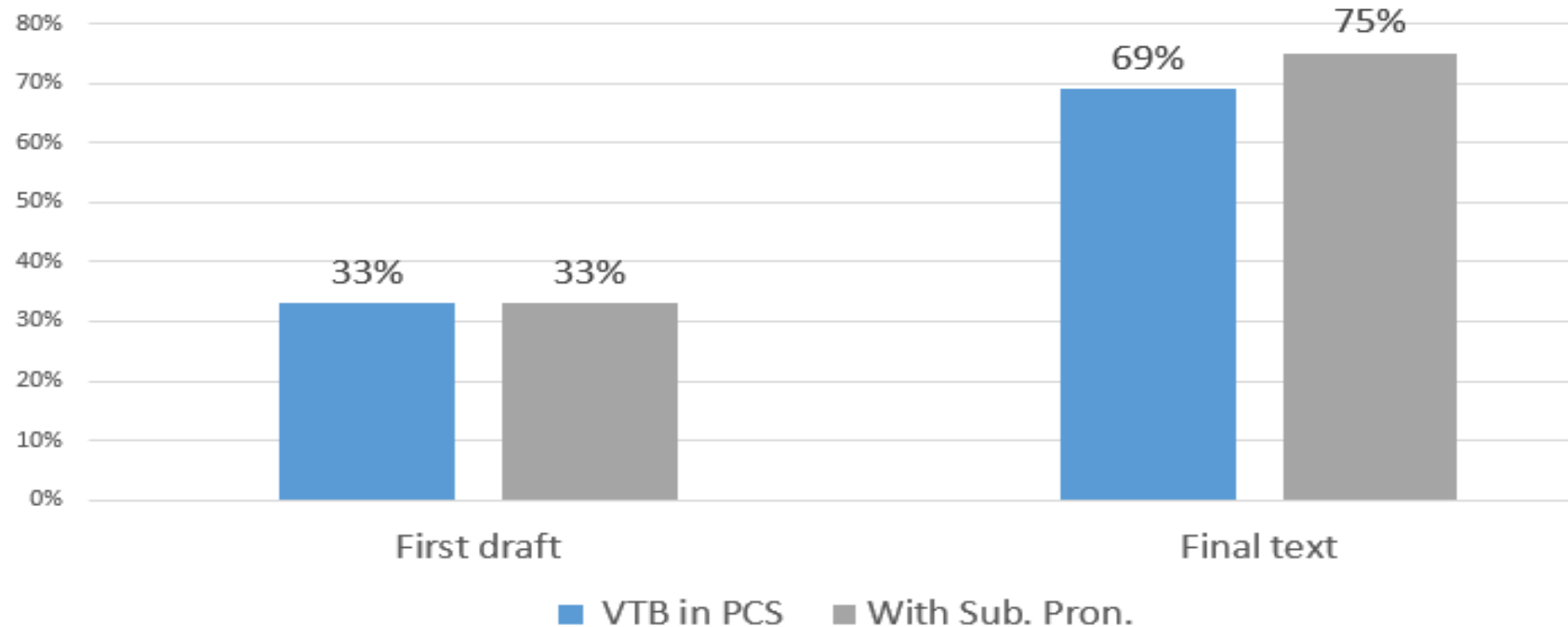| Diagnosis	Implementation	Analysis
- Initial survey - Students' descriptive texts (diagnosis)	- Screencast-feedback - Students' descriptive texts (first and Second draft and final paper) - Teacher's journal	- Final survey

Pedagogical Intervention
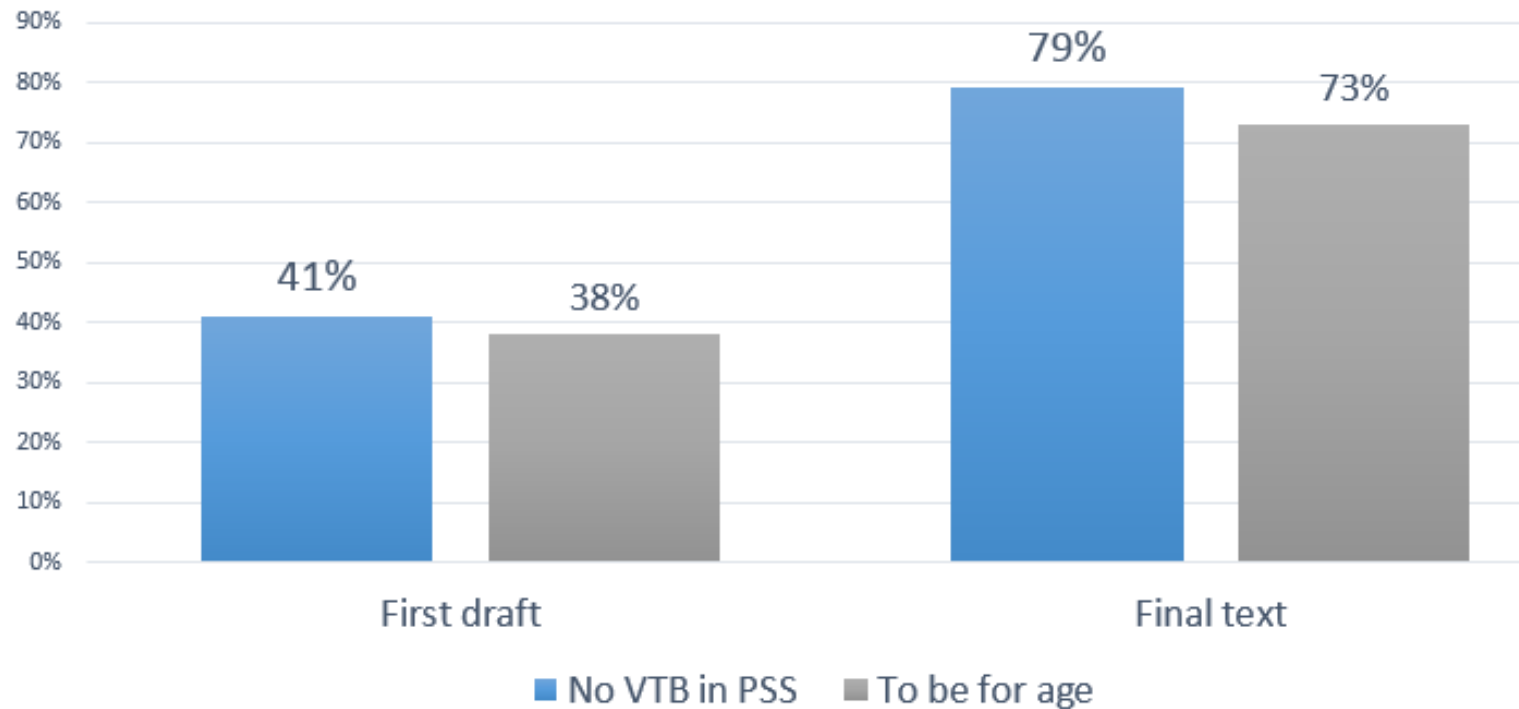
Data Analysis and Results

- Grammatical accuracy

Initial and final text- Sentence fragment

Data Analysis and Results

- Grammatical accuracy

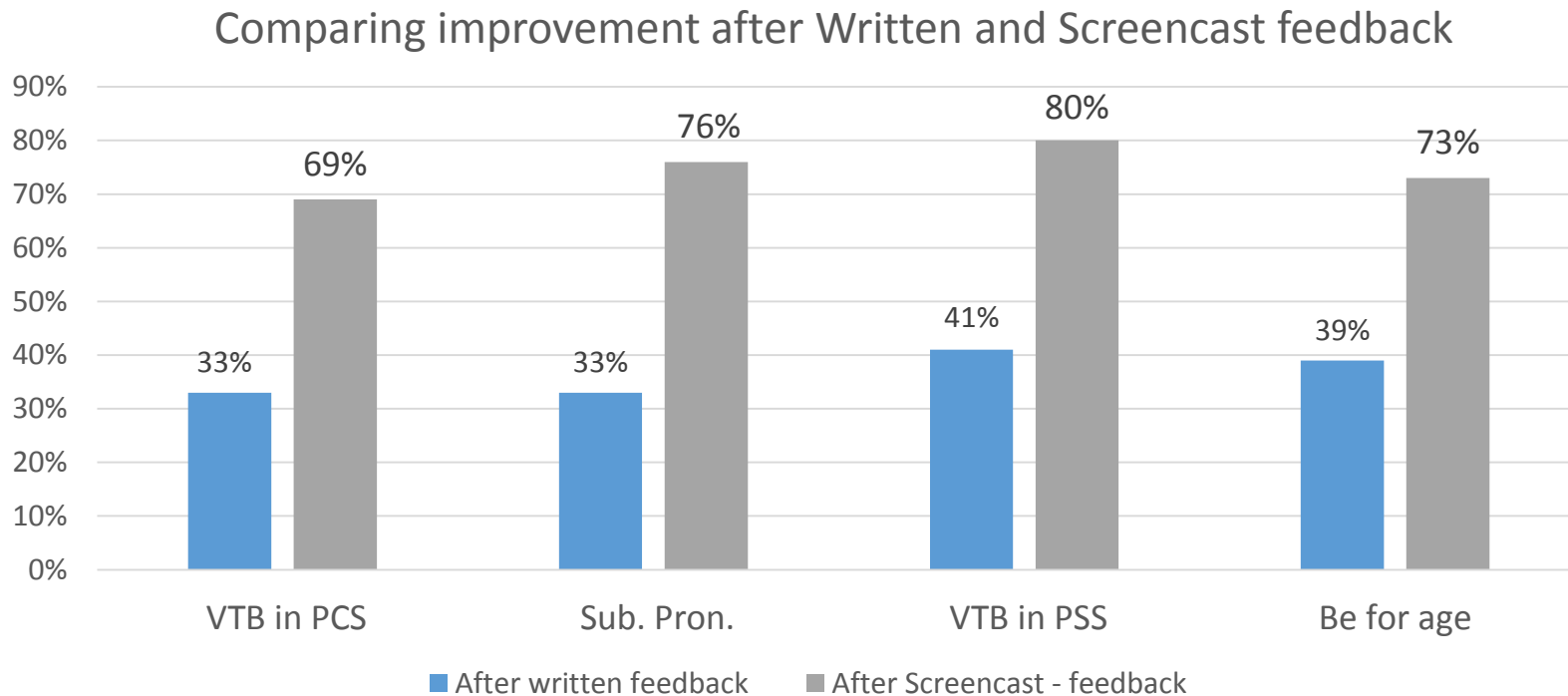**Unnecessary shift in verb tense**

First draft: No VTB in PSS 41%, To be for age 38%
Final text: No VTB in PSS 79%, To be for age 73%

Legend: No VTB in PSS (blue), To be for age (gray)

Data Analysis and Results

- Understanding of grammatical accuracy
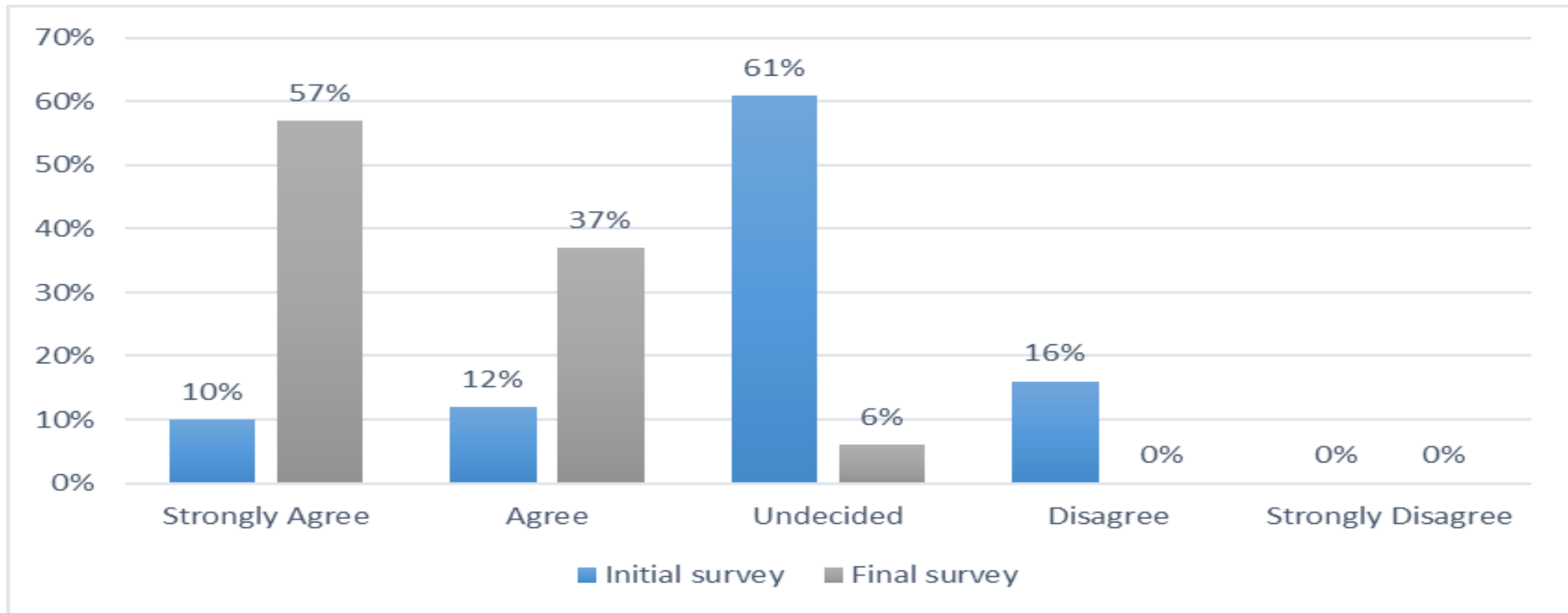
Data Analysis and Results

• Feedback strategy: Screencasts feedback.

Comparing improvement after Written and Screencast feedback

	VTB in PCS	Sub. Pron.	VTB in PSS	Be for age
After written feedback	33%	33%	41%	39%
After Screencast - feedback	69%	76%	80%	73%

Data Analysis and Results

• Feedback strategy: Clearness and students' expectation of the feedback strategy.

Did the feedback strategy meet your expectations to improve the learning process of writing descriptive texts in English
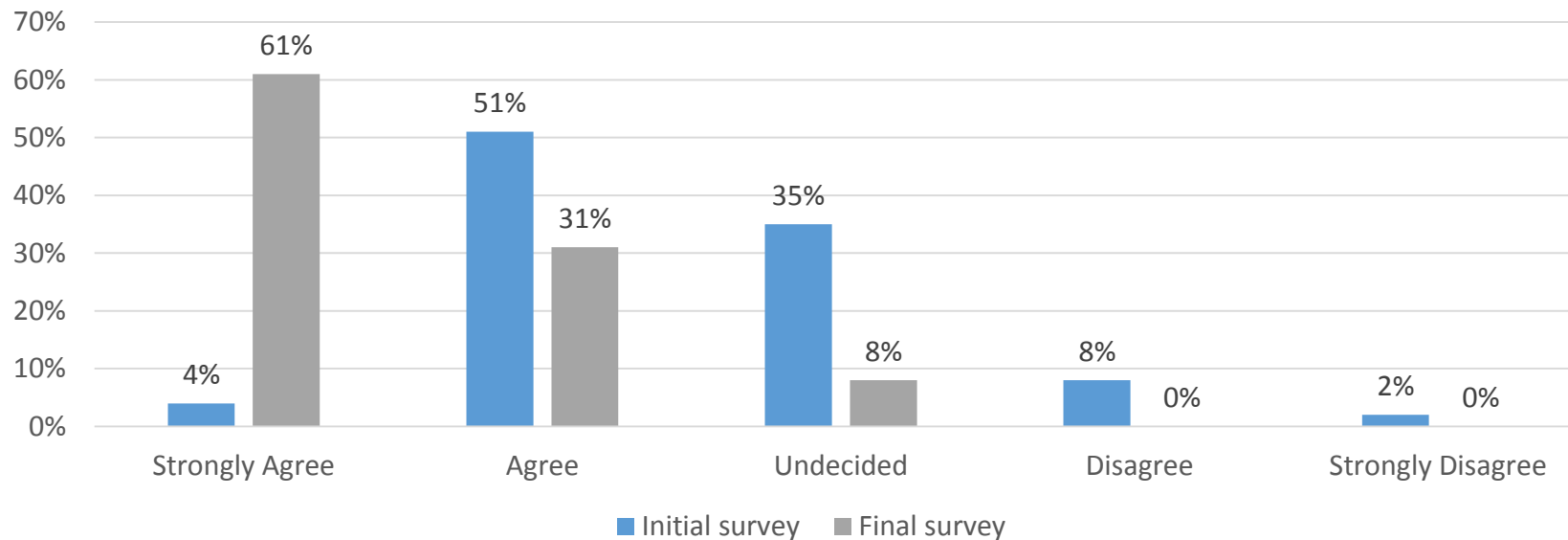
Data Analysis and Results

- Developing and enhancing grammatical accuracy in a short descriptive text (DT)

OUTLINE –FIRST DRAFT		
Paragraph 1	Type of place M	my family an I live Ibague-Tolima
	Size and Location	neighborhood san diego
Paragraph 2	Inside the place	consisting of two floors, has two entrances one for the first and second floors, has three bedrooms, living room, bathroom, kitchen, oom robes, and on the second floor there is a balcony
Paragraph 3	Outside the place	has an old design has two doors and four windows, each has a metal grid with flowers design is dark brown, is great, is pink with brown edges, has wide walk
Paragraph 4	Feelings	I love my house because s big, very comfortable to live as we are a large family, the neighborhood is very safe and the neighbors are very understandable and friendly.

FINAL TEXT

My family and I live in Ibague-Tolima

in the neighborhood San Diego, in the southeast of the city.

the house has wo floors, it has two entrances one for the first and second floors, each floor has three bedrooms, a living room, a bathroom, a kitchen, and on the second floor there is a balcony.

my grandmother lives on the second floor and I am with her at night, my parents and brothers live on the first floor.

The house has an old design, it has two doors and four windows, the doors have a metal grid with flowers, the design is dark brown, it's always great, the house is pink with brown edges, it has a wide hall.

I love my house because it's big, it's very comfortable to live as we are a large family, the neighborhood is very safe and the neighbors are very kind and friendly.

Data Analysis and Results

- **Additional Findings**

  - Paralinguistic elements

  - Permanent teacher's help and monitoring.

  Adviser

  Personal touch

  Permanent help and monitoring

  The teacher was seen as a *real guide* and not as a *machine.*

  - Motivation

Conclusions

- **Different needs and learning styles addressed**

- **Grammatical accuracy**

Students wrote accurate in grammar sentences and more organized paragraphs considering the feedback.

- **Feedback**

Learning was the product of interaction among various stimuli.

Further Research

- Examine learning benefits in other language skills such as reading, speaking or listening.

- Analyze whether the use of screencast feedback improves some other grammatical aspects in written text or other linguistic skill considering CEFR.

- Error categories for online contexts.

- Inquiry whether it is necessary a protocol to provide an effective feedback to improve writing skills.

- Enhancement of not only grammar but also paragraph structure, coherence and cohesion as well as other aspects such as students' autonomy and self-assessment

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¡GRACIAS POR SU ATENCIÓN!