

UNIVERSITAT AUTÒNOMA DE BARCELONA



# Models as Corrective Feedback

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*The effect of enhanced typography*

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Universitat Autònoma de Barcelona

June 2019





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# 1. DEDICATION

I would like to dedicate this project to all of those who have helped me get through it. For my mum and my girlfriend, who made my dinners and tidied my clothes all those times when I couldn't step away from my laptop; for believing in me and for pushing me to always be better. To my best friends, for listening to me in my endless complaints and for helping me count words when they would all become a blur. To my workmates, for celebrating every little victory with me and never letting me doubt myself. And to my dance crew, for keeping me sane during this process.

It's for you, as you've made the path I walk to be a better me.



## 2. ACKNOWLEDGEMENTS

First, I would like to thank my tutor Cristina Escobar, who believed in this project and was always available to help me and my classmates. Art and great projects cannot be pushed, so thank you for always giving us room to let our projects bloom safely. As well, I would like to thank the rest of the teachers in the MSEC Master's who have guided us in the process of creating our dissertations, who have listened to us and given us answers and inspiration; thank you.

To Institut Amapola, even though this is not your real name, thank you for having a great program and always making the students you host feel right at home. Your organisation and coordinators would make any student-teacher go through their internship process smoothly, so I am thankful for my luck. And to my tutors, Maria Cristina Ceide and Estefanía Santidrian, for giving me and my colleagues great teaching models and opportunities to explore ourselves. Every day with you was a chance for improvement for our future.

But most importantly, I would like to thank the students who took part in this study. Not only were you a key piece to my academic life, but also a masterpiece to my personal life. You brought my passion back to me and you gave me a wonderful experience and memories I will cherish for as long as I can remember them.

And last but not least, I thank any person reading my humble study; thank you for giving it a chance.



### 3. ABSTRACT

*Completing successfully writing tasks in the English as a Foreign Language classroom is, currently, a very tough task. Using Models as Corrective Feedback has found a path for students to edit their own work to create higher-quality texts and improve their over-all language awareness. This research explores the design of the models, and how using enhanced typography with color-coding for relevant elements will lead to an improvement in the use of the models. After discussing about the models and their own texts with the class, the students (N=55) edited their texts to create a higher-quality version. Comparing the differences between groups through T test, the results show that more changes were made using the colour-coded models than using the non-enhanced ones. Although this difference was not significant, it is worth noticing 28.5% of the students using the enhanced models improved in their use of love-related words ( $p>0.335$ ) as well as 57.1% did so in their use of connectors ( $p>0.278$ ). With this, we can conclude that using enhanced typography helps students notice the gaps in their knowledge, and they improve the editing of their texts more than using non-enhanced texts.*

**Key words: Corrective models as feedback, collaborative learning, activity designing, writing in the EFL class, “write-to-learn” approach, noticing**

*Completar con éxito tareas de escritura en la clase de Inglés como lengua extranjera es, actualmente, una ardua tarea. El uso de Textos Modelo como Feedback Correctivo ha encontrado un camino para que los estudiantes puedan editar su propio trabajo para crear textos de mayor calidad y mejorar su conciencia lingüística general. Esta investigación explora el diseño de los modelos, y como el usar tipografía realzada con códigos de color para los elementos relevantes llevará a una mejora su uso. Después de discutir sobre los modelos y sus propios textos con la clase, los estudiantes (N=55) editaron sus textos para crear una versión de mejor calidad. Comparando las diferencias entre grupos a través del T test, los resultados mostraron que se hacían más cambios en los textos usando los modelos con código de colores que con el texto no realzado. Aunque no son diferencias significativas, vale la pena remarcar que el 28,5% de los estudiantes que usaban los modelos realzados mejoraron en su uso de palabras relacionadas con el amor ( $p>0,278$ ) y un 57,1% lo hizo también en su uso de conectores ( $p>0,335$ ). Con esto, podemos concluir que usar modelos con tipografía realzada ayuda a los estudiantes a percibir los huecos en su conocimiento, y que mejoran la edición de sus textos más que usando los modelos no realzados.*

**Palabras clave: Modelos Correctivos como Feedback, aprendizaje colaborativo, diseño de actividades, escritura en la clase de EFL, enfoque “escribir-para-aprender”, percepción**

#### 4. INTRODUCTION

Institut Amapola is a public high school found in the region of Baix Llobregat. It is located in an industrialized neighbourhood near the city centre, where the percentage of active population is of 39% (Institut d'Estadística de Catalunya, 2019). This area is mainly populated by families with low-cost lifestyles, generally belonging to the working class. These families have low-level academic backgrounds, and the cases of parents with higher education (such as University graduates) are very uncommon. Regarding the students, one can find a high prevalence of immigrants as the school's area originated from vast waves of immigration. Despite the amount of immigrant students and the constant entrance of new foreign students, Catalan is the main language at the school and its linguistic compromises are self-evident in its respective linguistic projects.

Regarding English in the school, new ways to engage the students naturally in different activities in English are constantly sought out. For example, teachers encourage students to participate in local contests where they can write in English. As well as this, *SpeakCat* is an ongoing project where students from first year meet students from Sixth Form in a rotational manner during some break hours. Here, older students interview the younger ones in either Catalan or English. This project is showing great results in the use of English and Catalan within the school, as well as easing the relationships between the newer and the older students. It is an example of the school's commitment to making these two languages more present in the non-academic school life of the students. Other than that, math class is taught in English in the first cycle of ESO, and some ICT projects for first year are carried out fully in English. Moreover, a new program is being developed, where fourth of ESO and Sixth Form students will be divided by their English proficiency levels in their split hours, and they will be prepared to take Cambridge Certificate exams.

This study will be set on the English as a Foreign Language class, and it will follow the progress of a fourth-year secondary class, an ordinary group of twenty-five students, carrying out an activity of Corrective Feedback using models. Students in this class show a

very heterogeneous English proficiency, ranging from A1 to B2 – using the levelling from *CEFR*- (Council of Europe, 2019). The course book used in class is aimed to prepare students to achieve the B1 level, however based on class observation some students showed higher or lower proficiency. The models used to give the students feedback will, therefore, be prepared so they can respond to this difference. There will be two models, one for higher-proficient students and another one for lower-proficient students.

## 5. RELEVANCE

The relevance of this study is to delve into how using models for corrective feedback can enhance the learning process (both in linguistic knowledge and in writing skills) when completed in pairs and the materials are prepared for the best results. Understanding how to best use models as corrective feedback, and how their design may affect their use, may lead to an improvement in the application of this methodology. It is also a methodical form of teacher self-directed training, as this research analyses the use of teaching actions and methodologies, and will serve future teachers as reference to assess their use of these strategies.

It is important to remember how unfamiliarised students are with writing in English. It is a skill that is not elaborated on in the classroom, and it is not efficiently worked on (neither in their mother tongue nor in the English as a Foreign Language class). To ensure efficient writing, students must approach the task in such a way that they can become familiarised and more aware of its nature, to awaken their writing abilities to their highest potential.

It is important to mention that this project is framed within a collaborative research group, where 8 researchers (Aceña, Acho, Astiazaran, Capdevila, Montgé, Plaza, Reche, Suau) have held group discussions and meetings which have affected the course and preparation of this research, led by the Dr. Cristina Escobar. Montgé and Plaza were the teachers designated to guide groups B and C, respectively, during the development of this research.

## 6. RESEARCH QUESTION

The aim of this paper is to find whether there is an improvement in the effect of using Models as Corrective Feedback when the models have enhanced typography based on a colour code.

Under the hypothesis that colour-coded models will improve the efficiency of the models, the driving question reads as follows:

**Which models are the students able to analyse better and learn the most from, those with all-black typography, or those with a colour-coded system?**

## 7. THEORETICAL FRAMEWORK

This paper is framed by three main issues: using models as corrective feedback, collaborative learning, and activity designing. To develop this study, these issues will be tackled from the sociocultural perspective. This perspective, born from Vygotsky's work on the psychology of development, believes that knowledge is acquired through interaction, meaning that linguistic development lies in the processes of communication.

When defining collective learning, it could be understood as an educational approach which involves shared intellectual effort made by students (Smith & MacGregor, 2002). The centre of the educational process is the student who has to collaborate with others to "solve a problem, complete a task or create a product" through interaction (Laal & Laal, 2012). Collective learning, therefore, follows sociocultural learning principles.

However, not all collaborative activities are equal. Some studies (Roschellel and Teasley, 1995) highlight that the most important part when designing an activity would be making sure it includes strategies for the collaborators to follow in order to manage and revise their own progress. When designing a collaborative activity, it is also important to allow interthinking to happen between the participants. Interthinking (Littleton & Mercer, 2013) has been defined as the best way to manage group activity to allow for successful

collaborations. For interthinking to occur, exploratory talk is necessary. This is the type of talk which allows collaborators to explore topics by questioning and discussing each other's ideas in a constructive manner.

Hence, it is important to value how the design of an activity will lead the students, support them, or guide their interactions with it. The materials used for the development of the classroom tasks will always need to be coherent with the activity's goal and methodology.

Corrective models as feedback (CMF) refers to a method used to guide students to improve their writing skills. This approach rises from findings which point out the importance of noticing. When being exposed to linguistic input, the receptors should be able to notice certain linguistic elements and sequentially be able to use these elements themselves, at the same time that they notice the gaps in their own knowledge. This way of teaching writing strategies is framed within the "*write-to-learn*" approach, an outlook into writing based on the belief that to learn about writing, a student must write. This position is the polar opposite of the "learn-to-write" approach, which would set the students in an environment where they would be expected to learn to write simply from learning about writing. While the former believes that writing skills are developed through writing tasks, the latter finds that development on theoretical knowledge. The second perspective takes teachers on the path of traditional teaching and the use of methodologies directed to showing students how to produce writings without ensuring that their writing skills are developed in the process. Giving students frequent opportunities to work on their writing skills will allow them to improve their abilities and to expand their English learning from the texts they create.

In Coyle and Cánovas (2018) the use of models as corrective feedback is explored, and when analysing their own texts the students were asked to focus on grammatical, lexical and textual differences between a model story and their draft. The implications suggested that the role of feedback-processing promoted the learning of the L2. Corrective feedback and models follow a "*write-to-learn*" approach, as opposed to the usual "learn-to-write" strand of teaching.

Using models as feedback and asking students to look for specific traits in the writings (these being grammatical, lexical, structural, contextual, etc.) allows for students to find the “gaps” in their knowledge, or in other words “by producing output that such noticing is promoted as learners are made aware of the gaps in their interlanguage” (García Mayo and Labandibar, 2017). Other literature has shown that making the students aware of these so-called “gaps” is not enough for them to acquire significant linguistic knowledge. When analysing the models and comparing them to their own productions, they must be guided so that they can understand the meanings and relationships that lie in the located differences between the texts. Here, the teacher is expected to be able to respond to the students’ inquiries and provide the knowledge necessary to make sense of what they cannot attain by themselves.

Many studies have explored what students pay most attention to when analysing the models, and these elements may be as varied as the ones the teacher may instruct the students to seek out. For example, if the focus is on lexical elements, students may pay more attention to these, but they also may not. When locating the differences between the model and the produced text, students will look for what they are asked to find, but they will also notice other attributes without being explicitly instructed. This would support the idea of needing to create material that manages to show the relevant aspects the teacher intends the students to learn. Students may easily retain some traits other than the ones the teacher might have initially proposed, but by emphasising the key ones the teacher ensures that most of the relevant learning will be achieved.

These ideas were developed by White (1998), exploring how the effect of enhancing typography improves the learning efficiency of the participant students, who had to work with texts where possessive determinates (“*his*” and “*her*”) were enhanced with bold typography. Her project was conducted on the basis that the enhancing of the typography would provide support in the process of noticing, understanding “noticing” as the key process through which students detect the gaps in their knowledge. White supported her research on the belief that enhancing these elements would result in a higher

attraction of the student's attention, and in turn this would lead to a better integration of the English rule for possessive determinates (PD). Her results showed that the groups which had worked with the enhanced texts obtained higher results than those which had worked with other enhanced elements, and that both of these groups obtained higher results than the group which worked with unenhanced texts.

One of White's hypothesis, which stated that the enhancement would help students direct their attention to the elements needed to fill the gaps in their knowledge was proven correct, yet the differences found between groups were not statistically significant. From her results, White realized that there were many elements which may have helped the student's learning other than the enhancement. She concluded that if the materials were to have a more explicit link between the elements which form the rule (the PD and the noun to which they refer), this could improve the participant's experience and it could ensure a lasting effect of the learning. White also mentions VanPatten's view of the benefits of combining rule explanation with noticing, another idea that would support her conclusions on creating materials where the enhanced words were linked to some element or rule to which they would respond.

To explore all these elements, this study analysed the effects of activity design and collaborative work when given writing tasks to the students, and whether these effects reflect an improvement due to the use of CMF with enhanced typography to support the noticing process. The models were designed under the hypothesis that enhanced typography would show similar results to White's study.

## 8. METHODOLOGY

Seeking to find which type of model would produce higher quality editions, a two-session activity was designed for the students to work using models as feedback. In the first session, the students were engaged in various activating activities, where they were approached to the topic: love stories. They were shown a romance movie trailer and they participated in a brainstorm activity and a brief discussion.

After that, the students were asked to autonomously write a narrative text that was a love story, and then the texts were collected. In the second session, the groups were told that their love stories were great, and that they were going to be presented in a university debate where the view of teenagers on love was going to be discussed. However, for that to be possible, the students needed to edit their stories to obtain higher-quality texts, and to do this, they were given two different love stories to use as models. The students then proceeded to compare their writings with the models, and they were also instructed to discuss their writings and the models with a partner. Once this was done, the teacher asked the students to share some of the differences that they had found, and also used the student's examples to explicit the color-coded elements of the models: Love-related words, connectors, and important verbs. The teacher instructed the students to pay special attention to these elements, as they were key for the structure and format of a love story. The last task was to write their second text. They were all given their initial text to use as they wished.

In summary, the initial task for the students was to create a narrative text, which, after comparing with a model and discussing, they would edit to create a second text of higher-quality.

A more detailed outline of the structure of the sessions can be found in Appendix I.

#### *a. Participants*

The sample consisted of three classes of Grade 10 students (4<sup>th</sup> ESO) (N=53). Two groups of students (group A and C) (n=33) used colour-coded models, and the third one (n=20) used all-black models (group B). Students worked in pairs with random pairing. The activity was neither intrusive nor harmful, and all ethical standards were fulfilled. Students showed interest and willingness, and they were informed that this would be a graded for mark activity that they could also use for a local writing contest-. For the sake of privacy protection, all names shown in the present paper are made up.

The final sample was made of females and males, with a total of 25 females and 28 males (as assumed by observation). The sample was small yet representative of the linguistic English skills of the average Grade 10 students from the public High Schools of the area.

Students in group A showed a very heterogeneous English proficiency, ranging from A1 to B2 –using the levelling from *CEFR* (Council of Europe, 2019). The course book used in class is aimed to prepare students to achieve the B1 level, however based on class observation some students showed higher and lower proficiency. For both groups B and C, also based from the researcher’s class observation and the class’ use of the course book, the student’s level varied from A2 to B1.

#### *b. Materials*

The models (Appendix II) were created by the teachers (Aceña, Montgé & Plaza, 2019) to be used specifically for the development of this research. There are two models with enhanced typography and two models with all-black typography. The models are similar in structure, content and design, but differ in style, narrative voice and linguistic difficulty. The colour-coded models were designed with three colour marks: *important verbs*, *love related words (LRW)*, and *connectors (CON)*, with the intention of highlighting the relevance of these linguistic elements.

- *Important verbs*: color-coded in green, these verbs were of interest as they were all in past tense. The use of the past tense was a key element in the creation of the narratives.
- *Love-Related Words (LRW)*: color-coded in light blue, these were all the words (or syntagma) which belonged to the semantic field of love, were strictly related to romance, had been mentioned during the activations activities, or were being used in a romantic manner.
- *Connectors (CON)*: color-coded in purple, all the structures, expressions, or conjunctions used to connect ideas.

After the analysis of the participant's work, 26 texts were not suited for use in this study, whether for not having been present on both of the sessions, or for not having finished the task following the lesson's instructions. These 26 texts were cases of participants who had been present in only one of the sessions, therefore they had only produced the original text and had not carried out the task of edition.

The total corpus of study for the project is of 106 texts and 11732 words. From the total corpus, the valid works are 80 texts, and the analysed words make a total of 10457.

Students from group A were also given a form of 8 items to complete online through *Google Questionnaire*. The form's items explored the student's subjective experience with the learning process embedded in the activities, with a dichotomic answer option of "Yes" or "No" to state whether they agreed with the item's statement or not. The questionnaire was anonymous, and the students completed once they had finished all the tasks.

Appendix III shows the questionnaire, simplified to a printable format on a grid. The link to the online form is available below the grid.

### *c. Procedure*

This was an ecological research, as it took place over two days, in two one-hour EFL lessons, following the student's ordinary schedules. The variables were analysed in a quantitative manner, and the variables were operatized into numerical and statistical values.

The collected data consisted of two writings and one Google questionnaire. The students were asked to find the differences between the models and their text, and to then use these to edit their first writing. To do this, they were asked to discuss about the differences with their partner, focusing mainly on the colour-coded elements in the case of those students who were working with the coloured model. Once the noticed elements were used to edit their texts, they were asked to write a second one and to hand it in via Moodle or on paper at the end of the class. To wrap up the activity,

the students were instructed to fill in an online self-assessment questionnaire or to share their thoughts on the task with the class.

The results of the students were analysed in a quantitative manner, where each of the LRW and CON key elements were counted in frequency of appearance, and in a levelled manner for the use of the past tense, following a simple scale of three: 0 if they did not use the past tense at all, 1 if they had used it but following very few of its rules, and 2 if they had used it following most of its rules (coherence within the text, correlation with the subjects, etc.). LRW and CON were treated in ratios because students could be using a great number of connectors, but in relative figures, this could reflect the repetition of same connector many times. The use of a ratio enables the research to explore not only the number of connectors used, but also their richness. The same reasoning applies to LRW.

For the analysis of the relative values, ratios which are closer to 1 would indicate higher lexical variability. As the words used are not repeated, dividing the total number of different words by the total amount of words of the same category would give a result closer to 1. That means that the lower the value, the higher number of repetitions.

To cross-check the count of words from each text, an English Native was asked to revise them and ensure that there had been no mistakes in the selection process.

The data was collected in an Excel spread sheet, where the total count of the corpus was put together. The key elements (Love-related words and connectors) were counted both in their absolute –how many times they are used- and in their relative value –how many of them are different-, and the use of the past was classified on a 0 to 2 scale, as explained prior. To analyse the data, a comparison in the use and frequency of the vocabulary was carried out. T tests were conducted to find whether the changes made with the use of the enhanced texts were significantly different than those made with the non-enhanced texts.

## 9. RESULTS

To analyse the results, the student's texts were assessed in three different elements, following the three key aspects that the models had enhanced and colour coded: Love related words, connectors, and the use of the past simple. LRW and CON were the elements which were most explicitly clear in the texts, as the students could see them in the model and then use them to edit their work. In addition, the words coded as "important verbs" were verbs which were used in past tense. Instead of telling the students that the verbs were written following a specific rule for its tense, these were enhanced, following the belief that the students would notice them in a more efficient manner due to the typography difference.

### a. Colour coded group (n=21)

	COLOR CODED MODELS					
	PAST TENSE		LRW		CON	
	PRE	POST	PRE	POST	PRE	POST
1A	2	2	24	20	18	23
2A	1	2	2	9	7	14
3A	2	2	11	11	11	12
4A	2	2	9	7	8	8
5A	0	2	4	7	10	9
6A	2	2	10	9	7	7
7A	2	2	7	9	10	13
8A	2	2	1	4	7	13
9A	2	2	9	12	15	34
10A	1	1	8	11	18	13
11A	1	1	3	8	10	8
12A	2	2	4	10	16	15
13A	1	1	12	13	19	28
14A	2	2	7	11	12	15
2C	0	1	12	11	6	4
4C	2	2	22	23	13	13
5C	2	2	7	7	15	15
6C	0	2	7	4	11	10
11C	2	2	15	12	9	6
13C	1	2	14	14	10	12
14C	2	2	22	21	20	19

Figure 1. Absolute values for the number of words used the students using the enhanced text in their original (pre) and edited (post) works. Highlighted cases show which students changed their use of the past tense in their writings.

Descriptively, one can see that there are differences present between the texts. Speaking in terms of using the past tense, there is an improvement in five cases, and the percentage of students who use the past tenses correctly rises from 61% to 80% after using the models, including three cases where the students develop from not using any past tenses, to using them mostly accurately. Variations between the first and the second text in the total use of LRW and connectors are clearly discernible from a descriptive perspective.

T test were run to estimate the significance of the changes made by the students in this sample using absolute values – the total number of words – of their use of love related words and their connectors. The results showed that the differences were not significant, with a value of  $p>0.545$  for LWR, and  $p>0.318$  for the connectors.

COLOR CODED MODELS						
PAST TENSE		LRW		CON		
PRE	POST	PRE	POST	PRE	POST	
1A	2	2	0.958	0.95	<u>0.333</u>	<u>0.416</u>
2A	1	2	1	0.778	<u>0.286</u>	<u>0.571</u>
3A	2	2	0.818	0.818	<u>0.273</u>	<u>0.333</u>
4A	2	2	<u>0.778</u>	<u>0.857</u>	0.625	0.5
5A	0	2	1	1	<u>0.8</u>	<u>0.888</u>
6A	2	2	0.9	0.889	0.714	0.714
7A	2	2	0.857	0.667	0.6	0.461
8A	2	2	1	0.75	0.714	0.692
9A	2	2	1	1	<u>0.333</u>	<u>0.676</u>
10A	1	1	1	0.727	<u>0.444</u>	<u>0.769</u>
11A	1	1	1	0.875	<u>0.5</u>	<u>1</u>
12A	2	2	<u>0.5</u>	<u>1</u>	<u>0.375</u>	<u>0.533</u>
13A	1	1	0.83	0.538	0.368	0.357
14A	2	2	<u>0.857</u>	<u>0.91</u>	0.53	0.53
2C	0	1	0.667	0.636	<u>0.667</u>	<u>0.75</u>
4C	2	2	0.909	0.826	<u>0.692</u>	<u>0.769</u>
5C	2	2	1	1	0,267	0,266
6C	0	2	<u>0.714</u>	<u>0.75</u>	<u>0.545</u>	<u>0.6</u>
11C	2	2	<u>0.733</u>	<u>0.75</u>	<u>0.778</u>	<u>0.833</u>
13C	1	2	0.929	0.929	0.7	0.5
14C	2	2	<u>0.727</u>	<u>0.81</u>	0.8	0.526

Figure 2. Relative values for the number of words used by the students using the enhanced texts in their original (pre) and edited (post) works. Underlined cases are those where the relative value increases from the original (pre) to the edited (post) work. Values closer to 1 indicate a higher lexicon variability, whereas lower values imply a higher repetition of the words used.

There are 6 students (28.5%) who improved their relative values from the original to the edited work for LRW, in the sense that they used a higher lexical variability. As for the connectors, the improvement cases are a total of 12 (57.1%).

Looking at the relative values; that is, looking at the variety in the total number of words that the students used, the T test gave interesting results. Although not being significant, the values were of  $p > 0.323$  for LRW, and of  $p > 0.278$  for the connectors.

Appendix IV shows the first text of student 8A who, after having analysed the models, revised her original piece of writing and underlined the key elements from the models on her own text. She was not instructed to do this -and she was not corrected in this task, therefore some of the selected elements are not completely correct-, yet after revising her own work and editing her text, she increased both in the number of LRW she used (from 1 to 4), and in the number of connectors (from 7 to 13). However, the relative values tell us that this increase could be due to the repetition of the same words, as the relative values demonstrate -both the LRW and the connectors have a lower figure, indicating lower lexical variability-. Although the quality of her text changed in these aspects, the use of the past did not change, for she already used the correct tenses and forms in the initial text.

born. when I was young, she always came to my school with the snack and picked me home. we played all the afternoons and we did some puzzles. One day I broke my favourite toy, my grandma took it and the next day she gave <sup>we it</sup> us new as it was.

IV LRW C words 62

Figure 3. Fragment from student's 8A original (pre) work, after having revised it using the models.

b. *All-black group (n=19)*

	BLACK MODELS					
	PAST TENSE		LRW		CON	
	PRE	POST	PRE	POST	PRE	POST
1B	2	2	12	12	15	14
2B	2	2	8	8	6	6
3B	1	2	6	7	9	6
4B	1	2	12	12	14	14
5B	1	1	10	10	12	12
6B	1	1	9	9	6	6
7B	2	2	11	11	18	18
8B	0	1	10	9	8	7
9B	2	2	15	15	14	13
10B	1	2	10	15	12	14
11B	2	2	12	13	7	8
12B	2	2	10	10	15	15
13B	1	1	7	7	4	4
14B	1	1	5	5	9	9
15B	2	2	11	10	16	16
16B	2	2	5	8	5	6
17B	2	2	9	9	15	15
18B	1	1	11	11	8	6
19B	2	2	9	9	11	7

Figure 4. Absolute values for the number of words used by the students using the non-enhanced texts in their original (pre) and edited (post) works. Highlighted cases show which students changed their use of the past tense in their writings.

From a descriptive perspective, there is an improvement in the use of the past tenses in a total of 4 cases. Whilst most of the students improved in using the past tenses, from doing so correctly in some occasions, to using them accurately most of the times, a student who had written the story without using any past tenses progressed to using them, although not completely correctly, in most of the story. 65% of the students in the class used the past tenses correctly in most of the cases on their edited text, against a 50% from the original text. It seems that there are few cases where the number of LWR and connectors change from one text to the other.

In means to estimate the significance of the changes made by the students in this sample, T test were ran using the absolute values of their use of love related words and connectors. The results showed that the differences were not significant, with a value of  $p > 0.620$  for LWR, and  $p > 0.764$  for the connectors.

BLACK MODELS						
	PAST TENSE		LRW		CON	
	PRE	POST	PRE	POST	PRE	POST
1B	2	2	0.833	0.833	<u>0.533</u>	<u>0.571</u>
2B	2	2	0.75	0.75	0.667	0.666
3B	1	2	1	1	0.667	0.666
4B	1	2	0.583	0.583	0.643	0.642
5B	1	1	0.6	0.6	0.5	0.5
6B	1	1	0.667	0.667	0.833	0.833
7B	2	2	0.636	0.636	0.667	0.666
8B	0	1	0.8	0.778	<u>0.625</u>	<u>0.714</u>
9B	2	2	0.867	0.867	0.5	0.461
10B	1	2	<u>0.7</u>	<u>0.867</u>	0.583	0.5
11B	2	2	<u>0.75</u>	<u>0.769</u>	0.857	0.75
12B	2	2	0.8	0.8	0.533	0.533
13B	1	1	0.714	0.714	1	1
14B	1	1	0.8	0.8	0.667	0.666
15B	2	2	0.727	0.7	0.625	0.562
16B	2	2	1	1	1	1
17B	2	2	1	1	0.533	0.533
18B	1	1	0.909	0.909	<u>0.5</u>	<u>0.666</u>
19B	2	2	0.889	0.889	<u>0.727</u>	<u>1</u>

Figure 5. Relative values for the number of words used by the students using the enhanced texts in their original (pre) and edited (post) works. Underlined cases are those where the relative value increases from the original (pre) to the edited (post) work. Values closer to 1 indicate a higher lexicon variability, whereas lower values imply a higher repetition of the used words.

In this case, there are 2 (10.5%) students who improved their relative values from the original to the edited work in their LRW use, in the sense that they used a higher lexical variability. When it comes to connectors, the improvement cases are 5 (26.3%).

For the relative values, referring to the variety of the lexicons within the total of that same category, the T test values show interesting results. Despite not being significant, they are of  $p > 0.865$  for LRW, and of  $p > 0.785$  for connectors.

Student 3C is an interesting case to explore in this group. First, an analysis of her use of verb tenses shows that she improved in this aspect, from using some forms in the correct tense to using most of them. Appendix V shows that these corrections were made by her partner in the discussion activity, when they compared their texts with

the models. Both her use of LRW and connectors changes, not only in the total amount of words used, which increase in LRW (from 6 to 9) and decrease in connectors (from 7 to 6), but also in the variety of these lexicons. In the first text, she used 6 different LRW, as the ratio shows (ratio=1), and in the second text she used more words but three of those were only a repetition of the others. In the case of the connectors, however, she decreases in the number of connectors she uses, and she also uses more repetitions than different words, as the ratio indicates (ratio=1 for the first text; ratio=0.666 for the edited text).

they were feeling butterflies and they fall in love, in some seconds they stop walking and the friend of Estefania left them alone in the hall of the shopping centre. He started to say hello and present himself to her, in a little time they were feeling some awesome presentiment of that they were finally find their soulmate.

\* formal  
 a At  
 \* having butterflies in the stomach  
 \* of  
 \* fell  
 \* found

Figure 6. Fragment from student's 3B original (pre) work, after having discussed it with her partner.

### c. Questionnaire

Looking at the results of the survey allowed to understand the student's subjective learning experience. Despite only having available results for one of the groups (Group A), it is worth exploring what the data may present.

The answers given by the students indicate that over 90% of the class believes this activity let them learn more love-related vocabulary. Over 85% thought that with this activity they learnt that stories need to be told in past tense, and the same percentage of students thought that this activity taught them how to use models and edit their own work using the models as guidelines. However only 58% found themselves able to discuss about the models. Over 75% thought that they were able to follow the model autonomously, and 70% answered positively to whether the model helped them learn about the structure of a coherent narrative.

The student's answers can also be tackled individually to detect similarities or patterns. Those students who answered negatively to having been able to work on the model autonomously, would also be the same students who feel like they did not learn how to edit or discuss their own work. Likewise, those who believed they had not been able to learn to edit their work, were also those who did not feel like they had acquired new vocabulary.

## 10. DISCUSSION

With all the collected data, a set of inferences can be made and discussed.

### *a. Use of the past tense*

When it comes to the use of the past tense, it seems like this variable was the one which changed least from the original to the edited text. It could be discussed that the students who were already aware of the need to use the past tenses when writing a narrative applied this knowledge from the beginning. However, there are students who changed their use of the past tenses. It could be due to two elements: the use of the model or the effects of the peer discussion.

The example mentioned in the earlier section illustrated how a student who had used the unenhanced model discussed her text with a classmate and gathered corrections from this interaction. In the colour-coded group, 5 students improved in their use of the past, whereas 4 did as well in the all-black group. These numbers are not too different, and the percentages of students who achieve an overall dominance of the use of the past tenses increase 19% in the former group, whereas the increase is of 15% in the latter group. While the results vary, the T test proved the differences to be non-significant.

All in all, it could be discussed that not only the models had an effect, but that the enhancing of the text and the peer discussion could both lead to achieve better outcomes, and that their joined effect would result in higher quality productions. This point will be developed further in the next section.

*b. Love-related words and connectors*

When looking at the t Test values, the differences between the original and the edited text were not significant in either of the groups in regards of the changes in the use of LRW or connectors, not in the absolute nor the relative counts. However, the gaps between the significance values are worth mentioning, for the results are always lower in the enhanced groups as the table below shows. These results could be related to White (1998) and her conclusions on the effects of enhanced typography, as the tendency indicates more relevant changes in the group using enhanced models.

	ABSOLUTE VALUES		RELATIVE VALUES	
	LRW	CON	LRW	CON
COLOUR-CODED MODELS	p>0,5446	p>0,3179	p>0,4113	p>0,2782
ALL-BLACK MODELS	p>0,6201	p>0,7645	p>0,8654	p>0,7857

Figure 7. Summary table of t Test values cut at the hundred-thousandth.

Despite that, the relative values are not always higher on the edited work; meaning that the changes are not in all cases due to the richer use of vocabulary. This would mean that the increase in the number of words could have taken place because of the model, though this increase is not intrinsically of better quality. There are more words being used, but there are also more words being repeated. Despite this, there is a noticeable difference between groups in the number of cases where lexical variability is improved between texts (the ratio values are higher in the “post” text). When using the enhanced texts, the 28.5% of the students achieved higher lexical variability in LRW after using the models. The percentage is much higher for connectors, where over half of the sample (57.1%) did so. Comparing these percentages to the ones obtained for the non-enhanced group (10.5% for LRW and 26.3% for connectors), more students benefited from the colour-coded models than from the all-black models. The increase is more noticeable in the case of the connectors. This could be a result of the nature of the words; any story needs connectors, but each story will need different types of LRW, depending on its plot and characteristics. However, as it has already been stated, these differences are not significant in statistical terms.

It could be discussed then, that with all the elements mentioned above, the changes made from the original to the edited text were of higher quality both in qualitative and quantitative senses.

To sum up, the models helped the students notice the gaps in their knowledge, as there are notable differences between the original and the edited texts (García Mayo and Labandibar, 2017). As mentioned earlier, these differences could be magnified if using models with enhanced typography (White, 1998). It would be correct to assume, with everything that has been stated so far, that the students improved their L2 abilities throughout this activity with the use of models as corrective feedback (Coyle and Cánovas, 2018).

However, there is also an improvement made in the non-enhanced group. These developments could have taken place mostly due to the peer discussion and the sharing activities. When students discussed with the class about the models and their traits, this discussion allowed them to notice the elements they needed to fill the gaps in their knowledge. This is one of the possible benefits of collaborative tasks observed in this research. The discussion allowed interthinking to happen, where the students would build their knowledge from each other's additions and considerations (Littleton & Mercer, 2013). It could even be considered that the effect of the enhancement did not only have a direct effect on the noticing process of the students, but that it still created a sort of guideline for the peer discussion, highlighting certain elements to comment and work on. This would imply that the colour-coding design of the elements lead the students in their discussion, making it more profitable and efficient. As Roschelle and Teasley (1995) developed, this fact would be directly related to the design of collaborative activities, and how the materials need evoke and guide the discussion.

With all the aforementioned, the debate is open to which is a better option: if using colour-coded models or all black models shows non-significant differences, is it worth creating new materials? What's more, if the collaborative effect is rich enough and the discussions help the noticing processes, is that not a much safer option in terms of economy of resources?

### c. *Questionnaire*

In general terms, the percentages provided by the survey indicate that students have a more positive learning experience of specific elements that were worked on the class and through the models -the vocabulary and the use of the past-, rather than the holistic elements of the model task -such as the structure and the discussion-. In other words, the models allowed the students to feel like they were learning key elements which were worked on, but it did not work as well for non-highlighted elements.

The wide variety of answers must be held into consideration bearing in mind the individual differences. To put it simply, the answers provided by the students will not only reflect their personal experience with the activity, but it will also reflect their subjective view of the tasks. This means that whether the students enjoyed themselves or whether they obtained good results on the task will affect how they consider their language learning experience.

It is key, then, to remember that not all students are suited for every type of activities. Although the teaching sequence for this research was broad and allowed many students to perform well in various skills (reading the models, writing the text, comparing elements, discussing about them...), the student's individual differences can never be left out of picture when discussing the method's results.

Each teacher reading this paper may draw their own conclusions from the stated facts, and then chose to reproduce or change the approach given to the use of models as corrective feedback. The project's conclusions will be presented in the following section.

## **11. CONCLUSION**

The results of this work did not fully support its original hypothesis, for the differences found between the group who worked with enhanced models and the group which worked with unenhanced models were not significant. However, this research has found interesting areas which would be interesting for future in-depth testing and analysis.

The last sections on the paper will highlight the relevance of its findings, as well as recognising its limitations and possible improvements for the possible implementation and analysis of an upgraded version of this work.

A series of conclusions can be gathered from this paper. To start with, it seems that the enhancing of the text brought positive results to the edition of the student's stories, despite not being significantly different in comparison to the non-enhanced texts. This statement supports White (1998)'s studies of the effects of typography in corrective models as feedback. As well as this, it was demonstrated that the design of the materials the students have to use must allow them to work through them and gather the information they may need. In addition, the effects of collaborative tasks were remarkably positive, as with the absence of the enhancement, the students still treated their works with skill, joining their abilities and their knowledge through the peer and class discussions.

Overall, most of the students improved in one area or another after using the models; from changing their use of the tenses, to adding new LRW to their stories, to creating higher quality texts by using a more varied number of connectors... The students succeeded in creating higher-quality texts from the edition of their original works. With all, it is licit to conclude that the students improved their L2 skills and knowledge throughout the development of this project.

However, the effects of working with models - enhanced or non-enhanced - could not be separated from the sharing and discussing activities. This paper is founded on a sociocultural perspective, and both the teaching sequence and design of the activity are prepared for sociocultural evidences of learning. With this, it can not be said that one model worked better than the other, but what seems to be a proven fact is that discussion and collaborative tasks better the use of the materials, as despite the differences in materials, both groups benefitted from the common activities -the group and peer discussions-. In other words, it can be concluded that the best outcomes were found when creating a model that helps students in the noticing process, and when the tasks and the model itself give the

students key elements to guide their discussions. The dynamics of the peer discussion and class sharing activities allowed for exploratory talk to happen, as they criticism had to be constructed and it could be based on the models, hence letting the students work through them autonomously in an efficient manner.

For the development of each teacher, all the elements mentioned should be taken into consideration, as the theoretical frame and the guiding of this activity are strongly influenced by the sociocultural approach. The teacher-researcher who implements these methods must believe in the write-to-learn perspective in means to deploy the strategies applied for this research to obtain successful results. Not only this, but the teacher must also be aware of their students' abilities and interests, and make sure that they use this methodology in a manner that suits their skills.

It is key that the students understand why and how they have to work, and for that they must be given a valid reason to re-write their own work and to follow a certain model to edit their work. If the materials are suited for the students, the tasks are carried out clearly, and the discussions bring out the student's knowledge, using the strategies and methods applied in this research can lead to great learning opportunities.

## 12. LIMITATIONS

The main limitations this study had to face were the availability resources, in the sense of time and participants. As many of the participants were not present in one of the sessions, the data availability was limited, and the statistical results were affected. When the sample data lessens, the statistical significance blurs, and the conclusions that can be drawn from the figures become harder to find. With clearer results, it would be interesting to link the student's survey results with their texts. That way, the results could highlight if there was a direct relationship between the student's subjective learning experience and their outcomes when using the models and editing their texts.

The teacher's action when carrying out the teaching sequence might have also had an effect of the results and on the process of the text edition. While the sequence was the same one, the strategies used by each teacher while guiding the students in the activities might have affected the use of the models.

In the future, this study could be replicated with a bigger sample, allowing for a more representative sample and providing the opportunity to find more accurate statistical values. As well as this, it would be advisable to ensure that all the teachers involved in the task employ the same techniques, and that no separate guidelines are given to the students. It has been noted that the teacher-researcher from group 4B had to take in account two factors: the presence of another teacher, who gave the students a key connector present in most of their writings ("Once upon a time...") as well as the fact that the students had already taken part in a similar study (also based on the use of corrective models as feedback) the previous school year. It could be considered, then, that the results found in group B could not only be due to the effects of collaborative discussions, but also to prior practise and experience on the task.

This study has provided non-significant yet interesting results from which teachers can reflect and consider towards their own teaching methods and performance. It was also an opportunity for the teachers involved to develop their research skills and abilities. For the students who participated, it was a chance for them to discover new ways through which they can work on developing their writing skills, and for their English teachers it might have meant an innovative approach to new techniques.

All in all, despite its limits and weaknesses, this study has been a window for researchers and teachers to find new interesting paths to try and explore.

As a final note, I must add that being a teacher researcher myself, I have grown during the making of this project, and this research has taught me many skills and strategies that I will make sure to use in my future as a teacher.



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# 14. APPENDIX



## APPENDIX I

### First lesson

1. **Lead in activity:** to create the need for writing, a real-life situation will be presented. The motivation to elaborate the activity will rely on internal (personal interest) and external (local literature contest) factors. (5 min)
2. **Activation activity:** *Love-story talk. Is love important?* Speaking activities where students share real or fictional love stories. (10 min)  
→ Elicit past (key verbs)
3. **Visual input:** a movie trailer of a love story (*Love, Simon*) is going to be shown for the class and students are going to brainstorm what the story is about (who the characters are, when and where the story is set) and what could happen next. (15 min)
4. **Instructions:** instructions for the writing activity will be projected onto the digital board: “*Write a love story. Try to make your story special; you may get inspiration from the trailer seen before*”. Then, the stories will be collected. (20 min).

### Second lesson

1. **Model texts:** their texts will be handed back and two model texts will be distributed. In pairs, students will compare their original texts to the models, look for the differences, underline interesting expressions and write what they would change (self-assessment and peer assessment). (15 min)
2. **Sharing activity.** The teacher will ask students what differences they have found and then, elicit more aspects the teacher considers relevant to write a narrative. In this case, the things the focus will be on the structure of the story, the connectors and the use of tenses (past simple). (10 min)
3. **Lead in activity:** To motivate students to re-write their texts, they were told that their texts needed to be presented by their teachers in a University debate, and that they would be shared with another High School. (5 minutes).
4. **Rewriting activity.** Students will write their texts again in order to improve them applying what they have learnt from their peers and from the guided discovery with the teacher. (15 min)
5. **Closing.** The students will fill in a self-assessment grid on where they explicitly write about their learning experience. (5 min)

## APPENDIX II

### Colour-coded models

#### Love, Simon

Simon knew he was gay, but he didn't know how to come out to his parents and friends. He liked boys, but he was scared of people's reactions, so he decided to register in an online chat where he could meet new people to speak about his fears and share his feelings.

Some days later, he noticed a boy on the net and they started chatting. Simon was very excited because he had finally found someone who understood him and he didn't have to play pretend. After a few weeks, the only thing Simon thought about was being able to log into the chat and see Kevin online. Since then, they talked for hours every day. Simon had never opened up to anyone like he had with Kevin; he totally had a crush on him!

Suddenly, Simon recognised that he was in love with Kevin. He wanted to date him in real life and they agreed to meet. Finally, they met up at a park and immediately realised how much they liked each other. Once they fell in love, they knew they would tell those who loved them when they were ready.

Important verbs

Love related words

Connector

#### Unrequited love

When I first saw Christine on TV I immediately became interested in her. She was an English athlete, and I wanted to meet her, so I looked for her email address until I found it. Then, I contacted her and we met. It was love at first sight, and after only one year, we got married.

But life was not easy. Christine had to train a lot because she wanted to participate in the Olympic Games. I always supported her but she didn't pay attention to what happened in my life. She was only focused on getting a place in the competition, and everything else turned secondary. She didn't care for me or my feelings.

One day, we had arranged to have dinner at a restaurant to celebrate our anniversary. I waited for her until I realised that Christine had forgotten about it. In that moment, I decided to break up with her. I wanted a partner who loved me and had time for me, not one that only thought about herself.

Important verbs

Love related words

Connector

## All-black models

### Love, Simon

Simon knew he was gay, but he didn't know how to come out to his parents and friends. He liked boys, but he was scared of people's reactions, so he decided to register in an online chat where he could meet new people to speak about his fears and share his feelings.

Some days later, he noticed a boy on the net and they started chatting. Simon was very excited because he had finally found someone who understood him and he didn't have to play pretend. After a few weeks, the only thing Simon thought about was being able to log into the chat and see Kevin online. Since then, they talked for hours every day. Simon had never opened up to anyone like he had with Kevin; he totally had a crush on him!

Suddenly, Simon recognised that he was in love with Kevin. He wanted to date him in real life and they agreed to meet. Finally, they met up at a park and immediately realised how much they liked each other. Once they fell in love, they knew they would tell those who loved them when they were ready.

### Unrequited love

When I first saw Christine on TV I immediately became interested in her. She was an English athlete, and I wanted to meet her, so I looked for her email address until I found it. Then, I contacted her and we met. It was love at first sight, and after only one year, we got married.

But life was not easy. Christine had to train a lot because she wanted to participate in the Olympic Games. I always supported her but she didn't pay attention to what happened in my life. She was only focused on getting a place in the competition, and everything else turned secondary. She didn't care for me or my feelings.

One day, we had arranged to have dinner at a restaurant to celebrate our anniversary. I waited for her until I realised that Christine had forgotten about it. In that moment, I decided to break up with her. I wanted a partner who loved me and had time for me, not one that only thought about herself.

## APPENDIX III

### Self-Assessment Questionnaire

What have I learned?

	YES	NO
Stories are usually told in past tense.		
How to use vocabulary related to love.		
How to edit my own work.		
To edit my own work using a model.		
To understand a model autonomously.		
To discuss about the model and my writing.		
To use rich vocabulary (related to love).		
To write a narrative with a coherent structure.		

To be answered online through:

[https://docs.google.com/document/d/1ZRE9TwCPgj7jN\\_d6n9aPmJJjA-cArFRIOOx7ktJZ57uk/edit?usp=sharing](https://docs.google.com/document/d/1ZRE9TwCPgj7jN_d6n9aPmJJjA-cArFRIOOx7ktJZ57uk/edit?usp=sharing)



## APPENDIX V: Original text by Student 3B after reading and discussing the models

1

LOVE STORY

One day in Barcelona, two girls were walking in a shopping centre when a guy passed near of them. One of the girls, Estefania, was looking to him and in the same moment he was looking to her. In this moment they were feeling butterflies and they fell in love, in some seconds they stop walking and the friend of Estefania left them alone in the hall of the shopping centre. He started to say hello and present himself to her, in a little time they were feeling some awesome presentiment of that they were finally find their soulmate.

97 words

- Barcelona
  - passed
  - At
  - having butterflies in the stomach
  - of
  - after of the verb + them.
  - fell
  - found
- (the ~~first~~ soulmate)