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Negotiation of Meaning using Collaborative Learning Tasks on Synchronous Remote Learning

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Abstract

Previous research on classroom-based studies has demonstrated that collaborative learning tasks enable students to engage in the process of negotiating meaning (Foster, 1998; Swain, 2006; Palma, 2014; Masrizal, 2014; Baharun, Harun, & Othman, 2018) to improve their spoken interaction and modified performance. Negotiation of meaning facilitated the development of English as a foreign language (EFL) during face-to-face interactions. However, due to the outbreak of COVID-19, negotiation of meaning has yet to be understood to enhance the students' communicative interaction on synchronous remote learning. As a qualitative study, it follows an exploratory design to identify how negotiation of meaning operates and impacts the participants' language development; data gathering methods such as learning tasks, observations, and an interview provided valuable insights on the outcomes of this interactive phenomenon. For this study, three research questions emerged on synchronous remote learning setting to promote and supports the use of collaborative learning tasks as a means of input awareness and linguistic production: (1) how collaborative learning task-type influences Negotiation of Meaning between EFL students, (2) which collaborative task type is more rewarding at fostering Negotiation of Meaning between EFL students, and (3) how the participants' perspective towards collaborative task type delves into a deeper description of Negotiation of Meaning. Results showed that the development of collaborative learning on a group of eight students at Centro de Estudios en Inglés Conversacional (CEIC), Heredia, Costa Rica, provided students with comprehensible input, increased spoken production, selective attention, and modified output while interacting with each other via Zoom video conferencing.

Keywords: Negotiation of Meaning, Collaborative Learning Tasks, EFL, Emergency Remote Teaching, synchronous learning.

Resumen

Investigaciones anteriores en estudios de aula demostraron que las tareas de aprendizaje colaborativo permiten a los estudiantes participar en el proceso de negociación del significado (Foster, 1998; Swain, 2006; Palma, 2014; Masrizal, 2014; Baharun, Harun y Othman, 2018) para mejorar su interacción y desempeño lingüístico; sin embargo, debido al brote de COVID-19, la negociación del significado busca mejorar la interacción comunicativa de los estudiantes en el aprendizaje remoto sincrónico. Como estudio cualitativo, sigue un diseño exploratorio a identificar el impacto de la negociación de significado en el desarrollo del lenguaje de los participantes. El uso de métodos de recopilación de datos como tareas de aprendizaje, observaciones y una entrevista, proporcionó información valiosa sobre los resultados de este fenómeno interactivo. Por lo tanto, se abordan tres preguntas de investigación para promover el uso de actividades de aprendizaje colaborativo como medio de producción lingüística: (1) ¿cómo el tipo de actividad de aprendizaje colaborativo influye en la negociación de significado entre los estudiantes? (2) ¿Qué tipo de actividad colaborativa es más gratificante para fomentar la negociación de significado entre los estudiantes? Y (3) ¿cómo la perspectiva de los participantes hacia el tipo de actividad colaborativa brinda una descripción más profunda de la negociación del significado? Los resultados mostraron que el aprendizaje colaborativo en un grupo de ocho estudiantes en el Centro de Estudios en Inglés Conversacional (CEIC), Heredia, Costa Rica, mejoró la comprensión de estructuras gramaticales y contextos comunicativos, fomentando la producción oral, la atención selectiva y la modificación de su producción mientras los estudiantes interactúan entre sí a través de videoconferencias por medio de Zoom.

Palabras Clave: Negociación del significado, tareas de aprendizaje colaborativo, Enseñanza remota asistida de emergencia, aprendizaje sincrónico.

Introduction

This research explores negotiation of meaning using collaborative learning tasks to provide students of English as a foreign language (EFL) an opportunity to engage in meaningful spoken interaction and to build their linguistic knowledge and communicative competence even in a synchronous remote learning setting. This study emerges as a need to enhance spoken interaction and collaboration between students experiencing emergency remote teaching (ERT) at Centro de Estudios en Inglés Conversacional (CEIC), Heredia. Before COVID-19 confinement, lessons were taught in a face-to-face learning environment; then, the lessons transitioned to synchronous remote learning using video conferencing software and a textbook supporting material. This transition brought significant changes to the way communicative interaction between the students used to take place. Among those changes: spoken interaction between the students was limited to only one participant speaking at the time, and body gestures were reduced mainly to head to shoulder expressions. For instance, critical attention must be given to acknowledging collaborative learning tasks to foster negotiation of meaning on ERT settings.

Statement of the Problem

Previous research has focused on negotiation of meaning outcomes using collaborative learning tasks to provide authentic communication and contextualization of grammatical structures and vocabulary. Since negotiation of meaning in this type of tasks accounts for input awareness and production of form and meaning (Foster, 1998; Swain, 2006; Palma, 2014; Masrizal, 2014; Baharun, Harun, and Othman, 2018), peer interaction plays an essential role at providing EFL students with feedback on their spoken production. It has been demonstrated by Doughty and Pica (1986) and Long (1981) that when students negotiate meaning with each other

to complete a task, their interaction scaffolds their language development; however, in regard to this study and the specific setting, the use of video conferencing software may lead to only one participant speaking at the time, and negotiation of meaning may be reduced to the teacher's intervention. Consequently, this study proposes using Zoom video conference over other kinds of software because of its breakout rooms feature (sub-meetings for an assigned period). The use of these tasks in breakout rooms requires students to interact with each other in English and supports educators to monitor the students' performance towards negotiated interaction and task completion by moving from one breakout room to another.

Even though the growing trend in the study of negotiation of meaning has been towards conducting classroom-based studies using collaborative tasks, this paper addresses language production opportunities between EFL learners in another type of teaching mode. As a result, three research questions were approached to scaffold the participants' linguistic development during ERT: 1) How does collaborative learning task-type influence negotiation of meaning between EFL students? 2) Which collaborative task type is more rewarding at fostering negotiation of meaning? And 3) how do the participants' perspective towards collaborative task type delve into a deeper description of Negotiation of Meaning?

Delimitations and Limitations

In terms of previous research, negotiation of meaning accounts for the production of form and meaning (Smagorinsky, 2001), interlanguage processing (Swain & Lapkin, 2002), and feedback on the form and meaning of a message (Baharum, Harun, & Othman, 2018); however, little attention has been given to acknowledging the outcomes of negotiation of meaning on emergency remote teaching (ERT). Some researchers such as Straub and Rummel (2020) have referred to collaborative learning on synchronous remote interaction to encourage spoken

production, but their research does not approach collaborative learning tasks from a negotiation of meaning perspective; for instance, this study refers to few primary resources in terms of ERT because it is a new approach to EFL instruction due to COVID19 outbreak.

Moreover, the most important limitation of this study lies in the fact that even though this study's results provided valuable insights, the outcomes of negotiation of meaning did not always generate modified performance. Modified performance refers to incorporating the feedback received during negotiation of meaning in the form of a clarification request or confirmation and comprehension checks to be explained in the following sections of this study. The main limitation arises when negotiation of meaning is not sufficient to encourage students to incorporate peer feedback on their L2 to overcome interlanguage gaps. For instance, this issue is addressed in the action plan to approach the gaps in negotiation of meaning.

Besides providing negotiation of meaning opportunities as a source of linguistic feedback, teachers must also plan strategies to approach formative feedback. This type of feedback plays a significant role in orienting attentional resources to noticing gaps in their interlanguage processing. Based on language samples from the data gathered on this study, there was evidence in which the input students provided to each other on synchronous remote learning interaction went beyond their peers' zone of proximal development and could not be assertively understood. Since the study of negotiation of meaning pertains to each specific EFL setting due to contextual factors, the findings' generalizability is limited to each context. As a result, the study of negotiation of meaning on ERT is relatively new, and it is of interest for further studies to compare the outcomes of this population to a larger sample at different performance levels to delimit the outcomes of negotiated interaction. Consequently, this research devoted a literature review section about previous studies and findings on negotiation of meaning and collaborative

learning tasks, a procedures section to present how collaborative learning tasks were designed and implemented, a data analysis section to describe how collaborative learning promoted negotiation of meaning, a results section with a detailed description of the findings, a conclusion section to summary major key points, and an action plan to approach future research.

Literature Review

A considerable amount of literature has been published to study negotiation of meaning in classroom-based research so that this section provides an analysis of it and its relationship to the development of collaborative learning tasks. It also describes the negotiation features used to study how students make meaning comprehensible while working collaboratively and presents the negotiation of meaning outcomes based on task type. These studies explored the use of collaborative learning tasks to influence spoken interaction between EFL students and highlighted several benefits, such as the scaffolding of input from collaborative interaction and selective attention to trigger linguistic adjustment. A great deal of previous research into negotiation of meaning has focused on studying interaction features such as clarification requests, confirmation checks, and comprehension checks proposed by Long (1981) to scaffold linguistic development, and those features have been studied from two lines of thought: the interactionist approach and the sociocultural theory to be described in the following paragraphs.

Prior Long's (1981) work, the Sociocultural Theory (Vygotsky, 1978) approached negotiation of meaning as the mediation of cognitive capacity from communicative activity that derived from socialization. The sociocultural theory supported the notion that learning can be mediated by a more intelligible peer on social interaction because language is used to mediate input noticing and outcome production within the participants' Zone of Proximal Development. Nonetheless, the Interaction Hypothesis (Long, 1981) acknowledged that selective attention and

output modification could be triggered by negotiated interaction, which refers to language proficiency being promoted by communicative interaction between students. Both theories support that interaction often results in learners receiving negative evidence to modify performance and make it comprehensible for their peers. This interaction results in modeling of the correct language form that functions as a source of input and feedback for foreign language development, known as negotiation of meaning. Most of the study on negotiation of meaning using collaborative learning tasks is based on both theories' principles.

Negotiation of Meaning Using Collaborative Learning tasks

Classroom-based studies on negotiation of meaning used collaborative learning tasks, also called two-way interaction tasks (Long, 1990), to guide students to negotiate linguistic form and meaning. There is evidence that the language used in collaborative interaction can mediate learning and performance within the participants' Zone of Proximal Development. It has been demonstrated that negotiation of meaning on collaborative learning tasks provided more spoken production and instances of input noticing. In addition, Vocate (1994) considered that language ability can be developed through the mediation of communicative activity. When students use spoken communication to interact with each other, intra-psychological functions emerge because students are able to take roles in the task, formulate plans, make decisions, and perform as the counterpart in a conversation. Vocate (1994) also stated that peer interaction provided input on the students' peer's linguistic performance and their own to improve their linguistic performance, for instance:

Language entails interaction between "I" and "You." Eventually, however, a new function emerges, in which the conversation becomes intrapsychological, i.e., between "I" and "Me," where "I" formulates plans and makes decisions and "Me"

(the counterpart of “You” in social conversation) evaluates, critiques, and revises these as necessary before the plan’s external deployment (Vocate,1994, p. 12).

Consequently, collaborative learning tasks provide opportunities to transition socially mediated learning into cognitive processes that enhance thinking and performance.

Negotiation Features

Several studies using collaborative learning tasks suggested analyzing negotiation features by coding participants samples into clarification requests, confirmation checks, and comprehension checks. These features were initially stated by Doughty and Pica (1986) and Long (1981), and they demonstrated that interaction adjustments on collaborative learning tasks scaffolded learning and comprehension of language and content, which is referred to in this study as form and meaning. These features arise from the socialization of subject matter on peer-interaction, and their pedagogical implications are associated with receiving external input, scaffolding language learning, and encouraging private speech. Private speech is a consequence of negotiation of meaning. It provides input for self-correction, consolidation of linguistic knowledge, and reformulation of their communicative performance; therefore, the study of negotiation features on pair interaction approaches self and peer-feedback.

The most significant findings of negotiation of meaning derive from the study of negotiation features, instances in which the learner asks for clarification, verifies information, or confirms information from the speaker about a previously mentioned utterance. These instances occur in three different ways: confirmation checks, comprehension checks, and clarification requests (Doughty & Pica, 1986). When the learners verify the understanding of what the speaker intended to communicate or reformulate, a response is provided as clarification or corrective feedback. Researchers such as Sid-Ahmed (2018) coded data about instances of

confirmation, comprehension, and clarification requests to demonstrate that their emergence comes naturally on spoken communication, and the task-based approach, to be explained in the following section, supported the paradigm of selective attention in negotiated interaction. When students signal incomprehension of a linguistic or content-related aspect, the speaker's response fills the gap that causes breakdowns in communication, scaffolding attention to form and meaning.

It was analyzed that the study of interaction features is one of the most common qualitative procedures to determine the outcomes of pair interaction to scaffold attention to form and meaning. At the same time, the use of collaborative learning tasks in face-to-face classes generated input for the production of form and meaning (Smagorinsky, 2001); interlanguage processing (Swain & Lapkin, 2002); output modification (Abdullah, 2011), and feedback on the form and meaning of their message (Baharum, Harun, & Othman, 2018). All together attributed to the influence of negotiation of meaning. Thus, the most significant development on negotiation of meaning has been Doughty and Pica (1986) work and Long (1981) who proposed the analysis of conversation samples between peers to understand how negotiation of meaning operated on classroom-based studies. Therefore, negotiation strategies used to self-repair students' deviant utterances with different implicit and explicit mediation levels are called *Languaging* (Swain, 2006). In other words, this term is used to refer to the "interaction which is altered in some way (either linguistically or conversationally) to facilitate comprehension of the intended message meaning" (Doughty & Pica, 1986, p. 306). For all these reasons, Swain and Suzuki (2008) convincingly showed that students consolidate the correct linguistic forms when interacting with each other.

Task-type

A growing body of studies recognizes that task type influences the way negotiation of meaning occurs and the linguistic skills prompted. According to Ellis (2003), Task-based Language Teaching (TBLT) provides students interaction by engaging in authentic communicative situations enhancing noticing, awareness, and spoken participation. Tasks are carefully designed to provide learning input for students to practice linguistic forms that might be problematic or communicative functions that may require additional practice for students to become competent language users. Likewise, Lyster (2015) stated that the task-based approach “enables students to notice and to use target language features that are otherwise difficult to learn through exposure to classroom input” (p. 5). Therefore, task-type offers *EFL* students’ exposure to the language in context and models an authentic setting by giving students a communicative goal.

To target communicative competence, TBLT requires pre-planned instruction to fit the students’ linguistic and performance needs. For example, according to Salaberry and Lopez (1998) and Mahdavi-rad (2015), teachers who provided learners with form-focused tasks strategically planned to allow them to pay attention to resources such as guidelines and context to say their intended meaning with less difficulty. Therefore, tasks which focused on the form have been demonstrated to increase L2 accuracy (Mahdavi-rad, 2015) because attention to form is complemented with a communicative goal. The grammatical requirements of the tasks enable students to access their cognitive and intellectual resources. Likewise, Campillo (2006) and Finardi (2010) stated that if students are matched with a task that demands a communicative exchange, peer interaction provides input on their current interlanguage towards achieving the target competence level. Consequently, task design can direct the learners’ attention to form and

meaning, allowing the researcher to work towards accuracy and fluency depending on the students' linguistic needs.

Collaborative Tasks on Synchronous Remote Learning

It is relevant to this study of negotiation of meaning to differentiate settings such as online learning from synchronous remote learning. Gacs, Goertler, and Spasova (2020) stated that an ideal online learning setting must follow Backwards Design principles or learning oriented towards a communicative goal. It should also be flexible, adaptive, individualized, supported by authentic materials, and designed with communicative tasks. On the other hand, synchronous remote learning refers to the rapid switch from face-to-face interaction to emergency remote teaching which aims to provide continuity to students' who encountered the COVID-19 pandemic outbreak in their countries and consequently in their learning process. Thus, synchronous remote learning involves the need to re-evaluate the use of technological resources, the teachers and students' workload, the Internet access to materials, and to join a class in this type of mode (Gacs, Goertler, and Spasova, 2020). For instance, what is known about collaborative learning tasks on synchronous remote learning comes from few primary resources because there are still a few studies related to the outcomes of negotiation of meaning on synchronous remote learning because of the recent COVID19 outbreak worldwide.

Even though studies still have not referred to negotiation of meaning on synchronous remote learning using collaborative tasks, the concept of collaborative tasks has been used in the EFL teaching field since the '90s, and it is currently a 21st-century trend to shift away from traditional teacher-centered learning. Consequently, Straub and Rummel (2020) stated that collaborative learning tasks dispose learners to ask thought-provoking questions by providing reasons and arguments, clarifying ideas, elaborating on their perspectives, and narrowing the gap between their current interlanguage and the target linguistic level. Regarding collaborative tasks

in an ERT setting, Fernández-García and Martínez-Arbelaiz (2002) demonstrated that foreign language learners could effectively engage in computer-mediated discussions. For instance, synchronous remote interaction can generate interlanguage discussions where learners use clarification requests to restate their peers' utterances and confirmation checks to ask direct or indirect questions. Learners can also use comprehension checks to reformulate a previously mentioned utterance and repair misunderstandings between language and content during collaborative work.

By approaching interaction on collaborative learning tasks, students are provided with an authentic scenario and guidelines to stimulate interlanguage discussions. Tasks provide the environmental conditions to socialize meaning. For example, that is when students actively participate and collaborate to complete a specific objective or objectives. For this participation to be reciprocal, it is necessary to set clear initial directions, specify the scenario and roles, and to plan how strategically monitor learners' interactions. Therefore, it can be emphasized that not necessarily grouping students in pairs will guarantee successful interaction unless the students are carefully matched with the need to collaborate (Dillenbourg, 1999; Straubs and Rummel 2020). In other words, it has been demonstrated that pair or teamwork gives students a strong sense of motivation and accomplishment.

As a possible plan to monitor the interaction and performance on collaborative learning tasks, different educators worldwide have opted for using Zoom video conferencing software to teach their lessons during the COVID-19 outbreak. ZOOM video conferencing encourages students' linguistic interaction to provide each other with comprehensible input for language development. Moreover, "students can help each other to perform the activities which they do not handle by themselves" (Ahangari, 2011, p. 19) when working collaboratively. In addition,

Levy (2020) demonstrated that by using this synchronous tool, students are provided with a setting to speak, a virtual background to allow their cameras on, an arrangement to work in groups in break out rooms, a chat, and screensharing to present materials. Among other participation tools such as voting, writing on a collaborative screen (whiteboard style), raising their hand to participate, and giving a clap or other peer reactions while developing collaborative learning tasks.

The Outcomes of Negotiation of Meaning

Negotiation of meaning on collaborative learning tasks in face-to-face settings conclusively showed that it prevents breakdowns in communication (Palma, 2014) because comprehensible input is received when students ask for clarification, confirmation, or reformulation. The use of these features creates the environmental conditions for selective attention; for instance, “It is proposed that environmental contributions to acquisition are mediated by selective attention and the learner’s developing L2 processing capacity, and that these resources are brought together most usefully, although not exclusively, during negotiation for meaning” (Palma, 2014, p.2). Hence, students’ processing capacity is mediated by the feedback obtained during interaction to facilitate vocabulary, grammar, and phonology. In addition, Pica (1994) and Masrizal (2014) concluded that learners overcome communication breakdowns such as incorrect pronunciation, unclear meaning, or omission of grammar aspects while negotiating for meaning. For example, those who participated in their studies maximized their receptive and expressive capacity when receiving an interlocutor’s feedback from an interlocutor. The authors also concluded that negotiation of meaning leads to a positive development of their L2.

Accordingly, collaborative learning tasks also provide opportunities for implicit learning (Crabbe, 2003) to support students in finding linguistic resources such as vocabulary and grammar to develop their perspective in a conversation. In this sense, negotiation of meaning acknowledges output modification between EFL learners; “when they receive input and produce output is that learners are actually engaged in the process of negotiation” (Baharun, Harun, and Othman, 2018, p. 203). Therefore, it is highly encouraged to study samples from students’ interactions to understand how negotiation enhances and triggers communication. Even though research shows that the most common type of negotiation features used between EFL learners is clarification requests using rising intonation or repetition (Masrizal, 2014), tasks provide interaction opportunities for learners to use various mediation resources to generate and modify the meaning.

Another outcome is that negotiation of meaning approaches linguistic productions that fails at reaching the grammar target during collaborative interaction. Gass and Mackey (2012) used the term Negative Feedback to refer to corrective feedback from pair interaction, and they stated that “Negative feedback draws students’ attention to problematic utterances in meaning-focused interaction” (p. 25). From an interactionist perspective negative feedback allows EFL learners to integrate attention to meaning and form, the effectiveness of feedback depends on noticing. For instance, if learners cannot notice reformulation and elicitation, they would not be able to modify their performance. Although there is evidence that collaborative learning tasks are beneficial to language development in a face-to-face setting because they provide a non-threatening atmosphere for the production of comprehensible input and output (Foster, 1998), output modification would not occur if the learners were not developmentally ready.

In addition, collaborative pair interaction increased grammatical features' salience by providing positive and negative evidence on students' linguistic development. Previous research showed that the learners' performance had a significant amount of negotiation instances on vocabulary, pronunciation, and content (Long, 1981; Ahangari, 2011; Robinson, 2011) when students worked collaboratively. This set of activities successfully balanced attention to linguistic form and meaning intended to achieve communicative competence. It is also demonstrated that linguistic structures are attended to when learners are to use different forms, as needed to express themselves while attending to generate meaning as the primary goal. Therefore, collaborative learning tasks oriented to performing linguistically demanding communicative activities succeeded at controlling production and monitoring output.

In summary, the themes discussed in this section provided an overview of how negotiation of meaning theories, types of negotiation features, characteristics of collaborative learning tasks, differences between online learning and ERT, and negotiation of meaning outcomes can be combined to interlanguage development. As a result, this literature review analyzed that if the use of collaborative learning tasks focused on form and meaning targets communicative competence in functions such as decision making, consensus, and planning and if it maximizes the students' receptive and expressive capacity. Since negotiation of meaning on synchronous remote learning is still an area under study, this analysis encourages negotiated interaction in emergency remote teaching.

Procedure

Gathering language samples have been successful in different EFL contexts to precise the nature of negotiation of meaning and diagnose interlanguage needs. This research adds to the existing literature by gathering data from collaborative learning tasks (two tasks focused on form

and two tasks focused on meaning), and other methods such as: observations during task performance using a checklist, video recordings, self-evaluation questionnaires, and an interview to the English teacher of the group that participated in this research. Since negotiation of meaning is described as “a situation in which two or more people learn or attempt to learn something together” (Dillenbourg, 1999, p. 1), collaborative learning tasks help researchers and teachers to construct a detailed description of how interaction occurs. These interaction processes are explained in the research design, central phenomenon, setting, participants, data collection methods, data analysis procedures, the researcher 's role, and the ethical issues section of the study of negotiation of meaning on a synchronous remote EFL course.

Research Design

Due to the characteristics of the phenomenon under study, this research is qualitative and exploratory. According to Kumar (2013), “qualitative research is a systematic scientific inquiry which seeks to build a holistic, largely narrative, description to inform the researcher’s understanding of a social or cultural phenomenon” (p. 118). Within a qualitative framework, this research studies the negotiation features used to clarify, confirm, and reformulate form and meaning on collaborative learning tasks as a means of constructing knowledge and gaining feedback from pair interaction. In addition, exploratory research seeks to construct a detailed narrative and description (Johnson & Christensen, 2014) about the phenomenon under investigation. This research design aims to understand how negotiation of meaning operates and how it impacts the participants’ language development. It navigates the interaction features used and their relation to task type.

Since qualitative research allows the use of various information-gathering methods to explore the participants’ interaction, the ones used for this study contributed to the validity and

reliability of this research. The features of negotiation of meaning provided distinct contributions to designing and implementing learning tasks to develop the participants' cognitive and interactive functions (Palma, 2014). Simultaneously, tasks provided etic perspectives on learners' input and output awareness, but they also revealed emic perspectives towards their language development.

Central phenomenon.

Given the purposes of qualitative research, this study aims to explore how negotiation of meaning on collaborative learning tasks influences language development in an ERT setting. To understand negotiation of meaning, data collection examined the extent of task type to persuade EFL students to produce spoken production and feedback instances. As a result, a series of four collaborative learning tasks were used to compare the outcomes of their negotiated interactions from three different perspectives: 1) The participants' perspectives, 2) the teacher's perspectives, and 3) the researcher's perspective. Finally, as a last stage, the data gathered was coded to analyze how the learners' perspectives towards task type influenced their language development to delve deeper into a detailed description of the main outcomes of negotiation of meaning on a series of synchronous remote learning of EFL lessons.

Research Setting and Participants

This study was conducted at CEIC, Universidad Nacional de Costa Rica, main campus, Heredia. CEIC is a program that is part of Escuela de Literatura y Ciencias del Lenguaje. This program has specialized in EFL conversational courses since 1994, and its primary population are teenagers and young adult students. This study's participants belong to level eight of a sequence of thirteen courses and an optional conversational club which allows them to expand their linguistic performance in English. Their linguistic proficiency is a B1 based on the

Common European Framework of Reference for languages (CEFR). The course was taught twice a week for 4 hours, and its design combines theory and practice on speaking, listening, reading, and writing, but listening and speaking skills are prioritized. CEIC courses were originally designed for face-to-face lessons, but due to COVID-19 confinement, teachers were requested to adapt their teaching and materials to the current needs; therefore, the use of the concept “remote learning” instead of virtual learning refers to the challenges of language teaching through video conferencing software.

To study the participants’ interactions on four experimental learning tasks, the research population was purposefully selected. Purposeful sampling refers to making decisions based on “previous knowledge of a population and the specific purpose of the research, investigators use personal judgment to select a sample” (Fraenkel, Wallen, & Hyun, 2012, p.102). Thus, considering these three main aspects, the population was selected: 1) the researcher’s knowledge of the students’ proficiency level, 2) the class’ size, and 3) the population’s main goal to become competent EFL speakers; the use of collaborative learning tasks in a synchronous remote learning environment provides a closer companion and support to transition from face-to-face interaction to ERT. An important characteristic of using a small sample is that it allows the researcher to record the participants’ interaction features to promote interaction opportunities to negotiate meaning. In addition, all the students shared a common L1 background (Spanish), the same proficiency level (B1 based on the CEFR), and similar background experiences because most of them studied English in a public high school before enrolling at CEIC. Finally, all the participants took the first five English courses at CEIC in a face-to-face class, and later they moved to emergency remote learning when COVID19 confinement started.

Data Collection Methods

The research questions of this study were investigated by designing tasks in which students were able to collaboratively compare the pros and cons of lodging options by first choosing a country and then planning a trip to an international destination. In addition, those tasks that focused on form (also referred to as task number two and three) aimed at reaching a consensus between students' opinions about everyday issues such as solving a dilemma using ways of expressing condition (see appendix C) and role-playing an argument between neighbors using conditionals in English (see appendix F).

Another useful instrument that was used to gather data was a participants' self-evaluation questionnaire. After each task, students self-assessed their perception of the task development with their opportunities to construct meaning. A total of four questionnaires collected information about the participants' use of negotiation features such as clarification requests, comprehension checks, confirmation checks, the skills used, and the influence of collaboration during their synchronous learning performance. To contrast this information, an observation checklist (see appendix I) was designed to assess the same aspects in the self-assessment questionnaire. In this way, to complete all the observation checklists, sessions were video recorded to collect samples from interaction that showed evidence of negotiation of meaning and its significance within the context of each of the designed tasks. Lastly, an interview with the teacher of the class was applied to explore how she perceived the students' interaction when they performed the collaborative learning tasks by asking questions regarding: 1) how collaboration influenced students' communicative performance, 2) which learning task type seemed to be more rewarding at negotiating meaning, and 3) how the interaction was perceived when students work

collaboratively in Zoom breakout rooms. Using various data collection methods, a more accurate contextual interpretation of negotiation of meaning in asynchronous remote learning is given.

Learning Tasks

The use of collaborative learning tasks is associated with linguistic awareness and improved communicative interaction (Pica, 1994; Gass, 1997; Gass & Mackey, 2006; Mackey, 2007; Palma, 2014), greater spoken time, and increased confidence (Foster, 1998), higher exchange of speech acts among students (Long, 1996), and positive interdependence conducive to language learning (Straub & Rummel, 2020). Since the goal of this study but specifically of the learning tasks on this synchronous remote learning setting, was to elicit negotiation of meaning, tasks were strategically planned to orient attentional resources to meaning while attending to generate form. The following tasks were selected to provide learners with broader interaction opportunities.

Students were presented with two tasks to foster fluency and accuracy in decision-making and planning. In terms of meaning, only task one and task four targeted meaning-focused interaction. Task number one (see appendix C) prompted students to compare the pros and cons of different lodging options collaboratively, and task number four (see appendix F) asked students to choose a country and collaboratively plan an international tour to promote a destination. Collaborative learning tasks focused on facilitating interaction opportunities between participants to foster interaction that demands a greater effort at controlling production and monitoring their linguistic output. In terms of form, task number two and three (see appendix D and E) were designed to focus on linguistic form to increase grammatical features' salience while negotiating meaning. Consequently, negotiation provided students with positive and negative evidence on linguistic performance. On the one hand, tasks focused on meaning aimed at

prompting various opinions to reach a peer consensus to complete the tasks. On the other hand, tasks focused on the form provided the environmental conditions for using linguistic structures that would not be used unless students are matched with an authentic communicative scenario where those specific language forms might be used. In other words, both task types stimulated students with communicative and controlled pressure for them to access their cognitive and intellectual resources.

Self-Evaluation Questionnaire

For exploratory purposes, a questionnaire prompting close and open responses was designed for post-task evaluation. Four questionnaires were provided, one after each task was applied. The questionnaires' primary purpose was to elicit data from learners' perspectives on their performance on learning tasks towards their EFL communicative interaction opportunities. The questionnaires were designed on Google forms and shared via Zoom chat for completion. Each of them was filled out individually, and it consisted of two parts. The first was a set of close response questions, limited to one answer, "yes or no," and the second part consisted of open response questions (see appendix G). According to Heigham and Croker (2009), open response items add richness to the study by providing opinions, illustrations, and examples to complement close response items and bring color to data. The questionnaires assessed collaborative features such as understanding the participant's role in the task, the student's perception of the task performance, the use of clarification, confirmation, and reformulation questions while participating, and providing feedback from peers or the teacher.

Observations

Observations were conducted in addition to the application of learning tasks. Since qualitative observations serve exploratory purposes (Johnson and Christensen, 2014),

observational data from the students' interaction on task performance was recorded using Zoom video conferencing and listed using a checklist. The observation process consisted of two parts, simultaneous observations, and video recorded observations of task performance, both administered by the researcher. The checklist (see appendix I) consisted of a set of statements to assess how the participants approached the task and interacted with each other, the linguistic behaviors the learners displayed, and the negotiation features used. Data from video recorded observations was coded manually by the researcher using a checklist, leaving a space for note taking on language samples that capture instances of negotiation of meaning from the students' interaction. The checklist allowed the researcher to identify which task type was more rewarding at fostering negotiation of meaning based on the language samples the students uttered. Their held perspectives on collaborative learning enhanced their negotiated interaction on synchronous remote learning.

Semi-Structured Interview

This interview targeted the course instructor, and her perspective towards the students' language development and social presence gained on the collaborative tasks administered. Based on Heigham and Croker (2009), "interviews are valuable to teachers because, properly conducted, they can provide insights into people's experiences, beliefs, perceptions, and motivations at a depth that is not possible with questionnaires" (p.187); consequently, this section includes an interview oriented to assessing the task design, implementation, and participants' involvement on collaborative learning tasks on synchronous remote learning. This was performed as a professional conversation between the teacher and the researcher to elicit information on learning tasks as a pedagogical experience in an ERT setting. The approach chosen was a semi-structured interview to allow enough room for the respondent to describe

aspects in depth and lead the discussion as much as wanted. Nevertheless, an interview guide (see appendix H) was designed to open the discussion and keep the conversation's purpose.

Data Analysis

This research followed different procedures to interpret the data collected from the different instruments: 1) obtaining a general sense of the material, 2) assigning a code to the descriptions, 3) categorizing them by themes associated with the research questions (Creswell, 2012). After those procedures, a triangulation of the findings from all sorts was done by comparing them with relevant research and theory on negotiation of meaning. In terms of organization, data was divided into three categories based on the source of input: 1) learners' input from questionnaires, 2) the researcher's input from observable data that derived from negotiation of meaning on collaborative learning tasks, and 3) the teacher's input from a semi-structured interview. In addition, tables were created to reflect and compare language samples related to form and meaning when participants used negotiation features.

The Researcher 's Role and Potentially Ethical Issues

The researcher acted as an active participant in designing and implementing collaborative learning tasks by providing the instructions and performing them in the ERT setting. During the students' completion of the task, the researcher avoided interrupting the flow of their communication. The participants were actively monitored during negotiated interaction. Since the researcher was an external member of the target group and the findings might vary depending on context, type of population and linguistic level; this study did not seek to generalize findings and build on previous research by contributing to the central phenomenon of this study.

To ensure trustworthiness, all participants were informed of the stakes of this study using an informed consent letter (see appendix B, provided via google forms format); described as

“agreeing to participate in a study after being informed of its purpose, procedures, risks, benefits, alternative procedures, and limits of confidentiality” (Johnson and Christensen, 2014, p. 202).

The consent was read in their L1 (Spanish) in the presence of all the participants during a Zoom meeting; for those participants underage, they were requested to have their parents’ consent by agreeing to participate during the discussion of the document during a video conferencing meeting held and clicking on the accept button on the google form questionnaire given (see appendix B). Once participants submitted a response, each received a copy of the consent via email. In addition, students’ participation, identity, and confidentiality was guaranteed during and after concluding this research. As for guaranteeing reliability in terms of the publication of results, this study of negotiation of meaning is subject to change depending on the setting, type of collaborative learning task, and the participants’ language proficiency; for instance, results cannot be generalized but can be considered for conducting further research.

Methods of Validation

This research accounts for data credibility and validity of the findings before the interpretation of results. During this investigation, two main procedures were used: Data triangulation and member checking. These two procedures allowed the researcher to compare the participants’ data from the learning tasks, video-recorded observations, students’ questionnaires, and the interview with the teacher. Once the triangulation was revised by the tutor and reader of this study, a summary of main findings was provided to the participants: the class teacher and the students. Member checking (see appendix J) allowed the researcher to judge the adequacy of the summary of their experience in two different ways: after task performance and when the instrument application was concluded. First, the researcher was constantly corroborating data with the students after task performance by asking each pair to share how their experience once

each learning task was concluded. This was done in a series of Zoom meetings after task performance. The researcher noted the students' insights. Second, to complete the corroboration process, a summary of findings was shared with the class teacher via email when the instrument application concluded to ensure an accurate interpretation of negotiation of meaning on synchronous remote learning was provided. The researcher had the teacher's written approval that the results were reliable via email, which was the preferred communication channel. No changes to the summary of data were requested. Likewise, the researcher showed a summary of findings to all the student-participants via email on a PDF summary, but only six students replied that they agreed on how the findings described this learning experience. There was not any suggestion to add or remove the information included. The other three students disregarded the message. It was concluded that data validation from more than half of the student-participants and the teacher disengaged the researcher from potential biases and involved the participants in self-reflection considering different perspectives on the same experience.

Discussion of the Findings

This data analysis approaches the three research questions presented previously to study negotiation of meaning on synchronous remote learning interaction. For the discussion of findings, this section uses informative tables and samples of conversations from students to analyze: 1) the outcomes of negotiation of meaning between participants; 2) the examples of clarification requests, confirmation checks, and comprehension checks; 3) the role of reformulation on different language skills, and 4) the pedagogical implications of collaborative learning tasks focused on form and meaning.

Table 1*Task Type*

Number	Task Type	Communicative function	Mode	Description
1	Meaning focused	Decision Making	Synchronous remote learning via zoom meeting	Deciding about traveling options.
2	Form focused	Consensus		Solving an issue using ways to express condition
3	Form focused	Consensus		Discussing an argument using conditional.
4	Meaning focused	Planning		Planning a tour to promote tourism.

Note. Description of task type applied.

As indicated in table 1, collaborative learning tasks provided students with opportunities to practice different communicative functions such as decision making, agreement or disagreement, and planning. Among the interaction differences and pedagogical implications: tasks focused on form fostered better accuracy, and tasks focused on meaning promoted fluency. According to Robinson (2011), the findings showed that a balance of both types of tasks oriented to demanding communicative functions encouraged a greater effort on EFL students to control production and monitor their output.

Negotiation Features

During negotiated interaction, language ability was developed through the mediation of communicative activity. Therefore, the application of collaborative learning tasks provided participants with two roles: 1) to formulate plans and make decisions, and 2) to perform as a counterpart evaluating, criticizing, and revising their peers' performance and their own while interacting with each other on Zoom breakout rooms. Following the features proposed by Long

(1981) and studied by Palma (2014), the participants' modified interaction during negotiation of meaning was coded into 1) clarification requests, 2) confirmation, and 3) comprehension checks to provide students with comprehensible input to prevent breakdowns in communication and to create the environmental conditions for selective attention. Consequently, based on the findings, peer interaction on collaborative learning tasks helped students to enhance their understanding of linguistic form and meaning because they could handle the use of features to scaffold their communicative performance when needed. The following section shows samples that present how clarification requests scaffolded their performance.

Clarification Requests

Data collected from tasks focused on meaning showed that participants asked for clarification when they faced a content related misunderstanding on spoken interaction while working on a breakout room. Palma (2014) stated that clarification requests occurred when EFL learners asked for further information from the interlocutor about a previously mentioned utterance. Their approach to request clarification was to use direct questioning: for example:

Sample 1: St. 1: Are you telling me about nature, right? [content related clarification]

St. 2: Yes, that was what I mean.

Clarification requests on tasks focused on form allowed the students to strategically plan their intended message while directing attention to a specific linguistic structure such as Wh-question structure and Yes/No questions. Students used this negotiating feature to confirm the understanding of a message while interacting through their cameras in a breakout room. Thus, the participants could improve their L2 accuracy by using their peers' feedback as a source of negative feedback. From an interactionist approach, "Negative feedback draws students'

attention to problematic utterances in meaning-focused interaction” (Gass & Mackey, 2012, p. 25). The participants opted for uttering sentences with rising intonation to keep the conversation flow. The participants clarified the interlocutors meaning using intonation patterns to politely state incorrect auxiliary usage while developing a consensus task, for example:

Sample 2: St. 1: How old you are? St. 2: My age? (Grammar Clarification).

Students were asked by using phrases with question intonation, such as “my age?” to confirm the understanding of an utterance that presented a grammatical issue that affected its understanding. Clarification requests guided students into a fluent question and answer flow in conversation; the collaborative features on negotiation of meaning encouraged shy students, who do not usually participate in class, to get immersed in the tasks and interact with each other on a regular basis during this type of ERT environment, and it helped them to provide clarification about their peers’ intended meaning and to maintain the conversation flow.

Table 2

Clarification Request

Task #	Task type	Feature
Clarification Request		
1 & 4	Meaning focused	3
2 & 3	Form focused	5

Note. Clarification requests were used differently based on task type.

As described in table 2, participants used more clarification requests on tasks focused on form; this occurred when students negotiated meaning with their assigned pair while performing the task in a breakout room. Consequently, a total of five negotiation samples demonstrated that participants used clarification as a source of *Languaging* (Swain, 2006) to modify their speech

linguistically and conversationally and to ease the comprehension of their message. For these reasons, this type of request provided more instances of feedback for improvement which was conducive to attaining grammar, not only because negative evidence directed students' attention to interlanguage processing, but also generated awareness of their current performance and communicative competence on peer interaction.

Comprehension Checks

Comprehension checks occurred when learners asked the interlocutor to verify whether they understood what the speaker intended to communicate or not. Participants used a non-intrusive approach to verify comprehension; it was mostly composed of indirect questions, phrases, or sentences with question intonation. If they had already used all their negotiation resources to indicate a message or if a sentence was unclear, they would use direct questioning such as "what?" to firmly state their lack of understanding or use code-switching to provide the equivalent form in Spanish. Participants asked for clarification about content using questions as in the following examples:

Sample 3: St. 1: Where you said St. 2: To Alaska.
you want to go?

Sample 4: St. 1: Sorry, you told St. 2: Yes, it is very expensive.
me about the price?

Participants also relied on code switching to check comprehension when the interaction resources available to them in their L2 were unsuccessfully to mediate their understanding. Code-switching directed the learners' attentional resources to vocabulary and fostered interaction for linguistic awareness. Students acknowledged the gap between their current vocabulary knowledge and the target one in terms of traveling. To illustrate:

Sample 5: St. 1: What about the “azafata”? [Spanish form for flight attendant]

St. 2: The flight attendant?

St. 1: Yeah, those people.

Since a synchronous remote learning environment using Zoom meetings does not usually capture all the body gestures (from head to toes) that are present in a face-to-face conversation, the resources to negotiate meaning were limited to spoken production and face-shoulder and sometimes hand gestures. Thus, participants used interjections to state the lack of knowledge in terms of vocabulary, and to provide each other with comprehensible input; for example:

Sample 6: St. 1: It is
very... uh, um...

St. 2: Comfortable?
(Vocabulary
comprehension).

St. 1: Yes,
comfortable
because...
(followed by an
explanation).

Reflecting on the participants’ samples above, students were able to use comprehension checks as a source of vocabulary development to provide each other with the missing knowledge and to express their perspectives on meaning focused interaction successfully. Similarly, Foster (1998) found that “there is empirical evidence therefore that group work is beneficial to the language acquisition process, providing a non-threatening atmosphere for students to practice using the L2, and encouraging the production of comprehensible input and output through negotiated interaction” (p. 3). This interaction feature served as a source of evidence to contrast their current proficiency with the target one, leading to implicit learning, and awareness for output modification.

Table 3*Comprehension Checks*

Task #	Task type	Feature
Comprehension Checks		
1 & 4	Meaning focused	4
2 & 3	Form focused	4

Note. Participants equally used comprehension checks on form focused and meaning focused tasks.

On Table 3, the participants equally provided comprehensible input and feedback in terms of vocabulary and content on both task types. They were able to check comprehension of the target message, direct their attention resources to linguistic form, and deploy their vocabulary despite the communicative limitations synchronous remote learning faces in terms of body gestures to support communication. The success of both tasks' types relied on encouraging the production of comprehensible input in a non-threatening atmosphere. Students were also aware of how to use the online tools (e.g., camera, microphone muted or unmuted, and others practiced with the teacher) to achieve communicative competence. Consequently, learners were able to practice their L2 by attending to generate form and meaning.

Confirmation Checks

Confirmation checks occurred when participants reformulated utterances for the interlocutor to provide the correct meaning or form intended. It usually took place in reformulation right after an incorrect sentence was uttered; participants subtly indicated that a linguistic modification was needed. For example, two kinds of confirmation checks were used: peer reformulation and self-reformulation.

Sample 7: S 1: As long as they think
with wisdom.

St. 2: As long as they are wise (Peer
reformulation on vocabulary).

Sample 8: St. 1: It is one of the cheaper (cheapest) ones (Self-reformulation on grammar).

As depicted in samples 7 and 8, students were able to use peer-reformulation to provide each other with accurate word and self- reformulation to correct a superlative grammar structure. Learners used reformulation to ensure their peers could understand the message intended. In agreement with Masrizal (2014), learners could overcome communication breakdowns such as incorrect vocabulary, pronunciation, unclear meaning, or omission of grammar aspects using confirmation checks. This kind of interaction feature maximizes students' receptive and expressive capacity when receiving feedback from an interlocutor.

Table 4

Confirmation Checks

Task Number	Task type	Confirmation checks by skill			Total:
		Pronunciation	Vocabulary	Grammar	
1 & 4	Meaning focused	3	9	0	12
2 & 3	Form focused	0	0	3	3

Note. Meaning focused interaction prompted more instances of confirmation checks.

Furthermore, confirmation checks were analyzed in terms of meaning and form-focused interactions. As seen in Table 4, participants used confirmation checks to maximize their receptive and expressive capacity in terms of pronunciation, vocabulary, and grammar via Zoom meetings. Vocabulary confirmations occurred on nine different interaction samples, while pronunciation and grammar had a total of three interaction samples each. Meaning focused tasks

prompted most of the samples of confirmation checks on pair interaction; reformulation was the negotiated feature that generated more input for linguistic awareness on vocabulary and pronunciation. Consequently, the findings matched with those of Ellis (2003), who stated that task-based instruction provides students with opportunities to engage in authentic meaning-focused language and increase their participation. This type of tasks allowed the researcher to work towards accuracy and fluency using pre-planned instruction to guide students into noticing target forms that would be difficult to learn without exposure to peer input.

Reformulation

Reformulation about vocabulary represented most of the clarification requests used by the participants on meaning-focused interaction. Data from observations showed that reformulation about vocabulary occurred seven times on peer- interaction, which means that students provided a form of repetition to indicate incorrect word choice. Two times on self-reformulation to self-repair their own vocabulary choice.

Table 5

Reformulation about Vocabulary

Source of Input	Recast samples	Linguistic Modification
Peer recast	7	1
Self-recast	2	2

Note. Participants acknowledge linguistic modification on self-recast samples.

The data in Table 5 showed when students signaled incomprehension of a linguistic aspect, the listener responded with a language form to fill the gap that caused the communication breakdown. This occurred by fully reformulating an incorrect sentence or word. The

reformulation process directed the attention to the linguistic aspect that needed to be modified and revealed the differences between what the student said and how it should be said. Even though the students received evidence that an incorrect language form needed to be changed, the presence of modified output is not a direct consequence of reformulation. At the same time, not all the students were able to respond with output modification on pair interaction in this type of learning setting. Since the cognitive processes operated while students negotiated meaning vary depending on the linguistic level and the type of feedback given, output modification was not a direct consequence of reformulation. There is evidence that if the feedback provided on peer interaction is beyond the learners' zone of proximal development, linguistic awareness of the reformulated form would not be targeted. In agreement with Fernández-García and Martínez-Arbeláiz (2002), collaborative learning tasks support the paradigm of selective attention in negotiated interaction. Particularly, pair work in asynchronous remote conversation generated communicative discussions which serve as a source of negotiation of meaning; the feedback students provided to each other in terms of vocabulary, pronunciation, and grammar helped them to obtain more comprehensible input; for example:

Sample 9: St. 1: The jails were without the person.

St. 2: They were empty.

St. 1: Yes, that word (Vocabulary Reformulation).

Sample 10: St. 1: I would prepare to get a crush.

St.1: Yes, haha (Vocabulary Reformulation).

St. 2: or prepare to crush!

Students were able to notice the intended message, but there is evidence that St 1. on sample 10 could not self-repair the reformulated form provided by his peer. Like the findings from Salaberry and Lopez (1998), when attention to form was complemented with communicative pressure, L2 accuracy increased because the tasks' linguistic requirements enabled them to access their cognitive and intellectual resources. Unlike sample 10, students were more aware of being accurate in their language used, and they proactively used reformulation to modify their linguistic errors. For example:

Sample 11. St. 1: I had a promotion at job. I mean, I had a promotion at work (Self-reformulation on vocabulary).

Therefore, the feedback obtained on collaborative interaction helped them contrast their current knowledge about lexical categories for nouns and verbs, as in the case of job and work, to refer to the same activity. Students were able to articulate two different language skills, speaking and writing, when working on tasks focused on meaning. One student stated that “the tasks were useful to improve vocabulary because there was more use of authentic words.” Learners were allowed to use different forms while attending to generate meaning. In agreement to Long (1981) and Ahangari (2011), meaning focused instruction increases linguistic features' salience by providing positive and negative evidence on their spoken performance. Since collaborative learning created the conditions for peer feedback on pair interaction in breakout rooms, students' attention was guided to problematic utterances which prompted noticing and linguistic awareness. When learners noticed negative feedback from reformulation, implicit and explicit learning took place, and attention was guided to the target L2 form.

Table 6.

Reformulation about Pronunciation

Source of Input	Samples	Linguistic Modification	Task Focused on Form	Task Focused on Meaning
Peer recast	2	0	0	2
Self-recast	1	1	0	1

Note. Participants acknowledge pronunciation awareness and output modification on self-recast samples.

As shown in Table 6, reformulation on pronunciation was used to focus on meaning tasks to signal a misunderstanding and provide each other with the correct pronunciation. Three reformulation samples on pronunciation were gathered from video recorded observations; two samples were on peer reformulation, and one sample was on self-reformulation. On the one hand, the participants were able to perceive a mismatch between their pronunciation and their peer's reformulation which served as a source of feedback for noticing; for example:

Sample 12: St 1: I want to go to Iceland /Is.land/.
 St. 2: Oh, you want to go to Iceland /'aɪs.lənd/.
 St. 1: Yeah.

On the other hand, students were able to reformulate their performance by modifying the pronunciation of the word they uttered incorrectly. Awareness on pronunciation took place at the level of inter speech to prevent the learners from using and retaining an incorrect form. To exemplify:

Sample 13: St: 1 The climate /'klɪ·mæt/ (wrong pronunciation). Sorry, the climate /'klaɪ·mæt/.

When learners interacted with each other using reformulation to provide the speaker with the correct pronunciation, collaborative interaction enabled them to explore language awareness and conversational modification on spoken production. Swain (2006) described collaborative

interaction encouraged the participants to mediate, explain, reflect, and describe their learning and contribute to their peers' learning process. Based on the findings, the learners talk directly or indirectly to self-repair deviant forms. Therefore, when students were faced with reformulation on synchronous remote learning interaction, their spoken production increased while being supported by a pair.

Table 7.

Reformulation about Grammar

Source of Input	Samples	Linguistic Modification	Task Focused on Form	Task Focused on Meaning
Peer reformulation	1	0	0	1
Self-reformulation	2	2		2

Note. Self-reformulation focused on form was acknowledged in terms of output modification.

This previous Table 7 states data about reformulation in terms of grammar which was present in three samples of video-recorded data from the learning tasks. One sample was of peer reformulation, and the other two were of self-reformulation. There was no evidence of output modification on peer-reformulation, but students were able to acknowledge the correct form, for example:

Sample 14: St. 1: The rate is very lower. St. 2: Yes, it's lower.

In terms of peer reformulation, for students to be able to modify their output and make meaning comprehensible, students needed to be able to acknowledge the reformulation provided. On sample 14, the student was not able to understand the reformulation; however, self-reformulation showed evidence of interlanguage development because the students were able to

reformulate the superlative form of the word “cheap” right after it was uttered just as shown in the following example:

Sample 15: St. 1: It is one of the cheaper, I mean, the cheapest ones (Self- reformulation on grammar).

Even though peer reformulation was insufficient to achieve output modification, participants reacted positively towards collaborative tasks focused on form. They stated that given the communicative function of focused on form tasks, grammar use was more accessible. Collaborative learning tasks made grammar easier to understand, simpler to use, and more practical because they targeted a communicative goal. To illustrate, two students stated the following comment on their assessment of task performance:

Sample 16: St 1: “I was focused on thinking about solutions and grammar use became natural.”

Sample 17: St 2: “The tasks helped me to understand better the way these ways to express conditions are used, and to have a nice moment discussing some situations in English.”

Interestingly, students reported that accuracy on form was higher than on meaning because they were provided with a framework to practice the vocabulary and grammar previously studied. In agreement with Robinson (2011), form and meaning-focused tasks oriented to performing cognitively demanding activities promote a greater effort to control production and monitor learners’ output. Acknowledging the data collected, not only collaborative learning tasks helped participants to monitor their performance, but also to improve their fluency by generating more exchange of opinions. Students stated that when they focused attention to the task, they were more fluent while speaking. In agreement to Salaberry and Lopez

(1998), when attention to form is complemented with a communicative pressure, L2 accuracy and fluency increase as a result of the participants' spoken production. For instance, collaborative learning tasks' allowed students to compare their interlanguage to the target linguistic forms of each task by engaging in decision-making, consensus, and planning.

Consequently, it can be asserted that collaborative learning tasks type influence negotiation of meaning between EFL students in a synchronous remote learning environment. Tasks focused on form succeeded in fostering and noticing linguistic forms such as English question structure, and tasks focused on meaning provided more instances of content awareness in terms of vocabulary and pronunciation. Cognitively speaking, tasks focused on form prompted linguistic accuracy by noticing unintelligible forms on peer interaction and modifying them using peer and self-reformulation. On the other hand, tasks focused on meaning provided authentic scenarios to increase fluency in spoken interaction. The main interaction features prompted by collaborative interaction on meaning-focused tasks were communicative competence in terms of vocabulary, while collaboration on form-focused tasks facilitated the understanding of linguistic structures. For instance, it cannot be stated that one task type is more rewarding than the other, but both encouraged spoken production, noticing of interlanguage gaps, and linguistic awareness for language development.

Conclusions

This study shows that Negotiation of Meaning is relevant to ERT and learning processes to increase EFL spoken production and linguistic accuracy to overcome interlanguage gaps through collaborative interaction. First, collaborative learning tasks influence Negotiation of Meaning because it sets the environmental conditions for selective attention. Consistent with Palma (2014), comprehensible input derived from negotiation of meaning on collaborative task

interaction mediated selective attention and L2 processing capacity. The participants were able to interact with each other using clarification requests and confirmation and comprehension checks to notice ungrammatical language forms. The learners were able to acknowledge the proper linguistic form provided on peer feedback to modify their performance. The use of interactive features during collaborative interaction constituted a source of input for linguistic deployment on accuracy and fluency. Thus, collaborative learning tasks provided the participants with comprehensible input while carrying communicative functions such as formulating plans, reaching a consensus, and making decisions.

In addition, the presence of negotiation features during ERT increased the participants' confidence on collaborative tasks focused on form and meaning. This accords with the earlier observations by Gass and Mackey (2012), which showed that negotiation of meaning enhances the provision of negative feedback to focus attention on problematic vocabulary, grammar, and pronunciation. Likewise, the use of negotiation features provided students with peer and self-correction on pronunciation, vocabulary, and grammar. This study closely aligned with the association between negotiation of meaning and EFL receptive capacity (Masrizal, 2014), the use of negotiation features on this particular context maximized the students' confidence and receptive and expressive capacity, supporting the paradigm that selective attention can be fostered during the development of collaborative learning tasks.

This research presented the pedagogical outcomes of those tasks focused on form and meaning. Collaboration promoted higher student participation and increased spoken performance. Interestingly, tasks focused on meaning provided students with more spoken opportunities and confidence which constituted a source of fluency even on students who tend to be shy and less talkative on ERT. Negotiation of meaning on collaborative interaction provided

emotional support to engage in an authentic conversation in a foreign language allowing learners to gain vocabulary and pronunciation awareness. In addition, learners gained a better understanding of linguistic structures on interaction focused on form because the use of negotiation features brought clarification and feedback. Therefore, it cannot be stated that one task type was more rewarding than the other; on the contrary, both supported the development of different linguistic skills to become competent language users.

Also, negotiation generated self-repair instances to facilitate foreign language development and provided participants with a strong sense of motivation and accomplishment for higher achievement of language goals in the class. Consistent with the literature, negotiation of meaning boosted communicative competence because the participants used their L2 knowledge to provide reasons and arguments, to clarify ideas, and to elaborate their perspectives on each task. Nevertheless, negotiated interaction was consistent with opportunities for the socialization of subject matter, contextualizing grammar in a communicative context, and providing negative feedback for improvement. Lastly, this research demonstrated that negotiation of meaning goes far beyond a teaching context; it is adhered to by each individual way to socialize their learning for higher achievement.

Action Plan: Approaching Feedback on Interaction Enhancement

This proposal broadly supports the work of studies in this area, such as Ellis (2003) and Long (1996), which stated that input from negative feedback is not sufficient for acquisition if the learner does not comprehend it and notices the error. Therefore, this action plan presents a proposal to assess the effects of feedback on interaction enhancement on ERT. For instance, this proposal addresses formative assessment strategies for feedback noticing. This kind of instructional strategy is called Interaction Enhancement and it has been approached by Muranoi

(2000) and Saiedeh, Biok, and Hanieh (2011) as instruction that merges attention to form, meaning, and feedback to affect the learners' performance.

This action plan looks forward to encouraging students to reflect on their learning experience, understand the feedback provided, and gain experience on proactively providing feedback to each other. Using feedback criteria and formative assessment rubrics, students will be able to comprehend the descriptors of their performance level better and modify what is needed to improve their proficiency level. Formative assessment on collaborative learning tasks would allow learners to be more receptive to noticing the feedback given during negotiation of meaning. Finally, this action plan explores three formative assessment strategies: 1) Peer assessment, 2) Self- assessment, and 3) teacher assessment to scaffolding EFL students' implicit and explicit knowledge on synchronous remote learning. The following are the strategies and their corresponding technical details to achieve them:

Strategy 1: Peer-assessment.

Goal 1: To approach peer-feedback on negotiation of meaning

Description: The following *peer-assessment activity* is designed for eight students at CEIC in their synchronous remote learning modality. It consists of pre, during, and a post-task with *peer-feedback* guidelines. *Students are arranged in pairs or grouped* to continue analyzing their peer feedback perspectives on negotiation of meaning. The tasks can be developed and applied via Zoom video conferencing, or another video conference software that allows breakout rooms interaction and familiarity. It is recommended to the teacher to provide informed consent forms to be able to video record his or her students' task performance. Finally, the researcher provided the task in her or his role as a professor of the class.

Activities	Timeline	Evaluation	Materials, Instruments, Resources

<p><i>Pre-planning Stage:</i> The researcher...</p> <ol style="list-style-type: none"> 1) Creates a collaborative learning task that includes a peer assessment strategy. 2) Prepares visuals to introduce students to the task and peer assessment guidelines. 3) Creates a peer feedback rubric to train them on how to provide peer feedback. <p><i>Development Stage</i> The researcher...</p> <ol style="list-style-type: none"> 4) Provides students with a written assignment focused on form. <p>Each student...</p> <ol style="list-style-type: none"> 5) Uses the peer assessment rubric to provide feedback to his/her pair assigned. 6) Writes their feedback and explains it to their peers. <p><i>Post- Task:</i> The researcher...</p> <ol style="list-style-type: none"> 7). Asks students to revise their feedback provided and 	<p><i>Pre-planning Stage:</i> The teacher-researcher plans during one-month the collaborative learning task and prepares the materials.</p> <p><i>Development Stage:</i> Students are provided with an hour task <u>focused on form</u>. The task includes different stages (introduction, development, presentation), which is yet to be decided based on the students' linguistic needs.</p> <p><i>Post-Task:</i> Students spend thirty minutes providing feedback to each other and</p>	<p>The assessment on pre-planning, development, and post task is formative. Students provide feedback to each other using a peer assessment rubric.</p> <p>Peer assessment is supported by the development of a collaborative learning task focused on form.</p> <p>Students provide feedback simultaneously while being paired up or grouped on Zoom breakout rooms</p>	<p>A detailed lesson plan that includes the task's stages.</p> <p>A presentation tool such as Slidesgo, Piktochart, or Google slides to share materials and instructions.</p> <p>A peer assessment rubric.</p>
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come up with the corrections needed.	working on correcting their performance.		
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Strategy 2: Self-assessment

Goal 2: To approach self- assessment on negotiation of meaning during collaborative learning interaction.

Description: The following *self-assessment activity* is also designed for level eight students at CEIC in their synchronous remote learning modality. It also consists of pre, during, and post tasks including an assessment strategy to approach *self-feedback*. *Students work individually* to assess their performance during pair or group interaction. The tasks will be developed and applied via video conferencing. For instance, as the previous strategy, it is recommendable that the teacher provides participants with informed consent forms to be able to video record their task performance. Finally, as strategy 1, the researcher provides the task in her or his role as a professor of the class.

Activities	Timeline	Evaluation	Materials, Instruments, Resources
<p><i>Pre-planning Stage:</i> The teacher...</p> <p>1). Designs a learning task that includes a self-assessment activity of measurable language goals.</p> <p>2). Creates the digital materials for students to assess their individual performance.</p> <p><i>Development Stage:</i> The students...</p> <p>3). Assess their performance using a <u>Know, Want, and Learn chart (KWL)</u>, which is a</p>	<p><i>Pre-planning Stage:</i></p> <p>The teacher prepares the materials at least one month to design the learning activity and prepare the materials.</p> <p><i>Development Stage:</i></p> <p>The students are provided with a one-hour task focused on meaning. The task will include different stages (Pre-task, during- task,</p>	<p>The assessment on pre-planning, development, and post-task is formative.</p> <p>Students self-assess their performance during collaborative learning tasks using a KWL chart.</p> <p>The KWL chart has 3 columns to self-assess their performance:</p> <p>-Column 1: What do you know about this topic? Students list their responses. The teacher uses the students' responses to</p>	<p>A detailed lesson plan based on task design and implementation.</p> <p>A digital worksheet and KWL chart.</p> <p>Simple and straight-forward self-assessment criteria included on the KWL chart.</p> <p>A plan on how to make the technical arrangement of self-assessment (through Google forms, or another similar tool)</p>

<p>graphic organizer for students to arrange the information before, during, and after task performance.</p> <p>The teacher...</p> <p>4) Asks students to list linguistic aspects they would like to improve on their KWL chart.</p> <p><i>Post- Task:</i> The teacher...</p> <p>5). Revises each student KWL chart to assess the students' perceived linguistic strengths and weaknesses to encourage students to set their own linguistic goals.</p>	<p>and after task performance) which is yet to be decided based on the students' linguistic needs.</p> <p><i>Post-Task:</i> The students will be completing the self-assessment KWL chart pre, during, and after their task performance.</p> <p>The students will take 30 minutes to set their own linguistic goals for the bimester and a possible path to achieve them.</p>	<p>assess linguistic and content related misconceptions.</p> <p>-Column 2: What do you Want to know about this topic? The teacher uses the information form the students' responses to determine the course of study (language contents from the learning activity that need to be reinforced.</p> <p>-Column 3: What did you learn? The students' responses are used to clarify information.</p>	
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Strategy 3: Teacher's formative assessment.

Goal 3: To provide students with formative assessment during collaborative task interaction.

Description: The following formative assessment strategy is designed ***for the teacher-researcher to assess the students' linguistic development*** during collaborative task performance. The group of students selected are those who previously experienced strategy 1 and 2 of this action plan. The assessment consists of a pre, during, and a post task that provide sufficient input for the teacher to assess the students' performance and provide feedback for improvement. The task will be developed and applied via Zoom video conferencing or another means that was used during strategies 1 and 2. It is also recommended that all the participants be provided with informed consent forms to video record their task performance. Finally, as strategies 1 and 2, the researcher provides this task in her or his role as a professor of the class.

Activities	Timeline	Evaluation	Materials, Instruments,
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			Resources
<p><i>Pre-planning Stage:</i> The teacher...</p> <p>1) Designs a learning task that sets a measurable language goal.</p> <p>2) Designs a rubric to assess spoken performance in terms of linguistic competence and communicative competence.</p> <p><i>Development Stage:</i> The teacher...</p> <p>3). Implements a collaborative learning task focused on meaning and monitored the students' participation.</p> <p><i>Post- Task:</i> The teacher...</p>	<p><i>Pre-planning Stage:</i></p> <p>The teacher prepares the learning task and materials one month in advance.</p> <p><i>Development Stage:</i></p> <p>The students are provided with a one-hour task <i>focused on meaning</i>. The task includes different stages (Pre-task, during-task, and after task performance) which is yet to be decided based on the students' linguistic needs.</p> <p>The students are familiarized with the assessment criteria included in the formative rubric.</p> <p><i>Post-Task:</i></p> <p>The teacher arranges individual appointments or</p>	<p>Students are provided with formative assessment on pre, during and after task performance using a formative assessment rubric.</p> <p>The formative assessment rubric is designed using a holistic rubric.</p> <p>The teacher/ researcher assessed her or his students.</p>	<p>A detailed lesson plan for task design, and implementation.</p> <p>A digital formative assessment rubric for spoken performance.</p> <p>·</p> <p>Presentation tools such as Slidesgo, Piktochart, or google slides to present visuals with the instructions and the assessment criteria.</p> <p>A plan on how to do the technical arrangement of scheduling feedback through e-appointments.</p> <p>Google forms or another similar to provide practice and individual feedback.</p>

4) Schedules one-on-one individual appointments or pair appointments to mediate correction of errors, positive feedback, and improvement areas.	pair appointments of 15 minutes to discuss strategies to acknowledge and improve frequent errors, provide them with positive feedback, evidence of negative feedback, and improve them.		
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Appendices

Appendix A



FACULTAD DE FILOSOFÍA Y LETRAS
 Escuela de Literatura y Ciencias del Lenguaje
 Maestría Profesional en Lingüística Aplicada con
Énfasis en la Enseñanza del Inglés como Lengua Extranjera
Énfasis en la Enseñanza del Inglés con Fines Específicos
 Tel: 2562-4074

08 de septiembre de 2020
 UNA-MLA-OFIC-24-2020

M.A. Mayra Loaiza Berrocal
 Coordinadora
 Centro de Estudios en Idiomas Conversacional

Estimada señora:

Respetuosamente, le pido su colaboración para que la señora Katherine Valverde Solís, cédula 207430562, estudiante del posgrado Maestría Profesional en Lingüística Aplicada con énfasis en la Enseñanza del Inglés como Lengua Extranjera de la Universidad Nacional, pueda realizar trabajo de campo en el programa que usted coordina, recolectar datos y utilizarlos como insumos para su trabajo final de graduación. La estudiante Valverde está cursando el curso LPB735 Seminario II y para completar los requisitos pretende participar en algunas clases por medio de la puesta en práctica de una propuesta de acción para explorar actividades comunicativas, en las cuales se busca conocer el alcance de estas para mejorar los procesos de enseñanza/aprendizaje en la clase virtual.

Asimismo, la señora Valverde planea realizar observaciones y grabaciones de clase para estudiar el impacto de las mismas en el desarrollo de habilidades comunicativas orales y escritas en Inglés.

De antemano de agradezco su colaboración.

Atentamente,



M.A. Vivian Vargas Barquero

Coordinadora

Maestría en Lingüística Aplicada

- Con Énfasis en la Enseñanza del Inglés como Lengua Extranjera
- Con Énfasis en la Enseñanza del Inglés con Fines Específicos

CC/: Katherine Valverde Solís, estudiante MLA



Appendix B

B1. Students' Consent on Google Forms

Formulario de consentimiento

Fecha: 31/08/2020.

Estimadas (os) Estudiantes, padres y encargados de familia:

El propósito del presente documento es invitarlos a participar de las actividades de clase y evaluación de estas del estudio del diseño de actividades de clase que fomenten la participación de los estudiantes y el uso del idioma inglés: Una propuesta de acción para explorar actividades comunicativas, en las cuales se busca conocer el alcance de estas para mejorar los procesos de enseñanza/aprendizaje en la clase virtual.

Asimismo, se plantean observaciones y grabaciones de clase para estudiar el impacto de estas en el desarrollo de habilidades comunicativas orales y escritas en inglés.

Se les solicita que por favor lean este formulario y hagan las preguntas que tengan antes de aceptar participar de la investigación.

Este estudio está siendo conducido por Katherine Valverde Solís, estudiante de Maestría en Lingüística Aplicada con Énfasis en la Enseñanza del Inglés, bajo la guía de M.Ed. Emilena Rodríguez Araya, académica de la Universidad Nacional.

Antecedentes

El propósito de este estudio es concientizar el desarrollo de actividades de clase que promuevan el desarrollo de habilidades comunicativas orales y escritas en inglés.

Ustedes serán valorados para identificar áreas de mejora. Estas actividades de clase, observaciones y grabaciones de clase forman parte del proceso de recolección de datos.

Procedimiento

Si ustedes están de acuerdo en participar en este estudio le pediremos su consentimiento para los siguientes aspectos:

- a) Participar de las actividades de clase programadas dentro del horario del curso.
- b) Responder a las preguntas que se le plantean de manera clara, concisa y sincera con relación a su percepción de las actividades de clase para su desarrollo lingüístico.
- c) Permitir que en el período de observación y desarrollo de las actividades de clase se utilice la plataforma ZOOM para grabar la clase y la investigadora pueda transcribir después, las ideas que usted ha expresado.

Riesgos y Beneficios de participar en el estudio

Participar en el estudio no conlleva riesgos para usted. El tiempo para las actividades se ha programado dentro del horario de clase y el mismo incluye los mismos contenidos del curso. El beneficio de participar en el proyecto será de gran importancia para practicar todo lo estudiado durante el bimestre IV de 2020.

Compensación

La compensación económica no es ofrecida a los participantes del estudio, pero los logros obtenidos pueden ser positivos para el mejoramiento de su competencia comunicativa.

Confidencialidad

La información que usted revele en las actividades de clase y entrevistas será confidencial, y solo se analizará para efectos de la investigación. Los documentos y grabaciones que se utilicen en este estudio se mantendrán de manera privada. Si se publicaran los resultados, no se incluirá ninguna información que pueda identificarlo a usted.

Naturaleza Voluntaria del Estudio

Su decisión de participar o no en este estudio no les afectará en ningún ámbito.

Contactos y Preguntas

Este estudio está siendo conducido por Katherine Valverde Solís, estudiantes de Maestría en Lingüística Aplicada con Énfasis en la Enseñanza del Inglés, bajo la guía de la M.Ed. Emilena Rodríguez, académica de la Universidad Nacional.

Si usted tiene preguntas, por favor contactar a Katherine Valverde al correo:

katherine.valverde.solis@est.una.ac.cr

Si usted tiene preguntas acerca de este estudio o le gustaría hablar con alguien más que no sea la investigadora, se les invita a contactar a la M.Ed. Emilena Rodríguez al

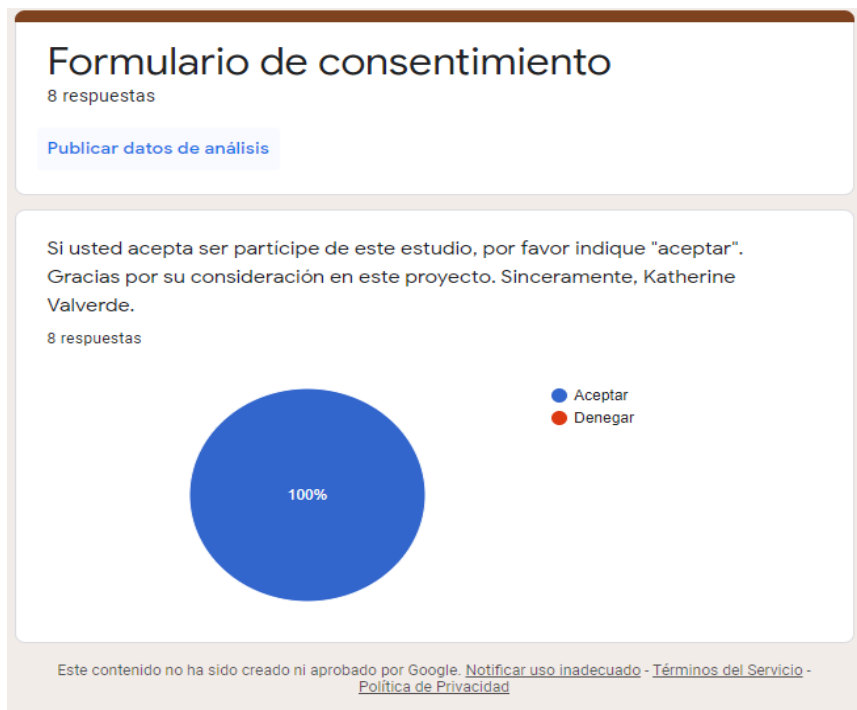
o al correo e milena.rodriguez.araya@una.cr

Por favor mantenga una copia de este formulario para usted.

*Obligatorio

Si usted acepta ser partícipe de este estudio, por favor indique "aceptar". Gracias por su consideración en este proyecto. Sinceramente, Katherine Valverde. *

B2. Consent Form Responses



Appendix C

Task 1. Decision Making Task Focused on Meaning

LANGUAGE SKILLS EMPHASIZED

Speaking and reading.

GENERAL INFORMATION

Name/type of class: CEIC Level 8.	Proficiency level: B1
Class size: 8 students	

LEARNING PLAN AND ACTIVITY OVERVIEW

PHENOMENON UNDER INVESTIGATION:	Negotiation of Meaning on a collaborative Task (Type: Decision making task).
DELIVERY MODE AND LEARNING TOOLS:	Virtual via Zoom, and a digital handout.
PLAN FOR ASSESSMENT:	Ongoing and formative
LENGTH:	30 mins.

TASK GOAL:

*Students will be able to compare collaboratively the pros and cons of staying at a hotel or staying in a hostel by discussing the reasons of their choice.

*Students will be able to create a 3-minute role play by deciding which lodging option is better for them in terms of price, distance, activities, food options ,safety, access and experience.

MATERIALS:

Task	Type of Material	Brief Description
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<p>Preparation</p> <p>Time 7 mins in total (instructions and students' work).</p>	<p>Handout 1. Teacher's own creation.</p>	<p>Students are given a context and a list of pros and cons of two lodging options (Hotel/ hostel).</p> <p>Students are requested to discuss with their partner:</p> <ul style="list-style-type: none"> • What choice do you prefer? • Which one is better for you? And why?
<p>Planning: 10 mins.</p>		<p>Students are requested to work in pairs to prepare a role play conversation about</p> <p>“Two friends planning a trip to Europe”.</p> <p>Dynamics: Pair work</p> <p>Roles: Two friends planning a trip to Europe.</p> <p>Context: You have to decide which lodging option (Hotel or Hostel) is better for you in terms of price, distance, activities, food options, safety, access and experience.</p>
<p>Presentation: 12 mins.</p> <p>(3 mins each pair).</p>		<p>Students present their role-play to the class while their classmates listen attentively.</p> <p>Oral feedback is provided in terms of pronunciation, grammar, and performance by the end of the role-play (if needed).</p>

Appendix D

Task 2. Consensus Task Focused on Form

LANGUAGE SKILLS EMPHASIZED

Writing and Speaking

GENERAL INFORMATION

Name/type of class: CEIC Level 8.	Proficiency level: B1
Class size: 8 students	

LEARNING PLAN AND ACTIVITY OVERVIEW

PHENOMENON UNDER INVESTIGATION:	Negotiation of Meaning on a collaborative Task (Type: Consensus task).
DELIVERY MODE AND LEARNING TOOLS:	Virtual via Zoom, a digital handout and a presentation using slidesgo.
PLAN FOR ASSESSMENT:	Ongoing and formative
LENGTH:	50 mins.

TASK GOAL:


*Students will be able to discuss “The trolley dilemma” using ways to express conditions (As long as, unless, and otherwise).

*Students will be able to collaboratively come into an agreement about how to solve the dilemma.

MATERIALS:

Task	Type of Material	Brief Description
	1	

<p>Preparation 15 mins.</p>	<p>Handout Teacher's own creation.</p>	<p>Students are given a mini lecture of 5 minutes to review the use of conditions “as long as, unless, and otherwise” (this topic was previously studied in class).</p> <p>Then, students are presented with 2 different dilemmas using a collaborative online presentation using a slidesgo template. In This stage, the researcher asks for volunteers to read the dilemmas, one at a time, and asks students to start thinking about the possible consequences of each decision.</p> <p>Dilemma #1 <i>“Imagine you are standing beside some tracks. In the distance, you see a train moving down the tracks towards five workers who cannot hear it coming. Even if they do see it, they will not be able to move out of the way in time.</i></p> <p><i>You see a lever connected to the tracks. You realize that if you pull the lever, the tram will be diverted down a second track and you can save them, but down this side is one worker.</i></p> <p><i>Would you pull the lever, leading to one death but saving five”</i></p> <div data-bbox="516 976 1209 1480" data-label="Image"> <p>The trolley problem</p> <p>The person can choose to divert the tram from the main track, saving five people on the track, but killing the worker on the other track.</p> <p>theconversation.com Images adapted from shutterstock.com</p> </div> <p>Dilemma #2: A variation</p> <p><i>“Imagine you are standing on a footbridge above the tracks. You can see the train moving down the tracks towards five unsuspecting workers, but there is no lever to divert it.</i></p> <p><i>However, there is a large man standing next to you on the footbridge. You are confident that if you push him, he will stop the train.</i></p>
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	<p><i>So, would you push the man on to the tracks, sacrificing him in order to stop the tram and thereby saving five others?"</i></p> <div data-bbox="506 275 1214 919" style="border: 1px solid gray; padding: 10px;"> <p>The footbridge dilemma</p> <div data-bbox="532 352 808 575" style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>The person on the bridge can choose to push the large person onto the track, thereby killing that person but potentially stopping the tram and saving the five people further down the track.</p> </div>  <p><small>theconversation.com image adapted from shutterstock.com</small></p> </div> <p style="text-align: right;">The Trolley</p> <p>Train problem: Philippa Foot (1967).</p>
<p>Planning 20 mins. (10 mins for writing the sentences and 10 mins for a whole group presentation).</p>	<p>Students are arranged in pairs and they are provided with a google slides presentation online.</p> <p>Pairs are generated randomly using Zoom, zoom provides a pair number that is given to students for them to know on which slide to collaborate.</p> <p>The presentation includes the pictures above, and a slide with the pair number for them to write down a list of possible conditions and consequences “The trolley train dilemma” (5 minimum) that could happen in this context using ways to express conditions “as long as, unless, and otherwise”.</p> <p>Example: <u>As long as</u> I pull the lever, people would be safe.</p> <p>Students are requested to orally share their sentences with the class by reading them out loud. The instructor provides oral feedback on the form of the sentences (if needed).</p>
<p>Presentation 15 mins.</p>	<p>Finally, students are given 5 minutes to discuss in pairs (same pair as in the previous stage) the list of possible conditions and consequences written by their classmates. Each pair must get into an agreement about which is the best decision to make.</p>

		Then, each pair orally shares their conclusion to the class. (Approx. 2 mins per pair for presenting conclusions).
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<https://theconversation.com/the-trolley-dilemma-would-you-kill-one-person-to-save-five-5711>

Appendix E

E1. Task 3. Consensus Task Focused on Form

LANGUAGE SKILLS EMPHASIZED

Speaking and reading.

GENERAL INFORMATION

Name/type of class: CEIC Level 8.	Proficiency level: B1
Class size: 8 students	

LEARNING PLAN AND ACTIVITY OVERVIEW

PHENOMENON UNDER INVESTIGATION:	Negotiation of Meaning on Collaborative Task (Type: Consensus task focused on form).
DELIVERY MODE AND LEARNING TOOLS:	Virtual via Zoom, using piktochart, padlet and Google forms.
PLAN FOR ASSESSMENT:	Ongoing and formative
LENGTH:	60 mins.

TASK GOAL:

*Students will be able to collaboratively come to an agreement by role-playing an argument between neighbors using conditionals in English.

MATERIALS:

Task	Type of Material	Brief Description
<p>Preparation</p> <p>From 7:00 p.m. to 7:10 p.m.</p> <p>(10 minutes).</p>	<p>Digital presentation.</p> <p>Teacher’s own creation.</p> <p>https://create.piktochart.com/output/49235552-my-visual</p>	<p>Students are given a mini lecture of 10 minutes to review the use of conditional in English (Cero, first and second conditional). This topic was previously studied in class.</p> <p>The researcher uses daily life examples to illustrate each conditional and asks students to provide some ideas of what they would do if they were in that situation.</p>
<p>Planning</p> <p>From 7:10 p.m. to 7:30 p.m.</p> <p>(20 minutes)</p> <p>divided on:</p> <ul style="list-style-type: none"> ● 5 minutes for organizing breakout rooms. ● 15 minutes for them to write the sentences on a padlet and practice the 	<p>A padlet with instructions and a space for writing for each pair.</p> <p>https://padlet.com/katherinevalverdesolis/az5w7gpx9lherwsp</p>	<p>In this stage, students are presented with authentic scenarios for them to role-play having an argument between neighbors.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Students are organized in pairs and each pair has a different scenario for them to argue using conditionals. <p>Example:</p> <p>Student A: plays the drums too loud at night.</p> <p>Student B: cuts the grass early in the morning each Sunday.</p> <p>“I need you to stop playing the drums at night because...If you do not stop playing the drums late at night, I will...”</p> <p>“But you cut the grass early in the morning every Sunday, if you don’t stop, I will ...”</p>

<p>role-play scenario.</p>		<p>2. Students must write on the padlet a list of 3 conditionals (at least), they would like to use in their conversation.</p> <p>3. Students have 15 minutes to plan their role-play and include the conditionals.</p>
<p>Presentation:</p> <p>From 7:30 p.m. to 7:55 p.m.</p> <p>(25 mins) divided on:</p> <ul style="list-style-type: none"> ● 5 mins each pair ● 5 mins to review the padlet. 		<p>Each pair is given 5 minutes to present their role play about an argument Between Neighbours.</p> <p>The rest of the class listens attentively.</p> <p>By the end of the activity, the researcher and the teacher provide feedback on vocabulary and grammar by opening the padlet and reviewing if students were able to use in their conversation the conditionals, they wrote on the padlet.</p>
<p>Students' questionnaire to assess the task</p> <p>From 7:55 p.m. to 8:00 p.m.</p> <p>(5 mins).</p>	<p>Google forms</p> <p>https://forms.gle/p4HcrAkJGDf9TUdw5</p>	<p>Students are provided with a google forms questionnaire to assess the task and their performance.</p>

E2. Materials: Communicative Scenarios

<p>Members 1:</p> <p>Scenario</p> <p>Student A: You are having a party to celebrate that you got a promotion at work. You are dancing, eating and having fun with your closest friends. You don't want the party to stop since you believe you deserve it after all the effort you've done. You are surprised you invited your neighbor, and he did not come.</p> <p>Student B: You are a very hardworking person, and you need to wake up early tomorrow. You go and ask your neighbor to be thoughtful and finish the party early. Even though he invited you to the party, you believe this is not a good moment to have parties.</p>	<p>Members 2:</p> <p>Scenario:</p> <p>Student A: You take good care of your garden every Sunday. It is your only day off and you want to spend it doing what you love. You have lived in the neighborhood for 30 years, suddenly a new neighbor wants you to stop gardening on Sundays. you are not flexible.</p> <p>Student B: You recently moved to the neighborhood; you enjoy sleeping late on Sundays, but your neighbor starts mowing the lawn every Sunday at 5 a.m. You need to do something about it, you want him/ her to stop gardening every Sunday because you believe it is unnecessary to do it.</p>
<p>Members 3:</p> <p>Scenario:</p> <p>Student A: You recently moved to the building; you are currently working from home. Your neighbor has two children who cry and yell a lot. This is giving a bad impression of you at work. Your neighbor is famous for being rude to everyone.</p> <p>Student B: You have two children; it is hard to educate them because they are high tempered. Now that they are studying from home, you have been busy and stressed balancing work time and your children's schooling, you need help.</p>	<p>Members 4:</p> <p>Scenario:</p> <p>Student A: You love pets, you take home lots of animals in need. Your apartment is small, but still, you want to protect them while you can give them up for adoption. You currently have 6 cats, 3 dogs, and 3 rabbits. It is your place, and you can decide what you want to do. Nobody should interfere.</p> <p>Student B: You are very uncomfortable about the number of animals your neighbor has, the smell of dirt gets into your apartment, and there is no way to get rid of it. Also, the animals are noisy, and you think that is unhealthy. Ask your neighbor to clean.</p> <p>Student C: You also agree that having lots of pets is unsanitary, you think the authorities need to do something about it, if not, it would be out of control. You want your neighbor to clean and give them up for adoption soon.</p>

Appendix F

F1. Task 4. Planning Task Focused on Meaning

LANGUAGE SKILLS EMPHASIZED

Speaking and writing.

GENERAL INFORMATION

Name/type of class: CEIC Level 8.	Proficiency level: B1
Class size: 8 students	

LEARNING PLAN AND ACTIVITY OVERVIEW

PHENOMENON UNDER INVESTIGATION:	Negotiation of Meaning on Collaborative Task (Task type: planning).
DELIVERY MODE AND LEARNING TOOLS:	Virtual via Zoom and a digital handout.
PLAN FOR ASSESSMENT:	Ongoing and formative
LENGTH:	From 6 pm to 8 pm. (2 hours).

TASK GOAL:

*Students will be able to choose a country and collaboratively plan an international tour to promote a destination.

MATERIALS:

Task	Type of Material	Brief Description
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<p>Preparation/from 6:00 pm to 6:25 pm. (25 mins- for organization and guidelines).</p>	<p>A digital handout (Teacher's own creation).</p>	<p>Procedures: In this stage, the researcher explains what a travel expo is and what is the function of a tourist ambassador for students to understand their role in the task. Students are arranged in pairs and they are given a planning outline to select a country different from their own and plan a tour to an international destination. *Important* Students choose their pair.</p>
<p>Planning 6:25 pm to 6:30 pm. (5 mins- send them to breakout rooms). 6:30 pm to 7:00 pm. (30 mins for each pair to work on a breakout room).</p>		<p>The planning outline is read out loud with the students. Procedures are clarified. Once students are arranged in pairs, they are sent to a breakout room in Zoom. Each pair has 30 minutes to choose a country and a destination within the country of their choice to complete a planning outline. *Note* The planning outline requests students to describe the travel airline, tourist attractions, accommodations, price, season, and food the tour includes.</p>
<p>Presentation 7:00 pm to 7:40 pm. (40 mins/10 mins each pair).</p>		<p>Students present their tour to the class, simulating a travelling fair where every agency (pair of students) sells the tour they are promoting, and people (represented by their classmates) ask them questions. *Note*: Each pair has 10 minutes (5 mins for selling the tour and 5 mins for answering questions from the classmates).</p>
<p>Final grades and feedback: 7:40 pm. to 8:00 (20 mins). Students complete the questionnaire to assess the task.</p>		

F2. Speaking Assessment for Task 4.

SPEAKING ASSESSMENT

Student's name: _____

Total Points: ___ pts. Percentage: ___%

GRADE	PERCENTAGE	CRITERIA <i>The student...</i>
_____	<p><i>EXCELLENT</i> <i>90 - 100 pts.</i></p>	<p>Always stays on task and communicates effectively.</p> <p>Speaks clearly to ensure understanding, is fluent and expressive.</p> <p>Few grammatical errors made; sentences structure is accurate most of the time.</p> <p>Uses vocabulary studied in class during the bimester.</p> <p>Pronunciation and intonation are almost always accurate.</p> <p>Tries to interact with their classmates by making 3 or more interactions.</p>
_____	<p><i>GOOD</i> <i>80 - 89 pts.</i></p>	<p>Stays on task and communicates effectively.</p> <p>Speaks smoothly with little hesitation that does not interfere with communication.</p> <p>Uses a variety of grammar structures with occasional errors.</p> <p>Uses a variety of vocabulary studies in class but with some errors.</p> <p>Pronunciation is adequate for the level and does not distract the listener from understanding.</p> <p>Tries to interact with their classmates by making less than 3 interactions.</p>

	<p><i>DEVELOPING</i> <i>70- 79 pts.</i></p>	<p>Tries to communicate but sometimes does not respond appropriately or clearly.</p> <p>Speaks with some hesitation that sometimes interfere in communication.</p> <p>Uses basic structures with frequent errors and inconsistent use of studied grammar.</p> <p>Uses a variety of vocabulary but makes frequent word choice errors.</p> <p>Uses inadequate pronunciation and intonation at times that makes it difficult for the listener to understand.</p> <p>Tries to interact with their classmates by making less than 2 interactions.</p>
	<p><i>NEEDS IMPROVEMENT</i> <i>60- 69 pts.</i></p>	<p>Does not respond appropriately and the purpose of communication is not clear.</p> <p>Hesitates often when speaking and it interferes with communication.</p> <p>Uses basic structures with frequent errors and a little accuracy.</p> <p>Uses basic grammar with little accuracy of the grammar studied during the bimester.</p> <p>Has frequent pronunciation and intonation that impact comprehension.</p> <p>Does not interact with his/ her classmates.</p>

Feedback, comments & Strengths:

F3. Students' Handout for Task 4


Promoting a Country and an International Tour

Names: _____

Step 1: Pair work: You are going to collaboratively plan an international tour; following the handout plan below.

Instructions: In pairs, you have 30 minutes to collaboratively select the country you want to promote and agree on a destination by completing the planning outline.

Include information about which travel airline, tourist attractions, accommodations, price, season, and meals the tour includes.

Destination:		
Travel airline:		
Tourist attractions:		
Accommodations included:		
Price		
Season:		
Meals Included:		

Step 2: You and your partner are going to role-play being tourists' ambassadors of the country selected by selling the tour to your classmates using the vocabulary and grammar studied during the bimester. Time: 5 minutes.

Step 3: When your classmates are presenting, you must participate by asking questions, a minimum of 3 interactions during the presentations to score full credit on the participation rubric. You are going to be evaluated on your linguistic performance while selling the tour, but also on your ability to interact with your classmates by asking them questions about their tours.

*Appendix G***Participants Self-Evaluation Questionnaire:**

Participants Self-Evaluation:

Check on the option that fits the description of your participation in the task.

Topic: How well did I do when interacting with my classmates to complete the task?

1. I understood my role in the activity.

Yes

No

2. I was able to share my point of view.

Yes

No

3. I could clarify questions when I doubt.

Yes

No

4. I could help my classmate when she/he needed.

Yes

No

5. How does collaborative class work make you feel in this activity?

6. How does this activity help you to practice English and improve your language skills?

7. What is your perspective on the use of zoom and breakout rooms activities for discussion in your remote learning class?

Appendix H

Semi-structured Interview

The following open-response interview focuses on obtaining further in-depth information about the learners' experiences using learning tasks to foster language development and social presence in remote learning class.

Probe questions:

- Which do you consider to be the implications of using learning tasks in a remote learning class?

Follow up questions:

- How do you perceive your students' interaction has changed when using learning tasks?
- Did learning tasks help your students to take ownership of their learning? If so, how?
- Have you observed any instances of linguistic modification, clarification, reformulation, and pair feedback when students work collaboratively on learning tasks?

Exit question:

- How did learning tasks in a remote learning class facilitated the socialization of subject matter and collaborative learning?

*Appendix I***Task Observation Checklist**

Teacher: _____ . Researcher/ Observer: _____ .

Date: _____ .

Task Type: Focused on Form () / Focused on Meaning () . Task Number: _____ .

Observation number: _____ .

Respond to each statement using the following scale:				
1. Tasks presentation:	Pair 1	Pair 2	Pair 3	Pair 4
	YES/ NO	YES/ NO	YES/ NO	YES/ NO
1.1 The group read the task carefully and asked for clarification when needed.				
1.2 Each member of the group understood his/her role on the task provided.				
1.4 Participants understood their role in the task.				
2. Interaction:	Pair 1	Pair 2	Pair 3	Pair 4
	YES/ NO	YES/ NO	YES/ NO	YES/ NO
2.1 Participants requested clarification when facing a misunderstanding.				
2.2 Participants used confirmation checks such as questions, statements, or code switching.				
2.3 Participants used reformulation such as recasting to be				
2.4 Participants were able to share their point of view.				
2.5 Participants modified content or linguistic form when exposed to their classmates' feedback.				

3. Content knowledge and linguistic knowledge:	Pair 1 YES/ NO	Pair 2 YES/ NO	Pair 3 YES/ NO	Pair 4 YES/ NO
3.1 The task facilitated the command and socialization of the subject matter.				
3.2 The task fostered collaborative learning.				
3.3 The task responded appropriately to the students' level.				

Appendix J

J1. Member Checking Summary after Learning Task Performance

Summary of the Students' Insights.

<p>Learning Tasks Focused on Meaning- to practice grammar</p>	<p>We improve vocabulary because there is more use. We learn vocabulary from the research we had to do. We practice speaking. We have more spoken production. They help because the activities are challenging. They help to improve fluency. Attention is focused to the communicative situation, so that we are more fluent. They are more interactive, dynamic, and enjoyable. We are more confident to speak using correct structures. We feel more comfortable because we could talk to someone else. We have more confidence when working in pairs. The environment feels safe to speak. The topics were interesting, we were able to discuss a lot with my partner about the topic.</p>
<p>Learning Tasks Focused on Form - to Practice Speaking.</p>	<p>They were easier to learn and practice grammar. We were focused on thinking about solutions for the communicative scenario and grammar use became natural. The activities helped to understand better the way these "ways to express conditions" are used and to have a nice moment discussing some situations in English. We could practice speaking and grammar combined. We improve and learn new vocabulary by speaking. We could express ourselves and our perspectives on each topic. The activities help to improve communication skills "We focused on the scenario and using grammar correctly, so we were more fluent because we knew our grammar was correct". We were more confident because we can work in pairs and rely on each other when we were hesitant and did not know something.</p>

J2. Member Checking after Instruments Application


Summary of Findings from Data Gathering Methods.

Collaborative Learning Tasks	<p>Were dynamic and interactive.</p> <p>Contributed to focus on grammar that must be covered in a very short time.</p> <p>Motivated them to speak and feel relaxed knowing that they are not being evaluated (summative).</p> <p>Provided them with formative feedback.</p> <p>Provided motivation to continue interacting.</p> <p>Encouraged the development of more ideas.</p> <p>Both are very important. Grammar focused activities improve grammar, content focused activities increase fluency.</p> <p>Facilitated the use a certain grammatical structure, where there is a rule of use.</p> <p>Activities helped to transition between grammar formulas and their use in context.</p> <p>This practice also helps the brain to take it in an unconscious way, to speak naturally.</p>
Pair Interaction	<p>Had more opportunities to participate.</p> <p>Transition from one conversation topic to another having more chances to interact.</p> <p>Did research on different topics.</p> <p>Became familiar with authentic or everyday content.</p>
Synchronous Remote Learning via Zoom	<p>Gave more opportunities to organize the groups in subgroups to improve interaction.</p> <p>Provided more group activities and opportunities to participate.</p> <p>Allowed the teacher to provide feedback (comments) to the students.</p> <p>Was interactive</p>

J3. Member Checking Approval

Students' Approval

Investigacion - CEIC ▶ Recibidos x ⌵ 🖨 🔗

 **katherine valverde solis** <katherine.valverde.solis@est.una.ac.cr> 8 feb 2021 23:28 (hace 3 días) ★ ↶ ⋮
 para


Hello Everybody !


Espero que todos estén muy bien. Me pongo en contacto con ustedes nuevamente para agradecerles su participación en las actividades de clase en el curso de nivel 8 de CEIC, Agosto 2020.


Actualmente me encuentro en proceso de edición del trabajo de graduación, quiero compartir con ustedes un resumen breve de los resultados de su participación. Les agradezco si pueden leerlo y en caso de querer agregar o modificar algún detalle me lo dejen saber. Mi intención es poder captar de la manera más precisa su experiencia con las actividades de clase y que esto sirva para futuros planes de lección.


Saludos cordiales,


Katherine Valverde.



 Validation of result...

 De acuerdo con la información! :) mar, 9 feb 10:23 (hace 2 días) ☆

 **katherine valverde solis**
 Gracias ! Que tengas bonito día. mar, 9 feb 10:24 (hace 2 días) ☆

 De acuerdo con la información On 9 Feb 2021, at 10:13 AM, katherine valverde solis <katherine.valverde.solis@est.una.ac.cr> wrote: mar, 9 feb 10:51 (hace 2 días) ☆

 **katherine valverde solis**
 Gracias Fio, Que tenga bonito día ! mar, 9 feb 10:55 (hace 2 días) ☆

 Estoy de acuerdo mar, 9 feb 11:20 (hace 2 días) ☆



Saludos Katherine: Estoy totalmente de acuerdo con la información del PDF, btw, muchas gracias por formar parte en la enseñanza del inglés y personalmente por a

9 feb 2021 15:57 (hace 2 días) ☆



para mí ▾

9 feb 2021 21:48 (hace 2 días) ☆ ↶ ⋮

[Sent from Yahoo Mail on Android](#)

Katherine Valverde.

Buenas noches teacher! "De acuerdo con la información "

Teacher's Approval

Validacion de datos de entrevista ➤ Papelera x



katherine valverde solis

para ▾

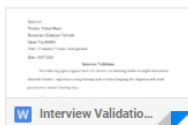
mar, 5 ene 1:01 ↶ ⋮

Hola

Espero este correo te encuentre bien, como parte del proceso de redacción del proyecto de maestría que desarrolle con sus estudiantes de Nivel 8 en el CEIC, es necesario validar la información brindada durante la entrevista para confirmar si efectivamente la misma contiene su perspectiva del desarrollo de las actividades comunicativas con los estudiantes.

Agradezco de antemano si usted me puede confirmar si está de acuerdo con la información que capté durante la entrevista.

Saludos,
Katherine.



Listo. Estoy de acuerdo con los datos que se presentan en este reporte. Saludos,

mié, 6 ene 12:59