

Creating Learning Space through Corrective Feedback in Synchronous Online EFL Classrooms

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Abstract

This paper presents a study on how teachers can use online affordances to create learning spaces and maximize language learning opportunities. While previous research has highlighted the importance of learning space in improving language learning outcomes, scant research has examined how teachers can utilize online affordances and interactional strategies to create learning spaces in corrective feedback sequences. To fill this gap, the study investigated the use of corrective feedback in synchronous online English as a Foreign Language (EFL) classrooms by ten teachers. Using conversation analysis (CA), the study analyzed seventy-five hours of video-recorded observations to explore the online tools and verbal interactional strategies used by teachers to create learning spaces. The findings revealed that teachers used chatboxes, online notepads, and breakout rooms as online affordances to facilitate language learning opportunities. The study's results can provide EFL teachers with valuable insights into the best practices for using synchronous online educational tools and interactional resources to create better language learning opportunities for learners.

Keywords: corrective feedback, EFL learners, learning space, online affordance, synchronous online EFL classroom

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Introduction

Research shows that corrective feedback (CF) in L2 classrooms can assist language learning (Li & Vuono, 2019). The most convincing evidence confirming that CF significantly affects L2 learning comes from the meta-analyses of CF research (e.g. Li, 2010; Lyster & Saito, 2010), all of which show that CF has medium to large impacts on learning. Despite many studies investigating how various types of corrective feedback lead to learning (see Li, 2021), scant research has concentrated on teacher talk and interactions during corrective feedback sequences, which contribute to creating learning space and maximizing learning opportunities. The construction of learning spaces derived from corrective feedback is a significant aspect that needs investigation. According to Walsh and Li (2013), creating a learning space in the classroom is a characteristic of teaching that leads to learning. By constructing a learning space, teachers create opportunities for participation, increase learners' engagement, and promote dialogic interaction in their classrooms.

Knowing how to use affordance strategies to construct learning spaces effectively is a skill deriving from teachers' interactional competence (Walsh, 2011). Teachers who manage learning spaces can promote learning more likely than other teachers. Furthermore, when viewing learning as a social process entailing participation, the creation and management of learning space become the central concern. The teachers' knowledge of strategies for increasing learning space can lead to maximizing learning in the classroom. As Walsh and Li (2013) put it, "by studying the ways in which people use language for interaction and by making small adjustments to existing practices, teachers and learners can not only effect considerable increases in opportunities for learning but also in the quality of learning." (p. 263)

Since the COVID-19 pandemic, more education has been conducted online. However, studies on exploring oral corrective feedback in the online context of language education are still in their infancy (Cheung, 2021). Furthermore, studies have shown that EFL teachers require a different repertoire of interactional competence in synchronous classrooms run through videoconferencing software than in face-to-face classes (Moorhouse et al., 2023). It has been found that despite the opportunities for learning and interaction that are provided through the

incorporation of technology into learning experiences, teachers may not be fully prepared to teach online as they need new digital competencies (Starkey, 2020). The present study, therefore, aims to provide insights into how learning spaces are created in synchronous online EFL classrooms by investigating corrective feedback interactional sequences and the teachers' use of online affordances while providing corrective feedback to EFL language learners.

Literature Review

Learning Space

The concept of learning space was characterized by Walsh (2002) in his conversation analysis of teacher talk in English as a foreign language (EFL) classrooms. He suggested that careful language use by teachers can either hinder or facilitate learners' contribution and enhance the quantity and quality of their output. In a later study, Walsh and Li (2013, p. 250) refined the concept of learning space and proposed it as the "affordances" that teachers use not only to create opportunities for participation but also to increase engagement at both the individual and whole class levels and promote dialogic interaction. Walsh and Li further suggested that investigating interactional features of the classroom can help understand how learning space is constructed and how learning opportunities are provided.

Several research studies in Iran have also focused on exploring the relationship between teacher talk and learner involvement in EFL contexts (e.g., Kamdideh & Barjesteh, 2019; Shamsipour & Allami, 2012). One such study was conducted by Poorebrahim et al. (2015), who utilized conversation analysis to investigate the impact of teacher talk on advanced EFL classes in Iran. Their findings revealed that certain types of teacher talk could either facilitate or obstruct learner involvement. Specifically, confirmation check, scaffolding, direct error correction, and content feedback were found to be constructive, while teacher interruptions and turn completions were identified as obstructive.

The concept of affordance was originally introduced by Gibson (1979) in the field of psychology. Gibson defined affordance as "the match between an organism's abilities and the environmental resources and opportunities (both positive and negative) that enable a particular activity" (Gibson & Pick, 2000, p. 15).

Hutchby (2001) employed the concept of affordances to analyze online interaction using CA, contending that technological features can both enable and restrict the interactional potential. The idea of affordances has been central to many CA investigations of online interaction (e.g., Arminen et al., 2016; Stommel & Molder, 2015). Practically, using the concept of affordances entails analyzing the interaction itself first and examining how it aligns with the relevant technological features of the medium (Meredith, 2017).

Investigation of how learning space is created in classroom interactions requires a social view of learning which considers learning as "doing" and not "possessing knowledge" (Larsen-Freeman, 2012). Learning from this perspective is believed to be a process in which learners participate rather than something they gain. With this standpoint on language learning, this research takes corrective feedback sequences as the point of departure to reveal how the teachers' specific use of online tools while providing corrective feedback can construct or obstruct learning opportunities.

Corrective Feedback in Computer-Mediated Environments

In classroom settings, corrective feedback, or repair, is a common type of teacher-student interaction that has been extensively studied (e.g., Sacks et al., 1974). As Walsh (2011) noted, this type of feedback can take up a substantial amount of time in language classrooms, making it a crucial area for research and investigation. Due to technological advancements, more education is conducted in computer-mediated environments, either synchronously or asynchronously, and language education is not an exception. However, as Ziegler and Mackey (2017) pointed out, only a handful have investigated the learners' interactions during corrective feedback sequences in such environments. Referring to some early research in this field, Pellettieri (2000) found that learners gave corrective feedback to each other during meaning-focused exchanges and text-based synchronous CMC environments facilitate meaning negotiation and interaction and give learners more time for processing and monitoring their language.

In a more recent investigation, Pineda Hoyos (2018) explored the influence of technology on pedagogical practices and the associated impact on learning outcomes. Specifically, Pineda Hoyos examined the use of corrective feedback and

repair moves in synchronous learning activities within an online English course. The outcomes of the research indicated that explicit corrections provided during synchronous learning activities led to the production of repair moves and facilitated learning. The findings also suggested that synchronous learning activities promoted explicit corrections. Shirazizadeh and Amirfazilian (2019) conducted a study aimed at examining the effectiveness of various forms of electronically delivered corrective feedback and determining whether one form was more effective than others. Their findings revealed that direct written corrective feedback demonstrated a statistically significant improvement in the grammatical accuracy of students.

Conversation Analysis

Scholars have primarily employed Conversation Analysis (CA) to examine how teachers, through their interactions with students, create learning spaces during various moments in their lessons. CA offers a detailed examination of what teachers orient to in discourse, how they construct management turns through verbal and nonverbal communicative cues, and how learners respond to these cues. Such analyses enable a granular understanding of teachers' actual practices in naturally occurring classroom interactions, including the moment-by-moment decisions made, the reasons behind those decisions, and the potential for promoting language learning opportunities in specific instructional contexts.

Walsh's (2002) pioneering study highlighted the concept of learning space in the investigation of how teacher talk can either obstruct or construct learning opportunities which was conducted through CA due to several reasons. Firstly, they believed that CA forces researchers to focus on emerging interaction patterns from the data rather than relying on preconceived notions. Secondly, the patterns of language in a second language classroom are socially constructed by the participants, making CA an appropriate methodology to account for the interdependency of turns and social practices. Thirdly, CA can explain the rules that ensure talk is maintained and sustained across multiple speakers, which is essential in any institutional discourse. Fourthly, the classroom context is regarded as dynamic under CA methodology, and language is the principal force in bringing about changes in context. Finally, CA can cope with the goal-oriented nature of institutional discourse, which is dependent on the intended outcomes and related

expectations of the participants. Later, Walsh and Li (2013) used CA again to investigate how teachers can create such a space and promote learning opportunities through their language use.

Sert (2017) utilized Walsh's concept of Classroom Interactional Competence (CIC) to investigate how L2 teachers manage learners' initiatives in pre-listening prediction activities and create learning opportunities. Their findings suggest that teachers can create opportunities for language learning by successfully managing learners' initiatives and utilizing resources such as embedded correction, embodied repair, and embodied explanations. Furthermore, Paulus et al. (2016) found in their literature review that CA is increasingly being used to analyze online interactions, as evidenced by the growing number of articles that have employed CA in online data analysis.

The review of literature shows that there is still a need to investigate the potential of various online affordances that teachers can use simultaneously with verbal strategies to provide language learning opportunities. The present study is aimed at understanding this potential with a concentration on corrective feedback sequences in synchronous online classrooms. Specifically, this study sought to answer the following research question:

- What online affordances do EFL teachers use while providing corrective feedback to create learning space in synchronous online EFL classrooms?

Method

Participants and Setting

Ten EFL teachers, four males and six females, teaching in one of the well-known private language institutes in Iran participated in this study (see Table 1). To establish more homogeneity in the research sample, teachers were selected based on their shared teaching context, which encompassed the same instructional materials, learner level, and class size. As a prerequisite for starting their teaching in the institute, all teachers had attended the same teacher training course run by the institute, so they followed the same prescribed method of instruction. Maintaining a homogenous context helped the researchers concentrate only on teachers' creating interactional space. Pseudonyms are used for the participants in this study to keep their identities confidential.

Table 1*Background Information of the Participant Teachers*

#no.	Gender	Age	Experience	Academic background
1	Male	48	22	MA in TEFL
2	Male	40	15	BA in English Translation
3	Male	31	6	MA in TEFL
4	Male	30	8	BA in Civil Engineering
5	Female	35	14	BA in Russian Translation
6	Female	35	14	BA in English Literature
7	Female	31	4	MA in Art Research
8	Female	31	7	MA in TEFL
9	Female	27	7	BA in Management
10	Female	30	6	MA in English Literature

The *Touchstone* (McCarthy et al., 2014) series was the main coursebook, and *Oxford Word Skills* (Gairns & Redman, 2008) was the supplementary material. *Touchstone* is a four-level American English coursebook for adult and young adult learners of English. *Oxford Word Skills* is a three-level topic-based vocabulary course book for ESL learners. The learners in all classes were adults at the intermediate level of proficiency. The classes were held online through the Adobe Connect platform, with the opportunity for audio and video communication among learners and teachers. The teachers also used notepads, online whiteboards, and chatboxes to communicate and give feedback to the learners. The duration of each class, including a maximum number of 11 learners, was one and a half hours.

The Virtual Learning Platform

As noted in the preceding section, synchronous instruction was delivered using the Adobe Connect platform. Adobe Connect is a web-based platform that enables instructors to deliver live and recorded instructional sessions to learners from remote locations. The platform offers a range of interactive tools that can be used to support effective online learning. One such tool is the notepad, which allows instructors to share notes, feedback, and instructions with learners in real time. The notepad is useful for capturing important information that can be referenced throughout the session. Another tool offered by Adobe Connect is the breakout room

feature. This tool allows instructors to divide learners into small groups for collaborative activities and discussions. Breakout rooms can be used to promote peer-to-peer learning and facilitate group work. Instructors can monitor each breakout room and offer support as needed. The chatbox feature is also available on Adobe Connect. It enables learners to communicate with the instructor and other learners during the session. The chatbox can be used to ask questions, seek clarification, and provide feedback. The instructor can also use the chatbox to facilitate discussions, prompt learners to share their thoughts, and offer guidance. In addition to the above tools, Adobe Connect offers a range of other features to support effective online learning. For instance, the platform supports screen sharing, polling, and virtual whiteboards. These tools can be used to enhance the interactive nature of online learning and support active engagement among learners. Overall, Adobe Connect is a versatile platform that can be used to deliver effective and engaging online instruction. Utilizing the interactive tools available on this platform, instructors can create a supportive and collaborative online learning environment that promotes active learning and learner engagement.

Data Collection

Five consecutive sessions of each teacher's classroom (sessions 2 to 6) were video recorded for further with the teachers' consent. The aim was to explore the depth of feedback episodes leading to discursive learning spaces. The first and last sessions were not used for analysis as, generally, the first session revolved around introduction and ice-breaking, and few corrective feedback sequences occurred in this session. In the last sessions, the teachers explained the final exam, reviewed the lessons, and answered the learners' questions about previous lessons or the final exam; therefore, corrective feedback sequences did not occur noticeably in these sessions.

To minimize the influence of the researcher's presence, the researcher responsible for the data collection observed the recorded sessions with the consent of teachers and the institute's administrator and did not participate in the classes as a participant observer. Each recorded session lasted one hour and a half, resulting in 75 hours of video-recorded data for further analysis. The corrective feedback episodes were carefully transcribed as the unit of analysis.

Data Analysis

Conversation Analysis is a practical methodology that offers a microanalytic perspective to better understand the context-sensitive nature of classroom interactions (Sert & Seedhouse, 2011). This approach allows for a comprehensive investigation of how learners interpret and respond to the verbal and nonverbal cues that teachers utilize to signal the purpose of their feedback. Overall, CA provides a valuable tool for understanding the intricacies of classroom interaction and the factors that influence teacher feedback decisions in real time.

In the current study, CA was employed to explore the potential of various affordances offered by online classrooms, such as the notepad, chatbox, and breakout rooms, in facilitating the teacher's turn-taking and expansion of feedback turns during corrective feedback sequences, as well as students' initiation of uptake. Recorded videos were carefully analyzed to identify episodes where corrective feedback was provided to the learners, and the timing and classroom moves in which these episodes occurred were meticulously noted. To ensure a comprehensive analysis, all linguistic and paralinguistic features of the data were annotated using transcript conventions proposed by Jenks (2011) (see Appendix) and then analyzed using CA techniques.

Results

The opportunity to use various online affordances in this study helped the teachers in the observed classrooms correct learners' errors without many interruptions in the learners' turns and contributed to creating learning space. The following sections describe how the teachers frequently used three online affordances, namely chatboxes, online notepads, and breakout rooms, to create learning spaces in the classroom.

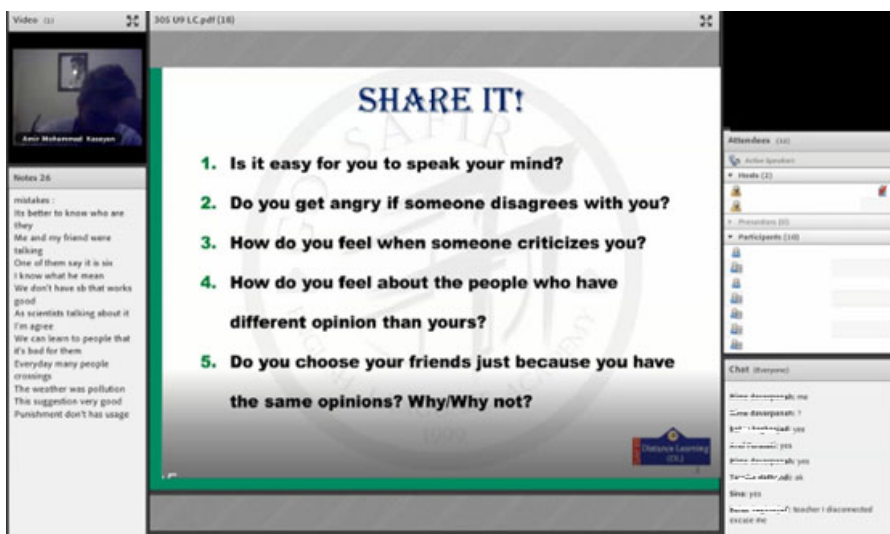
Using Online Notepads to Create a Learning Space

Frequently, it was observed that the teachers used their online notepads to write down the errors that the learners made without verbal correction of the error. This affordance happened mostly in free practice and discussion activities when the lesson aimed to produce language. By writing errors on the notepad, the teacher attempted to direct the learners' attention to their errors without interrupting the conversation flow. In Adobe Connect, online notepads are boxes that can be

displayed on the screen next to other shared materials. The notepad can be shared on the screen during class so the learners can refer back to it when necessary. Figure 1 illustrates how a teacher used an online notepad in the Adobe Connect platform to write learners' errors while participating in a discussion activity.

Figure 1

Writing Learners' Errors on Online Notepads in Adobe Connect



Writing errors and correcting them on the notepad was used as an affordance by the teachers to have a minimum interruption during learners' turns. This way, they could also maximize learning opportunities by saving time, increasing learners' talk time, and encouraging them to have longer turns.

Extract 1 displays the moment in a discussion activity when a learner made an error in matching subject-verb agreement. However, the teacher did not use verbal correction to avoid interrupting the learner's turn. Instead, he wrote the sentence on the notepad, later referred back to it in the feedback time, and explained why those statements were wrong. As such, he could create a learning space and maximize language learning opportunities by not interrupting the learner, letting her hold the flow, and making a longer turn to produce language.

Extract 1

- 1 T: what comes to your mind↑
2 when you see this picture
3 Can you talk about this picture↑ (3)
4 Bahar please
5 S: eh when I see this picture
6 I think
7 when we want to say different view on
8 an issue
9 we say this
10 For example
11 one of his persons say this number is
12 nine
13 but one of them say it is six
14 So each of them say different views
15 for example about one problem
16 I think about one solution
but my friend thinks differently
Yes just this
17 T: thank you very much

The selected portion of text begins with the first pair-part of a question-answer sequence used by the teacher in an elicitation process (lines 1-2). The teacher employed the method of "individual nomination" (Mehan, 1979) to involve Bahar in the interaction. The teacher's use of an individual nomination, accompanied by a rising tone, allowed him to elicit a response from the student, Bahar, resulting in her offering a response (line 5) in the second pair-part of the teacher's request made in line 1. The learner made an extended turn (lines 5 to 16) discussing that different people might evaluate the photo differently. Her contribution was delivered with a number of false starts, hesitations, and errors. The teacher acknowledged this contribution (line 17) and did not interrupt the student to correct errors and waited until the learner transferred a termination signal in the last line, 'yes, just this' (line 16). During the instructional session, the teacher displayed active listening by transcribing the sentence "one of them say it is six" onto a notepad while refraining from interrupting the learner (as depicted in Figure 1). This approach fostered a

learning space that encouraged the learner to engage in an extended turn. During the feedback phase, the teacher made reference to the erroneous sentence and directed a follow-up question to the same learner, Bahar, asking for an explanation of the mistake. The activity was done in the pre-teaching move when the learners brainstormed about the lesson's topic by looking at a picture and expressing their ideas. As the pedagogical aim of preparation activities is meaning-focused interaction (Sert, 2017), the teacher's use of a notepad when the learner made an erroneous form helped him make no interruption for correcting errors. Hence, he could maximize learning opportunities.

In extract 2 in the same class, the lesson's main objective was using various expressions to agree or disagree with a person. One of the expressions taught was 'I know what you mean, but'. After teaching this, the learners were assigned a free practice in which they had to work in pairs and discuss with their friends if they agreed or disagreed with three questions. Then they had to report back. In the following extract, a learner made an error while using the sentence that was taught before. However, the teacher did not use explicit or implicit forms of correction; instead, he opened a notepad to record the error and then gave delayed feedback at the end of the session in feedback time.

Extract 2

1	T:	Yes Nasim please
2	S:	I disagree with this sentence
3		I know what Nima mean (.) but...
4	T writes on the notepad:	what Nima mean

In the instructional session, the teacher initiated the dialog by soliciting a sentence that began with the phrase "I know ... but" through individual nomination. A learner's response contained an error in the third line, which the teacher documented on a notepad without providing an immediate explicit correction. He then continued the lesson by asking other students to make their sentences. In the feedback phase, the teacher employed a metalinguistic approach, referring to the notation on the notepad to indicate that the appropriate usage would be the third-person verb "means" instead of "mean," as depicted in Figure 1. During this

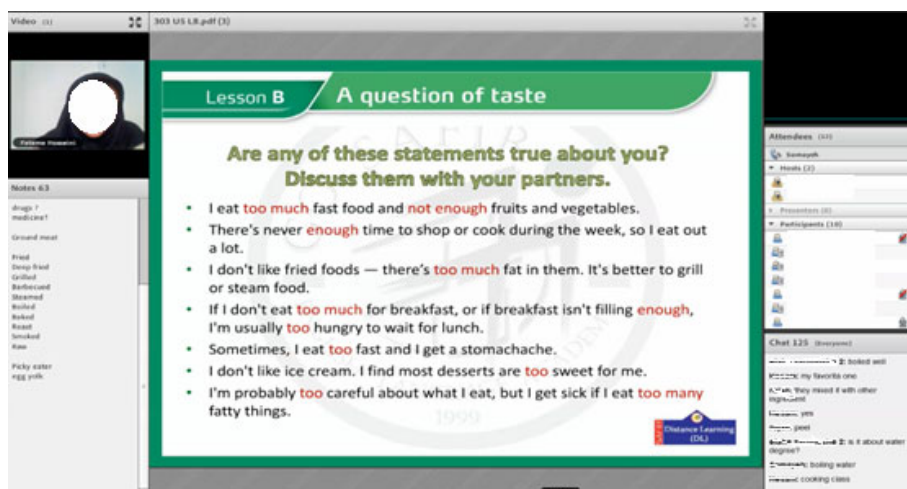
particular episode of the instructional session, the teacher demonstrated the ability to create an optimal learning space by allowing learners to participate actively without interruption. The teacher leveraged the online notepad as a supportive tool to highlight and draw students' attention to errors made during their discourse, without disrupting the natural flow of their conversation.

Using Chatboxes to Create a Learning Space

Chatboxes were online affordances that teachers and learners extensively used to co-construct learning spaces in the classroom. Chatboxes were places for peer feedback and compensating for internet buzzes as the learners could write their responses to the teachers' corrective feedback when the oral response was not possible. Figure 2 displays the way the chatbox was used in Adobe Connect for classroom interactions.

Figure 2

Using Chatboxes for Interactions with Teachers and Among Learners



The teachers and learners used chatboxes for multiple purposes. The learners mostly used the boxes to answer the teachers' questions. In some corrective feedback sequences, the learners used chatboxes to give peer feedback. For example, it was observed that, when the teacher used prompts and the learner who had made an error could not respond to that prompt, another learner responded in the chatbox. Using the chatbox, other learners engaged in the learning space that the teacher

created, as shown in extract 3. The episode in question took place during the feedback phase after the instructional session. During this episode, the teacher initiated a discussion centered on several erroneous uses of language made by the students. The teacher actively elicited contributions from the learners to correct these sentences.

Extract 3

- 1 T: I don't have friends very much
2 How can we correct this sentence?
- 3 S1: any friends?
- 4 T: any means zero
6 if you say
7 I don't have any friends
8 it means zero
- 9 S2: Many
- 10 T: Yes
11 thank you
12 many or a lot of

The conversation started with the teacher writing an inaccurate sentence on the board and using the first pair-part of a question-answer adjacency pair in an elicitation sequence. She did not select any individual student and her attention was to the whole class. One of the students initiated a second pair-part response in the chatbox (line 3). The teacher did not agree with that student's response. Switching back to the whole class, the teacher clarified why the response was incorrect (lines 4-8). This clarification resulted in another student's contribution in the chatbox (line 9). The teacher acknowledged the student's contribution by responding with an affirmative "yes" and echoing it to the entire class. This exchange highlights the valuable role that chatboxes can play as a useful affordance for learners to actively contribute to the instructional session without interrupting their peers or the teacher.

It was observed that learners mostly preferred chatboxes for interaction in

the classrooms rather than audio chats. Frequently, they used chatboxes to ask and answer questions, give examples, and make sentences with the vocabulary or grammar taught in the lesson. Interactions in the chatboxes mattered to the teachers as they reacted to them and sometimes corrected errors in the sentences written in the chatbox. The teachers' interaction with the chatbox responses, including their recognition and validation of the answers provided, exemplifies how this tool can be leveraged to create an effective learning space while correcting errors and to promote active participation. The teachers did so by reacting to their sentences, accepting their responses, sharing ideas about them, doing confirmation checks, and correcting errors they saw in their sentences (see Figures 3 & 4).

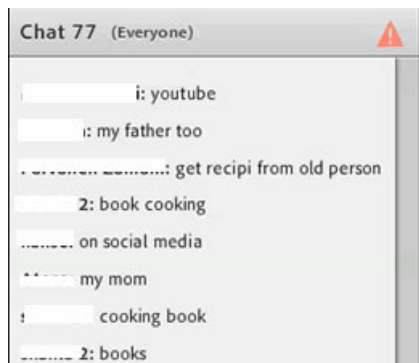
Figure 3

The Error Made in the Chatbox and Learner Uptake



Figure 4

The Error Made in the Chatbox and Learner Uptake



In the following excerpt, learners provided an answer to the question the teacher asked about where they could find recipes for the food they did not know how to cook.

Extract 4

- 1 T: Where do you find recipes for the food you don't know how to cook↑
- 2 S1: just googling
- 3 T: Aha by googling (.)
- 4 Aha searching them on the net
- 5 S2: in Instagram
- 6 T: on Instagram
- 7 S2: Yes on
- 8 T: O:n thank you
- 9 how do you usually learn to cook↑
- Multiple learners typing
- 10 S3: my mom
- 11 S4: my mother,
- 12 T: Nasim your mother↑
- 13 But my father is a really good cook
- 14 sometimes when he cooks his food is even better than my mother
- 15 He is really talented
- 16 S5: my father too
- 17 Multiple chatting
- 18 S6: cooking book
- 19 T: cooking books (.) cooking books Farshad

Extract #4 opened with the teacher's first pair-part of a question-answer adjacency pair in an elicitation sequence. Several learners opted to contribute by providing typed responses in the chatbox. A student initiated a second pair-part response by typing that she does 'googling' to find recipes (line 2). The teacher accepted the response using a confirmation token 'Aha' and clarified the student's contribution to the entire class by echoing her response (line 3) and restating it in a reformulated form (line 4). Another student contributed to the conversation but used an incorrect preposition. The teacher reformulated the response (line 6), which resulted in an uptake (line 7). The student acknowledged the correction starting the turn with "yes" and repeating the teacher's correction "on." The teacher closed his interaction with S1 by confirming the uptake while repeating the preposition with an emphatic tone (line 8) and acknowledging the student's turn saying "thank you." In

line 9, the teacher launched the first pair-part of the second question-answer adjacency pair (how do you usually learn to cook?). Multiple students contributed to offer responses in the chatbox. In line 12, the teacher acknowledged one student's response by nominating that individual and repeating her response and commenting on it saying that his father cooks better than his mother. The conversation went smoothly as the teacher commented on each answer and corrected the errors with minimum interruption. The teacher participated in the discussion, answering the question and talking about his father's cooking (lines 12-13-14). With this comment, he managed to engage more learners in the interaction as one learner participated in the exchange, reacting to the teacher's statement about his father's cooking (line 15).

This extract highlights the remarkable extent of interactional work facilitated by the chatbox between the teacher and multiple students. The chatbox provides a unique opportunity for learners to contribute to the interaction by responding to the teacher's queries. Additionally, the teacher can establish an extended learning space by involving multiple learners and commenting on their contributions in the chatbox. Through the teacher's use of questions and elicitation of responses, multiple learners can be involved in the learning process simultaneously. This fosters a dynamic and interactive learning milieu that promotes peer learning and builds upon each other's ideas.

Using Breakout Rooms to Create Learning Spaces

In the observations, the free practice moves were primarily conducted in breakout rooms. When the learners conversed in breakout rooms, the teachers observed learners' practice and provided them with corrective feedback where necessary. The teachers frequently used breakout rooms as an affordance to create learning space through feedback.

In extract 5, two learners discuss different English proverbs in the breakout rooms. The teacher enters the breakout room and listens to the learners' conversation. When the talk finishes, he asks them to report back to him about what they discussed. Then he corrects the error through multiple strategies (line 6, prompt; line 9, elicitation, line 17, direct correction).

Extract 5

- 1 S: for number 1
 2 we say you can't have your cake
 3 and eat it too
 4 number 2 we don't have it
 5 I'm not sure (.) I didn't hear
- 6 T: Do you mean you haven't heard it?
- 7 S: yes yes
 8 I hadn't heard about it
- 9 T: I↑....
 10 hadn't heard?
- 11 S: no::: so:::rry
- 12 T: no eh it's ok
- 13 S: Uses the first language
- 14 T: so how do you say it?
 15 I haven't =
- 16 S: =I [never ..
- 17 T: [I've never heard] about it
 18 heard or I haven't heard about it
 19 ok continue
- 20 S: Yes (.) I never heard it

The conversation began with the student responding to a prompt from the teacher, stating "you can't have your cake and eat it too" (line 1). The student then proceeded to say "we don't have it" (line 2), but immediately after, the student paused and said "I'm not sure" and "I didn't hear." The student made a tense error in line 5 (using past tense instead of present perfect), and the teacher prompted the error correction by reformulating the student's statement (line 6). The student

confirmed this, saying "yes yes, I hadn't heard about it." When in line 8 the student made another tense error while repeating her previous sentence ("I hadn't heard"), the teacher changed the correction strategy to elicitation by using a rising intonation (line 9). The student confirmed that she was making an incorrect statement but indicated that she did not know how to correct it, using the first language (line 13). Initiating the first pair-part of another adjacency pair, the teacher attempted to elicit the correct verb tense, continuing the pair by stating an incomplete turn (line 15). The student completed the teacher-initiated turn without hesitation (shown by a latched turn (line 16), saying "I [never.." but is interrupted by the teacher who completed her turn by saying "heard" (indicated by a simultaneous utterance at line 17).

This extract highlights the notable potential of breakout rooms in enabling the teacher to correct errors, clarify responses, and elicit turns without interrupting or causing disturbances for other students in the class. The use of breakout rooms offered a dedicated learning space for individual students, allowing for targeted instruction and the correction of errors. By utilizing breakout rooms, the teacher was able to create a learning space that catered to the specific needs of individual students (that is present perfect tense grammar). This provided opportunities for focused instruction and targeted feedback, which are essential for effective learning. Moreover, the use of breakout rooms offered a way to avoid disrupting the learning experience for other students. This allowed the teacher to provide personalized attention and feedback to a student without affecting the flow of the larger classroom setting.

Discussion

The purpose of this study was to explore how teachers utilized videoconferencing tools in their online classrooms to create learning spaces and expand learning opportunities through corrective feedback. The results of the study revealed that teachers successfully used chatboxes, online notepads, and breakout rooms as instructional tools to facilitate learners' participation in interactions, avoid interrupting learners' talk time, and create a learning space. The results showed that the chatbox in the Adobe Connect platform was an affordance tool used by teachers and learners in the co-construction of the learning space while providing corrective

feedback. Learners initiated uptake in response to their teachers' elicitation of correct forms, and teachers used the chatbox to correct errors and avoid interruptions which occur mostly with verbal corrections, thus increasing learners' opportunities to produce language. The use of chatboxes has been found to allow for the co-construction of understanding when all learners can participate by writing their responses in the box and discussing them with their teachers and the teacher could orient to single and multiple students (Cheung, 2021). It has been found in previous literature that any strategy that teachers use to avoid interruptions and enhance learners' participation in classroom talk is considered an affordance that helps create language learning opportunities (Sert, 2019). In this study, it was discovered that the utilization of chatboxes can be instrumental in augmenting the level of learners' contribution to the classroom. Previous research has indicated that the use of chatboxes is a valuable means of enhancing students' engagement (Lai, 2017; Walker & Koralesky, 2021) and increasing their accuracy (Smith, 2004). Recent research has also found chatboxes as a favored mode of communication by students from certain cultures, particularly those adhering to religious practices. The Saudi Arabian culture, for instance, encourages women to cover their faces and bodies in the presence of non-relative men. Consequently, such students prefer the anonymity and privacy provided by chatboxes to communicate with non-related individuals (Aladsani, 2021). Such findings reveal the significant role of chatboxes as pedagogical tools that can enhance learning opportunities within language classrooms.

The findings corroborate previous research that underscores the significance of notepads as useful online affordances that foster and facilitate learners' participation in synchronous online classrooms (Khan et al., 2021). Additionally, other studies have demonstrated the positive impact of online tools, such as boards and notepads, on increasing learners' engagement in diverse subject classrooms, including mathematics (Rogers et al., 2022). This study revealed that online notepads can offer teachers the opportunity to overlook certain errors in communication by recording them on the notepad and addressing them during feedback time. This time allowance is an interactional practice that has been recognized as beneficial for learners as it encourages their active participation and facilitates the creation of a conducive learning environment (Walsh & Li, 2013).

In addition, the use of breakout rooms was identified as an affordance that contributed to the creation of learning spaces. The limitations of online educational platforms were mitigated by breakout rooms, which allowed for group interactions (González-Lloret, 2020). According to Peachey (2017), one significant advantage of breakout rooms is that they provide a quieter environment that is free from distractions, allowing learners to engage in meaningful discussions. Moreover, breakout rooms were found to facilitate communicative language learning by providing an interactive online environment for authentic language instruction (Kohnke & Moorhouse, 2020).

The present study adds to previous research by demonstrating that breakout rooms not only enable learners to talk freely without interruption from other learners but also provide a room for extended interaction between teachers and specific learners to whom the teachers can offer individualized feedback and even teach specific language items that were not part of the original lesson. For example, in this study, teachers corrected errors in breakout rooms, allowing learners more space to produce language without frequent interruptions for error correction compared to the main room. This finding underscores the value of breakout rooms in enhancing opportunities for further learner contribution and the creation of learning space.

The present study builds upon previous findings to establish that online videoconferencing platforms can enable educators to bolster student engagement and facilitate a seamless transition amidst the COVID-19 pandemic (e.g., Martin et al., 2022). The findings confirm that the online tools available through the videoconferencing platform of Adobe Connect could assist teachers in constructing learning spaces in the classroom by facilitating higher participation and avoiding unnecessary interruptions in learners' production of language (Walsh, 2002), which, according to the sociocultural view of learning, leads to better learning opportunities. The use of online boards, chatboxes, and breakout rooms for the correction of errors allowed the teachers to provide feedback with minimum interruption in the learners' flow of talk and, therefore, increased the space for learners to produce language and enhance their language learning opportunities.

Conclusion

The present study sheds light on how teachers can use the affordances in a

videoconferencing platform to create learning spaces through corrective feedback and maximize learning opportunities. It can be concluded from the findings that teachers' good practices in online classrooms can help them use the instructional tools in synchronous online EFL classrooms more efficiently to promote learning. Quick technological advancements and crises, such as the COVID-19 pandemic, made teachers rush into new teaching environments without enough competencies. The findings reveal the advantages that online videoconferencing tools can bring learners and teachers. Knowledge of best practices in the online classroom setting can assist teachers in adopting technology and prepare them to successfully deliver online lessons on new platforms.

These findings have significant implications for understanding how corrective feedback can be used to create learning spaces and enhance learning opportunities. The ability to construct learning spaces in the language classroom is believed to be the hallmark of good language teaching (Walsh & Li, 2013). The focus of this research was on how different online affordances can complement the conventional ways of error correction so that learning opportunities are enhanced in the classroom. It is recommended that teachers get trained on those affordances they can use in their online classrooms other than verbal error correction to create learning spaces and enhance learners' opportunities for language production. Language teacher educators can also employ the findings of this study to train teachers on how to use corrective feedback more efficiently. This knowledge is of utmost importance for the teachers given the promising role of corrective feedback in promoting language learning in classrooms.

The issue of creating learning space through corrective feedback in the online language learning context is an intriguing one that could be usefully explored in further research. It is suggested that future experimental research investigate if using the methods proposed in the study can help EFL teachers create learning space through corrective feedback more efficiently. Furthermore, it is suggested that future studies in other educational platforms, such as Skype and Zoom, find new affordances the teachers use to construct learning space through corrective feedback. It is also proposed that further studies address learners' online affordances to co-construct learning spaces as they respond to the teachers' corrective feedback.

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Appendix: Transcription conventions

Adapted from Jenks (2011)

- | | |
|--------------|--|
| [] | Brackets around utterances show simultaneous utterances |
| = | Contiguous utterances: the latching of two lines of talk spoken by two different speakers and the latching of two lines of talk spoken by the same speaker |
| (0.3) | Numbers inside parentheses show timed pauses. The number indicates the number of seconds of the pause duration to one decimal place. |
| (.) | A pause of fewer than 0.2 seconds |
| ↑↓ | Up or down arrows indicate rising and/or falling intonation. The arrow is located just before the syllable in which the change in intonation occurs |
| <u>Under</u> | Underlined words show emphasis |
| : | elongated speech is represented as a colon ':', with more colons denoting longer stretches of sound |
| ><, <> | The signs indicating 'Greater than' and 'less than' show the pace of talk they surround which was faster or slower than the surrounding talk. |