

# **EUROCENTRES**

*Language Learning Worldwide*

**Can students help each other improve grammatical accuracy?**

Cambridge English,  
English UK Action  
Research 2016

12<sup>th</sup> November 2016

Raül Pope Fargüell





# Agenda

1. What led me to do Action Research
2. What I did
3. What I found out
4. What I learnt
5. Reflections
6. How it benefitted the students, me and Eurocentres

# What led me to Action Research?

## Observation Feedback:

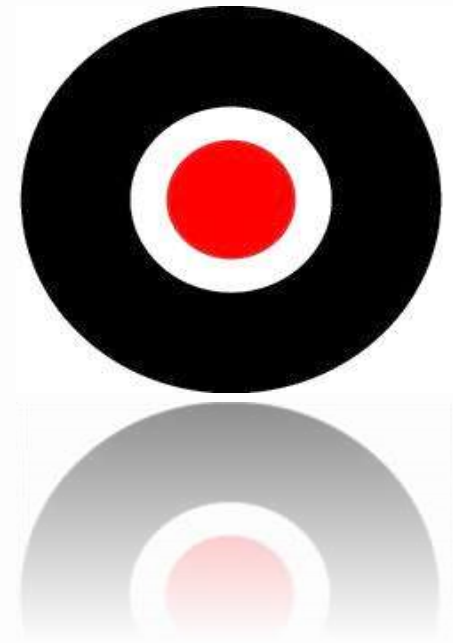
How can students be pushed harder and not rely on the teacher so much?

## A thought:

What can the students do themselves that they ask me to do?

## A Proposal:

Learners can teach each other to be better



## **The Literature**

Life in the classroom should reflect real-life tasks outside the classroom (Falchikov 1995)

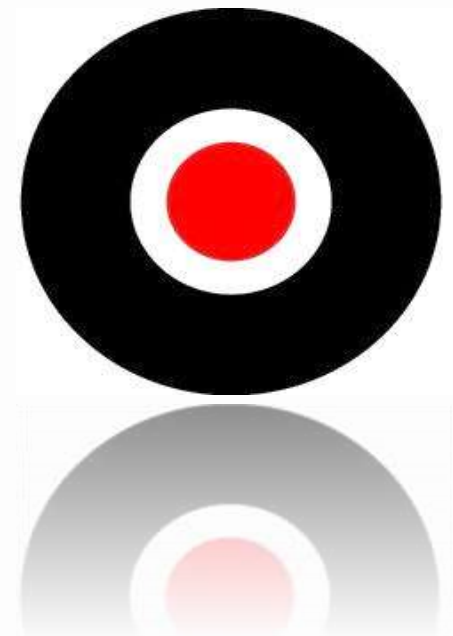
Peer Assessment enhances learning (O'Malley and Valdez Pierce 1996)

Students see themselves writing in English at work in the future (Watkins 2015)

**So...**

The future at work/ university

Push students to do more in different ways



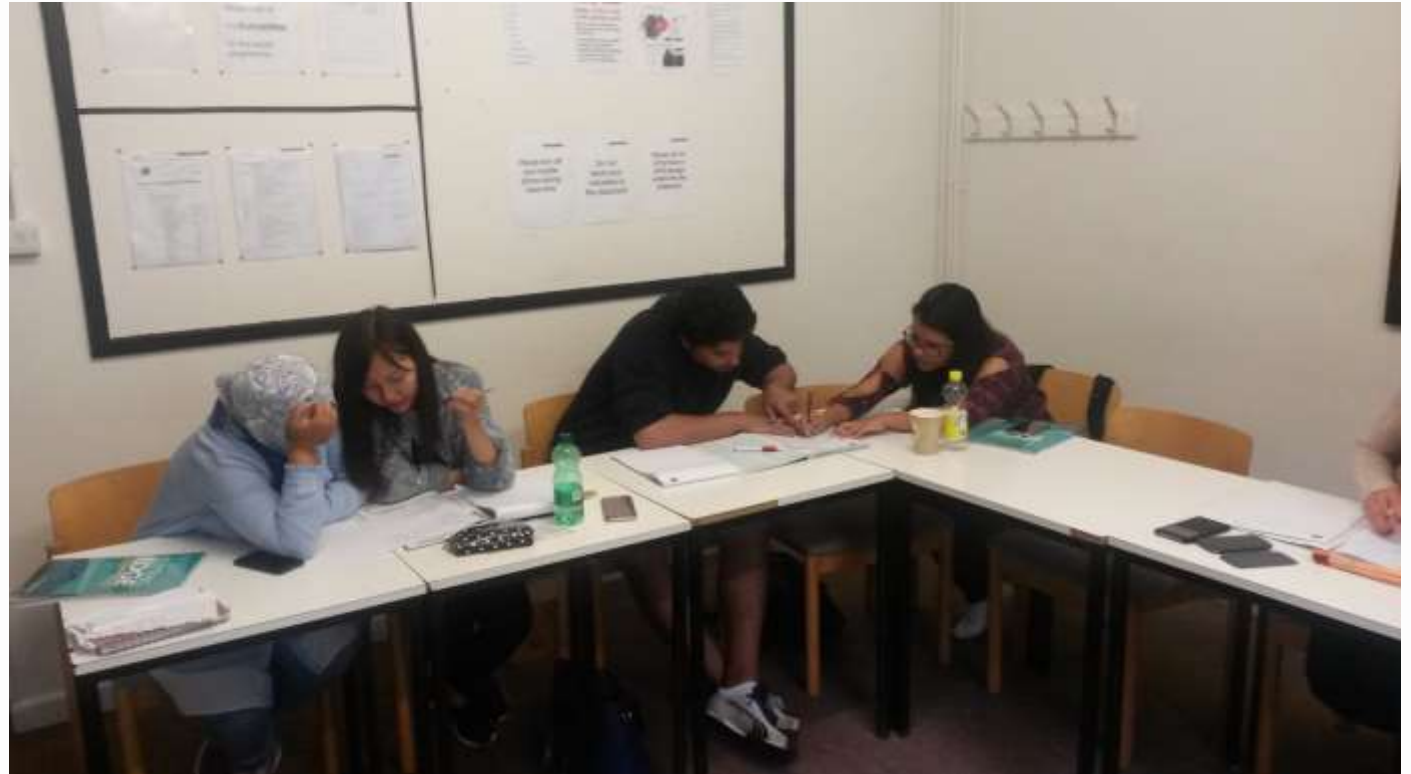
## What I did

Over 12 weeks  
28 students  
A2 class

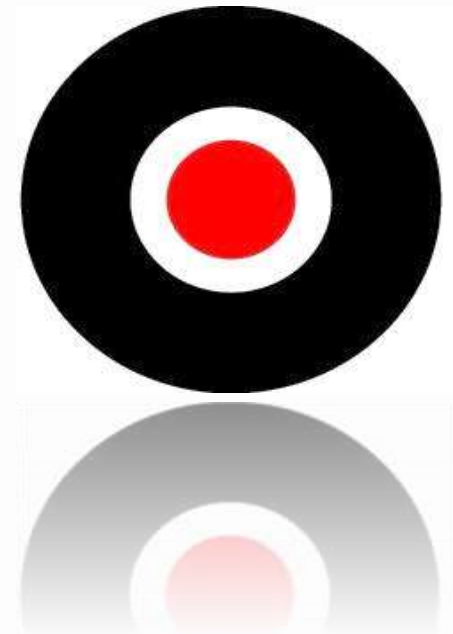
Monday &  
Friday

17 – 25

Future politicians, fashion designers and bakers



Using this information the students then tried to improve their work.



## The Writing Process



**Source:** Harmer (2004), How to Teach Writing.

**It's not so easy...**

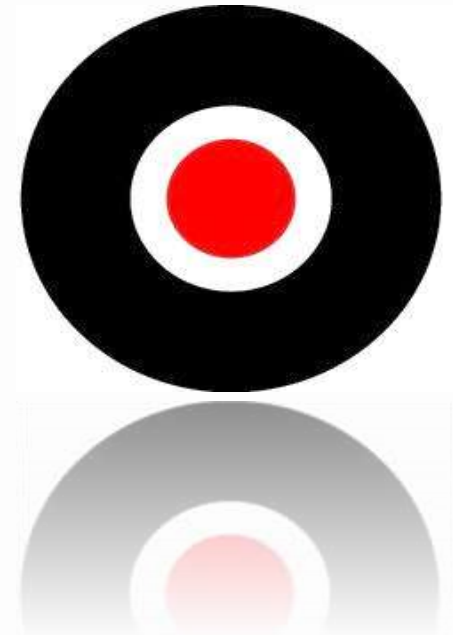
There's a lack of a culture of peer review in EFL

Time considerations

Student disengagement (Chitty 2015)

**But...**

University undergraduate programme (Chitty 2015)

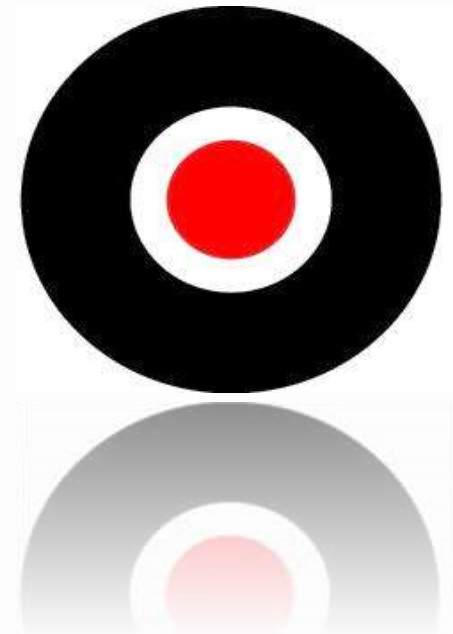




**So...**

Using *New English File Pre-Intermediate* and writing tasks including:

A Facebook message to a friend  
the best day of my life  
an invitation to a party  
a postcard to mum and dad  
my life in Bournemouth  
giving a friend advice  
my last holiday



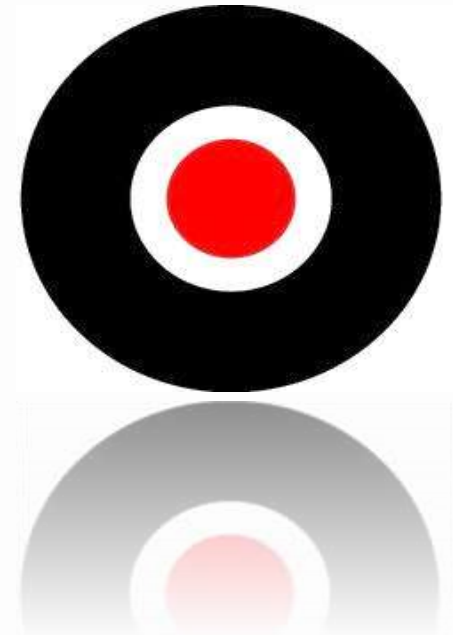
# What did I find out?

Rolling Enrolment/ Summer / Task Type

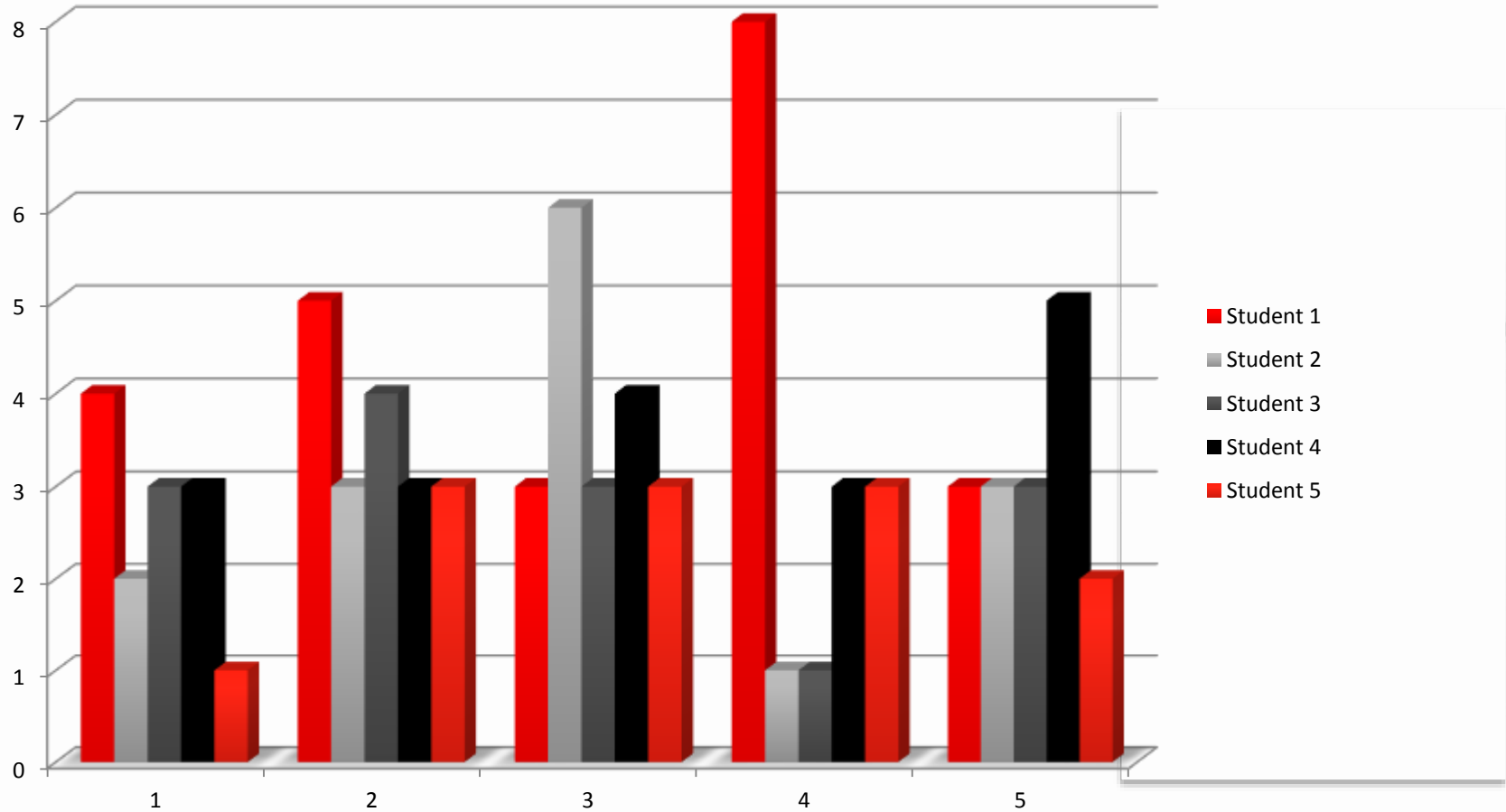
18 students, 81 pieces of work and 1,124 mistakes

On average, a student that makes 9 – 10 mistakes per piece of work will correct 4 -5.

Like Chitty (2015): huge individual variation; 0 – 50%



# Student corrections over five pieces of work



# Student Peer Reviewing

I'll talk about my worst day of my life. It was my first day in Bournemouth. When I arrived here ~~every~~ everything was good. <sup>1\*</sup> I had had ~~a lunch~~ ~~after~~ a dinner ~~after~~ I went to ~~the~~ after the restaurant. Suddenly it started rain.

I ~~had~~ got a taxi after I'd had walked under the rain. My clothes were wet. When I arrived <sup>to</sup> the homestay, I didn't find anyone. It was at midnight. The taxi left me ~~at~~ there. If I were a bird, I would fly to the ~~near~~ closest hotel. <sup>2\*</sup> But after ~~20~~ twenty minutes I found some people. <sup>3\*</sup> they were my homestay<sup>?</sup>. They said that <sup>3\*</sup> they <sup>were</sup> are sorry about my bad situation then I brought my bags to my <sup>m</sup> home. Finally it was the worst day of my life.

## Examples of work

"My weekend"



I went to Bristol. I visited my friend,  
when I ate lunch I saw my friend.  
After that we went to city center.  
Next day I was talking to Hassan  
while eating breakfast. In the night  
we went to play bowling. I saw  
friends Hassan. I sleep in the house  
Hassan. I came back to Bournemouth.

## Student's own Editing

Hi Karl,

Everything is okay. My friends and me we visited some cities. We're <sup>going</sup> ~~went~~ out in Bournemouth or ~~relax~~ <sup>in</sup> ~~at~~ <sup>next to</sup> by the sea.

Once we went to the cinema. The film was good but it was <sup>is</sup> for me difficult to understand.

Now is my life a ~~bit~~ little bit changing. Because ~~a~~ <sup>many</sup> ~~lot of~~ my friends <sup>are</sup> ~~left~~. And we're now a little group. But it's a nice group. We <sup>have</sup> ~~are~~ a lot of ~~fun~~ fun. What have you been doing lately? I'm happy to hear, that you will come to Bournemouth. I know we'll <sup>meet</sup> ~~see~~ us.

You can do a lot of things. For example roller skating, swimming, walking, <sup>a long the beach</sup> or laser quest. I can't write all activities because there are a lot.

Next to Bournemouth is Christchurch. ~~It's~~ ~~an~~ ~~old~~ ~~city~~. ~~It's~~ <sup>is</sup> a nice ~~church~~ <sup>city</sup> and ~~the~~ ~~city~~ <sup>is</sup> next to the sea. A good place to ~~relax~~ relaxing.

If you want we can meet us and I can show you something. I'll bring <sup>for</sup> you a piece of ~~paper~~ paper with some places. Because I can't write all places.

It have so many places to visit.

~~You don't have to bring special things. You can come~~ normal.

See you!

## What I learnt

The importance of writing/ drafting – creating a culture

“How can I see my mistakes?”

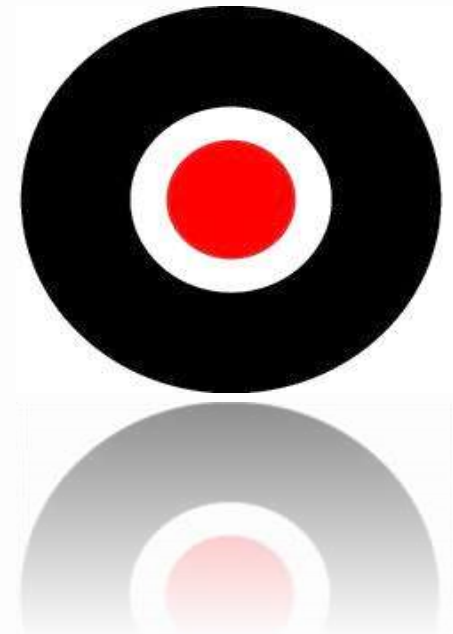
Go beyond lexis and grammar

Students don't listen to their peers

No difference in how the information was given

Errors are uniform across the level

But was any success due to peer reviewing or time?



# Reflections

The importance of reflection

Are there patterns across across different levels?

Can students be trained to be better peer reviewers?

Are there other ways of making students more autonomous for their futures?

Does more prominence need to be given to writing and developing these skills?



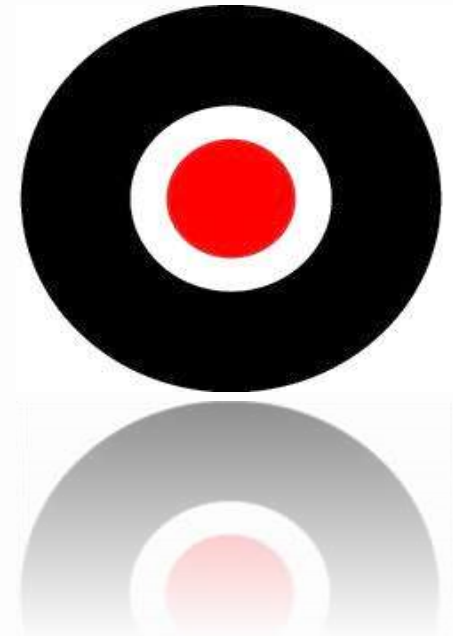


# Benefits for the students, me and Eurocentres

It changed how the students saw writing

It allowed me to explore an idea

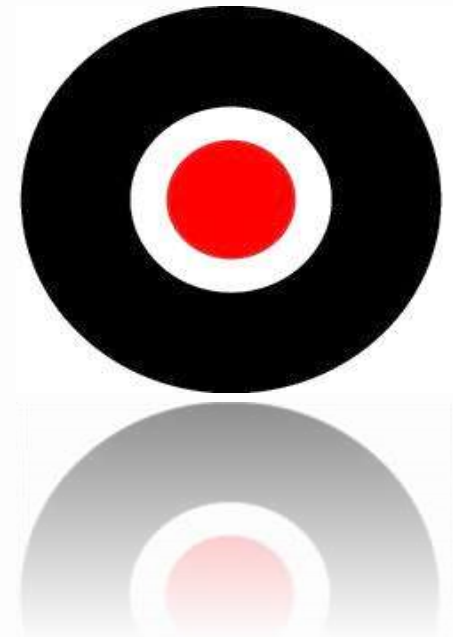
My colleagues' interest in my work



**Thank you for your time**

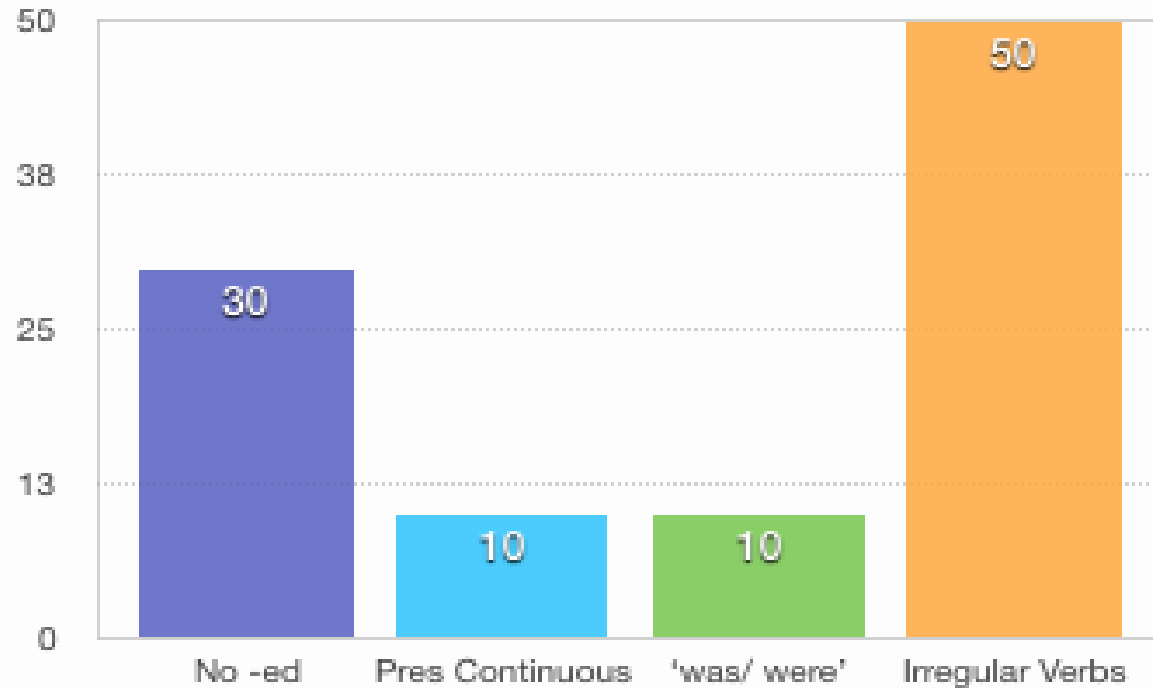
**Any questions?**

**[gaupeguy@gmail.com](mailto:gaupeguy@gmail.com)**

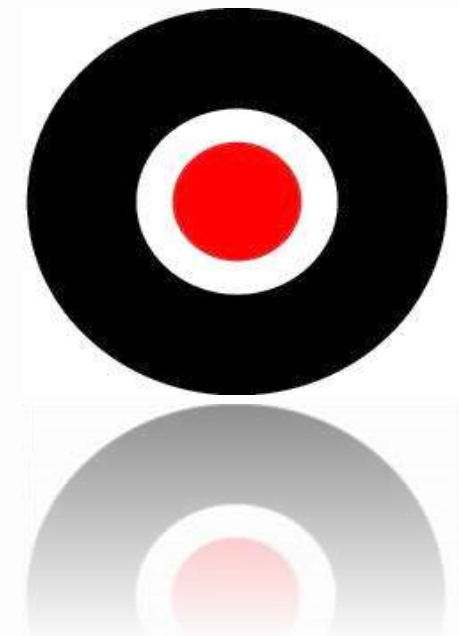


# Past Simple

Problems with the Past Simple



■ No -ed ■ Pres Continuous ■ 'was/ were' ■ Irregular Verbs



# The Top Five Mistakes

