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INVESTIGATING THE USE OF RECAST AND ELICITATION IN AN ONLINE FACEBOOK GROUP INTERACTION. A CASE STUDY.

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A PROJECT PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE MASTER OF EDUCATION

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DECLARATION

I hereby declare that the work in this project paper is my own except for quotations and summaries which have been duly acknowledged.

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ACKNOWLEDGEMENTS

I wish to express my solemn gratitude to Allah for His words below have given me ideas to conduct a qualitative study.

In The Name of Allah The Most Compassionate and The Most Merciful

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).(49:13)

I am also indebted to all those who have given me encouragement and guidance in the course of completing this study. I would like to dedicate my heartfelt thanks and sincere gratitude to the following people:

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ABSTRACT

This study investigated the use of recast and elicitation in an online Facebook group interaction. Qualitative data were collected and analyzed by using the Facebook group feature and open coding system. The samples in this case study comprised of 4 participants of Form 4 students. The students were involved in 2 sessions of recast and single elicitation session. The errors produced and participants' responses were collected from the 3 sessions. The data collected revealed that the occurrence of errors was similar to oral conversation and another 5 types of responses can be added to Lyster and Ranta's (1997) list of responses. Based on the general observation participants were also found to use 'Electronic English' which in this study was not treated as errors and their responses towards recast and elicitation were varied. Thus it is recommended that future study can find out why the types of responses occurred as well as to what extent the 'Electronic English' can be allowed.

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ABSTRAK

Kajian ini menyiasat penggunaan *'recast'(kaedah membetulkan tatabahasa secara tersirat)* dan *'elicitation'(kaedah membetulkan tatabahasa secara terus).* Data kualitatif dikumpulkan dan dianalisa dengan menggunapakai kumpulan Facebook dan sistem pengkodan terbuka. Sampel-sampel terdiri daripada 4 orang pelajar tingkatan empat. Mereka telah terlibat di dalam 2 sesi 'recast' dan 1 sesi 'elicitation'. Kesalahan-kesalahan tatabahasa yang terhasil didapati sama seperti kesalahan-kesalahan tatabahasa didalam perbualan biasa. Juga telah ditemui tambahan 5 jenis kategori bualbalas terhadap apa yang telah disenaraikan oleh Lyster dan Ranta (1997) di dalam kajian mereka. Berdasarkan pemerhatian secara umum, adalah didapati para pelajar cenderung menggunakan 'Bahasa Inggeris Elektronik' serta bualbalas mereka adalah pelbagai. Oleh itu adalah dicadangkan untuk kajian di masa hadapan agar dapat dicari sebab mengapa bualbalas yang pelbagai itu muncul dan hingga ke tahap manakah 'Bahasa Inggeris Elektronik' boleh dibenarkan.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Both teachers and students are now enjoying the advantage of using ICT as part of the learning environment. As an educator, I am interested to try implementing ICT in my classroom context as well. Heinich (2005), reveals that the potential of online learning is now in its rapid development stage. The impact of it in the world of education is the source of information has no longer appeared in classroom's boundary but it has exceeded that limit where information can be obtained worldwide. However, there is a concern on how to treat errors in this virtual classroom environment. When I was first trained as a teacher, the subjects I learnt were divided into two. They were methodological and pedagogical subjects. The focus was learning how to set up fun and meaningful learning environment. I could not recall any subject that had touched on how to treat errors. Having 15 years teaching experiences makes me realised that errors are inevitable. They are obviously found in oral communication and students' written work. Most of the time corrections are implemented immediately when errors are identified. The two methods that I always use are recast and elicitations. My students' responses towards both ways are varied. The in-class recasting experiences make me notice that some of them did not respond to recast and sometimes questions are asked to clarify and negotiate meanings. I believe this is due the implicit nature of recast which to correct errors in order to avoid students' to have what is termed as 'grammar anxiety' that hinders motivation (Cook, 2001). Due to that I have used recast for unthreatening purpose of corrective feedback. However, it is not totally

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cannot be recognised. In some of carried out lessons, some students realised the errors being corrected and they responded towards the recasts. On the other hand correcting grammar in explicit way has given the advantage in a spontaneous situation on which instant objective was to get the errors to be corrected immediately and to make instant awareness for students. The experiences I have, has not given me enough view on both recast and elicitation since they happened in typical classroom context. This study gives me the opportunity to try both recast and elicitation in online language learning.

1.2 Statement of Problems

Some studies (Han & Kim, 2008; McDonough & Mackey, 2006) have shown that recast in oral communication seemed ineffective due to limited immediate response from students compared to elicitations (in some studies it was called 'illicit responses'). Therefore this study uses recast in an online language interaction in order to see whether the similar problem will occur. From the responses gathered in some studies (Sheen, 2008; Nassaji, 2009), error correction for oral interaction is seen as some problematic results that occur when recast and elicitation are formed. The responses are described as uptakes. The emergence of uptakes in oral interaction is seen as problematic behaviour in getting correct responses because according to Sheen (2008) some researchers (Mackey & Philip, 1998) argued that uptake cannot serve as evidence for noticing or learning. Therefore, this study will reveal the types of responses (which are described as uptakes in oral interaction study) that might occur during online interaction as well as listing out types or errors produced.

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1.3 Purpose of The Study

This study will compare students' responses towards recasts and elicitations during online interactions. It is also to provide some insights kind of errors they produced and what kind of feedback students will give.

Ellis & Barkhuizen (2005) reveals significance of learners' errors as described by Corder (1967). They are significance in three ways: (1) they serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered; (2) they serve a research purpose by providing evidence about how languages are learned; and (3) they serve a learning purpose by acting as devices by which learners can discover the rules of the target language (i.e. by obtaining feedback on their errors). Therefore, it is useful to conduct this study in order to serve the purposes of pedagogy, to know the evidence of language learning as well as helping the students to discover the grammar rules corrected.

According to Ellis (2008), in the Second Language Acquisition (SLA) study, errors are identified as one of the elements in Area 1 which addresses the characteristics of learners' language. In the same article, Corder (1967) mentions that they are useful to be studied as errors provided the researcher with evidence how language was learned. Therefore, the purpose of this study is also to list out the types of errors and to investigate responses towards both types of error corrections in an online teacher-students interaction. Since the setting is different from the conventional classroom setting, I expect the responses could be different or vary. Therefore, in this study I will observe learners' responses when recast is done. Based on many studies it is found that recasts have been implemented in language learning for two different purposes such as communicative and corrective (Han & Kim, 2008). These distinguish purposes resulted lack of efficacy.

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1.4 Significance of the study

This study gives insight for teachers who would like to apply online learning activities. As grammar is part of language acquisition element, error correction should not be neglected in satisfying the need of inculcation of fun learning. This study is also relevant to the grammar analysis since it provides kinds of errors that students produced when they conversed online as well as types of responses that could emerge.

1.5 Research Questions

1.5.1 What types of errors may appear in recast and elicitation in an online conversation?

1.5.2 What responses may appear in recast and elicitation in an online conversation?

1.6 Definition of Terms

In this study I have used terminologies which are important to describe the used of error correction methods and students' behaviour towards them. The terms are,

1.6.1 Recast

An utterance that rephrases the learner's utterance by changing one or more components (subject, verb, object) while still referring to its central meaning (Ellis, 2008).

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1.6.2 Elicitations

Elicitation refers to feedback that does not correctly reformulate the learner's error but instead pushes the learner to reformulate it (Nassaji, 2009). It can be in a form of questions which aimed at eliciting the correct form after a learner has produced an erroneous utterance (Ellis, 2008).

1.6.3 Uptake

Sheen (2008) cited Lyster and Ranta (1997) in defining uptake. It is a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance.

1.6.4 Modified Output

Based on some studies (Egi, 2007a; McDonough & Mackey, 2006), Sheen (2008) defines modified output as learners' attempts to modify problematic utterances following interactional feedback such as clarification requests or recast. It might or might not involve repair of the linguistic errors in the problematic utterances.

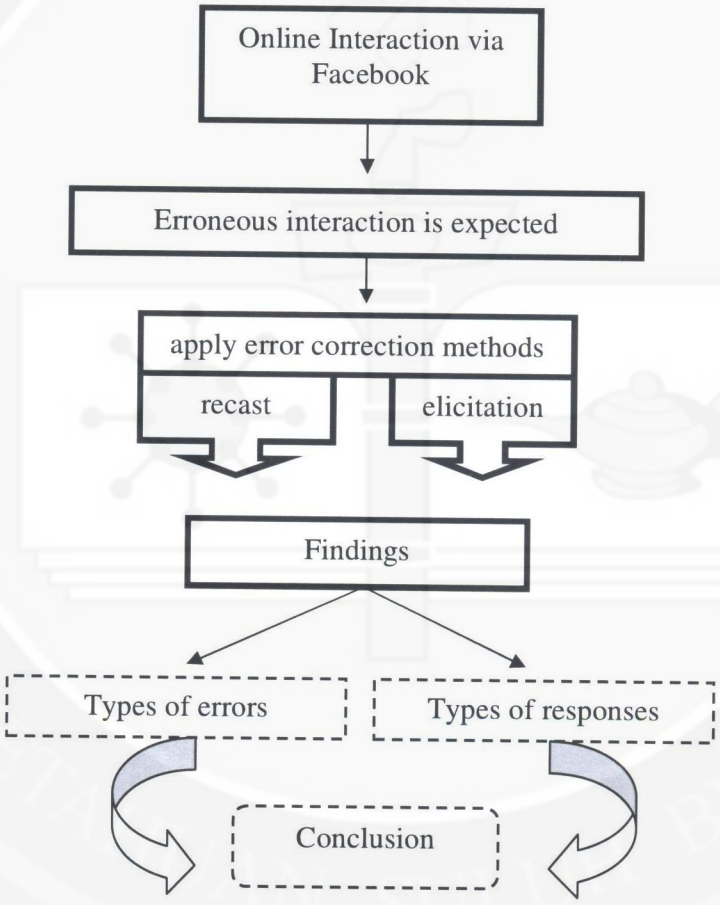
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1.7 The Framework of The Study

The whole idea of the study is about using recast and elicitation in an online learning environment. The setting of an online environment will be developed in a Facebook group discussion. The discussion is based on the findings on the errors produced and the responses applied. Figure 1.1 below describes the framework.

Figure 1.1: The Framework of The Study



1.8 Summary

This chapter reveals the statements of the problems in which the research questions arise. The purpose and significance of the study are also discussed. The framework depicts a brief idea of the study. I will discuss on review of related literature.

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter describes error corrections in language learning. It also gives some views on previous study of error corrections specifically on recast and elicitation. Both error correction methods are described in detail.

2.2 Error Correction

Lightbown and Spada (1999) say that errors are a natural part of language learning. This is true of the development of a child's first language as well as of second language learning by children and adults. The errors reveal the patterns of learners' developing interlanguage systems – showing where they have overgeneralised a second language rule or where they have inappropriately transferred a first language rule to the second language.

Error correction has been widely recognised as inevitable in second language acquisition and teaching in the last two decades. Interest in the study of error correction emerged as a response to views held by the proponents of contrastive analysis, which saw language transfer as the main source of errors for second language learners (Dabaghi, 2006). As contrastive analysis fell into disfavour with the emergence of Chomsky's generative grammar, research on error correction continued to be crucial in the error analysis period. According to the error analysis hypothesis, learners' production of erroneous structures can assist us in understanding their cognitive processes. More specifically, errors are evidence of the processes and

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strategies of language acquisition. Learners are assumed to create a language system known as interlanguage, in which learners themselves force structure on the available linguistic data, drawing upon their knowledge of the L1 and of the L2. Selinker (1972) used the term 'interlanguage' to refer to independent systematic knowledge of a second language that native language children as well as second language learners hold in the process of learning. Learners formulate an internalized system which enables them to synthesise linguistic data, the system being distinct from both the learner's native language and the target language.

2.3 Types of error correction methods

Error correction is suggested as has been widely recognised as vital in second language acquisition and teaching (Dabaghi, 2006). According to Levine and McCloskey (2009) the effect of uncorrected error may produce a kind of linguistic effect of what Selinker (1972) has described as 'fossilization'. Those statements describe how important the errors made to be catered during the teaching and learning process.

There are two common types of language skills errors can occur. They are oral and writing skills. However, errors that persist past the beginning stage of language acquisition are best dealt with in writing (Levine and McCloskey, 2009). Based on this suggestion, I believe that I should investigate the responses towards recast and elicitations in written form of communication. In order to get direct feedback from the error correction, I have chosen a social networking group as a medium of communication and data collection.

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Dabaghi (2006) states that whenever the right opportunity arises, teachers are advised to provide learners with metalinguistic feedback on their errors. This means immediate correction is essential in order to make students aware of their errors. Learner's developmental readiness is also an important factor when deciding what types of errors to correct. In his study Dabaghi (2006) indicates that explicit metalinguistic feedback works better with rules that are generally acquired in the early stages of language learning. If the feature is beyond the learners' current developmental stage, the corrective feedback is unlikely to work. On the other hand implicit correction (recasting) is believed to be more effective in correcting complex structures, most of which are syntactic items.

In language learning the implicit or indirect error correction is termed as 'recast'. According to Han and Kim (2008) recasts are very frequently used interactional strategies by teachers in second language classrooms, in particular, where meaning-based interaction is emphasized. teachers sometimes use recasts as a communication strategy to maintain the flow and coherence of, or scaffold, the on going conversation, but sometimes they use them to treat errors in learners' utterances, hence as an error correction strategy.

McDonough and Mackey (2006) suggest that recasts are more targets like ways of saying what a learner has already said. Owens (2005) has suggested nine types of recasts and they are all termed as 'turnabouts'. Both of them have discussed about the recast in oral communication. In this study however, I will use any nine types of recasts as suggested by Owens (2005) whenever it is possible during my online interaction with the participants.

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Table 2.1

Types of recast as suggested by Owen (2005)

No.	TYPE	EXAMPLE
001	Wh-question	How did that happen?
002	Yes/No question	Does he scratch a lot?
003	Tag Question	I bet he doesn't like fleas, does he?
004	Clarification • General • Specific • Confirming	What? Huh? What does your dog have? Fleas? Does he have fleas?
005	Correction	Fleas! (with an expectant tone)
006	I wonder statement	I wonder where he got them.
007	Fill-in	Fleas make you …
008	Expansion with (yes/no) turnabout	Your dog has fleas. Did you give him a bath?
009	Extension with (wh-) turnabout	My dog has fleas once. Yukk! What did you do?

Lightbown and Spada (1999) have discussed a study conducted by Lyster and Ranta (1997) on recast and elicitation. They have presented some data collected. The examples were taken from their oral ESL classroom data. Below are the examples:

Recast:

S1 *When you're phone partners, did you talk long time?*
T *When you were phone partners, did you talk for a long time?*
S2 *Yes, my first one I talked for 25 minutes.*

S1 *Why you don't like Marc?*
T *Why don't you like Marc?*
S2 *I don't know, I don't like Marc.*

Elicitation:

S *The dog run fastly.*
T *'Fastly' doesn't exist. 'Fast does not take-ly. That's why I picked 'quickly'.*

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The example of orally conducted recast shows possible feedback that teachers may get. The conversation show students have the thought that teacher inquires detail explanation by questioning rather than realizing the selected error was being corrected. I believe it is due to the nature of speech which it is not self-concious compared to writing. In my study, I expect students could respond differently to recast during online group discussion. The example on the orally conducted elicitation above is not clear because responses are not provided. Therefore, I assume that responses may vary.

2.4 Previous studies on recasts versus elicitations

Han and Kim (2008) provide insights from their study in terms of strategies that teachers can possibly employ and should they wish to utilize recasts as a means to enhance students' language learning besides content. As suggested those strategies are, at best, interim examples of understanding of recasts. It is beyond doubt that as empirical research continues, further insights, particularly along the line of how external factors interact with learner-internal factors to modulate the efficacy of recasts, will become available, which will lead to a greater understanding than presented in their study. Based on the study it is suggested that teachers might wish to test the feasibility of these five research-based suggestions in their own classrooms.

Implementing recasts online rather than typical oral interaction has been done by Lyster and Izquerdo (2009). Their study investigated the differential effects of prompts and recasts, in the context of dyadic interaction, on the acquisition of grammatical gender by adult second language learners of French. Participants were 25 undergraduate students enrolled in an intermediate-level French course at an English-speaking university. All students were exposed in class to a 3-hr form-focused

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instructional treatment distributed over 2 weeks and were then randomly placed in either the recast or prompt group. During online production, the participants in the study were required to access rule-based knowledge of more than 20 high-frequency noun endings and the differential effects they have on the grammatical gender of hundreds of familiar and unfamiliar nouns. This study however still required the participants to involve in oral communication in order to observe communication in dyadic interaction environment.

2.5 Theoretical Framework:

2.5.1 Study on recast by Socioculturalist

My study is conducted in a social-networking environment which requires the theoretical perspective of sociocultural theory. According to Ellis (2008) in mainstream Second Language Acquisition (SLA), errors are viewed as indicators of learners' interlanguage development and also of the mental processes involved. On the other hand, looking from socioculturalist's point of view, errors are seen as reflection of private speech in which are different from social speech. Secondly, the production of errors may reflect the learner's struggle to self-regulate when performing a demanding task.

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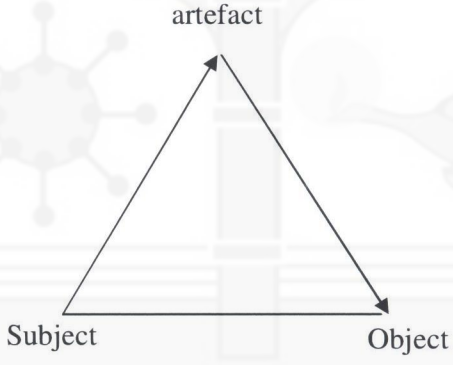
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2.5.2 Sociocultural Theory (SCT): Mediated Learning and Scaffolding.

Ellis (2008) has revealed on Lantolf and Thorn's (2006) description on 'Mediated Learning' in SCT. This concept suggests that higher order mental functioning (i.e. memory, attention, rational thinking) develops through the 'interweaving of our cultural and biological inheritances'. It is significance to any language activity which involves social interaction. The process is shown as below,

Figure 2.1

Vygotsky's model of mediated action



In language learning the model above depicts Subject as 'learner', Object as 'language activity' (i.e reading, writing) and the artefact as 'language'. The elements are all used and combined by a learner in order to comprehend and negotiate meaning. This behaviour is needed in my study whenever recasts or elicitations are used repeatedly in order to bring students to respond to the error correction. SCT sees language learning as dialogically based (Ellis, 2008). In my study, the interaction in group discussion is dialogic based. Dialogic interaction enables me to create a context

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in which students can participate actively in learning conversation and it also serves to create intersubjectivity that enables verbal interaction to mediate learning as suggested by SCT.

Scaffolding is another feature in SCT which is used in guiding students into certain learning objectives. In my study, recasts and elicitation are used to guide students into the objective of grammar correction.

Recast is viewed to give advantage in the building of 'Zone of Proximal Development' (ZPD) through scaffolding. However, in a selected study, Ellis (2008) argued and has revealed a study conducted in a conventional classroom interaction in which the purpose was to investigate the effect of recast in constructing ZPD. The result showed the following sequence; (1) at the beginning of the study the students had not attained self-regulation over the use of modal verbs of possibility and thus were unable to use them, (2) implicit feedback in the form of recasts was insufficient to construct ZPD for the target features and (3) explicit feedback was successful and resulted in the learners' internalizing the target forms and utilizing them independently.

Looking at the result, recast is not effective in developing the ZPD compared to elicitation. It was suggested that the reason to this feedback was the learners were focussing in meanings. Since, the setting of the study was in a conventional classroom environment, I feel that I need to know what would happen if recasts and elicitations were used in unconventional classroom setting. Based on my research questions, I would like to see the responses that I may get towards both methods of error corrective feedback.

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2.6 Recast and elicitation in unconventional learning environment

Even though not all language classrooms are alike, Lightbown and Spada (1999) reveal that errors are frequently corrected in a conventional learning environment compared to the unconventional learning environment. In many studies (Yang, Yeh and Wong, 2010; Barbour and Plough, 2009; Conole and Culver, 2009) unconventional learning environment is always believed to be able to inculcate fun and meaningful learning. In my point of view having fun and meaningful learning in that sense should not make teachers to ignore the necessity of error correction.

2.7 The Facebook: An opportunity to apply recast and elicitation online.

In the era of information and communication technology, teachers might want to try online learning. Social network is one of many 'arena' that teachers may want their lesson to be done. One of the many is the Facebook with 500 million active users (http://www.facebook.com/Engineering). According to Burcher (2010) Malaysia is in the 16th rank of Facebook usage[1]. In the midst of popularity it gains, Facebook can be a useful tool for ESL teachers to make it interesting. As one of the million Facebook users, I feel that some features such as group sharing and discussion can be used for communication purposes. Writing for instance can be done by using those features. Other than that collaborative writing activities are also possible. However, it is different from in-class writing error correction where it should be immediate and virtual. This study will somehow or rather provide clues on error corrections if Facebook is wanted to be used in the teaching of English as a Second Language class.

[1] http://www.nickburcher.com/2010/07/facebook-usage-statistics-by-country.html

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Facebook is considered as unconventional teaching environment. Based on my observation, students spend their leisure time mostly on the Facebook. Teacher should use this opportunity to use it as a tool to gain active participation in English language learning. Facebook 'group discussion' feature one of many ways teacher can manipulate. I found that written conversation can be done through it. The language used during the written conversation provides information for the teachers in the matter of grammar and linguistic patterns.

Communication via Facebook 'group discussion' is writing based conversation. It is different with oral conversation. It involves text while in oral conversation speech is solely used. The advantage of writing based communication is, it provides more extended time than speech (Delahunty and Garvey, 1994). Students will have more time during interaction to modulate their responses. Therefore, if recast is done students are expected to realise the corrective feedback and should have responded to it as well as did not repeat the same error. Facebook group discussion is also similar to online chat. They are both providing opportunities for negotiating meaning which is needed in recasting. However, online chat is not applicable in my study because students do not have same email account provider. Facebook group discussion is chosen to connect all of us since all of us have Facebook account.

2.8 Summary

The literatures reviewed in this chapter provide me a kind of foundation layer to the methodology of my study. The methodology is described in Chapter 3.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the construction of the methodology. The structure involves description of the research design, the participants, instrumentation, data collection procedures, data analysis and the ethical consideration.

3.2 Research Design

This study is a qualitative study and utilizes observation via a Facebook group which is called "*Let's Have Fun with English @ FB*" to analyze the participants' online interactions. It is also a case study in which involves 3 interaction sessions. Each session will take 45 to 60 minutes. 2 sessions are set up for recast and a session is set up for elicitation. During each session, a stimulus in a form of rubric will be given in order to encourage language interaction. The 4 participants are required to respond to the rubric for each session. My role as researcher is that of an active and interested teacher. As described by McMillan (2008), I participate as a member of the group but am known as a researcher. The role also facilitates the building of the interaction environment of teacher-students and students-teacher.

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3.3 Participants

This study will be carried out on 4 students in Form 4 Science class from a rural school in the district of Hulu Selangor. They are selected for their average performance in a mid-year examination particularly in writing. The average performance describes the students' ability to compose guided essay and many erroneous sentences are formed. The teacher of that particular class suggested them to participate. They are 2 boys and 2 girls. The equal numbers for each gender selected is to avoid gender bias. The participants are considered as '*opportunistic samples*' since all of the participants have their own Facebook account and access their account quite frequently. This type of sample has been described by Fraenkel and Wallen (2008) as samples chosen during a study to take advantage of new conditions or circumstances that have arisen. Even though all participants prefer to interact in Bahasa Malaysia on the Facebook, for this study they are all agree to interact in English language at their level best.

3.3.1 Participant B1

This participant is a boy. He has learned English since Year 1 and still interested to learn English. Being given the opportunity to involve in this study, B1 is very enthusiastic. He owns a Facebook account and knows how to involve in Facebook group discussion. He updates his Facebook status whenever he goes to town. According to his teacher, he is always willing to do in-class presentation if there is any. Therefore, he is selected to involve in this study for the criteria mentioned.

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3.3.2 Participant B2

This participant is a boy. He has learned English since Year 1 and still interested to learn English. He loves English subject but carries shy personality. He owns a Facebook account and knows how to involve in Facebook group discussion. He updates his Facebook status from his personal computer at home. He can write in English but always has problem in elaborating ideas in his essays. Based on the qualities he carries, I decided to involve him in this study.

3.3.3 Participant G1

This participant is a girl. She has learned English since pre-school and believes English can help her to have access to more interesting story books. She loves reading but reading English novel sometimes makes her bored because of the incomprehensible vocabulary. She owns a Facebook account and knows how to involve in Facebook group discussion. She updates her Facebook status from her mobile phone. She is able to write in English but always has difficulties in generating ideas. Based on the qualities she carries, I decided to involve her in this study.

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3.3.4 Participant G2

This participant is a girl. She has learned English since pre-school and likes to try Facebook interaction in English. She likes English language subject but she believes grammar is hard to learn. She owns a Facebook account and knows how to involve in Facebook group discussion. She only updates her Facebook status when she goes to town. Her writing ability is average where she always produces a lot of erroneous sentences. Due to those qualities, I agree to involve her in this study.

3.4 Instrumentation

The instrument that I will use is observation via online group discussion in the form of teacher-students interaction. Teacher will initiate recasts and elicitations and students will initiate responses towards both grammatical error correction methods. By conducting the observation in this manner, I have followed Corder's steps of error analysis (Ellis and Barkhuizen, 2005) which enable me to collect samples of participants' errors, to identify the errors, to describe the errors and to explain the errors. The error analysis gives insight into the possible responses that teachers may get from students if they want to use Facebook for unconventional teaching and learning strategy. Fraenkel and Wallen (2008) also suggest that the use of technology as one of the instrumentations. Facebook group which is used in my study is a new technology that permits me to repeatedly view the participants' behaviour and then decide how to code it for later use.

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3.4.1 Group: Let's Have Fun with English @ FB

This group is set up in order to create an online language interaction. It is a closed group which means anybody who wanted to participate must send participation request to the admin. In this study, the researcher plays the admin role. Before the interaction begins, the four participants will be invited to the group via their Facebook account. In the page of the group, there are 6 tabs which in sequence are *'Wall', 'Info', 'Discussion', 'Photos', 'Videos' and 'Events'* (Figure 3.1). To control the interaction, only the 'Discussion' tab will be used. The 'Photos' tab is used to provide picture stimulus but the conversation will still happen in the 'Discussion' page. Every topic of the interactions will be displayed in this area (Figure 3.2). The particular discussion topic appears under the '*topic view*' page (Figure 3.3). Everything that the researcher and the students type will appear verbatim.

Figure 3.1

The layout of the tabs available in the group



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Figure 3.2

The layout of the lists of the interaction topics

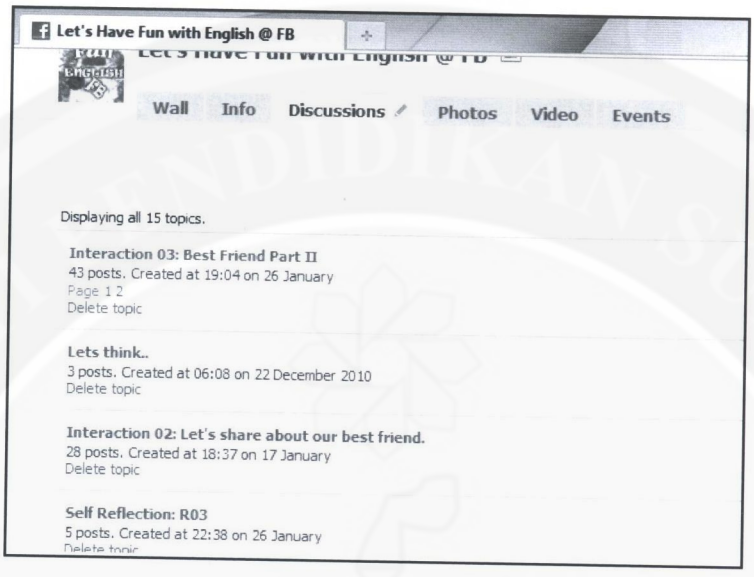
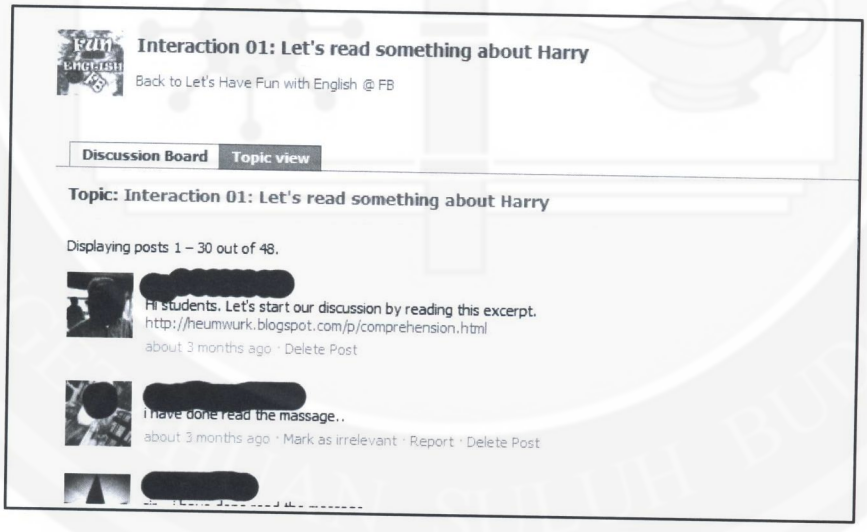


Figure 3.3

The layout of the conversations



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3.5 Data Collection Procedures

The data will be collected from 3 online conversations conducted in the 'Discussion' tab (refer Figure 3.1). Data is collected from students' responses towards teachers post. Observations are via online interaction of the Facebook group. The school's computer lab is used for the study. Since the computer lab has fixed timetable for students to use and the participants sometimes are involved in extra classes, I do not have fixed date for interaction sessions. I have to make appointment with the participants for the days they are available. I will meet the participants 3 times on 8 December 2010, 17 January 2011 and 26 January 2011. Each session will take approximately 45-60 minutes. However, Session 2 will be a little bit shorter because the participants will be rushing for their sports day training. Getting responses might be a tough task therefore throughout the 3 sessions; I decide to use some strategies to sustain the conversation as well as to provoke the participants to produce more responses. They will be used to provoke the participants to produce corrected version of their errors. Their responses are important for this study in order to identify their errors and to use recasts and elicitations as methods of grammar correction. The strategies are in the form of questions such as "*What do you mean by that?*". This example is to ask clarification for any incomprehensible response. The using of both recast and elicitation are used on selected errors because it is unmanageable to correct every errors produced. Too many corrections are believed to hinder motivation and response (Cook, 2001).

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3.5.1 The First Interaction Session

The first session requires the participants to respond to a text at http://heumwurk.blogspot.com/p/comprehension.html (refer Appendix A). A rubric is given. The title is *"Interaction 01: Let's read something about Harry"*. It will be carried out on 8 December 2010.

3.5.2 The Second Interaction Session

The second session requires the participants to respond to a topic. A rubric is given (refer Appendix B). The title is "*Interaction 02: Let's share about our best friend."*
It will be conducted on 17 January 2011.

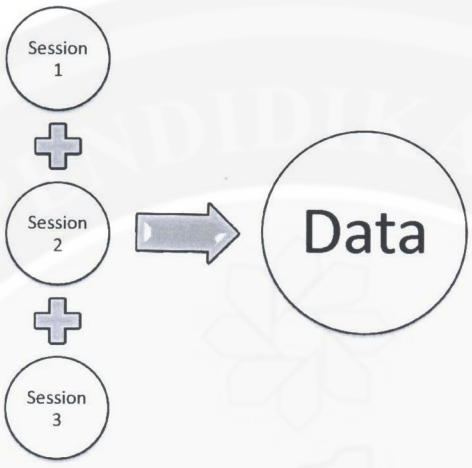
3.5.3 The Third Interaction Session

The third session requires the participants to respond to a topic. A rubric is given (refer Appendix B). The title is "*Interaction 03: Best Friend Part II"*. It will be conducted on 26 January 2011"

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Figure 3.4: The data collection framework



3.6 Data Analysis: The Coding

In analysing the data, I use my own coding system. It is an open coding system as suggested by Ellis and Barkhuizen (2005). As a qualitative study the coding process is expected to go through various changes during the study. Whenever the data is revisited or a new data is collected the coding system changed. The codes are shown in Table 3.1.

Table 3.1: The Coding System for error analysis

Codes	Descriptions
[E.1]	The detected error. The numbering was in continuation every time an error was detected.
[R.1]	The recast. The numbering was in continuation every time a recast was applied.
[R.1.1]	The repeated recast.
[Eli.1]	The elicitation. The numbering was in continuation every time a elicitation was applied.
[Eli.1.1]	The repeated elicitations.
[Rp.1]	The response. The numbering was in continuation every time a respond was detected.
[Rp.1.1]	Response to the repeated recasts and elicitations.

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Another code is designed for the observation of the responses. Sheen (2008) has quoted Lyster and Ranta (1997) for the types of responses that usually occur in teacher-student interactions. In Lyster and Ranta's (1997) study a response is termed as uptake which is defined as a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance. I have decided to use response to the similar concept of uptake because the study was conducted in oral interaction while my study will be conducted in written online communication. In this study the four types of responses is coded as below.

Table 3.2: The Coding System for Types of Responses

Code	Types of responses
[X.1]	a simple acknowledgement (ie.,"yeah/ok/oh/yes").
[X.2]	repetition of the original erroneous utterance (in this study the written response).
[X.3]	repair by correcting the original error.
[X.4]	partial repair (i.e., one part of the original utterance is repaired but the rest is still in need of correction

Any changes to the coding system will be described in Chapter 4 of this study.

3.7 Ethical Consideration

The online conversation allows the participants to reveal much about their personal thoughts. The information shared is almost sincerely revealed and requires protection. Since some of them use their real name for their Facebook account, I have named them into labels to protect their real identity. They are labelled as BI, B2, G1 and G2. The participants agree to involve in this study and they have been briefed about the

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study. They also know that their identity is protected and their name will not be revealed without their permission.

3.8 Limitations of the Study

This study contains several limitations. Students participating in this study are representatives only of the population from which they are sampled; generalizations to students of other age groups, socioeconomic backgrounds and geographical areas cannot be made. This study is conducted in a rural school. It only focuses on chosen grammatical items and not all of the errors produced will be corrected. The elicitation session will only be conducted once since the participants will have many extra classes and their schedule is packed. Some of the reasons why the error produced may only be assumptions. I personally feel that to find out the reason, each participant should be given their conversation transcript and interviews should follow. Since this study was conducted in a short period and the suggested strategy is not possible. Finally, the sample size may not have been large enough to study the constructs of this investigation.

3.9 Summary

This chapter has shown the methodology of the study. The constructs are based on qualitative study style and some figures are provided to depict the online structure of the instrumentation.

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CHAPTER FOUR

FINDINGS

4.1 Introduction

The study was carried out based on the methodology designed in Chapter 3. The findings below answer the research question on (1) What types of errors may appear in recast and elicitation in an online conversation? and (2) What types of errors may appear in recast and elicitation in an online conversation?

4.2 The errors produced

After the 3 sessions completed I identified the errors produced by each of the participants. Some errors were corrected by using both methods and some errors were not (as mentioned in Chapter 3). The analysis was divided based on the 3 sessions.

4.2.1 B1's Errors

The errors produced by B1 are listed in Table 4.5 on the following page:

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Table 4.1: B1's session 1(recast)

Errors	Example	Action	Code
Tense-aspect system (perfect aspect)	I have done read this story. *(I have read the story)*	corrected	[E.1]
Noun is used as verb	This book story about 1 Malaysia	not corrected	[E.2]
Tense-aspect system (past aspect) -omission of copula be + inappropriate positioning of subject and verb.	The article that had i read story... *(The article that I had read was a story...)*	not corrected	[E.3], [E.5]
Omission of article		not corrected	[E.4]
Negation	The snake dont's	not corrected	[E.6}
Improper Pronoun	..the snake... hurt her	corrected	[E.7]

(Italicised sentences are the suggested correct version)

Table 4.2: B1's session 2 (recast):

Errors	Example	Action	Code
Pronoun: Object pronoun	I'm older than his *(I'm older than him)*	corrected	[E.1]
Copula be: Unnecessary addition	We are study in different scholl. *(We study in different school.)*	not corrected	[E.2]
Pronoun: Subject pronoun	his better than clever than me! *(He is better than me)*	not corrected	[E.3]
Adjectives: comparative redundancy:		corrected	[E.4]
Negation: Wrong reply	Q: ...haven't you R: Yes, I do *(Yes, I have)*	not corrected	[E.5]
Tense-aspect system: Perfect aspect	i Think i Fogot what i gave to her sir! (...what I have given her...)	corrected	[E.6]
Preposition: unnecessary addition		Not corrected	[E.7]

(Italicised sentences are the suggested correct version)

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Table 4.3: B1's session 3 (elicitation)

Errors	Example	Action	Code
Tense-aspect system (perfect aspect)	...my friend had gone SAMBES... *(my friend have gone to SAMBES)*	not corrected	[E.1]
Preposition: omission		not corrected	[E.2]
Yes/No Questions	I got a wrong sir? *(Am I wrong sir?)*	not corrected	[E.3]
Homophone: Confusion	i don't thing so sir!! *(I don't think so sir!!)*	corrected	[E.4]
	went we fishing *(when we went fishing)*	not corrected	[E.7]
Pronoun: Object pronoun	i like he... *(I like him...)*	corrected	[E.5]
Article: unnecessary addition	if we got a time *(If we have time)*	not corrected	[E.6]
Copula be: Omission	...it more peaceful *(...it was more peaceful)*	not corrected	[E.8]

(Italicised sentences are the suggested correct version)

4.2.2 B2's Errors

The errors produced by B2 were as follows:

Table 4.4: B2's session 1 (recast)

Errors	Example	Action	Code
Tense-aspect system: Perfect aspect	I have done read this story.. *(I have read this story)*	not corrected	[E.1]
Tense-aspect system: Past aspect	...the title is INTERLOK *(...the title was INTERLOK)*	not corrected	[E.2]
Preposition: Omission	about harry look a snake.....*(about Harry looking at a snake)*	corrected	[E.3]
Spelling error	becuase cat is cute... *(because cat is cute)*	corrected	[E.4]

(Italicised sentences are the suggested correct version)

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Table 4.5: B2's session 2 (recast)

Errors	Example	Action	Code
Pronoun: used as adjective	...others than that *(...other than that)*	corrected	[E.1]
Article: inappropriate addition	B1 is a responsible... *(B1 is responsible)*	corrected	[E.2]

(Italicised sentences are the suggested correct version)

Table 4.6: B2's session 3 (elicitation)

Errors	Example	Action	Code
Article: omission	...he is very handsome boy *(...he is a very handsome boy)*	not corrected	[E.1]
Preposition: wrong use	... he is kind for me*(he is kind to me)*	not corrected	[E.2]
Tense-aspect system: past aspect	...he have treat me ...*(he treated me)*	corrected	[E.3]

(Italicised sentences are the suggested correct version)

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4.2.3 G1's Errors

The errors produced by G1 were as follows:

Table 4.7: G1's session 1 (recast)

Errors	Example	Action	Code
Tense-aspect system: Perfect aspect	I have done read the massage.. *(I have read the message)*	corrected	[E.1]
Copula be: Omission	...what the tittle of the book? *(...what is the title of the book?)*	not corrected	[E.2]
Tense-aspect system: Past aspect	...but just watch the movie... *(...but just watched the movie...)*	not corrected	[E.3]
	Why the snake stay in the tank? *(Why was the snake stay in the tank?)*	corrected	[E.4]
	harry come to save the snake... *(Harry came to save the snake...)*	not corrected	[E.7]
Yes/No Questions: Omission of auxiliary verb + wrong perfect aspect	...someone took it there? *(Has someone taken it there?)*	not corrected	[E.5]
Passive voice: Omission of *be* verb	maybe the snake catch by someone. *(Maybe the snake was caught by someone.)*	not corrected	[E.6]
Copula be: Omission	because only that animal I love *(because that is the only animal I love)*	not corrected	[E.8]
Article: Omission		not corrected	[E.9]

(Italicised sentences are the suggested correct version)

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Table 4.8: G1's session 2(recast)

Errors	Example	Action	Code
Preposition: wrong use	..i think my friends are very important 4 me. *(..I think my friends are very important to me)*	corrected	[E.1]
Negation: Omission of auxiliary verbs.	...i not fell too boring *(I will not feel bored)*	corrected	[E.2]
Adjective: wrong use		corrected	[E.3]
Homophone: confusion		corrected	[E.4]
Verb: use gerund instead	i need my friend b'coz they also understanding me.. *(i need my friend because they also understand me..)*	not corrected	[E.5]

(Italicised sentences are the suggested correct version)

Table 4.9: G1's session 3 (elicitation)

Errors	Example	Action	Code
Wh-Question: omission of modal auxiliary	...what want to say *(...what should I say?)*	not corrected	[E.1]
Tense-aspect system: progressive aspect	...i am think. *(...I am thinking.)*	corrected	[E.2]
Tense-aspect system: present aspect	...she always know ...*(she always knows...)*	corrected	[E.3]
Tense-aspect system: past aspect	...she know ... *(she knew)*	corrected	[E.4]
	...i want to go *(I wanted to go)*	not corrected	[E.5]

(Italicised sentences are the suggested correct version)

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4.2.4 G2's Errors

The errors produced by G2 were as follows:

Table 4.10: G2's session 1 (recast)

Errors	Example	Action	Code
Tense-aspect system: Perfect aspect	i have done read the message...	corrected	[E.1][E.1.1]
Tense-aspect system: Past aspect	...the topic is about a family... *(...the topic was about a family...)*	not corrected	[E.2]
	... make harry want to know (... made Harry wanted to know)	not corrected	[E.3][E.4]
Article: unnecessary addition	...how the nice of the place .. *(...how nice the place was..)*	not corrected	[E.5]
Preposition: unnecessary addition		not corrected	[E.6]
Copula be: omission	is it the snake was *(was the snake..)*	not corrected	[E.9][E.23]
Article: omission	...came from zoo. *(...came from the zoo)*	not corrected	[E.7]
Adjective: wrong structure of superlative	is it the snake was the big in the world... *(was the snake the biggest in the world...?)*	not corrected	[E.8][E.21]
Pronoun: wrong use of possessive pronoun	bcoz its can fly... *(because it can fly)*	corrected	[E.10]
Tense-aspect system: Present aspect	Its* like... (It likes)	corrected	[E.11][E.12][E.14] [E.20][24]
	Its* look like... (It looks like...)	not corrected	[E.13]
Preposition: omission	free to go anywhere *(It is free to go anywhere)*	not corrected	[E.15]
Copula *be*: omission	... where have the best scenery) *(where it can have the best scenery)*	not corrected	[E.16]
Auxiliary Verb: omission		not corrected	[E.18]
		not corrected	[E.17]
		not corrected	[E.19]

(Italicised sentences are the suggested correct version)

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Table 4.11: G2's session 2 (recast)

Errors	Example	Action	Code
Adjective: wrong placement	...her will sit *(...she will sit)*	not corrected	[E.1]
Pronoun: subject pronoun	... he is kind for me*(he is kind to me)*	corrected	[E.2][E.7]
Preposition: wrong use	...will sit in exam SPM *...(will sit for SPM)*	corrected	[E.3]
Copula be: Omission	but she only one the student in my class take art...*(but she is the only student in my class...)*	not corrected	[E.4]
Article: wrong placement		not corrected	[E.5]
Contraction: Confusion between possessive pronoun	...its the way how... *(...it's the way how...)*	not corrected	[E.6]
Verb: use noun instead	when her[E.7] tension... *(when she was tensed)*	corrected	[E.8]
Tense aspect: Present aspect	She alwayz drawing same picture... (She always draws some pictures...)	not corrected	[E.9]
Interference of L1 sound in spelling: the 'sʌm' for 'a'		not corrected	[E.10]

(Italicised sentences are the suggested correct version)

Table 4.12: G2's session 3 (elicitation)

Errors	Example	Action	Code
Preposition: wrong use	my best friend always inside me *(My best friend is always beside me)*	not corrected	[E.1]
Tense aspect: Present aspect	give me support in live (gives me support in life)	corrected	[E.2]
Noun: use verb instead			[E.3]
Tense aspect: Past aspect	when I had trouble and give up to study. *(when I had trouble and gave up to study.)*	corrected	[E.4]

(Italicised sentences are the suggested correct version)

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4.3 What types of errors may appear in recast and elicitation in an online conversation?

Some of the errors seemed too frequent among the participants. The common one was the copula error in the tense-aspect system. It was quite shocking for the students at this level produced that kind of errors repeatedly. According to Murcia and Freeman (1999) ESL learners are exposed to the forms of copula be and the third person singular inflection almost immediately in their English classes or in any English-speaking environment they might be experiencing. However, this kind of errors is expected. Another obvious error produced happened to the most frequent words in English. According to Cook (2001), words such as *he, she, his, her, for* are among the most frequent words in English. Usually the teaching of function words is seen as part of grammar. As in this study, the wrong use of the italicised words above was considered as grammatical error.

4.4 General Observation

In my study I also found something which is not related to the research questions but somehow I can be shared for consideration in future studies or language learning.

4.4.1 The Electronic English

Students also used Electronic English. Based on my observation The *'Electronic English'* was popular among the students through their responses. The term was coined by Norizah and Azirah (2009). *'bcoz' (because), 'owh' (Oh!), 'alwayz' (always), yes Sir!!!!! (yes, sir! – this is to exaggerate the agreement), 'n' (and), '4' (for)* and so on. They suggested it was not considered as error but a variety of English used in the community especially

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in electronic communication discourse. I personally feel it is acceptable as long as it is comprehensible.

4.5 What responses may appear in recast and elicitation in an online conversation?

In Chapter 3 I have mentioned about the types of responses in Table 3.4. After the data from the 3 sessions of conversation was analysed, it seemed additional types could be added. The additional types were as below. The findings answer the second research question which is 'What types of responses are produced in both methods in an online conversation?'

Table 4.13: The Additional Coding System for Types of Responses

Code	Types of responses
[X.5]	not repaired with new error produced.
[X.6]	no attempt to correct error.
[X.7]	apologetic or appreciative response.
[X.8]	questioning after replied.
[X.9]	repaired with different correct form.

The discussion on responses that each participant produced below exemplifies each type of responses.

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4.5.1 Observing B1's responses

Session 1 (recast):

In this session B.1 applied [X.1] and [X.8] type in the beginning as seen in the excerpt below. [X.8] was a new type I found in which I believe is important since it signals that the focus of the students was not to the corrected error but to maintain the conversation in order to serve social purpose (Murcia and Freeman, 1999). I also believe that was also indication for the emergence of motivation. Describing this kind of motivation Cook (2001) said that motivated language learner looks for the opportunity to practice the language. B1 had shown this criteria in the example below.

2 **B1:**
I have done read [E.1] this story.

3 **Teacher:**
Ok... good. I have read the story too [R.1]. Have you all taken your breakfast?

4 **B1:**
YeS sir!!! [Rp.1] [X.1] What about you sir? [X.8]

After that I was also interested when I found the combination of [X.1] and [X.5] in responses as shown from the excerpt below.

5 **Teacher:**
During the school holiday, have you all read any books? For me I have read [R.1..1] a new book that I bought from a bookstore.

6 **B1:**
Yes Sir! [X.1] i Had read one malay novels [Rp1.1] [X.5] INTERLOK!!
This book story[E.2] about 1 MALAYSIA.

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This also shows the student was responding to serve the purpose of maintaining the conversation and to fulfil the question since the focus was on the question not the new corrected version from a recast.

Session 2 (recast):

B1 showed another combination of two different types of responses. This time the combination showed how from a simple acknowledgement a new error produced.

3 **Teacher:**
B1:: You are older than [R.4] him [R.1]. You should have given him lots of advice, haven't you?

4 **B1:**
Yes i do [Rp.4] [X.1]+[X.5] [E.4]..sir!! I allways give his [Rp.1]. [X.2] my advice..

This shows that error can grow from a response even though teacher has corrected it by using recast.

Other than that the same error may reproduce again and over again from a long response. This is shown in the excerpt below,

5 **Teacher:**
What kind of advice did you give him [R.1.1]? Do you mind to share?

6 **B1:**
EERm!!!!!! ok! before PMR last year. i gave hiS [Rp.1.1] a few tips n advice before sit for PMR!! i advise his[Rp.1.1][X.2]if his [Rp.1.1][X.2] in offer for MRSM or SBP his [Rp.1.1] [X.2] must make decision wisely

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I do believe that the repetition of the original erroneous written response occurred due to the excitement of answering and sharing of personal experiences. Therefore, the student could not realised that teacher had corrected his erroneous response.

Session 3: (elicitation)

When the correction became explicit, B1 responded in applying [X.7] type.

8 **Teacher:**
B1:: It should be 'think'... not 'thing'[Eli.4]. If you don't have any in mind just give reasons why do you like your friend.

9 **B1:**
Oh I'm careless ,so sory sir!![Rp.4][X.7] ....

I was interested how B1 behaved towards the elicitation. It was an apologetic response. Another new type I discovered.

In another response, B1 did not show any attempt to correct the error which was explicitly corrected,

10 **Teacher:**
B1:: It should be "I like him"... [Eli.5] and tell me more about you and him went fishing..

11 **B1:**
OH!! we like to go fishing in the river..(Rp.5)[X.6] during we fishing,we like to try someting differn to cath fish..went [E.7] we fishing we go just both of us!! it is because it [E.8] more peaceful...si!!

This type also shows that the student applied such response due to the excitement of answering and sharing of personal experiences.

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4.5.2 Observing B2's responses

Session 1 (recast):

It was interesting to find that in this session B.2 responded positively towards the 2 recasts. This shows that recast can be detected if the students could detect the difference in teacher's question. The excerpt below shows how it worked.

6 **Teacher:**
B2: What do you mean by that? Harry look like a snake? or Harry look at the snake [R.3]?

7 **B2:**
ya..harry look at [Rp.3][X.3] the snake....that i mean..

8 **Teacher:**
Everybody: If you are given the ability to talk to one particular animal, what kind of animal do you want to talk to? Why?

9 **B2:** about cat..becuase [E.4] cat is cute for me..

10 **Teacher:**
B2: because [R.4]?

11 **B2:**
because [Rp.4] [X.3] cat can make me happy.....

Session 2 (recast):

B2 maintained the positive response he applied in session.

5 **Teacher:**
B1 is also [R.2] responsible. Hmm... other [R.1] than that?

6 **B2:**
other than that [Rp.1][X.3] ....he is very [Rp.2][X.3] resolute prefect...in the (school name).....

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The consistency towards recast in both session shows that recast is not really useless in error correction. It still has the potential to be recognised. What make this part interesting is B2 did not do well in his writing. According to the teacher he was not able to elaborate ideas. This could be seen in his response as well. Mostly he responded in short answer yet he was aware of the error correction.

Session 3 (elicitation):

B2 consistency disappeared in session 3. He applied [X.1] type compared to the positive responses in his 2 earlier sessions on recast.

7 **Teacher:**
B2: It should be "He treated [Eli.3] me at Pulau Pangkor"

8 **B2:**
ok sir.....[Rp.3][X.1]

4.5.3 Observing G1's responses

Session 1 (recast):

A combination of 2 errors also found in G1's responses towards recast.

3 **Teacher:**
Ok... good. I have read [R.1] the story too. Have you all taken your breakfast?

4 **G1:**
yes.. [X.1] i taken my breakfast [Rp.1] [X.5] before i went to school..

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New error produced after a short response.

11 Teacher:
The snake was [R.4] in the Reptile House in a zoo. What do you think Harry and the snake were doing?

12 G1:
[Rp.4] [X.5]maybe the snake [E.6] catch by someone..and harry come [E.7] to save the snake..erk?

Session 2 (recast):

A combination of 2 errors also found in G1's responses towards recast.

3 Teacher:
G1: What do you mean by your friends are important to [R.1] you?

4 G1:
4[Rp.1] [X.5] person 'happy go lucky' like me..of coz i want my friend always with me..then i[E.2] not fell [E.3] too [E.4] boring..i can talk.study n play with them..

5 Teacher:
G1: Other than bored [R.4], what other thing that you don't [R.2] feel [R.3] when a friend is beside you?

6 G1:
i need my friend b'coz they also understanding [E.5] me..[R.2][Rp.3][Rp.4][X.6][X.5]

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Session 3 (elicitation):

G1 showed appreciative response. She also questioned the teacher after replied.

4 **Teacher:**
G1: I think the correct version for this .. "my best friend can know what i'm think.." is this... "my best friend knows what I'm thinking".[Eli.2]

5 **G1:**
uppss..yurp..[Rp.2][X.1] tq sir..[X.7] u agree with me? [X.8]

Appreciative response was shown with simple acknowledgement.

8 **Teacher:**
G1: Your sentence should be "She always knows what I'll do"[Eli.3]

9 **Teacher:**
G1: Give an example on that ...

10 **G1:**
wrong again..[X.1] huhuuu..tq.. [Rp.3] [X.7]

[X.9] type of response was shown here. G1 attempted to correct the original error corrected with new form. This shows the activation of cognitive function.

12 **G1:**
after we back from school..she know [E.4] where i want[E.5] to go..
but..all that depands on my mood..

13 **Teacher:**
Rozi: It should be "she knew.." [Eli.4] Did she know when you were hungry? :)

14 **G1:**
yurp.. [X.1] after she saw my face..[X.9]

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4.5.8 Observing G2's responses

Session 1 (recast):

[X.1] followed by [X.2] showed that the error correction was not noticed. This may suggest minimal cognitive activity in recast.

3 **Teacher:**
Ok... good. I have read [R.1] the story too. Have you all taken your breakfast?

4 **G2:**
yes.. [X.1] i get [E.1.1] it with my friends before go to school...[Rp.1][X.2]

No attempt to correct error and new errors produced. The original error also was repeated also may indicate minimal cognitive activity.

12 **Teacher:**
G2: The snake in that captivity was not the biggest [R.10] in the world. Which animal do you think is the biggest in the world?

13 **G2:**
mybe birds [Rp.10][X.6]...bcoz its [E.11] can fly anywhere or anyplace its [E.12] like [E.13]..its [E.14] look [E.15] like [E.16] [E.17] free to go anywhere...[E.5]

14 **Teacher:**
G2: I agree with you. It [R.12] can fly anywhere it likes. Where do you think it [R.14] can fly to? A country perhaps.

15 **G2:**
go to garden [Rp.12][X.6] or...the place where [E.18] [E.19][X.5] have the best scenery & suitable for its [Rp.14] [X.2]like malaysia..

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Session 2 (recast):

G2 repaired the error. This excerpt may suggest the existence of cognitive activity.

3 **Teacher:**
G2: This year she will sit for SPM? Is she [R.2.] in the same class?

4 **G2:**
hehe...yes,sir....but she [Rp.2][X.3] [E.4] only one [E.5] the student in my class take art...

G2 gave simple acknowledgement in further interaction. This shows inability to notice the recast happened several times.

6 **G2:**
erm...mybe bcoz its [E.6] the way how to release her tension....bcoz...when her [E.7] tension [E.8] she alwayz drawing [E.9] same [E.10] picture..like scenery....

7 **Teacher:**
G2: When she was tensed [R.8] she drew something. Do you like her drawing?

8 **G2:**
yes....i like it.....[Rp.8][X.1]

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Session 3 (elicitation):

G2 applied appreciative response and simple acknowledgement. This shows that similar to B1 and G1, response type [X.7] were widely used in elicitation environment.

3 **Teacher:**
G2: I think you should write "gives me support in life" [Eli.3] or simply write she/he is supportive [Eli.3.1].

4 **G2:**
emmm,,,okey sir....[X.1] new word.. i can use in my essay....[X.7]

7 **Teacher:**
G2: It should be 'gave up' [Eli.4]

8 **G2:**
opssss....yurm....okey sir ....[Rp.4] [X.1]

4.6 Summary

This chapter shows the list of errors the participants produced and the sorted participants' response. Conclusion of the findings is discussed in Chapter 5.

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CHAPTER FIVE

CONCLUSION

5.1 Introduction

Chapter 4 has provided kind of errors that the students produced as well as the responses they have applied. Those data has shown some insight about the application of recast and elicitation in an online learning environment.

5.2 The Use of Recast and Elicitation in Online Language Learning.

5.2.1 Recast

Based on this study I suggest that recast is more practical to serve the purpose of maintaining communication. Ability to detect recast is a bonus for the students for their cognitive activity.

5.2.2 Elicitation

I believe that if teachers want to promote cognitive learning in online interaction they can use elicitation to serve the purpose. It also can be used for immediate pointing to errors produced.

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5.3 Types of Errors Produced

Teachers should not preset their mind that errors would not occur in frequent words. This study has approved that the most frequent words in English as listed out by Cook (2001) may wrongly used thus produced erroneous responses. Therefore, the nature of occurrence of grammatical error in online interaction is similar to in class oral interaction even though students can take their time before responding. The occurrence of erroneous in responses does not mean having Facebook as a tool to apply unconventional language learning is unbeneficial. Teachers can still use it for communicative activities. Based on my observation the participants liked the idea of discussing chosen topics in Facebook. The willingness to share has shown this quality and obviously can be seen in B1's responses. During the sessions, most of them had focussed on the questions to be answered rather than realising they were actually implicit error corrections. I suggest that the errors produced indicate the part of grammatical vacuum that the teacher needs to fill with grammar knowledge while the Facebook functions as an 'arena' where the students can confidently apply the language and grammatical rules they have mastered.

5.4 The responses

5.4.1 Written Response (Uptake)

The nature of this study did not allow oral responses. Thus, I replace the term 'uptake' with written response. Looking at the pattern from the responses [X.1] followed by [X.2] indicated that the error correction was not noticed. According the Sheen (2008) recast only produced uptakes which some researchers (Lyster, 1998b; Olevier, 1995) believed that it contained minimal cognitive activity. I would agree to this minimal activity claim. The study has

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shown it was not totally non-cognitive activity because B2 and G1 applied [X.3] in recast sessions. However, I strongly believe that students may not show cognitive element in recast but they had shown that they were able to apply the rule that they really master. B1 exemplified this ability when he applied [X.8] in session 1 correctly in order to serve the social purpose.

5.4.2. Modified output

In this study response type [X.9] applied in G1 response towards an elicitation indicates the emergence of modified output. Sheen (2008) in a literature review revealed that modified output showed cognitive activity. I suggest this as modified output because they corrected the original error by producing the corrected rule in a new form. I believe this type of response is important since it signals that the focus of the students was not to the corrected error but to maintain the conversation in order to serve social purpose (Murcia and Freeman, 1999). It also shows that modified output contributes to language learning because the student used his schemata about the social use of *Wh-questions* in interaction. This had given him an opportunity to apply his existing knowledge.

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5.5 Suggestion for future study

In the future one should study the reason why certain responses occurred. For instance, the response type [X.7] in which the students responded in apologetic manner. I assumed this happened due to cultural factor of Malay's ethical values. The awareness of the error correction also can be a good point to study. This study did not provide adequate reason on how this happened.

5.6 Pedagogical implication

The implication of the findings for the English language teaching and learning is significant whenever there are opportunities for error correction, teachers are advised to facilitate them with metalinguistic feedback either recast or elicitation. Other than that teachers may use both types of correction depending on their teaching and learning objectives. Do not be afraid to give immediate correction as this can lead the students to the correct grammatical form even though it may take some times.

5.7 Concluding Remark

When the technology starts evading the human life, it also affects the growth of the world in a gigantic form. In this process, education field is influenced a lot. The chain continues to language learning and teaching as well. In the excitement of using ICT in language learning teachers cannot avoid grammar correction in any online interaction. Both recast and elicitation are the useful 'built-in' technology which assisted teachers' instructional purposes. This study has provided an insight for what kind of errors would occur and what would the responses look like.

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APPENDIX A

Comprehension Text 01

Harry moved in front of the tank and looked intently at the snake. He wouldn't have been surprised if it had died of boredom itself—no company except stupid people drumming their fingers on the glass trying to disturb it all day long. It was worse than having a cupboard as a bedroom, where the only visitor was Aunt Petunia hammering on the door to wake you up—at least he got to visit the rest of the house.
The snake suddenly opened its beady eyes. Slowly, very slowly, it raised its head until its eyes were on a level with Harry's.
It winked.
Harry stared. Then he looked quickly around to see if anyone was watching. They weren't. He looked back at the snake and winked, too.
The snake jerked its head towards Uncle Vernon and Dudley, then raised its eyes to the ceiling. It gave Harry a look that said quite plainly: 'I get that all the time.'
'I know,' Harry murmured through the glass, though he wasn't sure the snake could hear him. 'It must be really annoying.'
The snake nodded vigorously.
'Where do you come from, anyway?' Harry asked.
The snake jabbed its tail at a little sign next to the glass. Harry peered at it.
Boa Constrictor, Brazil.
'Was it nice there?'
The boa constrictor jabbed its tail at the sign again and Harry read on: This specimen was bred in the zoo. 'Oh, I see—so you've never been to Brazil?'

(Excerpt from Harry Potter and Philosopher's Stone by J.K. Rowling p.25-27)

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APPENDIX B

The Rubrics

Rubric (Session 1)
Hi students. Let's start our discussion by reading this excerpt.
http://heumwurk.blogspot.com/p/comprehension.html

Rubric (Session 2)
Friend in need is a friend indeed. Everybody has their own friend. Let us discuss about this. If you have best friends write something about them. If you do not have any just explain why. You may write anything about them. Let's share!

Rubric (Session 3)
During the previous session, we had not tell much about our best friend. Today's session is to share more about them. Let's share...

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APPENDIX C

B1's Data and coding

Session 1 (Recast): B1

1	**1 Teacher:** Hi students. Let's start our discussion by reading this excerpt. http://heumwurk.blogspot.com/p/comprehension.html
2	**B1:** I have done read [E.1] this story.
3	**Teacher:** Ok... good. I have read the story too [R.1]. Have you all taken your breakfast?
4	**B1:** YeS sir!!! [X.1] [Rp.1] What about you sir? [X.8]
5	**Teacher:** During the school holiday, have you all read any books? For me I have read [R.1..1] a new book that I bought from a bookstore.
6	**B1:** Yes Sir! [X.1] i Had read one malay novels [Rp1.1] [X.5] INTERLOK!! This book story[E.2] about 1 MALAYSIA.
7	**Teacher:** Good!. At least all of you have read something during the school holiday. The title of the book that I read was Harry Potter and the Philosopher's Stone. (I like the book very much. That's why I bought the new one because somebody who borrowed the book never returned it to me) Let's talk about the article that you have read just now. What is it all about?
8	**B1:** The article that had i read story [E.3] about [E.4] snake and one man,Harry. Harry is [E.5] lucky because the snake dont's [E.6] hurt her [E.7]..
9	**Teacher:** ... B1: The snake didn't hurt her?. [R.7]
11	**Teacher:** Everybody: If you are given the ability to talk to one particular animal, what kind of animal do you want to talk to? Why?

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12	**B1:** oh, I see sir! the snake hurt harry sir! the snake winked[E.8] Her [Rp.7] [X.2]and harry stared..
13	**Teacher:** B1: Then what happened to him when the snake winked at him? [R.7.1]
14	**B1:** harry looked around quickly and her [Rp.7.1] [X.2] saw the snake,a boa snake! Than the snake jerk toward her uncle vernom and dudly...sir!
15	**Teacher:** B1: The snake talked to him [R.7.2] right?
16	**B1:** herm!!!!!!!! yes Sir.[Rp.7.2] [X.1].but sir! In logic. How can human talked with a Boa snake?????????
17	**Teacher:** B1: It's a fiction. According to the story, Harry Potter was a boy who was a young wizard. He [R.7.3] didn't realised he was a wizard until he went to Hogwarts School of Witchcraft and Wizardry. What did he say to the snake at the first time B1?
18	**B1:** Her [Rp.7.3][X.2] ask the snake where come from sir!!

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Session 2 (Recast): B1

1	**Teacher:** Friend in need is a friend indeed. Everybody has their own friend. Let us discuss about this. If you have best friends write something about them. If you do not have any just explain why. You may write anything about them. Let's share!
2	**B1:** Yes,i have a best friend..I'm older than his [E.1]..we are [E.2] study in different scholl.. his [E.3] better than [E.4] clever than me!
3	**Teacher:** B1:: You are older than [R.4] him [R.1]. You should have given him lots of advice, haven't you?
4	**B1:** Yes i do [Rp.4] [X.1]+[X.5] [E.4]..sir!! I allways give his [Rp.1]. [X.2] my advice..
5	**Teacher:** What kind of advice did you give him [R.1.1]? Do you mind to share?
6	**B1:** EERm!!!!!! ok! before PMR last year. i gave hiS [Rp.1.1] a few tips n advice before sit for PMR!! i advise his[Rp.1.1][X.2]if his [Rp.1.1][X.2] in offer for MRSM or SBP his [Rp.1.1] [X.2] must make decision wisely
7	**B1:** i Think i Fogot what i gave [E.6] to her sir!
8	**Teacher:** B1:: It looks like you have given [R.6] so many tips to [E.7] her. That's why you have forgotten what you have given. :)

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Session 3 (Elicitation): B1

1	**Teacher:** During the previous session, we had not tell much about our best friend. Today's session is to share more about them. Let's share...
2	Teacher: my best friend for example shares the same hobby as mine which is photography. we also admire nature very much and that is why we love to capture something nature-related.
3	**B1:** for your informasion sir! my friend had gone [E.1][E.2] SAMBES!! oh! very good school
4	**Teacher:** B1:: What does SAMBES stand for?
5	**B1:** Sekolah Agama Menengah Bestari Subang sir!!!! I got a wrong [E.3] sir?
6	**Teacher:** B1:: Do you have a wonderful thing that your friend did and you want to share?
7	**B1:** ERm!!!!!! i don't thing [E.4] so sir!!
8	**Teacher:** B1:: It should be 'think'... not 'thing'[Eli.4]. If you don't have any in mind just give reasons why do you like your friend.
9	**B1:** Oh I'm careless ,so sory sir!![Rp.4][X.8] i like he [E.5] because he is open minded!! he had a good atitude!! had a good self motivation!!!! and our hobby is same,FISHING!! if we have a[E.6] time,we out together for fishing....
10	**Teacher:** B1:: It should be "I like him"... [Eli.5] and tell me more about you and him went fishing..
11	**B1:** OH!! we like to go fishing in the river..(Rp.5)[X.6] during we fishing,we like to try someting differn to cath fish..went [E.7] we fishing we go just both of us!! it

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	is because it [E.8] more peaceful...si!!
12	**Teacher:** B1:: How old is he? If you are to give an advice, what will you tell him?
13	**B1:** he 16 years old sir!!! erm, i just tell him how to live there n he must take care n the most important is he must learn wisely in SAMBES!
14	**Teacher:** B1:: If you don't mind may I know his name?
15	**B1:** his name is MUHAMMAD ZULKARNAIN Sir!!!!!!!

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APPENDIX D

B2's Data and Coding

Session 1 (Recast):B2

1	**Teacher:** Hi students. Let's start our discussion by reading this excerpt. http://heumwurk.blogspot.com/p/comprehension.html
2	**B2:** I have done read [E.1] this story..
3	**B2:** i read a novel for next year...the title is [E.2] INTERLOK..
4	**Teacher:** Good!. At least all of you have read something during the school holiday. The title of the book that I read was Harry Potter and the Philosopher's Stone. (I like the book very much. That's why I bought the new one because somebody who borrowed the book never returned it to me) Let's talk about the article that you have read just now. What is it all about?
5	**B2:** about harry look a [E.3] snake.....
6	**Teacher:** B2: What do you mean by that? Harry look like a snake? or Harry look at the snake [R.3]?
7	**B2:** ya..harry look at [Rp.3][X.3] the snake....that i mean..
8	**Teacher:** Everybody: If you are given the ability to talk to one particular animal, what kind of animal do you want to talk to? Why?
9	**B2:** about cat..becuase [E.4] cat is cute for me..
10	**Teacher:** B2: because [R.4]?
11	**B2:** because [Rp.4] [X.3] cat can make me happy.....

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12	**Teacher:** B2: Good. I also agree with you cat can make us happy sometimes. If you are able to ask any cat a question, what would you ask?
13	**B2:** i will ask..you want to eat???
14	**Teacher:** Ok. I think that's all for today. Will see you next time. Had a great discussion with all of you today. Many thanks! and don't forget to write something on our discussion today in the Self-Reflection: R1 topic.

Session 2 (Recast): B2

1	**Teacher:** Friend in need is a friend indeed. Everybody has their own friend. Let us discuss about this. If you have best friends write something about them. If you do not have any just explain why. You may write anything about them. Let's share!
2	**B2:** yes i have a best friend...my best friend is B1,he is very kind....
3	**Teacher:** B2: Why don't you share more about B1. I think all of us here love to know.
4	**B2:** because B1 is very good friend for me....others [E.1] than that,B1 is a [E.2] responsible in many things...
5	**Teacher:** B1 is also [R.2] responsible. Hmm... other [R.1] than that?
6	**B2:** other than that [Rp.1][X.3] ....he is very [Rp.2][X.3] resolute prefect...in the (school name).....
7	**Teacher:** B2: I think B1 like your statement very much.
8	**B2:** yesssssss.....

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Session 3 (Elicitation): B2

1	**Teacher:** During the previous session, we had not tell much about our best friend. Today's session is to share more about them. Let's share...
2	**B2:** yes sir...i want to talk more about B1....he is [E.1] very handsome boy at school,smart and respectful boy...
3	**Teacher:** B2: Is he kind to you?
4	**B2:** yes...he is kind for [E.2] me....
5	**Teacher:** B2: Was there anything nice he did?
6	**B2:** yes...he have treat [E.3] me at pulau pangkor....
7	**Teacher:** B2: It should be "He treated [Eli.3] me at Pulau Pangkor"
8	**B2:** ok sir.....[Rp.3][X.1]

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APPENDIX E

G1's Data and coding

Session 1 (Recast): G1

1	**Teacher:** Hi students. Let's start our discussion by reading this excerpt. http://heumwurk.blogspot.com/p/comprehension.html
2	**G1:** i have done read [E.1] the massage..
3	**Teacher:** Ok... good. I have read [R.1] the story too. Have you all taken your breakfast?
4	**G1:** yes.. [X.1] i taken my breakfast [Rp.1] [X.5] before i went to school..
5	**Teacher:** During the school holiday, have you all read any books? For me I have read a new book that I bought from a bookstore.
6	**G1:** owh..i just read a new from 5 novel..'INTERLOK'..sir,what [E.2] the tittle of the book?
7	**Teacher:** Good!. At least all of you have read something during the school holiday. The title of the book that I read was Harry Potter and the Philosopher's Stone. (I like the book very much. That's why I bought the new one because somebody who borrowed the book never returned it to me) Let's talk about the article that you have read just now. What is it all about?
8	**G1:** ...i lalso like the harry potter's story.. .but just watch [E.3] that movie.. not read it...
9	**Teacher:** What do you understand from the excerpt G1?
10	**G1:** sir..why the snake stay [E.4] in the tank? [E.5] someone took it there?
11	**Teacher:** The snake was [R.4] in the Reptile House in a zoo. What do you think Harry and the snake were doing?

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12	**G1:** [Rp.4] [X.5]maybe the snake [E.6] catch by someone..and harry come [E.7] to save the snake..erk?
13	**Teacher:** Everybody: If you are given the ability to talk to one particular animal, what kind of animal do you want to talk to? Why?
14	**G1:** i want to talk with cat..because [E.8][E.9] only that animal i love..and i can share any problem with it..
15	**Teacher:** G1: Of course it was caught to be put in the zoo. It didn't enter the zoo on its own will. :) In the story Harry didn't rescue the snake. He just talked to the snake and being sympathy.
16	**Teacher:** Ok. I think that's all for today. Will see you next time. Had a great discussion with all of you today. Many thanks! and don't forget to write something on our discussion today in the Self-Reflection: R1 topic.

Session 2 (Recast): G1

1	**Teacher:** Friend in need is a friend indeed. Everybody has their own friend. Let us discuss about this. If you have best friends write something about them. If you do not have any just explain why. You may write anything about them. Let's share!
2	**G1:** of coz i have friend..i think my friends are very important 4 [E.1] me..i can share anything with them....
3	**Teacher:** G1: What do you mean by your friends are important to [R.1] you?
4	**G1:** 4[Rp.1] [X.5] person 'happy go lucky' like me..of coz i want my friend always with me..then i[E.2] not fell [E.3] too [E.4] boring..i can talk.study n play with them..
5	**Teacher:** G1: Other than bored [R.4], what other thing that you don't [R.2] feel [R.3] when a friend is beside you?

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6	**G1:** i need my friend b'coz they also understanding [E.5] me..[R.2][Rp.3][Rp.4][X.6][X.5]

Session 3 (Elicitation): G1

1	**Teacher::** During the previous session, we had not tell much about our best friend. Today's session is to share more about them. Let's share...
2	**G1::** hurm..what [E.1] want 2 say. my best friend can know what i'm think [E.2]..
3	**Teacher:** My best friend for example shares the same hobby as mine which is photography. We also admire nature very much and that is why we love to capture something nature-related.
4	**Teacher:** G1: I think the correct version for this .. "my best friend can know what i'm think.." is this... "my best friend knows what I'm thinking".[Eli.2]
5	**G1:** uppss..yurp..[Rp.2][X.1] tq sir..[X.7] u agree with me? [X.8]
6	**Teacher:** G1: Yes, I agree with you. Give a situation of that your friend knows about your thought.
7	**G1:** maybe she always know [E.3] what i'll do..4 example,when i agry with someone..
8	**Teacher:** G1: Your sentence should be "She always knows what I'll do"[Eli.3]
9	**Teacher:** G1: Give an example on that ...
10	**G1:** wrong again..[X.1] huhuuu..tq.. [Rp.3] [X.7]

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11	**Teacher:** G1: It's o.k. Give an example on that ... about how she knows what you'll do
12	**G1:** after we back from school..she know [E.4] where i want[E.5] to go.. but..all that depands on my mood..
13	**Teacher:** Rozi: It should be "she knew.." [Eli.4] Did she know when you were hungry? :)
14	**G1:** yurp.. [X.1] after she saw my face.. [X.9]

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APPENDIX F

G2's Data and coding

Session 1 (Recast): G2

1	**Teacher:** Hi students. Let's start our discussion by reading this excerpt. http://heumwurk.blogspot.com/p/comprehension.html
2	**G2:** sir...i have done read [E.1] the message...
3	**Teacher:** Ok... good. I have read [R.1] the story too. Have you all taken your breakfast?
4	**G2:** yes.. [X.1] i get [E.1.1] it with my friends before go to school...[Rp.1][X.2]
5	**Teacher:** During the school holiday, have you all read any books? For me I have read [R.1.1]a new book that I bought from a bookstore.
6	**G2:** yeah.. i read [Rp.1.1]a novel sir...the topic is [E.2] about a family...
7	**Teacher:** Good!. At least all of you have read something during the school holiday. The title of the book that I read was Harry Potter and the Philosopher's Stone. (I like the book very much. That's why I bought the new one because somebody who borrowed the book never returned it to me) Let's talk about the article that you have read just now. What is it all about?
8	**G2:** about harry and the snake where the snake came from Boa Constrictor,Brazil and make [E.3] harry want [E.4] to know how the [E.5] nice of [E.6] the place [E.7]..But the snake only came from [E.8] zoo n never been to Brazil...
9	**Teacher:** G2: For your information "BOA CONSTRICTOR" is a type of snakes.
10	**G2:** owh...but...how the reptile look like sir??is it [E.9] the snake was the big [E.10] in the world...
11	**Teacher:** Everybody: If you are given the ability to talk to one particular animal, what kind of animal do you want to talk to? Why?

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12	**Teacher:** G2: The snake in that captivity was not the biggest [R.10] in the world. Which animal do you think is the biggest in the world?
13	**G2:** mybe birds [Rp.10][X.6]...bcoz its [E.11] can fly anywhere or anyplace its [E.12] like [E.13]..its [E.14] look [E.15] like [E.16] [E.17] free to go anywhere...[X.5]
14	**Teacher:** G2: I agree with you. It [R.12] can fly anywhere it likes. Where do you think it [R.14] can fly to? A country perhaps.
15	**G2:** go to garden [Rp.12][X.6] or...the place where [E.18] [E.19][X.5] have the best scenery & suitable for its [Rp.14] [X.2]like malaysia..
16	**G2:** i think elephant..its [E.20] i can see in [E.21] zoo...but dinosore [E.22] also big but i cannot to [E.23] see the real of its [E.24]...
17	**Teacher:** Ok. I think that's all for today. Will see you next time. Had a great discussion with all of you today. Many thanks! and don't forget to write something on our discussion today in the Self-

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Session 2 (Recast): G2

1	**Teacher:** Friend in need is a friend indeed. Everybody has their own friend. Let us discuss about this. If you have best friends write something about them. If you do not have any just explain why. You may write anything about them. Let's share!
2	**G2:** i have a best friend who like subject art [E.1]...this year her [E.2] will sit in[E.3] exam spm same with me... she is good person and she is the easy girl for me to dissucc about anything with her...
3	**Teacher:** G2: This year she will sit for SPM? Is she [R.2.] in the same class?
4	**G2:** hehe...yes,sir....but she [Rp.2][X.3] [E.4] only one [E.5] the student in my class take art...
5	**Teacher:** G2: That's interesting. As her best friend do you have any idea why she likes
6	art?
7	**G2:** erm...mybe bcoz its [E.6] the way how to release her tension....bcoz...when her [E.7] tension [E.8] she alwayz drawing [E.9] same [E.10] picture..like scenery....
8	**Teacher:** G2: When she was tensed [R.8] she drew something. Do you like her drawing?
	G2: yes....i like it.....[Rp.8][X.1]

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