

MESTRADO EM ENSINO DO INGLÊS E DE LÍNGUA ESTRANGEIRA NO 3º CICLO DO ENSINO BÁSICO E NO ENSINO SECUNDÁRIO, NA ÁREA DE ESPECIALIZAÇÃO DE FRANCÊS

And then it clicked...

Peer and self-correction as tools to raise students' awareness of language errors and improve their writing skills in English and French

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M

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Relatório realizado no âmbito do Mestrado em Ensino do Inglês e de Língua Estrangeira no 3º Ciclo do Ensino Básico e no Ensino Secundário na área de especialização de Francês, orientado pelo Professor Doutor Carlos Júlio Lindade Rodrigues

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Aos meus pais e às minhas irmãs, pelo apoio constante e pela força que me permitiu ultrapassar todos os obstáculos que eu nunca pensei poder ultrapassar.

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Declaração de honra

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Sabrina Martins Miranda

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Abstract

In a school context, students have the tendency to see their errors as something exclusively negative. However, in the last few years, a new vision of errors as opportunities for learning and progress has emerged in the field of second language acquisition. This new vision, more positive and comprehensive, still does not seem to have reached the students. A possible way of making that happen would be to include students in the correction process.

Thus, this action research project aimed to raise students' language error awareness and improve their writing skills in English and French, using peer correction and self-correction as tools. The two digital platforms *Wooclap* and *Mizou* were also used in order to create correction exercises. The project consisted of two action research cycles and was completed in the context of a teaching practice in Teaching English and French, with an 11th grade English class and an 8th grade French class.

In order to test the effectiveness of the aforementioned tools and the action plan that was established, data was collected through questionnaires and students' writing samples, the latter going through an error analysis stage. The collected data showed that, as used in the context of this research project, peer correction was an effective tool to raise students' language error awareness and improve their writing skills, but self-correction was not. The limitations of this action research project and suggestions for future research were also discussed.

Keywords: Peer correction, self-correction, language error awareness, writing, digital platforms

Resumo

Em contexto escolar, os estudantes têm tendência a ver os seus erros como algo exclusivamente negativo. Ora, nos últimos anos, uma nova visão do erro como oportunidade de aprendizagem e progresso emergiu no ramo dos estudos sobre a aquisição de uma segunda língua. Esta nova visão, mais positiva e compreensiva, ainda não parece ter chegado aos alunos. Uma possível forma de fazer isso acontecer seria a inclusão dos alunos no processo de correção.

Com este projeto de investigação-ação, procurou-se então sensibilizar os alunos quanto aos seus erros de linguagem e melhorar as suas competências de produção escrita em Inglês e Francês, utilizando a correção de pares e a autocorreção como ferramentas. Foram ainda usadas as duas plataformas digitais *Wooclap* e *Mizou* para proporcionar exercícios de correção. O projeto compreendeu dois ciclos de investigação e foi realizado no âmbito do estágio profissional do Mestrado de Ensino de Inglês e Francês, com uma turma de Inglês de 11º ano e uma turma de Francês de 8º ano.

No sentido de testar a eficácia das ferramentas referidas e do plano de ação elaborado, foram recolhidos dados através de questionários e das produções escritas dos alunos, as quais foram examinadas mediante análise de erros. Os dados obtidos mostraram que, no contexto deste projeto de investigação, a correção de pares foi uma ferramenta eficaz para sensibilizar os alunos quanto aos seus erros de linguagem e melhorar as suas competências de produção escrita, mas a autocorreção não o foi. Foram ainda apresentadas as limitações do presente projeto de investigação-ação e sugestões para investigação futura.

Palavras-chave: Correção de pares, autocorreção, sensibilização aos erros de linguagem, produção escrita, plataformas digitais

Résumé

En contexte scolaire, les étudiants ont tendance à voir leurs erreurs comme quelque chose d'exclusivement négatif. Or, ces dernières années, une nouvelle vision de l'erreur comme opportunité d'apprentissage et de progrès s'est manifestée dans le domaine des études de l'acquisition d'une langue seconde. Cette nouvelle vision, plus positive et compréhensive, ne semble pas encore être parvenue aux élèves. Une manière possible d'y remédier serait d'inclure les élèves dans le processus de correction.

Ainsi, avec ce projet de recherche-action, nous avons cherché à sensibiliser les élèves à leurs erreurs de langage et à améliorer leurs compétences en production écrite en anglais et en français, en utilisant la correction par les pairs et l'autocorrection comme outils. Les deux plateformes numériques *Wooclap* et *Mizou* ont également été utilisées pour concevoir des exercices de correction. Le projet s'est déroulé en deux cycles de recherche et a été réalisé dans le cadre du stage professionnel du Master Enseignement de l'anglais et du français, avec une classe d'anglais de 11ème année et une classe de français de 8ème année.

Afin de tester l'efficacité des outils susmentionnés et du plan d'action élaboré, des données ont été collectées à partir de questionnaires et de productions écrites des étudiants, celles-ci passant toujours par une étape d'analyse d'erreurs. Les données obtenues ont démontré que, dans le contexte de ce projet de recherche-action, la correction par les pairs a été un outil efficace pour sensibiliser les élèves à leurs erreurs de langage et à améliorer leurs compétences en production écrite, ce qui n'a pas été le cas pour l'auto-correction. Les limites de ce projet de recherche et des suggestions pour des recherches futures ont également été présentées.

Mots-clés : Correction par les pairs, autocorrection, sensibilisation aux erreurs de langage, production écrite, plateformes numériques

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List of abbreviations and acronyms

AE	APRENDIZAGENS ESSENCIAIS
AR	ACTION RESEARCH
ARP	ACTION RESEARCH PROJECT
AWE	AUTOMATED WRITING EVALUATION
CEFR	COMMON EUROPEAN FRAMEWORK OF REFERENCE
EFL	ENGLISH AS A FOREIGN LANGUAGE
ESP	ESCOLA SECUNDÁRIA DE PENAFIEL
FLE	FRANÇAIS LANGUE ÉTRANGÈRE
FLUP	FACULDADE DE LETRAS DA UNIVERSIDADE DO PORTO
L2	SECOND LANGUAGE
PASEO	PERFIL DOS ALUNOS À SAÍDA DA ESCOLARIDADE OBRIGATÓRIA
SLA	SECOND LANGUAGE ACQUISITION
WS1	FIRST WRITING SAMPLE
WS2	SECOND WRITING SAMPLE

Introduction

As the field of second language acquisition (SLA) evolves, so does the way we look at the processes of teaching and learning a foreign language and everything that they entail. As a result, one of the concepts we have come to think differently about is the concept of “error”. An error, as Corder (1967) put it, reveals a learner’s “underlying knowledge of the language to date” (p. 166) (i.e., their *transitional competence*) and is, thus, extremely valuable to both the learner and the teacher. Differing from a mistake¹, which is an *error of performance* “of no significance to the process of language learning” (Corder, 1967, p. 167), an error (i.e., *error of competence*), which occurs when the learner has yet to internalise the required grammar (Khansir & Pakdel, 2018), can be used to understand what system the learner is currently using and what needs to change in order for them to get to the right system (Corder, 1967). Educators viewing errors in this way, instead of as roadblocks in the learner’s way, has proved to be a lot more useful and valuable in helping learners acquire a new language. However, for this to happen, it is also important for learners themselves to change their perception of errors and realise their utility. This idea was the starting point of this Action Research Project (ARP), which aimed to include students in the correction process in order to raise their language error awareness and improve their writing skills in English and French.

The inclusion of students in the correction process has already been subject to research in Portugal by several (past) student-teachers. Their research shows that this method tends to lead students to reflect on their perception of errors (de Sousa, 2020) and on their own writing (Monteiro, 2015; Pereira, 2012), with some even demonstrating the importance of students understanding their errors and how to correct them (Pereira, 2012; Seborro, 2021). Peer correction in particular was shown to be beneficial to students in at least two different contexts (Monteiro, 2015; de Sousa,

¹ It is important to note that, as Corder (1967) acknowledges, distinguishing between a learner’s errors and mistakes is a difficult task that requires sophisticated analysis. As such, due to the limitations of this ARP, trying to do so would probably result in distorted results. Thus, we will henceforth be using the word “error” as an umbrella term that includes both errors and mistakes.

2020). All of these findings were valuable information taken into account when it came to deciding on this ARP's main research topic.

The purpose of the current report is to present the reasoning behind this ARP, as well as the information gathered from it, in an organized manner. As such, in its first chapter, contextualisation will be given when it comes to the teaching practice central to this ARP, the school where it took place, and the actual research project. Then, in the second chapter, the focus will be on presenting the theoretical framework of the project by going over the relevant literature. Afterwards, in the third chapter, the action plan of the research project will be described and the resulting data will be presented and discussed. Following that, in the final conclusions of this report, the research question will be answered, the limitations of this ARP will be highlighted and suggestions for future research will be given. Lastly, the list of references used to support this ARP will appear, followed by the appendices relevant to this project.

1. Contextualisation

This first chapter aims to contextualise the teaching practice, the school where it was conducted and this ARP. Thus, it will include a brief overview of what the teaching practice entailed, a description of the school context, and an introduction to the Action Research's (AR) topic, objectives, and methods.

1.1. The teaching practice

The teaching practice takes place in the second year of the Master's degree in Teaching English and Foreign Languages in the 3rd cycle of Basic Education and in Secondary Education, with specialties in Spanish or French or German (MEIEFA) and it aims to make trainee teachers reflect and think critically about the teaching profession and everything it entails, linking theory — the main focus of the first year of the Masters — and practice. After acquiring the necessary pedagogical and scientific skills required of a teacher, while “bearing in mind the transformations in society, education and in the technological and scientific evolution” (FLUP, n.d.), trainee teachers should be prepared to enter the workforce, as the internship provides emersion into a real school context, giving trainee teachers the possibility of witnessing the reality of a teacher's life through daily contact, not only with experienced teachers, but also with all of the other individuals essential to the smooth running of a school. According to the reference document *Referencial de Avaliação do Desempenho do Estudante no Estágio Pedagógico* (Carvalho et al., 2017), trainee teachers are assessed based on their knowledge and skills, their ability to organise and manage the teaching-learning process, and their professional and social conduct.

To help paint a clearer picture of my own experience with the teaching practice, here are some of the aspects it included:

- The planning and teaching of lessons in one class per language, throughout the whole academic year;
- The planning and conducting of an ARP that incorporates one class per language;

- The observation and active participation in the weekly lessons of two classes per language, throughout the whole academic year;
- The observation of lessons taught by my internship colleagues;
- The weekly participation in two Teaching Practice Seminars² per language and the consequent writing of reports about them;
- The participation in assessment meetings at the end of every trimester (and eventual Department or English/French teachers' meetings throughout the year);
- The creation and correction of summative assessment tests;
- The participation in the assessment of speaking evaluation components of the classes assigned to me;
- The participation in the assessment of the speaking component of the English "Prova de Aferição" for the 8th grade;
- The active participation in school life, including school trips, events and projects such as the Theatre Club and the Languages Week.

Concerning the last point, this year, the trainee teachers at the school worked together to create an interactive quiz in celebration of the European Day of Languages, which included cultural and language-related questions in English, French, and Portuguese. The quiz was taken by several language classes of different proficiency levels throughout the week. Additionally, still in the first term, my colleague from the English and French internship and I participated in the Theatre Club Christmas project, which was conducted in English and involved the preparation and presentation of a theatrical version of Charles Dickens' "A Christmas Carol" by the English class assigned to me. In the second term, we accompanied multiple 8th grade classes (including our own) on a field trip to the town of Vila do Conde. Then, when it came to the third term, we participated in the development of two Languages Week projects — an English

² *Orientação de Estágio Profissional* (OEP).

project (a contest similar to "Who Wants to Be a Millionaire?") and a French project (a theatrical adaptation of "Beauty and the Beast"). Lastly, in the final week of classes, we accompanied four 11th grade classes (including our own) on a field trip to the city of Porto.

1.2. The school

1.2.1. School context and organisation

The teaching practice took place in Escola Secundária de Penafiel, which is located in Rua Dr. Alves Magalhães, in the city of Penafiel. It is commonly known amongst locals as "Lugar do Sameiro" or simply as "Sameiro", because it is situated right next to the Sameiro Garden. It is a public school that hosted a total of 2159 students and 172 teachers during the 2023-2024 academic year (ESP, 2023). Its student population is quite diverse, both socioeconomically and culturally speaking. The school covers three cycles of studies, namely the Third Circle (grades seven to nine), Secondary Education (grades ten to twelve) and Professional Education. Over half of the student population (around 62%) is enrolled in the Secondary Education cycle (ESP, 2023).

In its internal documents, the school is described as an educational and cultural space where the training of students is the priority, as they are the world citizens of tomorrow. There is particular emphasis on the importance of work ethic and of appreciating all members of the school, and it is mentioned in its *Regulamento Interno* document that the school is responsible for motivating all members of the community to actively and consciously participate in school activities (ESP, 2013). Its main mission is to make sure that all students achieve academic and educational success that is in line with their individual aspirations and necessities and that they complete their journey in the institution having had well-rounded training that includes not only intellectual but also social and emotional components (ESP, 2022). This is imperative, as these are necessary tools for young people to develop their identity and live as accomplished human beings in our society. Other fundamental aspects highlighted in the internal documents include the need for students to understand and accept differences, to be

able to think critically, to be able to freely share ideas, and to be responsible with the freedom they are given, amongst other aspects (ESP, 2022). The institution is described as open, inclusive, and democratic and it clearly prides itself on its excellent leadership and management, educational services, and results of all kinds (academic, emotional, intellectual and ethic) (ESP, 2022).

When it comes to the facilities indispensable to my teaching practice, these include the classrooms, the reprography and stationery services, the teachers' room, and the teachers' work offices. It is also important to note that most classrooms have a WIFI connection (including most of the classrooms that I used) and that the school utilises the learning platform Google Classroom to facilitate communication and the sharing of files between students and teachers. Some teachers even use the platform to assess and grade students' work.

1.2.2. The Languages Department

The Languages Department brings together all language groups at the school and it is composed of 41 teachers. More specifically, during the 2023-2024 academic year, the Portuguese (300) and French (320) groups, together, were made up of 23 teachers, the English group (330) was made up of 13 teachers and the Spanish group (350) was comprised of 5 teachers. It can therefore be inferred that the foreign languages taught at this school are English, French and Spanish. As per my English mentor, all types of methodologies are used by teachers in this school.

As for the different meetings related to the Languages Department throughout the year, the coordinator, Cândida Neves, is in charge of organising one 90-minute department meeting per trimester. Additionally, there are two 90-minute meetings per trimester for each subject area.

1.2.3. Teaching practice context, students and weekly classes

The internship central to this ARP consists of a teaching practice in Teaching English and French in the 3rd Cycle of Basic Education and in Secondary Education. Regarding English, I was assigned two 11th grade classes to observe and participate in (hereinafter referred to as classes 11X and 11Y). However, I only taught in 11X. Regarding French, I was also assigned two 8th grade classes to observe and participate in (hereinafter referred to as classes 8X and 8Y), but only taught in 8X. The teaching practice included weekly observation and active participation in two lessons per assigned class (i.e., eight lessons a week), the preparation and teaching of supervised classes throughout the entire school year, and two Teaching Practice Seminars per week, per language.

Regarding the English classes, each class had two 90-minute lessons per week. Class 11X had lessons on Tuesdays and Fridays and consisted of 26 students, most of whom were between 15 and 16 years old at the beginning of the school year. As for class 11Y, they had lessons on Thursdays and Fridays. This class consisted of 28 students with the same age profile as 11X. In terms of English proficiency, both classes were quite heterogeneous, with students ranging from A2 to B2 levels and some even approaching a C1 level.

Similarly, each French class had two lessons per week. However, of these two lessons, one was 90 minutes long and the other was merely 45 minutes long. Class 8X had 90-minute French lessons on Wednesdays and 45-minute lessons on Fridays. As for class 8Y, they had 45-minute lessons on Wednesdays and 90-minute lessons on Thursdays. Both classes consisted of 29 students, with most of them being between 12 and 13 years old at the beginning of the school year. Regarding their French language level, according to my French mentor, it ranged from A1 to A2, with one or two native speakers in each class.

1.3. Action Research Project

1.3.1. Choice of research topic

After observing classes for about three weeks, one common problem to both the English and French classes appeared — the lack of oral participation from students if not directly asked to speak. The root of this problem is not easily identifiable, as it could be different for each student (lack of confidence, motivation, knowledge, skills, etc.). As a result, and in hopes of finding a common problem to identify, a survey was created for each class. The results of both surveys showed that, for the most part, learners already felt motivated to speak and did not feel a lack of opportunities to speak in class (see Table 1). Moreover, in both classes, the students named writing as the most difficult skill to master (see Table 2). Finally, as also demonstrated in Table 2, when asked about the most important skill to learn, the majority of the FLE students answered writing, while the EFL students had speaking come in first and writing come in second.

Table 1 – Students’ motivation and opportunities to speak in class

	Felt motivated to speak in class			Felt like they did not have enough speaking opportunities		
	Disagreed	Neutral	Agreed	Disagreed	Neutral	Agreed
EFL students	5	6	15	23	3	0
FLE students	4	11	14	10	11	8
Total	9	17	29	33	14	8

Key: Disagreed = replied 1 or 2 on a scale of 1 to 5; Neutral = replied 3; Agreed = replied 4 or 5

Table 2 – Students’ perception of the different skills

	The most difficult skill to master				The most important skill to learn			
	L	S	R	W	L	S	R	W
EFL students	4	7	5	10	1	20	2	3
FLE students	2	8	4	15	8	3	8	10
Total	6	15	9	25	9	23	10	13

Key: L = Listening; S = Speaking; R = Reading; W = Writing

Therefore, when analysing and interpreting these results, it was decided that the focus of this ARP would be switched from speaking skills to writing skills. After all, the central aim of AR is to identify an issue worth looking into and to “bring about changes [or], even better, improvements in practice” (Burns, 2009, p. 2), based on collected data. As such, the research topic had to be transversal to both classes and could not be chosen based on mere assumptions.

When it comes to a choice of strategy to use for the ARP, the same survey showed that the large majority of the students were very receptive to using digital platforms in class (see Appendices 1 and 2). Since the literature backs up the potential of digital platforms to keep students engaged and make them more at ease when it comes to making mistakes, this strategy was implemented. The only thing left to do now was to think about how best to use digital platforms in order to improve students’ writing skills. To do so, research was done about second language (L2) learners’ perception of writing as a skill.

In order for any learner to acquire and use any language successfully, they will need to learn and master a total of four skills, namely listening, speaking, reading and writing (Farooq et al., 2012). Out of these four skills, writing might be the most complex, due to the sheer amount of cognitive and linguistic aptitudes and processes needed to master it. With writing being such a complex skill to learn and master, it is no surprise that L2 learners might have negative perceptions of it, which could, in turn, result in their reluctance to complete writing activities in the classroom. After all, students are aware of all the difficulties that come with the development of their writing skills since they are confronted with them whenever they are asked to put pen to paper. When asked to write an essay or a simple text, as short as it might be, students might start to think of all the different ways they can make mistakes in writing and start to feel scared of even attempting it. As mentioned by Farooq et al. (2012), learners' possible difficulties with writing range from lower to higher order skills and can include — but are not limited to — spelling, capitalisation, lack of vocabulary, coherence and cohesion, and grammar aspects such as sentence structure, subject-verb agreement and tense agreement. With this many aspects to take into consideration when writing in a L2, it is understandable that learners might feel apprehensive. This was actually demonstrated by Zhang (2001), who found out that activities aimed at developing productive skills, such as speaking and writing, do result in higher anxiety levels for students. Additionally, a student's writing performance can also be affected by other affective factors such as self-efficacy (or self-confidence in their capacity and performance) and motivation (Qadir et al., 2021).

Taking into account all of the aforementioned factors that can affect the development of learners' writing skills, but focusing specifically on the linguistic aspect of the writing process, it was decided that the objective of this ARP would be to improve students' writing skills by raising their awareness of the language errors they commit in their L2, through peer and self-correction. The expectation is that raising students' language error awareness could have positive effects on their self-efficacy and motivation when it comes to writing. Moreover, it is believed that using peer and self-correction to raise said awareness — as opposed to solely teacher correction — could have a positive effect when it comes to the students' writing anxiety and fear of making

mistakes. There is some doubt when it comes to the effectiveness of these methods for both the English as a Foreign Language (EFL) and the French as a Foreign Language (FLE)³ learners, since they differ not only in L2 proficiency level, but also in age. However, there is hope that the possibility of conducting a comparative analysis between the two groups of learners will generate interesting results.

In short, with this project, there is a desire to understand if peer correction and self-correction are effective tools to raise students' awareness of language errors and improve their writing skills in EFL and FLE classes. In the following chapter, which will focus on reviewing the literature relevant to this ARP, further and more in-depth explanations will be given for these choices.

1.3.2. Research question and objectives

As a result of the above-mentioned choice in research topic, the main research question is as follows:

Are peer and self-correction effective tools in raising awareness of language errors and improving writing skills in EFL and FLE classes?

Consequently, the research objectives are:

1. To raise students' language errors awareness; and
2. To improve students' writing skills.

For the purposes of this ARP, the improvement of students' writing skills refers only to the lessening or complete disappearance of linguistic errors, which is why this tendency will be tested by comparing writing samples.

³ *Français Langue Étrangère* (FLE).

1.3.3. Data-gathering methods and chosen strategy

Considering the research objectives, two data-gathering methods were selected. Firstly, it was decided that the level of awareness of students' language errors would be evaluated through surveys. Secondly, the choice was made to assess their writing skills through writing samples and subsequent error analysis.

Since both qualitative and quantitative data was collected, it can be stated that a mixed methods approach was used. Nevertheless, the qualitative data gathered from the writing samples was later turned into quantitative data during the error analysis stage (through the establishing of patterns).

For the collecting of writing samples and the creation of remedial work activities, the chosen strategy was the use of digital platforms. Primarily, to facilitate the error analysis and the data comparison stages by eliminating the work of transferring information from paper to computer, but also to hopefully lessen students' apprehension of writing activities. Due to this choice, it is important to stress that the approach to peer and self-correction present in this ARP is not a traditional approach.

Regarding the specific platforms used, during the first AR cycle, the only platform used was Wooclap. As for the second AR cycle, both Wooclap and a platform called Mizou were used. The reasoning for these particular choices will be given in the following chapter.

2. Theoretical Framework

This chapter will present the theoretical framework of this ARP and consists of an exposition and literature review of three main topics: peer and self-correction as effective correction methods, students' error awareness as a way to improve writing skills, and the benefits of using digital platforms in the classroom.

2.1. Peer and self-correction

Historically, in the SLA field, "errors have always been considered something negative that had to be avoided at all costs"⁴ (Bourray, 2016, p. 164). However, with time, didactics researchers have come to realise that, when it comes to learning a L2, errors are not only inevitable, they are also valuable opportunities for learning and progress. This idea coincides with Noam Chomsky's theory of universal grammar, which states that "children generate language through innate universal structures"⁵ (Bourray, 2016, p. 165). This theory is extremely important when it comes to the field of SLA, because it forces us to look at errors as a way for learners to test and confirm hypotheses about the target language, which, in turn, results in progress in said language, through either confirmation or rejection of those hypotheses. This view of errors is also shared by Corder (1967).

Now that educators have this new vision of errors and understand how valuable they are in SLA, a new responsibility arises: making students understand it as well. L2 learners cannot be afraid of making errors to the point where it deters them from creating hypotheses and, thus, hinders their learning process. They must be able to accept errors as a fundamental part of the learning process and to not see them as inherently negative. This is not an easy task, but it is not impossible.

⁴ "L'erreur a toujours été considérée comme quelque chose de négatif qu'il fallait à tout prix éviter". Translated by the author.

⁵ "L'enfant génère le langage et la langue à travers des structures universelles innées". Translated by the author.

One way of changing learners' view of errors is through different forms of correction, namely peer correction and self-correction. These forms of correction increase the value of errors by using them as stepping stones in the learning process instead of simply ignoring them or using them as grading criteria. According to Bhatia (1974, as cited in Bourray, 2016), for example, the teacher should first identify the most common errors that, thus, require group correction, and then deal with less frequent errors that concern individual students. Alternatively, Bourray (2016) suggests student self-correction as a first step, which can naturally develop into co-correction between all students, resulting in a "fruitful exchange, to discuss [the error] and discover the appropriate rule(s) to remedy it"⁶ (p. 173).

For the purposes of this ARP, these two suggestions were taken into account and, in a way, combined. During the first cycle of AR, the teacher identified errors through the error analysis of writing samples and created correction exercises that were completed as a whole class (peer correction). During the second cycle of AR, the correction method was switched to self-correction, with the assistance of immediate feedback received from an AI-powered platform. Only after did the teacher conduct an error analysis of the writing samples and provide feedback. These correction methods were chosen in hopes of helping students realise the value of making errors and, most importantly, to make them more aware of their own errors through a more active and reflective participation in the correction process.

These aspects were particularly valued because, as the Common European Framework of Reference (CEFR) states, "once teaching stops, further learning *has* to be autonomous" (Council of Europe, 2001, p. 141). Thus, learner autonomy and self-reflection have to be developed before students leave school. Relatedly, the *Aprendizagens Essenciais* (AE) for 11th grade English and for 8th grade French both mention personal development, autonomy, self-evaluation, and collaboration as important aspects in students' learning process (Direção Geral da Educação, 2018a;

⁶ "Échange fructueux, pour discuter [l'erreur] et découvrir la ou les règle(s) adéquate(s) pour y remédier". Translated by the author.

Direção Geral da Educação, 2018b). In fact, the former AE states the importance of learners having “a proactive attitude towards the learning process, [by] mobilising and developing autonomous and collaborative strategies”⁷ (Direção Geral da Educação, 2018a, p. 10), and the latter AE highlights the importance of students’ “self-analysis of [their] strengths and weaknesses”⁸ (Direção Geral da Educação, 2018b, p. 10), even at a young age. As such, these qualities were something we looked for when considering the correction methods to use for this ARP.

2.1.1. Peer correction

Peer correction can be defined as a correction technique where students correct one another’s work, as opposed to a teacher doing it. This method actively involves students in the correction and learning process, as it forces them to reflect on their peers’ work, discuss it cooperatively, and learn about their own work as a result. Hence, this type of correction has been said to “enhance learner autonomy, cooperation, interaction and involvement” (Sultana, 2009, p. 12), to “bring about chances for discussion, awareness raising, and noticing” (Balderas & Cuamatzi, 2018, p. 188), to change students’ perception of errors (de Sousa, 2020), and to improve students’ written texts (Monteiro, 2015).

Some of the other advantages of peer correction include its less threatening nature when compared to teacher correction (Balderas & Cuamatzi, 2018; Rollinson, 2005), providing “a change from (and a complement to) the more one-way interaction between the teacher and the student” (Rollinson, 2005, p. 25), showing learners that their opinion is valued (Balderas & Cuamatzi, 2018), making them more critical of their own work (Rollinson, 2005), and forcing them to reflect on their writing process and language use at a deeper level (Balderas & Cuamatzi, 2018). Consequently, we can

⁷ “Uma atitude proativa perante o processo de aprendizagem, mobilizando e desenvolvendo estratégias autónomas e colaborativas”. Translated by the author.

⁸ “Autoanálise dos [seus] pontos fortes e fracos”. Translated by the author.

deduce that one of the main advantages of peer correction is that it contributes to raising students' language awareness.

Furthermore, if we look at the process of learning a L2 through a social constructivist⁹ lens, it only makes sense to promote peer interaction and collaboration in the foreign language classroom. After all, when using an error correction tool like peer correction, we are giving students the opportunity to “provide and receive support from each other”, thus “building a true learning community” (Balderas & Cuamatzi, 2018, p. 184). Simultaneously, we are refusing to reinforce the long-held image of the teacher as the only holder of knowledge and the learners as passive recipients of that knowledge. Nowadays, learners are, and must be, seen as active agents of knowledge, who share, react to, and assimilate knowledge (Puren, 1988).

Because of all the aforementioned reasons — some of which are also referenced in the reference document *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (PASEO) (Martins, 2017) for being particularly important areas of competence in shaping autonomous, responsible and active citizens¹⁰ —, peer correction was one of the chosen tools in this ARP.

2.1.2. Self-correction

Self-correction, similarly to peer correction, is a correction method that switches up the traditional practice of having teachers provide direct feedback and correction to students. Instead, students are asked to review their own work and find out what requires correction by themselves. This, however, does not mean that the teacher has to be completely removed from the process. In fact, Bitchener, Young, and Cameron (2005) described self-correction as an indirect form of feedback where “the teacher indicates that an error has been made but does not provide a correction, thereby leaving

⁹ Social constructivism is “a learning theory based on the ideas of Vygotsky (1978) that human development is socially situated and knowledge is constructed through interaction with others” (McKinley, 2015, p. 1).

¹⁰ Namely, “linguagens e textos”, “pensamento crítico e pensamento criativo” and “relacionamento interpessoal”.

the student to diagnose and correct it” (p. 193). Still, other authors, such as Collion (2020), remark that self-correction can also take place without teacher intervention, for example when it is instead prompted by prior peer correction. In the context of this ARP, self-correction was actually incited in a similar way, being prompted by immediate feedback from an AI-powered platform (instead of a teacher). Nevertheless, students were still asked to send their self-corrected writing samples to the teacher in order to receive additional feedback.

There are a lot of benefits to using self-correction as a correction technique, one of them being the reduction of the time-consuming task of error correction for the teacher, which means the teacher will have more time to focus on errors students were not able to correct on their own and students will, therefore, receive feedback quicker (Balderas & Cuamatzi, 2018). Relatedly, self-correction will push students to understand the value of correction, which is usually not as appreciated by students as it should be (Pereira, 2012). These advantages also apply to peer correction. Moreover, this method pushes them to be more conscious and attentive to their own writing, which results in them being more responsible and independent by “becoming aware of their most common errors and [identifying] problem areas to resolve” (Balderas & Cuamatzi, 2018, p. 183). Additionally, it results in a lesser amount of student errors, fosters better attitudes towards error correction and assists in the improvement of writing, metacognitive, evaluative and critical skills (Balderas & Cuamatzi, 2018). As a result, we can now conclude that, just as Collion (2020) stated, self-correction does, in fact, “facilitate the awareness of errors, but also the acceptance of errors”¹¹ (p. 19).

Taking all of these reasons into account, in tandem with the above-mentioned importance of encouraging learners to become active agents of knowledge and the essential areas of competence listed in the reference document PASEO (Martins, 2017), self-correction was chosen as one of the tools to explore in this ARP.

¹¹ “Facilite la conscientisation des erreurs mais aussi l’acceptation des erreurs”. Translated by the author.

2.2. Error awareness

As we have just seen, several researchers have found that some types of error correction can result in greater language error awareness levels for L2 students. Furthermore, as we have already stated, errors can be perceived as opportunities for improvement, since they provide learners with a way of testing their hypotheses about their L2. As Corder (1967) put it, “it is a way the learner has of testing his hypotheses about the nature of the language he is learning” (p. 167). Following this train of thought, we can deduce that making students aware of their own errors gives them more opportunities to test hypotheses and, thus, come to conclusions about their L2. On the other hand, and as Shehadeh (2003)’s findings indicate, if not given corrective feedback on their hypotheses, learners may end up confirming incorrect hypotheses and internalising inaccurate information about the target language.

Still, for the testing of hypotheses to be the most effective it can be, the traditional approach of having a teacher correct students’ writing first might not be the best, as it “constrains learners’ participation in the assessment of their own texts causing underdevelopment in the awareness of their weaknesses” (Balderas & Cuamatzi, 2018, p. 183). Students are used to receiving written assignments and not having to look at or reflect on the feedback received, since the grade has already been fixed or since they know the teacher will not be looking at the revised version anyway. Contrastingly, when asked to participate in peer correction or self-correction before sending in their final draft, students might feel more motivated to reflect and improve on their text, as there is still a chance of getting a better result. Because of this, students might pay more attention and become more aware of their writing and language errors.

Under these circumstances, language error awareness can have positive effects on students’ self-efficacy, motivation and writing skills overall (Dahal, 2023). However, it is important to remember that this might not be the case under other circumstances, such as when teacher feedback alone is used. As a matter of fact, the effectiveness of this type of feedback has been debated for a long time in the SLA field. According to Cen & Zheng (2024), for example, corrective feedback can have negative effects on students’

ego, confidence, motivation and engagement in L2 writing, with elementary level and lower-proficiency students' motivation levels being particularly affected. Due to these limitations, "L2 writing researchers have begun to encourage the use of multiple-source feedback" (Cen & Zheng, 2024, p. 12), which is also why this method was chosen for this ARP. Ultimately, it was the technique that seemed to promote language error awareness (and, consequently, the improvement of writing skills) the most.

2.3. Digital platforms

Martin-Grande (2023) theorised, and later confirmed, that students tend to have a negative view of errors, which results in the fear of committing them and is due to the pressure they feel about assessment and receiving grades. Thus, "if [errors] are corrected in a severe manner, students can feel stupid or incapable"¹² (Martin-Grande, 2023, p. 61). Moreover, it is important to keep in mind that students are constantly worrying about what others might think of them (including not only their peers, but also their parents and even their teachers), which can affect both their feelings towards making errors and the classroom atmosphere in general (Martin-Grande, 2023). Therefore, so as to lessen the impact of such factors, it is essential that teachers do everything in their power to create a safe and pleasant classroom environment (Astolfi, 1995, as cited in Martin-Grande, 2023) "so that students can gain confidence in themselves as well as in their abilities"¹³ (Martin-Grande, 2023, p. 21-22), which is fundamental in order for learning to take place.

Martin-Grande (2023) and Astolfi (2015, as cited in Martin-Grande, 2023) also recognise the importance of students being active participants in their own learning (which includes the correction process) and believe that teacher correction without

¹² "Si [les erreurs] sont corrigées de manière sévère, les élèves peuvent se sentir stupides ou incapables". Translated by the author.

¹³ "Pour que les élèves puissent acquérir une confiance en eux ainsi qu'en leurs capacités". Translated by the author.

involvement nor self-reflection from the learner is pointless, hence the teacher's responsibility to assist students in the identification and error correction processes.

Bearing in mind the importance of creating a safe classroom environment for students and of including them in the correction process, it was decided that digital platforms would be used for the purposes of this ARP. After all, digital platforms can be a way to create the above-mentioned positive classroom atmosphere and to make the correction of errors feel like a lighter, less strict, process (Sacre, 2022), depending on how they are used. Moreover, there is literature that backs up "the positive association between writing attitude and technology use", even showing that the tendency "persists across a variety of technologies and digital writing tools" (Ekholm et al., 2018, p. 845). Lastly, it has also been shown that, in order to cater to new age learners, who are born technology natives, educators must incorporate new tools that suit their needs (e.g., gamification and mobile devices), "rather than blaming the omnipresent sophisticated technologies as cause of student attention-deficit" (Saxena & Mishra, 2021, p. 15).

2.3.1. Wooclap

During the first cycle of AR, the digital platform used was Wooclap, an interactive tool that allows students to complete exercises in real-time, providing the teacher with immediate feedback on their answers. Here, Wooclap was employed in a way where the students' own errors were being used to promote peer correction and class discussion, but the students who made the errors were not identified (avoiding making them feel ashamed or scared of being mocked). This practice might have even helped students recognise that others commit the same errors and feel reassured. Additionally, using their own sentences to help the class as a whole practice and discuss errors openly might have shown them how useful and constructive errors can be, which, according to Martin-Grande (2023), students usually understand is the case, despite their negative feelings towards errors.

Usually, two of the limitations of peer correction are that students might not value peer feedback or that they might not have the knowledge required to assess their

peers (Rollinson, 2005). Peer correction could also create an invisible hierarchy between students. However, here, the writing samples are all anonymous and the teacher is able to monitor everything that is being said, to correct inaccurate feedback, and to bring more emphasis to specific aspects if necessary. This was possible because the steps of the first cycle of AR were as follows:

- i) The students sent their writing sample on Wooclap during Lesson A;
- ii) The teacher went through all the entries and identified all the types of errors that were made related to the specific grammar aspect that was being worked on;
- iii) The teacher created remedial work (i.e., correction exercises using the students' own writing) on the Wooclap platform for students to complete during Lesson B;
- iv) During Lesson B, the correction exercises were completed by the class as a whole, creating a space where discussion about errors took place between students, with the teacher monitoring the immediate feedback received through the Wooclap platform and making sure all students understood the reasoning behind the correct answers, but only intervening when necessary;
- v) After the correction activity, the students sent in another writing sample centred on the same target grammar on Wooclap;
- vi) The teacher went through all the entries and analysed the errors received in order to compare the sentences received before and after the remedial work activity;
- vii) The teacher provided additional feedback on the last writing samples received by directly correcting them and posting it on Google Classroom;
- viii) The students answered a survey about their experience throughout the first AR cycle so the teacher could get insight into their feelings about the

correction method, the platform, and their perceived ability to use the target grammar correctly after this experience.

Due to the possibility of avoiding some of the limitations of peer correction by using this method, added to the fact that “the use of tools such as Wooclap [can] improve attention and interest” (Moreno-Medina et al., 2023, p. 12) because students are having fun and feel positive while using it (Aldalur & Perez, 2023), it was decided that Wooclap would be one of the digital platforms used in this ARP.

2.3.2. Mizou

When it comes to the second cycle of AR, it was decided that the self-correction technique would be implemented through the platform Mizou. Mizou is an AI-powered platform that allows teachers to create custom chatbots according to the specific needs of their students. Teachers even have access to the students’ complete interactions with the AI chatbot after closing an activity, which was a defining factor in choosing this platform for this ARP because it can show teachers if the students were able to use the AI’s immediate feedback to their advantage or not. Lastly, the way this AR cycle was planned meant that the students would still receive teacher feedback on their writing, which is important when using both a self-correction method — one of its limitations being the uncertainty of one’s own correction — and an AI-powered platform — which still has a lot of progress to make when it comes to information accuracy. The steps of this second AR cycle were as follows:

- i) The teacher created a custom chatbot according to the specific grammar aspects that were being worked on in that specific class;
- ii) During Lesson A, the students entered said chatbot and interacted with it according to what the teacher asked them to do, sending in their writing samples, receiving immediate feedback on them, and possibly correcting them on their own;

- iii) The teacher then asked the students to send in their corrected sentences on Wooclap so that she could go through them and do a comparative analysis of the sentences before and after the chatbot interaction (first try on the chatbot vs. sentences received on Wooclap);
- iv) The teacher provided additional feedback on the last sentences received by directly correcting them and posting it on Google Classroom;
- v) The students answered a survey about their experience throughout the second AR cycle so the teacher could get insight into their feelings about the correction method, the platform, and their perceived ability to use the target grammar correctly after this experience.

This AR cycle was planned considering the advantages of using an automated writing evaluation (AWE) system, which include students receiving immediate feedback and the fact that it gives them the opportunity to revise, think and self-correct at their own pace, promoting writing autonomy (Fan, 2023). Beyond these advantages, however, the possible disadvantages of using AWE — the risk of the automated feedback being too complex or confusing for students to understand, the risk of it being inaccurate or unsuitable for what the teacher intended to teach, and the fact that it might ignore the social aspect of feedback (Fan, 2023) — were also considered. Nonetheless, knowing that the AWE system was going to be complimented with teacher feedback allowed for this choice to be made regardless. Besides, it is now evident that “AI will increasingly become part of the educational landscape” (Cardoso, 2022, p. 10), making it a greatly important topic to critically discuss and think about with our students.

3. Action Plan

This chapter will include an explanation of the strategies implemented in two AR cycles, a description of the data collected in both cycles, and a subsection entirely dedicated to interpreting and discussing said data.

3.1. First cycle

3.1.1. Implementation of the first cycle in the English and French classes

As described in subsection 2.3.1., the first cycle of AR started off by having the students of each class send in their first writing sample (WS1). Regarding the EFL students, they had to write a short paragraph comparing two comments by using either the comparative or the superlative forms. The two comments were discussing a video they had watched right before about the topic of degrowth, which was related to the “There is no Planet B” unit being worked on at that time. As for the FLE students, they had to write a sentence about their eating preferences using the superlative form (i.e., *superlatif de supériorité ou d’infériorité*) according to a given example. This was asked of them in the context of the unit “Eating, moving...”¹⁴, which was being worked on at that time. The difference in writing quantity asked of them is due to their respective age ranges and L2 proficiency levels.

Both classes were asked to send their WS1 on Wooclap. However, the WIFI connection was not working on the day this was asked of the FLE students, which is why a plan B was implemented and their sentences were written on a piece of paper instead. These handwritten sentences were then transferred to digital form.

¹⁴ “Manger, bouger...”. Translated by the author.

Figure 1 – Example of handwritten answers received (WS1)

ESCOLA SECUNDÁRIA DE PENAFIEL

Nom : [REDACTED] Nº : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, les pires aliments au monde sont les petits pois.

Figure 2 – Example of answers received on Wooclap (WS1)

Write a short paragraph comparing the two comments by using the comparative or superlative forms (min. 30 words).

- I think that the second comment is as unrealistic as he says that "just live and be happy" is, because you don't need to prioritize your work over happiness in order to survive, we can... X
- The first commentary defends the idea of a balance between work and happiness, while the second favours overwork and puts the idea of happiness to one side. X
- We think that the second comment reflects the reality and the first one is what some of us would like it to be.... X
- The first comment shows a perspective that in my opinion isn't realistic, it shows an utopia as we think we can achieve a perfect world. In the other hand the second comment is more... X
- I think that the second comment, even though is more aggressive than the first one, it shows the reality of life. However, being a daughter of a mother who works almost 12 hours per... X
- The second comment is the most realistic one and the first just describes what the most of the people think about work. Despite that, in order to earn money to buy the basic things... X

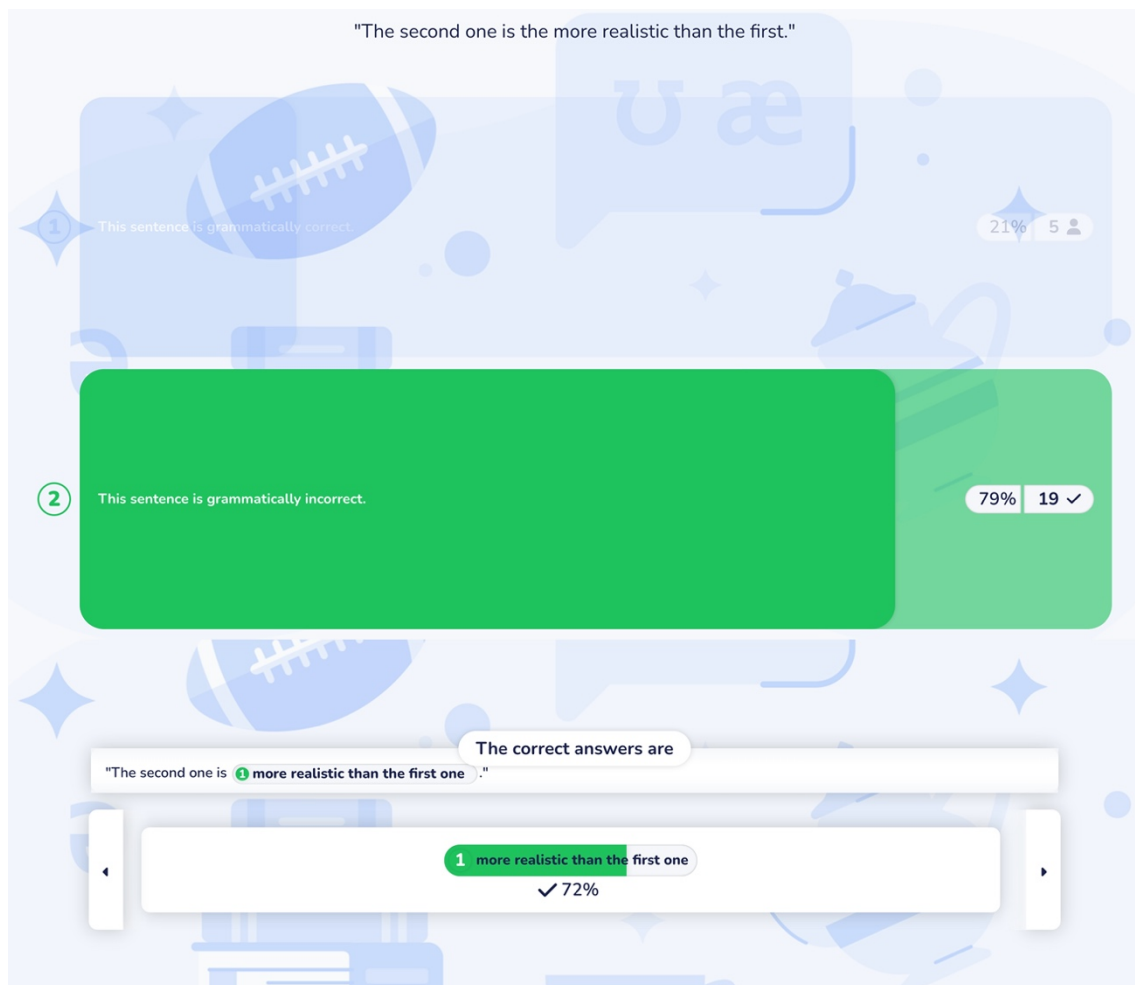
After receiving the students' WS1, the teacher transferred them all to a Word document and identified the amount and types of errors made that were related to the specific grammar aspects being worked on (as presented in Appendices 3 and 4). This error analysis stage is what dictated how the exercises for the following remedial work stage were created.

Before moving on, however, it is crucial to emphasise that, despite using error analysis as a way to measure improvement in writing skills in the context of this ARP, and despite each AR cycle focusing on one or two specific grammar components per class and only errors related to those grammar components being considered in the

error analysis process, it is not believed that writing skills are solely based on linguistic or grammatical errors. As acknowledged in the first chapter, writing entails the use of both lower and higher order skills (Farooq et al., 2012) and includes not only linguistic, but also cognitive aspects. However, considering this research's limitations included a reduced amount of time to implement and analyse AR cycles and a reduced sample size, the choice was made to simplify the process of data gathering, analysis, and interpretation by focusing solely on the grammatical aspect of writing as a skill.

Continuing now with the following stage of this first AR cycle, as hinted above, it consisted of creating remedial work in the form of sentence correction exercises while using the students' WS1 as a basis. Essentially, the teacher took a few sentences from the WS1 entries (with at least one sentence for each type of error relevant to the target grammar) and created exercises on Wooclap. First, the students had to decide if the sentence they were presented with was correct or incorrect. Then, if the sentence was incorrect, they had to correct it by filling in the blank(s). No proposition of answers was given. Figure 3 shows an example of a correction exercise and its expected answers.

Figure 3 – Example of a correction exercise and its expected answers



Other accepted answers: "more realistic than the first", "more realistic", "the most realistic", "the most realistic one", "the most realistic of the two", "the most realistic one of the two".

While completing these exercises, especially in the EFL class, discussions about the different types of errors and possible answers emerged. Students showed great interest in understanding why certain sentences were wrong and the teacher had the opportunity to ask different students for their insight and, thus, use peer correction in a way where its accuracy could be monitored. As shown in Appendix 5, students showed the most interest when the majority answered incorrectly and they could not figure out why on their own. This level of reflection was not as present in the FLE class, where some students showed interest in the reason behind their errors, but most were focused on the game aspect of the exercise, wanting to get more correct answers than their peers regardless of why they might have wrong answers. This type of response was

anticipated, which is why additional exercises about the target grammar (not related to the students' WS1) were created exclusively for the FLE class (exemplified in Figure 4).

Figure 4 – Examples of additional grammar exercises and their expected answers

The correct answers are

O melhor : 1 le meilleur .

A melhor : 2 la meilleure .

Os melhores : 3 les meilleurs .

As melhores : 4 les meilleures .

Option	Percentage
1 le meilleur	✓ 62%
2 la meilleure	✓ 38%
3 les meilleurs	✓ 52%
4 les meilleures	✓ 24%

La meilleure 1 ✓ 26% B + nom

La moins 2 ✓ 26% A + adjectif

After doing these exercises and, most importantly, after touching on all of the different types of errors that were identified in the error analysis stage, each set of students was asked to send in their second writing sample (WS2) using the same structure and the same target grammar as before. Thus, the EFL students were asked to send in a WS2 where they give their opinions on two new comments by using the comparative or superlative forms and the FLE students had to write a new sentence about their eating preferences using the superlative form.

Once again, after receiving the students' WS2, the teacher transferred them all to a Word document and identified the amount and relevant types of errors made (see Appendices 6 and 7). The purpose of this second error analysis stage was to compare the WS1 and WS2 in order to figure out if the remedial work stage was effective (i.e., if the amount and types of errors had diminished). Additionally, it led to the teacher giving

additional feedback to the students by correcting their WS2 directly (adding additional explanations when thought necessary) and posting it on Google Classroom. This way, students were not left without feedback on their WS2, which, as seen previously, could lead them to internalise incorrect information (Shehadeh, 2003).

Lastly, the students were asked to answer a survey on their experience with, and their opinions on, this first AR cycle. As shown in Appendices 8 and 9, the questions touched on the target grammar being worked on, the remedial work activity, and the use of the Woodclap platform. The purpose of this survey was to understand how students perceived the correction activity and if they thought it was helpful to them. It was also meant to show if students were aware of their own use of the target grammar (i.e., their error awareness level) and to guide the possible adjustment of the action plan for the second AR cycle.

3.1.2. Data received during the first cycle

3.1.2.1. EFL students' writing samples

When it comes to the EFL class, and as shown in Appendix 3, there were a total of 21 entries received during the WS1 stage on Woodclap. This is because some students were not present and some were not able to use their smartphones during this lesson. Thus, despite having received more entries during the WS2 stage, only the writing samples of students who submitted both times were taken into consideration. As a result, the sample size for the EFL class consists of 21 students for this first AR cycle.

Out of these 21 entries, when it comes to their WS1, 5 did not use the target grammar, 4 contained an error related to the target grammar, and 1 contained two errors related to the target grammar. This means that 11 entries used the target grammar but did not contain any errors related to it. Furthermore, there were 5 types of error identified (related to the target grammar) — overuse of the article “the”, misplacement of the adverb “more”, lack of the infinitive form, lack of noun after the comparative form, and wrong use of the comparative or superlative structure.

Table 3 – Error analysis of the EFL students' WS1

Type of error	Nº of entries	Errors
Overuse of the article "the"	1	"The first [comment] just describes what <u>the most of the people</u> think about work."
Misplacement of the adverb "more"	1	"Because we need enjoy <u>more</u> our life"
Lack of the infinitive form	1	"Because we need ____ enjoy more our life"
Lack of noun after the comparative form	1	"We need to work hard to live happier* ____." (*assumed typing error for "happier")
Wrong use of the comparative or superlative form	2	"The first one shows <u>a dreamest</u> point of view" "The second one is <u>the more realistic than the first</u> "

These findings led to the creation of the remedial work activity, which then led to a new set of writing samples, the WS2. Out of the 21 usable entries for this stage, 1 did not use the target grammar, 1 contained an error related to the target grammar and 2 contained two errors related to the target grammar. Therefore, a total of 17 entries used the target grammar with no errors related to it. Additionally, when it comes to the types of errors related to the target grammar identified, 2 remained — misplacement of the adverb "more" and wrong use of the comparative or superlative structure.

Table 4 – Error analysis of the EFL students' WS2

Type of error	Nº of entries	Errors
Overuse of the article "the"	0	-
Misplacement of the adverb "more"	2	"I agree <u>more</u> with the second one" "I agree <u>more</u> with the second comment"
Lack of the infinitive form	0	-
Lack of noun after the comparative form	0	-
Wrong use of the comparative or superlative form	3	"[It] would be so <u>must easy</u> to solve the..." "The first paragraph is _____ most importante*" (*important) "The first paragraph <u>most enfasaied* the obligations the billionaires.</u> " (*emphasised)

With this, if we compare the results from the WS1 and the WS2, we find out the following information:

Table 5 – Comparing the WS1 and the WS2's results (EFL students)

	WS1	WS2	Variation
Nº of entries that did not use the target grammar	5	1	-4
Nº of entries with errors related to the target grammar	5	3	-2
Nº of errors related to the target grammar	6	5	-1
Nº of types of error	5	2	-3
Nº of entries with no errors related to the target grammar	11	17	+6

About the **number of entries that did not use the target grammar**, there was a decrease of four entries, with five entries at first (23,8% of total entries) and one entry at the end (4,8% of total entries).

As for the **number of entries with target grammar errors**, there was a decrease of two, going from five entries (23,8% of total entries) to three entries (14,3% of total entries). Moreover, of those **target grammar errors**, there were six at first and five at the end, having decreased by one.

When it comes to the **types of target grammar-related errors** made, there was a decrease of three, going from five to two types of error.

Finally, regarding the **number of entries with no target grammar errors** (but that still used the target grammar), there were eleven at first (52,4% of total entries) and seventeen at the end (81% of total entries), having therefore increased by six entries.

3.1.2.2. EFL students' survey answers

Regarding the survey about the first AR cycle, despite requesting that only the students who participated in both writing tasks answer it, a total of 25 answers were received (i.e., four more than expected). This was the case because some students did not remember if they had sent in a writing sample for the first writing task or not. Since the answers to this survey were sent anonymously, there was no way of identifying which answers to exclude. Thus, 25 answers to the survey will be considered in this section despite only having considered 21 entries in the previous section. However, it should be noted that all the students who answered the survey did participate in the remedial work activity and send in a writing sample afterwards, so they still experienced the majority of the process and were still able to properly answer every single question in the survey, starting with the first one we will be analysing:

Q1 : *Did the sentence correction activity help you better understand the use of the comparative and superlative forms in English?*

To this question, a large majority of the students answered positively (92%), with nine answers of 5 (36%) and fourteen answers of 4 (56%) on a 5-point Likert scale. The remaining two students (8%) both answered neutrally, choosing 3 on the Likert scale¹⁵.

The reasons given as to why the activity did not help included not enough sentences being corrected during the activity (2 replies), not being able to understand why their answers were wrong during the activity (1 reply), their low proficiency level in English (1 reply), and not needing any help with the target grammar to begin with (1 reply). As for the reasons given as to why the activity did help, those included the correction of sentences helping them understand the rule/their errors (22 replies), the use of their own sentences helping them pay attention (6 replies), and the use a digital platform like Wooclap helping them pay attention (4 replies).

¹⁵ Despite these results, some students who answered positively here gave reasons as to why the activity was not helpful, and some students who replied neutrally gave reasons as to why it was helpful.

Q2 : Do you think you used the comparative or superlative form correctly in your second writing sample?

To this question, the majority answered positively (60%), with four answers of 5 (16%) and eleven answers of 4 (44%) on the same Likert scale. Six students answered neutrally (24%), replying with 3. Then, out of the remaining four students who answered negatively, two answered with 2 (8%) and two answered with 1 (8%).

Q3 : Do you like using the Wooclap platform?

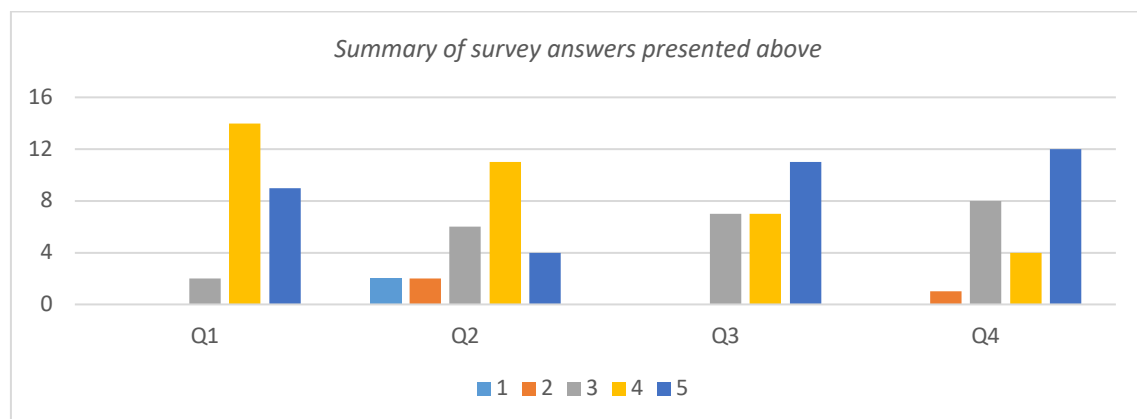
Here, the majority answered positively once again (72%), with eleven students answering 5 (44%) and seven students answering 4 (28%). The remaining seven students answered in a neutral manner (28%).

Q4 : Would you like to use another platform in later English lessons?

Finally, to this question, sixteen students answered in a positive manner (64%), with 12 of them choosing 5 (48%) and four of them choosing 4 (16%). Additionally, eight answers were of 3 (32%) and one was of 2 (4%).

In order to better illustrate the overall response received for each of these individual questions, the following summary graph was created (Graph 1). Each coloured column in the horizontal axis refers to one of the 5 Likert scale points and the vertical axis refers to the number of students who picked each point.

Graph 1 — Summary graph of EFL students' survey answers



3.1.2.3. FLE students' writing samples

Regarding the FLE class, as shown in Appendix 4, 27 entries were received during the WS1 stage. This time, this number is because two students were absent on the day of said activity. Consequently, the sample size for the FLE class consists of 27 students for this first AR cycle.

When it comes to the WS1 activity in this class, out of these 27 entries, 1 did not use the target grammar (using the comparative instead of the superlative form) and 11 contained an error related to the target grammar. Logically, this means that 15 entries used the target grammar without any errors. However, when it comes to the errors identified in the other entries, those include 3 types of target grammar-related errors, namely a word or words missing in the superlative structure, a spelling error related to the superlative structure, and an adjective-noun agreement error.

Table 6 – Error analysis of the FLE students' WS1

Type of error	Nº of entries	Errors
Words related to the superlative missing	2	« le pire _____ les tâches ménagères » « le pire _____ au monde »
Spelling related to the superlative structure	2	« piere* », « pier* » (*pire)
Adjective-noun agreement	7	« la meilleur fruit », « <u>la</u> meilleu <u>re</u> fruit », « le meilleu <u>re</u> poisson », « <u>la</u> meilleu <u>r</u> aliment », « <u>le</u> meilleu <u>r</u> activité », « <u>la</u> meilleu <u>r</u> dessert », « le meilleu <u>re</u> aliment »

After the error analysis stage, the teacher created the remedial work activity on Wooclap, which was done in the following lesson and led to a new set of writing samples to analyse. Out of these WS2 entries, 3 did not use the target grammar (once again using the comparative instead of the superlative form) and 9 contained errors related to the target grammar. In this case, only 1 type of target grammar-related error was identified

— the adjective-noun agreement error —, which means that the two other error types identified in the prior error analysis stage disappeared. Lastly, we can also infer that 15 total entries had no errors related to the target grammar.

Table 7 – Error analysis of the FLE students' WS2

Type of error	Nº of entries	Errors
Words related to the superlative missing	0	-
Spelling related to the superlative structure	0	-
Adjective-noun agreement	9	« La meilleur nourriture », « <u>la</u> meilleur fruit », « <u>la</u> meilleur aliment », « le meilleure (aliment) », « <u>la</u> meilleure fruit », « <u>La</u> pire aliment », « <u>la</u> meilleur aliment », « le meilleure aliment », « Mon père est <u>la</u> meilleur au monde »

With the two analysis error stages done, there is now the possibility of comparing the results from both stages. This is what we can conclude:

Table 8 – Comparing the WS1 and the WS2's results (FLE students)

	WS1	WS2	Variation
Nº of entries that did not use the target grammar	1	3	+2
Nº of entries with errors related to the target grammar	11	9	-2
Nº of errors related to the target grammar	11	9	-2
Nº of types of error	3	1	-2
Nº of entries with no errors related to the target grammar	15	15	=

About the **number of entries that did not use the target grammar**, there was an increase of two entries, with one entry at first (3,7% of total entries) and three entries at the end (11,1% of total entries).

As for the **number of entries with target grammar errors**, there was a decrease of two, going from eleven entries (40,7% of total entries) to nine entries (33,3% of total entries). As for the **target grammar errors** themselves, the numbers are the same, as no student made more than one error related to the target grammar in their sentence.

When it comes to the **types of target grammar-related errors** made, there was a decrease of two, going from three to one type of error.

Finally, when it comes to the **number of entries with no target grammar errors** (but that still used the target grammar), there was no variation, since there were fifteen at first and still fifteen at the end, making up 55,6% of the total entries.

3.1.2.4. FLE students' survey answers

Regarding the survey about the first AR cycle, 27 answers were received by the 27 students who were considered in the error analysis stages. As a result, all 27 answers to the survey will be considered in this section, starting with the first question to analyse:

Q1 : *Did the sentence correction activity help you better understand the use of the superlative form in French?*

To this question, a large majority of the students answered positively (92,6%), with fifteen answers of 5 (55,6%) and ten answers of 4 (37%) on a 5-point Likert scale. The remaining two students (7,4%) both answered neutrally, choosing 3 on the Likert scale¹⁶.

The reasons given as to why the activity did not help included not paying enough attention to the activity (3 replies) and the students not being able to understand their own errors (2 replies). As for the reasons given as to why the activity did help, those included the correction of sentences helping them understand the rule/their errors (22 replies), the use a digital platform like Wooclap helping them pay attention (14 replies), and the use of their own sentences helping them pay attention (7 replies).

Q2 : *Do you think your second sentence [using the superlative form] was correct?*

To this question, the majority answered positively (70,3%), with seven answers of 5 (25,9%) and twelve answers of 4 (44,4%) on the 5-point Likert scale. Seven students answered neutrally (25,9%), replying with 3. Lastly, the remaining student answered negatively with 1 (3,7%).

Q3 : *Do you like using the Wooclap platform?*

Here, there was also a majority of positive answers (92,6%), with nineteen students answering 5 (70,4%) and six students answering 4 (22,2%). Out of the

¹⁶ Despite these results, some students who answered positively here gave reasons as to why the activity was not helpful, and some students who replied neutrally gave reasons as to why it was helpful.

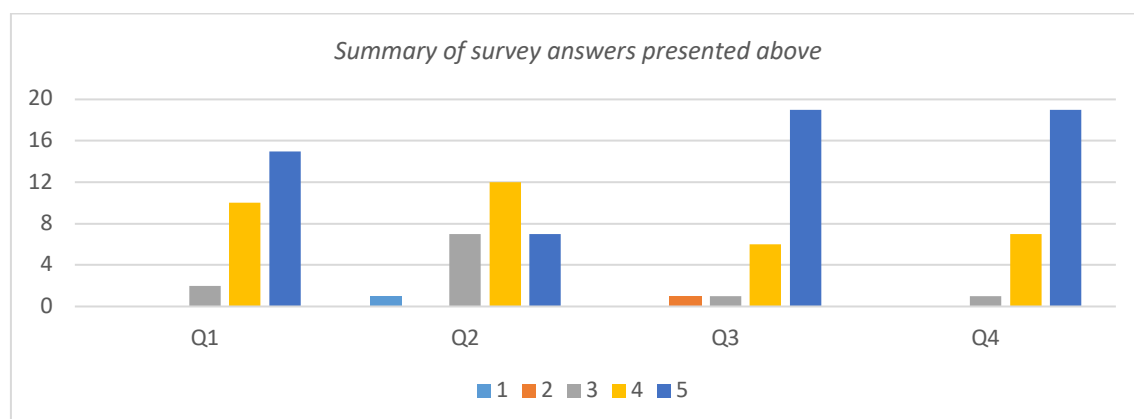
remaining two students, one answered neutrally with 3 (3,7%) and one answered negatively with 2 (3,7%).

Q4 : Would you like to use another platform in later French lessons?

Lastly, to this question, all students but one answered positively (96,3%), with nineteen of them choosing 5 (70,4%) and seven of them choosing 4 (25,9%) on the Likert scale. The remaining student answered in a neutral manner, with 3 (3,7%).

So as to better illustrate the aforementioned responses received in this survey, another summary graph was created (Graph 2). Once again, each column in the x-axis refers to one of the 5 Likert scale points and the y-axis refers to the number of students who picked each point.

Graph 2 — Summary graph of FLE students' survey answers



3.2. Second cycle

3.2.1. Implementation of the second cycle in the English and French classes

As described in subsection 2.3.2., the second cycle of AR consisted of multiple steps, the first one being the creation of a custom chatbot on the AI-powered platform Mizou. This chatbot was created taking into account the target grammar being worked on with the student at that moment, their age, and their proficiency level. For the EFL students, the objective was to complete a few sentences using the correct grammar components, which had been worked on throughout the year and were being revised

(namely the past simple tense, the first conditional, and the second conditional), and to self-correct using the AI feedback received if necessary. For the FLE students, the objective was to send in their own sentences about someone's routine using the *passé composé* tense — the main grammar topic of the unit about household chores being worked on at that time — and to self-correct them according to the AI feedback if necessary.

In order for the Mizou chatbots to interact with the students as the teacher intended, said chatbots had to be programmed with clear instructions. In these instructions, the roles and responsibilities of both the chatbot and the students had to be mentioned, as well as any specific details regarding how and when they should do specific actions. Lastly, the teacher also programmed a welcome message for the chatbot to start with and delineated rules that the chatbot and students had to follow. The final instructions given to each chatbot are shown in Appendix 10 and Appendix 11.

After this first step of creating the chatbot comes the next stage of the AR cycle, which is the actual student-chatbot interaction stage and the self-correction by the students according to the immediate feedback received on their writing. This stage also served as a catalyst for discussions about AI and the students' perception of it. Then, the students were asked to send their corrected and final sentences on Wooclap in order for the teacher to be able to analyse their first sentences sent on Mizou and compare them to the final corrected sentences, during the error analysis stage (see Appendices 12 and 13). This allowed her not only to check if the AI feedback was useful to the students in the correction process, but also to send additional feedback on the students' WS2 on Google Classroom.

Finally, similarly to what happened in the first cycle, the students were asked to complete a survey about their experience with, and opinions on, this second AR cycle. This time, as shown in Appendices 14 and 15, the questions touched on the use of the Mizou platform as an AWE system, the difference between the multiple correction methods used throughout the year, and the students' perception of AI in general. The purpose of this survey was to understand how students perceived the correction activity, if they thought it was helpful to them, and if they preferred it to the feedback

received during the first cycle. As with the first survey, it was also meant to show if students were aware of their own use of the target grammar (i.e., their error awareness level).

3.2.2. Data received during the second cycle

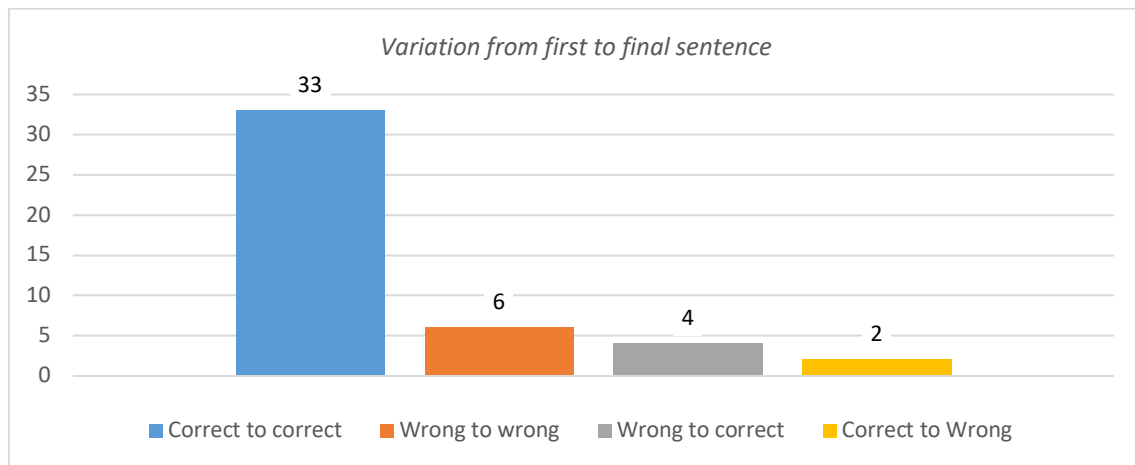
3.2.2.1. EFL students' writing samples

As previously mentioned, for this second cycle, EFL students had to complete sentences using the correct grammar. Despite asking them to complete three sentences, the majority only had time to complete two of them, which is why only the first two sentences that had to be completed will be used during the error analysis stage. As for the sample size, a total of 23 entries were considered (because three students either were not present or could not access the Mizou website on their smartphone due to lack of battery or internet connection). This corresponds to a total of 45 sentences — as one student only wrote one sentence in the chatbot, the rest having written at least two. The two sentences they had to complete that will be analysed are the following:

1. *"When I was a child, ..."* (Use of the past tense needed);
2. *"If I had to choose a job today, ..."* (Use of the second conditional needed).

During the error analysis for this stage, the following information was gathered about the evolution between the students' first try on Mizou (first sentence sent without having received AI feedback yet) and their final sentence sent on Wooclap: out of 45 total sentences, 33 started out as correct and ended up correct, 6 started out wrong and were not corrected by the end, 4 started out wrong and ended up correct, and 2 actually started out as correct but were wrong when sent on Wooclap (see Appendix 12).

Graph 3 — EFL students' first sentence to final sentence variation



The error analysis stage also allowed for the gathering of additional information, not only about the sentences, but also about the individual students, the types of error they committed, and the quality of feedback they received. When it comes to the sentences, individual students, and types of error, here is the collected data:

Table 9 – Comparing EFL students' first and final sentences

	First sentences	Final sentences	Variation
Nº of sentences with errors related to the target grammar	10	8	-2
Nº of sentences with no errors related to the target grammar	35	37	+2
Nº of students with errors related to the target grammar	6	6	=
Nº of students with no errors related to the target grammar	17	17	=
Nº of types of error	4	3	-1

Regarding the first sentences, the 4 types of error identified were as follows: no use of the past tense when it was necessary; no or wrong use of the gerund or of an infinitive with the main verb; use of “will” instead of “would” in a second conditional; and incomprehensible error (when the teacher was not able to understand the student’s intended message). The final sentences included 3 out of these 4 types, with all of them still being present except for the incomprehensible error type (as can be seen in Appendix 12).

Regarding the past tense related error, it concerned 4 sentences in the first sentence entries and still 4 sentences in the final sentence entries. The gerund or infinitive type of error concerned 3 sentences in both writing sample entries as well. Finally, the type of error related to the use of “would” concerned 2 sentences in the first sentence entries, but only 1 in the final sentence entries. Thus, in total, we went from 10 sentences with target grammar errors to 8 of them. Still, in both writing stages, there were 6 students that had at least one incorrect sentence, although they were not the same students in both stages (as shown in Appendix 12).

Finally, when it comes to the quality of feedback received on the Mizou platform, this is what was found:

Table 10 – Quality of feedback given to EFL students by Mizou

	Out of the 12 sentences that were wrong at some point	Out of all the 45 sentences
Useful feedback	9	42
Useful, but only gave them one try to self-correct before giving them the correction	3	4
Non-useful feedback	3	3
Non-useful because it gave them the correction right away	3	3
Non-useful because the feedback was inaccurate	1	1

For the purposes of this ARP, feedback was only considered useful if it presented students with an opportunity to self-correct and did not include inaccurate feedback about the target grammar. If students received the answer right away, or if they received inaccurate feedback related to the target grammar, it was considered non-useful.

Focusing on the 12 sentences that were wrong at some point, out of the 9 of those sentences that were given useful feedback, 3 of them were still cases where the student only had one try to get it right before being given the correct form. Then, when it comes to the 3 sentences met with non-useful feedback, all of them were cases of the AI chatbot giving the students the correction to their error(s) right away, with one of them also containing inaccurate information.

As for the two sentences that started out as correct and ended up wrong, both were met with useful feedback, since the AI considered the sentence correct. Thus, the students' choice of sending a different sentence on Woodclap was not influenced by the feedback received on Mizou.

To conclude, it seems significant to point out that, despite only mentioning one instance of these 12 sentences being met with inaccurate feedback, there was another occurrence of it happening, which was not counted in the table as it was not about the target grammar being worked on. However, it still resulted in a student using the wrong article in their final sentence (see Appendix 12). Additionally, there was also an instance where the AI chatbot responded as if a student had made an error when they had not (see Appendix 12). In class, this student expressed confusion out loud and asked the teacher for an explanation. Then, the teacher explained that the AI was having a hallucination¹⁷. Thankfully, in this class, this type of situation only happened once and it did not affect the student's writing sample.

Taking all of this into account, if we consider all entries (not only the 12 sentences that were wrong at some point in the process) and all types of feedback received (even if not related to the target grammar), there were a total of 5 students who received what we could call "bad feedback", with 3 of them receiving inaccurate feedback (either about the target grammar or anything else).

3.2.2.2. EFL students' survey answers

The survey about the second AR cycle directed at the EFL students received a total of 23 answers, which is in line with the entries received during the writing activity. The questions we will be analysing are the following:

Q1 : Do you feel that the AI correction helped you correct your sentences?

To this question, most students answered positively (56,5%), with three answers of 5 (13%) and ten answers of 4 (43,5%) on a 5-point Likert scale. Seven students (30,4%) answered neutrally with 3. The remaining three students (13%) answered negatively, with one choosing 2 and two choosing 1 on the Likert scale¹⁸.

¹⁷ In the field of Artificial Intelligence, a hallucination refers to situations where an AI system generates "text that is nonsensical, or unfaithful to the provided source input" (Ji et al., 2022, p. 2).

¹⁸ Despite these results, some students who answered positively here gave reasons as to why the AI correction was not helpful, and some students who replied neutrally or negatively gave reasons as to why it was helpful.

The reasons given by the students as to why the AI correction did not help included all their sentences being correct from the start (9 replies), the AI responding with incorrect information or them not trusting the AI's correction (4 replies), the students not understanding their errors (2 replies), and the students not completing the activity (2 replies). As for the reasons given as to why the correction activity did help, those included the use of interactive platforms helping them pay attention (7 replies), the ability to read and re-read the correction at their own pace helping them understand the rule (5 replies), the AI correction helping them understand the rule (4 replies), and receiving immediate feedback helping them understand the rule (4 replies).

Q2 : *Do you think your [final] sentences were correct?*

To this question, the majority answered positively (65,2%), with seven answers of 5 (30,4%) and eight answers of 4 (34,8%) on the 5-point Likert scale. Then, six students answered neutrally (26,1%), replying with 3, and two students answered negatively, replying with 2 (8,7%).

Q3 : *Did you prefer the correction done by the AI [second cycle of AR] or by the teacher [first cycle of AR]?*

To this question, twenty students answered "by the teacher (Wooclap and Classroom)" (87%) and three students answered "I don't have a preference" (13%). No student answered that they preferred the AI correction on Mizou¹⁹.

However, there are still two students who gave a reason as to why they preferred the AI correction, answering that they felt less ashamed to commit errors with AI.

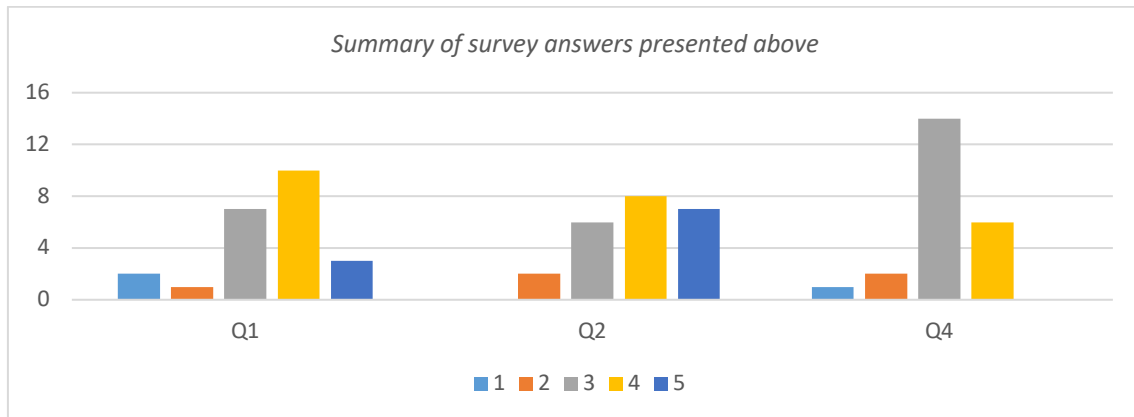
When it comes to the reasons given as to why the teacher correction was preferred, those included the fact that the students trust the teacher correction more (16 replies), the fact that they can interact with the teacher to clarify doubts (14 replies), the fact that the teacher's explanation is clearer (11 replies), and the fact that they felt less ashamed to commit errors with the teacher (2 replies).

¹⁹ Despite these results, two students gave reasons for preferring both the teacher and the AI.

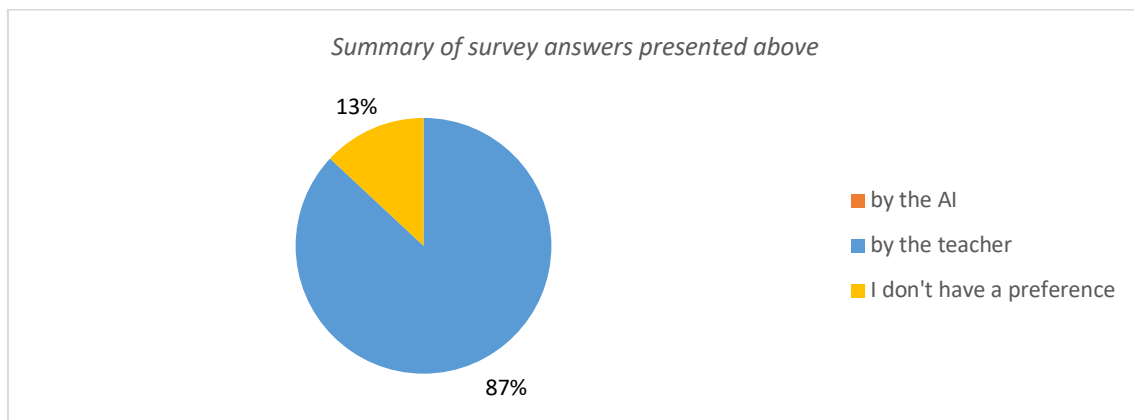
Q4 : *In general, do you trust the information you receive on AI platforms?*

To this question, six students answered positively, all with 4 on the Likert scale (26,1%) and the majority (i.e., fourteen students) answered neutrally with 3 (60,9%). Of the remaining students, two answered with 2 (8,7%) and one answered with 1 (4,3%).

Graph 4 — Summary graph of EFL students' survey answers (Q1, Q2, Q4)



Graph 5 — Summary graph of EFL students' survey answers (Q3)



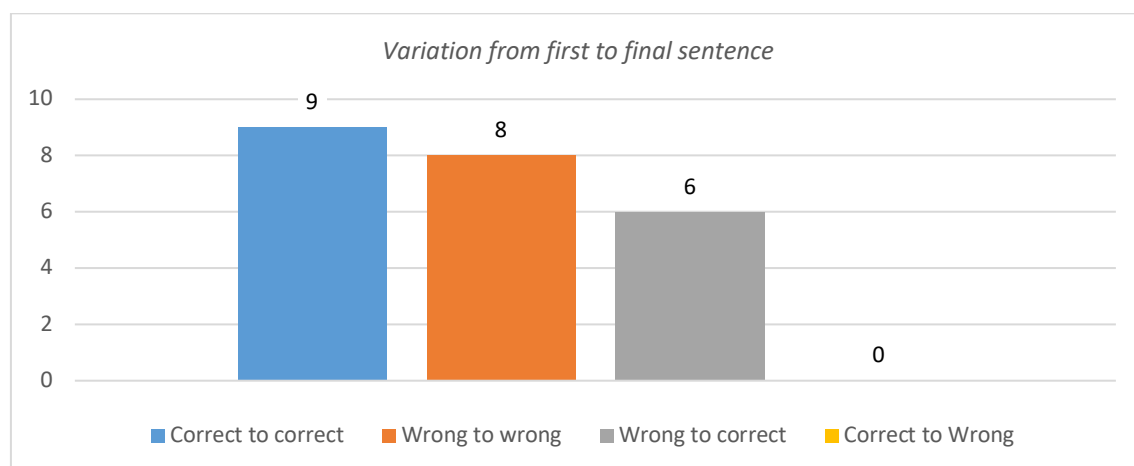
3.2.2.3. FLE students' writing samples

For the second cycle, the FLE students were asked to write their own sentences about an imaginary day in their life using the *passé composé* tense. Then, they would send these sentences to the AI chatbot and self-correct according to the feedback received. Despite being asked to write three sentences, most students were not able to both send and self-correct more than one sentence on Mizou, which is obviously a

requirement for the second AR cycle. This was due to both internet connection problems and lack of time — as this activity was completed during a 45-minute lesson. Thus, after analysing students' Mizou conversations and all the sentences received on Wooclap, it was established that a total of 23 entries had at least one similar sentence on both digital platforms, making it possible to analyse its evolution according to the feedback received on Mizou. In conclusion, 23 entries will be analysed in this section.

Once again, the error analysis stage focused on examining the evolution between the first sentence sent on Mizou (before receiving any feedback from the AI chatbot) and the final sentence sent on Wooclap (presumably after having been self-corrected, if needed). Through this stage, it was found that, out of 23 sentences, 9 started out as being correct and ended up correct, 8 started out wrong and were not corrected by the end, and 6 started out wrong and ended up correct. No sentence started out as correct on Mizou and ended up as wrong on Wooclap (as presented in Appendix 13).

Graph 6 — FLE students' first sentence to final sentence variation



Looking at this graph, we can make conclusions about the number of sentences that had errors related to the target grammar and the number of sentences that did not, for each variation of the sentences sent in:

Table 11 – Comparing FLE students’ first and final sentences

	First sentences	Final sentences	Variation
Nº of sentences with errors related to the target grammar	14	8	-6
Nº of sentences with no errors related to the target grammar	9	15	+6
Nº of types of error	5	4	-1

Regarding the first sentences, there were 5 types of error identified, namely errors related to the auxiliary verb, past participle related errors, subject pronoun related errors, errors about reflexive pronouns, and the error of simply not using the *passé composé* when asked. In the analysis of the final sentences, all but one of these types of error were still found, with the one type of error that disappeared being the subject pronoun related errors (as shown in Appendix 13).

There were 7 first sentences that had auxiliary verb errors, but only 3 final sentences. As for the errors about reflexive pronouns, we went from 2 sentences with that error type to only 1 sentence by the end. The subject pronoun error type was only found in 1 first sentence and, as mentioned above, had disappear by the end. Finally, for the two error types left — past participle errors and not using the *passé composé* — they started out with 6 and 1 first sentences affected respectively and ended up with 6 and 1 final sentences affected by the end, which means there was no variation (see Appendix 13).

More generally, and as we can see in Table 11, we went from a total of 14 sentences with target grammar related errors to 8 of them by the end. This means that 6 sentences were corrected in total, but it also means that there were 8 students who were not able to correct their sentence despite the AI feedback. To better understand what happened, we will need to, once again, look at the quality of feedback received:

Table 12 – Quality of feedback given to FLE students by Mizou

	Out of the 14 sentences that started out wrong	Out of all 23 sentences
Useful feedback	11	13
Useful, but only gave them one try to self-correct before giving them the correction	2	3
Non-useful feedback	3	10
Non-useful because it gave them the correction right away	-	-
Non-useful because the feedback was inaccurate	3	10

As a reminder, for the purposes of this ARP, useful feedback refers to feedback that gave students the opportunity to self-correct and did not contain any inaccurate information related to the target grammar in the process.

Out of the 14 students that started out with a wrong sentence, 11 were met with useful feedback and 3 were met with non-useful feedback on Mizou. This time, all the non-useful feedback received was considered non-useful due to its inaccuracy and not due to the AI giving students the correction right away. As for the useful feedback, when it comes to the students who started out with wrong sentences, 2 were only given one chance to correct their sentences.

However, if we take into account all entries, there were a total of 10 students who received non-useful feedback, all of them seemingly resulting from AI hallucination. Then, out of the 13 that received accurate feedback, 3 of them only had one try to correct their sentence.

Finally, it is important to note that there was one more instance of a student receiving inaccurate feedback which was not counted as non-useful in the table due to the feedback not being target grammar related. Still, as shown in Appendix 13, this student was given inaccurate reasoning for why their sentence was wrong. Thus, we can conclude that a total of 11 students received what we could call “bad feedback”, even if only 10 are being counted as having received non-useful feedback in the context of this ARP.

3.2.2.4. FLE students’ survey answers

The survey about the second AR cycle directed at the FLE students received a total of 22 answers, which means one student who was part of the writing activity did not answer it. This happened despite the teacher pressuring the students to answer on several occasions. Unfortunately, since the survey was answered anonymously, there was no way of identifying who had not answered. Regardless, the questions we will be analysing are the following:

Q1 : Do you feel that the AI correction helped you better understand the passé composé in French?

To this question, most students answered positively (77,2%), with five answers of 5 (22,7%) and twelve answers of 4 (54,5%) on the Likert scale. Then, four students answered neutrally with 3 (18,2%) and one student answered negatively with 2 (4,5%)²⁰.

The reasons given as to why the AI correction did not help included the students not understanding their errors (4 replies), the AI responding with incorrect information or them not trusting the AI’s correction (3 replies), the AI answers being too confusing or them not understanding the language used (3 replies), and the students not completing the activity (1 reply). As for the reasons as to why the correction activity did

²⁰ Despite these results, some students who answered positively here gave reasons as to why the AI correction was not helpful, and some students who replied neutrally or negatively gave reasons as to why it was helpful.

help, those included the AI correction helping them understand the rule (10 replies), the use of interactive platforms helping them pay attention (8 replies), receiving immediate feedback helping them understand the rule (5 replies), and the ability to read and re-read the correction at their own pace helping them understand the rule (4 replies).

Q2 : *Do you think your [final] sentences were correct?*

To this question, the majority answered positively (68,1%), with three answers of 5 (13,6%) and twelve answers of 4 (54,5%) on the 5-point Likert scale. Then, six students answered neutrally (27,3%), replying with 3, and one answered negatively, replying with 2 (4,5%).

Q3 : *Did you prefer the correction done by the AI [second cycle of AR] or by the teacher (and the class) [first cycle of AR]?*

To this question, fourteen students answered “by the teacher” (63,6%), four answered “by the AI” (18,2%), and four answered “I don’t have a preference” (18,2%)²¹.

The students who gave reasons as to why they preferred the AI correction mentioned the following aspects: having more trust in the AI’s correction (2 replies), feeling less ashamed of committing errors with AI (1 reply), being able to interact with the AI and to clarify doubts (1 reply), and the AI giving clearer explanations (1 reply).

Concerning the reasons given as to why the teacher correction was preferred, those included the fact that the teacher’s explanation is clearer (10 replies), the fact that the students trust the teacher correction more (9 replies), the fact that they can interact with the teacher to clarify doubts (4 replies), and the fact that they felt less ashamed to commit errors with the teacher (3 replies).

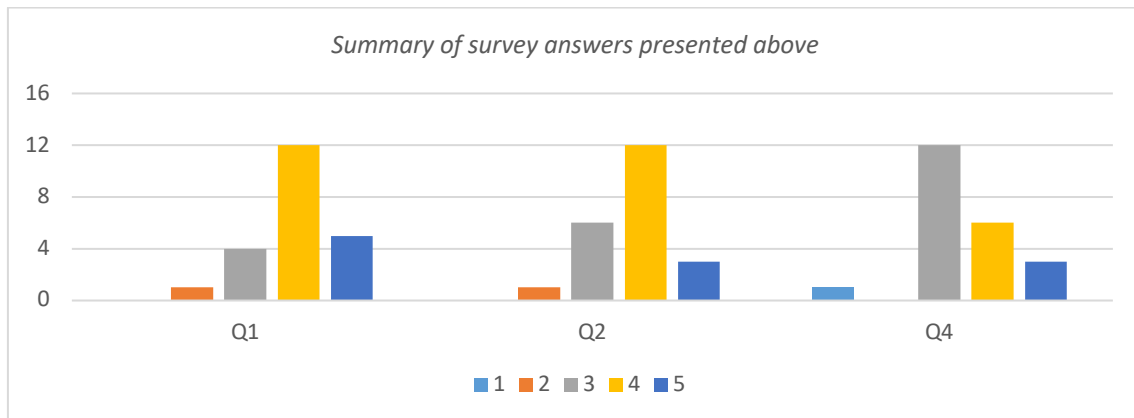
Q4 : *Do you trust the information you receive on AI platforms?*

Regarding this question, nine students answered positively (40,9%), three with 5 on the Likert scale (13,6%) and six with 4 (27,3%). The majority (i.e., twelve students)

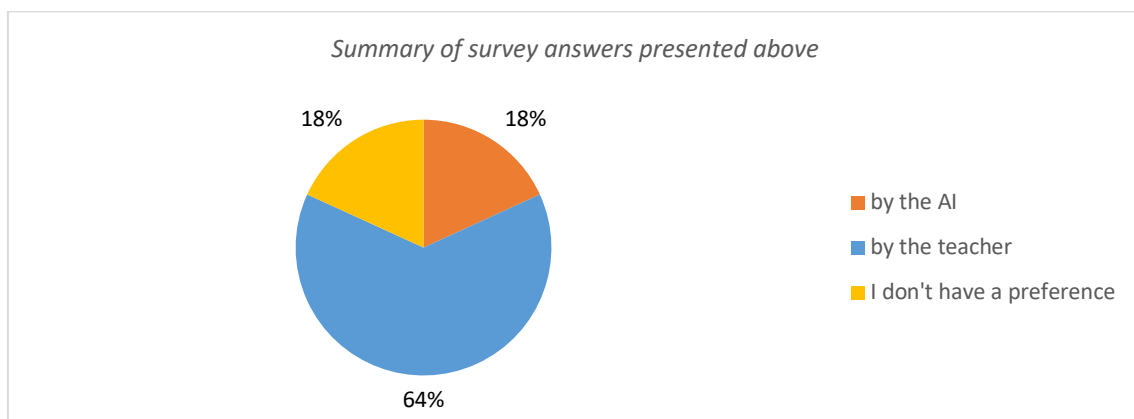
²¹ Despite these results, two students gave reasons for preferring both the teacher and the AI.

answered neutrally with 3 (54,5%). Finally, the remaining student answered negatively, with 1 (4,5%).

Graph 7 — Summary graph of FLE students' survey answers (Q1, Q2, Q4)



Graph 8 — Summary graph of FLE students' survey answers (Q3)



3.3. Discussing the data

3.3.1. First cycle data

As formerly discussed, the research question central to this ARP is the following: “Are peer and self-correction effective tools in raising awareness of language errors and improving writing skills in EFL and FLE classes?”. This is a causal research question, as what is being questioned here is if A (peer and self-correction) will lead to B (the rise in language error awareness and consequent improvement of writing skills). As a result, the two aspects we need to particularly focus on when discussing the gathered data are

the students' language error awareness and the improvement of their writing skills. Keeping this in mind, we will start with the discussion of the data collected during the first AR cycle.

When it comes to the EFL students' writing samples, the comparative analysis of the first writing samples (WS1) and the second writing samples (WS2) helped show that there had been a slight decrease in entries with target grammar errors, entries that did not use the target grammar, and types of error. This leads us to conclude that the remedial work activity led to slightly better results overall.

Regarding the types of error specifically, however, it is important to point out that the two types that remained in the WS2 entries were, arguably, the two most complex types of error found — the misplacement of the adverb “more” and the wrong use of the comparative or superlative form —, since they were the ones that had sparked the most discussion during the peer correction in class, especially the former. This could mean that the effectiveness of the peer correction strategy used might work better when it is used to correct simpler grammar aspects, or that the students paid more attention when writing their WS2 than they had when writing their WS1 and were, thus, able to correct the errors resulting from lack of attention, but not the ones that demand a deeper understanding of the grammar being used. However, there is unfortunately not enough evidence to confirm nor deny this hypothesis.

When analysing the survey answers from the EFL students, we can conclude a few things. Firstly, EFL students as a whole found the sentence correction to be useful when it comes to reflecting on the grammar to better understand it and the main reasons for this were the act of correcting sentences in itself and the use of their own sentences. The use of digital platforms like Wooclap was an important reason for a few of them, but not many. This type of result implies that the students gain awareness of their grammar use when they are asked to correct sentences. Since no student answered that the activity was not helpful, but some still gave reasons as to why the activity did not help, these reasons were interpreted as being things that could have made the activity work better (e.g., correcting more sentences or being able to clarify doubts in a different way or more frequently). Keeping this in mind for the future, it was decided

that it might be useful to let the students have more freedom when it comes to asking questions about their individual errors. After all, some students might feel ashamed to ask questions during a peer correction activity due to fear of being mocked by their peers (Martin-Grande, 2023), especially when it comes to lower proficiency level students, and one student did state their proficiency level as a reason as to why the correction activity was not helpful. With another system that involves both self-correction and immediate feedback, they could end up having better results.

Secondly, we can conclude that the EFL students showed an impressive level of awareness when it came to their errors, since there was a total of four students that either had errors in their WS2 or had not used the target grammar in that writing sample, and four students answered that they thought they did not use the target grammar correctly in their WS2 in the first cycle survey. Assuming that those four students were the same, or mostly the same, we can say that at the very least the students who do make errors are aware of their own difficulties. This, however, is not the case for all students, as there were still six of them who answered that they did not know if they used the target grammar correctly in their writing sample. Nevertheless, from a wider perspective, it does seem like the EFL students have quite a good level of language error awareness.

Lastly, when it comes to the use of digital platforms, no students said they did not like Wooclap and only one student said they did not want to use another platform in later lessons. This means that the use of digital platforms in itself was not a problem for these students and that they were even quite open to trying new platforms, which makes sense considering their age range (Saxena & Mishra, 2021). Because of this, the possibility of using a new platform that could help some students feel more comfortable asking questions or that could offer immediate feedback was debated.

Now moving on to the FLE students' first cycle results, the comparative analysis of their writing samples showed that there was a slight decrease in entries with target grammar errors and in types of error. However, the number of entries that did not use the target grammar increased by two, which resulted in the same number of correct sentences in both stages of writing (WS1 and WS2). This, at the very least, shows us that

the peer correction activity did not have a big impact in students' language errors. The three WS2 entries that did not use the target grammar also show us that, for three students at least, the activity did not even help them realise the difference between the comparative and the superlative forms. Overall, since 44,4% of entries ended up with either target grammar errors or a lack of target grammar use, we can conclude that the use of the peer correction activity on Wooclap with the objective of improving writing skills was not successful in this class.

When it comes to the types of error made, once again, it seems like the two types that disappeared between the WS1 and the WS2 entries were the easiest types to correct — words missing and spelling errors. For the most common type of error, which was related to the adjective-noun agreement, no improvement was observed, as we actually ended up with an increase of two entries committing this error. This is especially telling because this was the type of error that was worked on the most during the extra remedial work exercises that the FLE class had to complete (as seen in Figure 4). Since this tendency of only the arguably easiest types of error to correct disappearing was also observed in the EFL class, there might be some validity to the hypothesis presented earlier about this type of peer correction activity being more efficient to correct simpler grammar aspects that usually result from a lack of attentiveness (i.e., mistakes) than more complex grammar aspects that require deeper understanding (i.e., errors).

Next, focusing now on the survey results received from the FLE students, we can come to a few conclusions. Firstly, no student said that the sentence correction activity did not help and most of them (twenty-two) cited the act of sentence correction as a reason as to why the activity was helpful. Then, fourteen pointed out the use of digital platforms like Wooclap helping them pay attention and seven attributed that to the use of their own sentences. However, additional results showed that, for at least three of them, the use of their own sentences and of Wooclap did not actually result in them paying attention to the activity, and that at least two of them were not able to understand their own errors (see Appendix 9), which could be for a variety of different reasons (FLE proficiency level, not feeling comfortable clarifying doubts in front of the class, etc.). Overall, these results show us that students found sentence correction to be

helpful and that they do like using digital platforms, but, at the end of the day, many still did not benefit from the way this first AR cycle was conducted. This prompted the investigator to question the efficiency of the methods and strategies being used.

The need for questioning was further emphasised when analysing the answers received about FLE students' awareness level, which showed that not all students who made errors knew they did. In fact, out of the twelve students who had not used the target grammar or had used it wrongly, at least four were part of the 70,3% that thought their WS2 was correct. Moreover, there was only one student who was sure they had a wrong sentence, when twelve students did in total. This lower level of awareness when compared to the EFL students could certainly be a result of students' age or lower L2 proficiency level, since these are the two main differences between each class. Still, there might be a way to improve this awareness aspect.

One possible way to improve it could be the use of self-correction and immediate individual feedback, which would require the use of a different platform. This did not seem like a problem, as the FLE students did show in their survey that they did really like using Woodclap, but that they were not against using another platform. As was the case with the EFL students, this makes sense considering they are also Gen Z learners (Saxena & Mishra, 2021). However, the almost unanimous enthusiasm for using digital platforms in this class, despite the lack of notable improvement observed in this first AR cycle, did raise questions about their reasons for liking the medium so much. After all, there was a possibility that the students wanted to keep using digital platforms because it meant not working on a new topic or grammar aspect — since the current digital platform was being used to revise already seen grammar —, and not because they felt like it was helping them. Or, conversely, they might have truly thought that it was helping them more than it actually was. Despite considering all of this, the possibility of using a new digital platform to focus on individual errors instead of on peer correction and discussion was still viewed as an interesting option, as it could possibly help these students learn more than this first method was able to, while still responding to their appreciation of digital platform usage and sentence correction.

All of these findings combined resulted in the rethinking and reorganisation of the action plan for the second cycle of AR.

3.3.2. Second cycle data

After readjusting the action plan for the second cycle, new data was collected. This data will now be interpreted according to the context of this ARP.

When it comes to the EFL students' sentences, the comparative analysis of their first and final sentences revealed that there had been a slight decrease in entries with target grammar errors and in types of error. However, the only type of error that disappeared was the "incomprehensible error" type, which makes it impossible to come to conclusions about how difficult it is to correct. As for the rest of the error types, they did not decrease in frequency, except for one — the error type related to the use of "would" —, which only decreased by one sentence. Overall, this overview of the results from the self-correction activity leads us to conclude that the difference between the first and final sentences was positive — as there were less errors —, but very minimal. Moreover, we can also state that the activity did not succeed in helping students correct certain types of errors over others, as it did not help with any distinguishable type of error in particular.

One aspect that is extremely relevant to this second cycle of AR and that could explain such results is the quality of feedback received during the AI interaction stage, which is quite an important factor when working with AWE systems (Huang & Renandya, 2018), and was, therefore, also analysed. During this analysis, it was found that there were three instances where students were not given the opportunity to self-correct their sentence (and four instances where they only had one try at doing so). This is very significant, as the possibility for self-correction was the whole point of this activity. This aspect, along with the fact that the AI chatbot can give inaccurate feedback when it does not understand what the student means or due to hallucinations, calls into question the quality of the AI feedback and, consequently, the effectiveness of the chosen method for this second AR cycle.

Nevertheless, so as to get additional insight into these results, the EFL students' survey answers regarding this activity were analysed. This analysis showed us that more than half of the students found the AI correction activity helpful (56,5%). However, that is quite a low number when compared to the 92,6% that had found the correction activity from the first cycle useful. Moreover, we should not forget that many students who did say the activity helped also gave reasons as to why it did not — which is the case for all questions of this kind in all surveys conducted for this ARP and does weaken the significance of these questions' results. For example, after closer inspection, it was discovered that five of the nine students who answered that the activity was not helpful because their sentences were right from the beginning were part of the 56,5% who answered that they found the AI correction helpful, meaning that there are, in reality, even less students who genuinely benefited from the AI correction. This, however, does not negate the fact that there are still students who did benefit from it, since four of the ten sentences that started out wrong ended up being corrected.

The reasons given for the helpfulness of this activity included it being done on an interactive platform and the correction aspect helping with understanding the rule, both of which were also mentioned during the first cycle. As for new reasons that were not given in the first cycle, we have the ability to re-read the correction at their own pace and the immediate feedback aspect, which were both main reasons as to why this method was chosen. This shows us that this new method does have its benefits, even if it did not produce better results regarding writing skills when compared to the first cycle.

When it comes to the error awareness level of the EFL students, although it did decrease when compared to the first cycle results, we could conclude that it is still satisfactory. After all, fifteen students thought their final sentences were correct when seventeen students ended up with only correct sentences. This means only two of these students were not sure about the correctness of their sentences despite them being correct. However, when it comes to the six students who ended up with wrong sentences, only two possibly answered that they did not think their sentences were correct, which means four of them, at least, were not sure their sentences were wrong, despite having interacted with an AI chatbot that gave them individual feedback. In

short, the students who made errors were not as aware of their own language errors as they had been in the first cycle, but they did not assume their sentences were correct either. Thus, the awareness level is being considered as fairly acceptable, even if it is not as good as it was in the first cycle.

Finally, when it comes to the students' perception of AI correction in contrast with the correction given in the first cycle, we could say that, in this class, most students preferred the correction method from the first cycle. In fact, no one answered that they preferred the AI correction. Moreover, the two students who answered that they felt less shame when committing errors with AI gave the same exact reasoning for preferring teacher correction, which is contradictory and is why neither reason was considered when interpreting this data. The reasons that were considered, however, were the bigger trust in the teacher's correction, the ability to clarify doubts with the teacher and the teacher's explanation being clearer. This shows us that the EFL students value the exchange between student and teacher when being corrected and that they do not trust the information they receive from AI platforms as much as the information a teacher gives them (or that someone else gives them when a teacher is present to confirm or deny its accuracy). This was confirmed when 60,9% of the surveyed students answered neutrally about trusting information from AI platforms and 13% answered negatively. Even for the 26,1% who did say that they trusted the information they receive on AI platforms, no one said that they completely trusted it. As a result, we can conclude that the EFL students are quite hesitant to trust information coming from an AI platform. As we will see in a moment, these results differ a bit, but are also similar to the ones received in the FLE class.

About the FLE students' second cycle results, the comparative analysis of their first and final sentences showed that there was a significant decrease in sentences with target grammar errors, since almost half of the sentences ended up being corrected. This is a bigger decrease in errors than was the case in the first cycle for this class. However, there were also more initial sentences with target grammar errors in them and, at the end, there were still eight students who were not able to correct their sentence despite receiving personalised immediate feedback. Considering all of these

aspects, we can conclude that there was slight progress from the first to the final sentences, but the end result of eight sentences with target grammar errors in them was still underwhelming. Still, compared to the first cycle, there was improvement when it comes to the impact of the correction activity on sentence correctness.

Furthermore, there was a slight decrease in types of error from the first to the final sentences, with one type of error disappearing — the subject pronoun error type. Errors related to auxiliary verbs and errors related to reflexive pronouns also decreased, even if they did not completely disappear. This shows that some students could have corrected one of their errors and still ended up with a wrong sentence because of another error, which means there might still have been improvement in sentences that started out wrong and ended up wrong. Regardless, there was not a significant variation when it comes to the error types in students' first and final sentences and, as such, nothing conclusive can be stated about this topic.

Something that might help us understand the overall results we collected, however, is the quality of feedback received during the writing activity on the Mizou platform. This is the case because, out of the fourteen students with erroneous first sentences, three were met with non-useful feedback related to AI hallucinations. Moreover, this happened for ten students in total (e.g., 43,5% of the 23 entries), which shows uses that it can happen really easily. Inaccurate feedback is definitely one of the main risks that calls into question the use of AWE systems (Dikli & Bley, 2014) and AI in general. It is especially concerning when it happens to be directed at young students with low proficiency levels in the language being worked on, who, because of these factors, might not even realise or question the legitimacy of the feedback they are receiving. After all, as stated by Huang & Renandya (2018), lower-proficiency students “might not be able to detect inaccuracies in the AWE feedback due to their own inadequate language ability”, but they are still “more likely to trust the AWE feedback” (p.10). Nonetheless, in order to figure out if this was the case here, and in order to better understand how the FLE students felt about their experience with the AI chatbot in general, we will now discuss their survey answers.

About the helpfulness of the AI correction activity, all but five students answered that the activity helped them, four were neutral, and only one replied that it did not help. Still, a few did state reasons as to why the activity did not help, including not understanding their errors, finding the language too complex or the feedback too confusing, and not trusting the information received or thinking it was incorrect. This shows us that, firstly, some students do understand that AI feedback can be incorrect, even if they are not many. Additionally, it shows us that some students could not benefit from the AI feedback due to either not understanding it or not trusting it. Still, the total number of students who replied with these reasons is only of seven out of twenty-two (e.g., 31,8%), which means the majority of the FLE students were satisfied with the feedback received on Mizou. We can then conclude that, since eleven students received inaccurate feedback (when including non-target grammar related feedback), at the very least four of them did not realise the inaccuracy of the feedback they received.

When it comes to their awareness levels, there were fifteen students who thought they sent correct sentences, six who were not sure, and one who was sure their sentences were wrong. In the context of this ARP, this might seem like improvement, since the numbers match almost perfectly with the number of students who had wrong and correct sentences by the end. However, we cannot come to that conclusion, as only one of these students' sentences was analysed for this ARP and the students answered this question when thinking about all of the sentences they sent.²² If we take that into account, their awareness levels actually decreased quite a lot, since at the very least eleven students thought they sent only correct sentences when they did not and only one student was absolutely sure of having at least one wrong sentence when the large majority of the class had one. In conclusion, the self-correction activity did not help increase the FLE students' error awareness level.

Furthermore, when it comes to the question about the students' preference between the two correction methods used during this ARP, the results showed us that

²² No in-depth analysis was done about all of the sentences received, however what we know for sure is that merely four students in total sent only correct sentences. Thus, the large majority of the students sent at the very least one sentence on Wooclap with (a) target grammar error(s).

most students preferred the teacher correction (e.g., the correction activity from the first cycle), but the results were more mixed than the ones from the EFL students, as 18,2% of students did answer that they preferred the AI correction. No specific reasons for this preference stood out as being particularly significant. As for the reasons given when justifying their preference for teacher correction, however, a significant number of students mentioned that the teacher's explanation was clearer and that they had more trust in the teacher's correction. This shows us that, even if these students might not be aware of the specific inaccuracies they received during the AI correction, they do know that AI can be inaccurate and believe that the teacher is more trustworthy. Still, when it comes to the question about their trust in the information they received from AI platforms in general, only one student answered that they did not trust it at all and nine replied that they trusted it. However, like with the EFL class, we could say that the majority seems to be on the fence about it, since twelve students answered neutrally to this question. In short, when comparing the EFL and FLE students' answers, we realise that the EFL students trust the information they receive through AI-powered platforms less than the FLE students do, which, could be for a variety of different reasons, including their age, their L2 proficiency level, or the fact that they might be more aware of the AI's possible inaccuracies (Huang & Renandya, 2018).

Final conclusions

This ARP had two main objectives: improving students' writing skills and raising their awareness of language errors. Peer and self-correction were chosen as possible tools to achieve these goals. We will now come to conclusions about the efficiency of these methods by answering our research question.

Is peer correction an effective tool to raise students' awareness of language errors and improve their writing skills in English and French?

When it comes to the first cycle of AR, there was some improvement related to the EFL students' writing, but not as much when it came to the FLE class. Conversely, both classes found that the peer correction activity helped them understand the grammar aspect better, mainly due to the use of sentence correction as a method. The FLE students, however, did not benefit from the activity as much as the EFL students did. The reasons for this difference are believed to be related to L2 proficiency level and age, since they are the two main differences between these sets of students²³.

When it comes to the efficiency of the correction activity in itself, the types of error committed were analysed and a hypothesis, which might have some validity to it due to the fact that it happened in both classes, was formed. It consists of the possibility that the applied peer correction activity might help more effectively when it comes to mistakes (e.g., missing words, overuse of words, or spelling), than when it comes to more complex errors (e.g., related to sentence structure or grammar forms). Despite not being able to confirm this hypothesis due to lack of strong evidence, it is still relevant to consider in the findings of this ARP.

Finally, regarding the students' language error awareness, the EFL students demonstrated a good level of awareness, especially when compared to the FLE students,

²³ These classes did not significantly differ when it came to the number of students with educational needs or the number of students with lower grades or language competence in them, which is why those aspects were not considered as possible reasons for the disparity.

whose awareness level turned out to be quite low (mostly due to overestimation of their knowledge or ability). Once again, due to the reasons stated above, the causes for this difference are believed to be the students' age and L2 proficiency level. However, when it comes to the EFL students, if we consider both their writing samples and their survey answers, we can conclude that the peer correction activity was able to raise their awareness of the errors committed. Moreover, it is also likely that it benefited both the students who made errors and the ones who did not, due to the fact that it was a peer correction activity that led to class discussion and reflection on multiple facets of various grammatical aspects. This type of discussion and reflection was not nearly as present in the FLE students' case, which probably results from their age and L2 proficiency level and undoubtedly impacted their error awareness levels.

In conclusion, peer correction can be an effective tool to raise students' awareness of language errors and improve their writing skills under certain circumstances, namely when working with students who are older (e.g., high schoolers), more capable of discussion about, and reflection on their own writing, and have already been learning the L2 for a while. It is not as effective when working with younger students (e.g., middle schoolers) who have only been learning the L2 for a couple of years and are not as able to have discussions about and reflect on their own writing.

Is self-correction an effective tool to raise students' awareness of language errors and improve their writing skills in English and French?

During the second cycle of AR, there was, once again, some improvement when it came to the EFL students' writing, although more minimal this time around than in the first cycle. This was different with the FLE students, as the self-correction activity had more impact on the correctness of their sentences than the peer correction activity had during the first cycle. However, this progress was still underwhelming, as the activity did not manage to help with even half of the students' wrong sentences. In short, the self-correction activity did not have much impact on the students' writing skills. Moreover, it did not seem to help with any type of error in specific.

One of the main reasons for these underwhelming results is believed to be that the possibility for self-correction was not awarded to all students, due to the AI chatbot correcting their sentences either right away or after only one try. This defeats the purpose of the activity and of using an AWE system to make the students participate in the correction process. The use of such a system is additionally weakened by all of the other negative aspects associated with it, such as the inaccuracies that its feedback can contain, which is another one of the believed main reasons for the observed results in this second cycle. Additionally, it is believed that the students' perception of the AI feedback also impacted their use of it, since both classes were found to be quite hesitant when asked if they trusted information received from AI platforms. According to Fan (2023), if the feedback received from an AWE system is perceived as not useful or accurate, there will be a lack of attention to that feedback, which means the feedback will not be beneficial to the student. Moreover, the inaccuracies encountered could lead to students getting frustrated (Fan, 2023), which is another one of the negative aspects of using AWE systems that was observed, although mostly with the EFL students. Lastly, another negative aspect to consider is the fact that "some students might benefit much more from the feedback than others" (Fan, 2023, p. 3). Students with lower proficiency levels, for example, might have a harder time understanding the feedback received due to the fact that it is provided in the L2 or because it is too far removed from their zone of proximal development (ZPD)²⁴ (Fan, 2023). This probably affected the FLE students the most, especially considering that the Mizou chatbot could have more difficulties with providing accurate feedback in French rather than English (which would explain the amount of inaccurate feedback the FLE students received). To conclude, we could say that students who do not trust the AI feedback and students with lower proficiency levels — who probably need it more — might not have benefitted as much from using an AWE system, which might explain the overall results observed during this second AR cycle and leads us to conclude that the method chosen for this second cycle of AI was

²⁴ Per Vygotsky (1978), the ZPD is "the distance between the actual developmental level as determined by [students'] independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86).

not effective. Despite these findings, it is essential to remember that there were still some students who benefited from the use of the Mizou platform, even if no single reason seems to have been particularly responsible for that.

Regarding their error awareness levels, the EFL students' were satisfactory — although not as good as in the first cycle — and the FLE students' were both worse than in the first cycle and very poor in general. Thus, the method used did not help raise students' error awareness (or at least not significantly). Additionally, the EFL students showed that they were more aware of the fact that this activity did not benefit them that much. Once again, it is believed that this is a result of the students' age and L2 proficiency levels.

Nevertheless, both classes showed a preference for the correction activity from the first cycle, probably because they value the fact that the teacher was there to confirm or deny the accuracy of the feedback received. After all, they did show that they find the teacher's feedback more trustworthy and clearer than the AI's and that — especially for the EFL students — they value the fact that they can exchange with the teacher about their errors. Additionally, especially when it comes to the students who have a higher L2 proficiency level and did not need as much feedback on their writing in general, the peer-correction activity must have been more engaging and useful, since they could still learn from their peers' errors and benefit from correcting their sentences and participating in discussions about language, which was not possible with the self-correction activity.

In conclusion, self-correction, as used in this ARP, is not an effective tool to raise students' awareness of language errors and improve their writing skills. It can have some impact on these aspects, but that impact is very minimal. However, the reason for this does seem to be the strategy chosen — the use of an AWE system — and not self-correction as a tool in itself. Therefore, it is not possible to make general statements about the effectiveness of self-correction as a tool in itself.

Limitations and suggestions for future research

This ARP was conducted and implemented with a small sample size of students in a limited timeframe and only consisted of two cycles of AR. Moreover, there was a considerable number of variables present in this ARP, including the use of two digital platforms, which was found to greatly influence the ARP findings despite the purpose of this ARP being to test the effectiveness of peer and self-correction (and not of digital platforms). It is believed that the findings would have been more conclusive and telling with a larger sample size, more AR cycles, and less variables. This belief is supported by Burns (2009), who stated that an ARP can lead to unclear outcomes if the researcher does not “focus on one issue to see where it takes [them] rather than trying to look at multiple aspects” (p. 30).

Considering these limitations, the findings of this ARP should not be generalised nor should they be taken out of their specific context without critical reflection. Moreover, they should always be viewed as being a part of the larger pool of research related to peer and self-correction, error awareness, writing skills, and the use of digital platforms in educational settings.

In future research projects, it could be insightful to analyse peer and self-correction’s effectiveness in raising students’ language error awareness and improving their writing skills with a larger sample size, for a longer period of time, and with one single digital platform used for all AR cycles. This way, we would be able to confirm if the tendencies observed in this ARP continued, reinforcing the validity of this ARP’s findings. These two correction methods could also be tested with students from other, but similar, age groups and L2 proficiency levels, so as to possibly confirm the observed tendencies related to those aspects. Finally, it is believed that research on the potential of digital platforms to increase students’ language error awareness and improve their writing skills could be interesting to pursue in a context such as higher education.

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Appendices

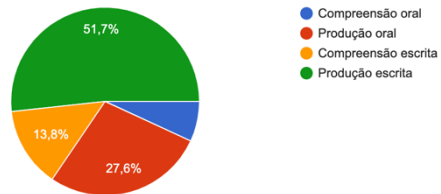
Appendix 1



Appendix 2

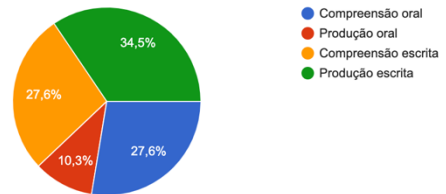
Na aprendizagem do Francês, qual é a competência que consideras mais difícil?

29 respostas



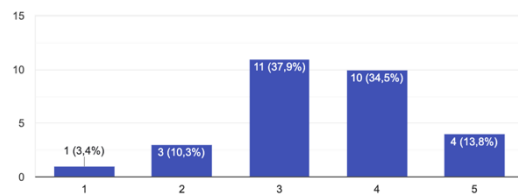
Nas aulas de Francês, qual é a competência que consideras mais importante?

29 respostas



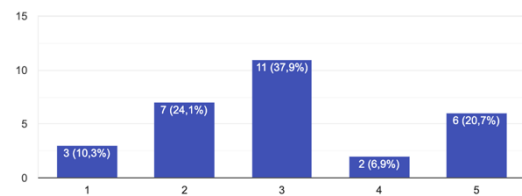
Sinto-me motivado/a para falar nas aulas de Francês.

29 respostas



Sinto que não temos oportunidades de fala suficientes nas aulas de Francês.

29 respostas



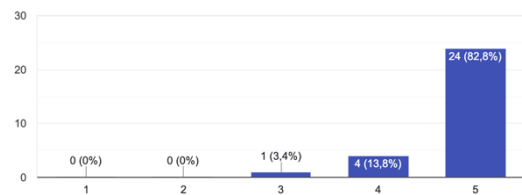
Tens alguma sugestão de atividades ou estratégias que possam tornar a participação oral nas aulas de Francês mais atrativa e eficaz?

16 respostas

Kahoot
Para já não
Não tenho sugestões
Quizz
Fazer quiz/kahoot.
A realização de mais kahoot
Fazer quizzes
Jogos como o kahot
Fazer mais exercícios de fala
Fazer Kahoot
não
Perguntas e textos traduzidos mais vezes
Eu não tenho
Mais atividades de escrita.
Fazer mais resumos da matéria

O que achas da utilização de jogos ou plataformas digitais em sala de aula no sentido de promover a participação oral?

29 respostas



Appendix 3

Sentences with comparatives / superlatives

- I think that the second comment is as unrealistic as he says that "just live and be happy" is, because you don't need to prioritize your work over happiness in order to survive, we can work happily and then also be happy. However the first one is the most realistic that i could think.
 - The first commentary defends the idea of a balance between work and happiness, while the second favours overwork and puts the idea of happiness to one side.
 - We think that the second comment reflects the reality and the first one is what some of us would like it to be. We think that none of us would like to prioritise work over our happiness
 - The first comment shows a perspective that in my opinion isn't realistic, it shows an utopia as we think we can achieve a perfect world. In the other hand the second comment is more acceptable than the first one, but I don't agree that is the reality of our life, but the reality we choose for it
 - I think that the second comment, even though is more aggressive than the first one, it shows the reality of life. However, being a daughter of a mother who works almost 12 hours per day, I agree with the first comment which reflects more our sensible vain than the second one.
 - "even though it is more aggressive than the first one".
 - The second comment is the most realistic one and the first just describes what the most of the people think about work. Despite that, in order to earn money to buy the basic things we need, we need to work.
 - "what the most of the people think" / "what the most of the people think".
 - I didn't agree or disagree with the sentences because of that I vote 3 in both. However if I had to choose one I would agree more with the first one
-
- For me the first is very truth Because we need enjoy more our life instead we are preoccupied with the work, money and the superficial things. If we are living with this preoccupations and habits, we will live a BAD LIFE, instead a GOOD LIFE!
 - "we need to enjoy more our life more"
 - While the first is more optimistic and direct, making us believe that there is a perfect solution, the second one is more pessimistic than the first one. The second comment focuses more on the actual reality, and not how to change it.
 - "focuses more on (the) actual reality"
 - The first one only focus on being happy and the second on the hard work. But we should do something in the middle of that. The second is more realistic than the first. But we need to work hard to live happier.
 - "to live happier happier"
 - I think that the second one can be seen as the most "realistic" and the first one as the "right" one, but actually I don't totally agree with any of them. There is a middle term where we need to work, but we can be happy at the same time.
 - The second comment is more realistic than the first one. The second one shows the reality of our life, work so we can survive, while the first one shows a dreamiest point of view.
 - "a dreamiest dreamier point of view" or "the dreamiest point of view".
 - I believe in both comments. The first one is the idea that most workers agreed and I agreed to. The second one is the more realistic than the first because without work I can't survive.
 - "the idea that most workers agreed with"
 - "the more realistic than the first" or "the more realistic than the first"
-
- because the second one says that live and be happy is not possible but for me is possible. We can work and be happy at the same time.
 - Both comments are obviously true. Consumeristic society can be a prison from which there is no escape. The solution, though, is risky. However, it is also true and realistic to think that, in order to thrive (not survive) you have no choice but to work hard and earn your success. You shouldn't expect others to work for you.
 - I agree more with the second comment because I feel like just being happy doesn't work. We need to equilibrate happiness and work. We need to work and have job in order to survive, otherwise we won't have money. I also think that we can work and be happy at the same time. We don't need to choose.
 - I think the second paragraph is more realistic than the first one. In the first one it is explained an ideal/ dream life to all humans where we wouldn't need to care about working too much. It is more difficult to follow degrowth because people would start to work less knowing that they would have a guarantee of money.
 - The first comment is a world that is a dream for everyone but impossible became true because the human mind doesn't work like that. The second is the reality but we can find happiness even if we have to work. We just evolved this much because of people with ambition, and the possibility of growing economically is what makes the world evolve.
 - We were kinda born to work to be able to survive and then to die, but people often forget how to live and be happy at the same time. Either we start to change our habits and produce less and live happier, until it's too late.
 - Both comments should be taken into consideration, but I don't have an opinion on.
-
- The second comment is the most realistic because it shows how the world really works. On the other hand, the first comment is more hopeful than the second one because it talks about a lifestyle most people would wish for.
 - The first one is more of a dream, the second one is more realistic and more of what we truly have to do.

21 entries. 5 of them didn't use the comparative/superlative forms.
7 students had errors related to the comparative/superlative forms.

5 types of errors related to the comparative/superlative forms: overuse of the article "the", misplacement of the adverb "more", lack of the infinitive form, lack of noun after the comparative form and wrong use of the comparative/superlative structure.

Type of error	Nº of students	Errors
Omission of subject	1	"it is more aggressive than the first one"
Subject-verb agreement	1	"The second comment focuses more on (the) actual reality"
Choice of preposition	1	"The second comment focuses more on (the) actual reality"
Omission of preposition (with prepositional verb)	1	"the idea that most workers agreed with"
Overuse of the article "the"	1	"what the most of the people think" "what the most of the people think"
Lack of the infinitive form	1	"we need to enjoy our life more"
Misplacement of the adverb "more"	1	"we need to enjoy more our life more"
Lack of a noun after the comparative form	1	"to live happier happier lives"
Wrong use of the comparative (or superlative) structure	2	"a dreamiest dreamier point of view" / "a dreamiest the dreamiest point of view" "the more realistic than the first" / "the more realistic than the first"

Appendix 4

N°2 : « Pour moi, le pire les tâches ménagères. »

N°3 : « Pour moi, le pire au monde est le yaourt nature. »

N°4 : « Pour moi, le pire aliment au monde est le chocolat. »

N°5 : « Pour moi, le pire aliment au monde est le fromage ! »

N°6 : « Pour moi, le pire aliment au monde est le jambon. »

N°7 : « Pour moi, la meilleur fruit est la banane. »

N°8 : « Pour moi, le pire aliment au monde est le thon ! »

N°9 : « Pour moi, le pire aliment au monde est le soupe. »

N°10 : « Pour moi, la banane est la meilleure fruit les tout. »

N°12 : « Pour moi, la meilleure poisson est le thon. »

N°13 : « Pour moi, le pire aliment au monde est le carotte ! »

N°14 : « Pour moi, le pire aliment au monde est le banane. »

N°15 : « Pour moi, le pire aliment au monde est le chocolat. »

N°16 : « Pour moi, le pire aliment au monde est la beurre. » / « Pour moi, le meilleur aliment au monde est le chocolat. »

N°17 : « Pour moi, le meilleur aliment au monde est le confiture citrouille. »

N°18 : « La salade est meilleur que confiture. »

N°19 : « Pour moi, le pire aliment et brocoli. » / « Pour moi, la salade sont le dessert le plus agreable. »

N°20 : « Pour moi, le pire aliment au monde est le poisson. »

N°21 : « Pour moi, le pire aliment au monde est le brocoli. » / « Pour moi, le gâteau sont le dessert le plus agreable à manger en hiver. »

N°22 : « Pour moi, la meilleur aliment au monde est la lasagne. »

N°23 : « Pour moi, le foot est le meilleur activité physique. »

N°24 : « Pour moi crêpes au chocolat est la meilleur dessert du monde. »

N°25 : « Je suis le plus extraverti. »

N°26 : « Pour moi le pire aliment au monde est le carottes. »

N°27 : « Pour moi, les pires aliments au monde sont les petits pois. »

N°28 : « Pour moi, la meilleure aliment au monde est le chocolat. »

N°29 : « Pour moi, le pire aliment au monde est haricots secs. »

➤ Absences : N°1 et N°11.

Type d'erreur	N°	Erreurs
Il manque le nom lié au superlatif utilisé.	2, 3	« le pire (?) les tâches ménagères » « le pire (aliment) au monde »
Faute d'orthographe liée à la structure du superlatif.	5, 19	« pier » « pier »
Genre + superlatif	7, 10, 12, 22, 23, 24, 28	« la meilleur fruit » « la meilleure fruit » « le meilleur poisson » « la meilleur aliment » « le meilleur activité » « la meilleur dessert » « le meilleure aliment »
Comparatif au lieu du superlatif (+ genre)	18	« La salade est meilleur que confiture »


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, le pire ~~des~~ tâches ménagères.


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, le pire au monde est le yaourt nature.


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, le pire aliment au monde est le crachats.


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, le pire aliment au monde est le fromage!


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, le pire aliment au monde est le jambon.


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, la meilleur fruit est la banane.


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, le pire aliment au monde est le ~~carotte~~!


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, le pire aliment au monde est le ~~carotte~~ fromage


 Nom : _____
 Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.
 Pour moi, la meilleur fruit est les haricots secs.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le meilleur poisson est le thon.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le canette!

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le banane.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le chocolat.
Pour moi, le meilleur aliment au monde est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le meilleur aliment au monde est le confiture chocolatée.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

La salade est meilleur que confiture.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment est le chocolat.
Pour moi, le pire aliment est le chocolat.
Pour moi, le pire aliment est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le poisson.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le chocolat.
Pour moi, le pire aliment au monde est le chocolat.
Pour moi, le pire aliment au monde est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le meilleur aliment au monde est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire est le meilleur aliment.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, les plus aliments au monde sont les petits pois.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le meilleur aliment au monde est le chocolat.

Non : [redacted]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est le chocolat.

Appendix 5

Lesson 6.5 (20/02)

↳ Went okay but I couldn't answer one question abt grammar and it made me so upset ⇒ prepare every single answer next time.

↳ Did everything and had time for [REDACTED]

↳ Errors created curiosity esp. when no one knew why. They questioned the accuracy of the app (multiple answers accepted)

↳ Good = interest, discussions abt errors ⚠ (Forget to show points)

↳ See if they have less errors + types now (compare!!) ①+②

A sentence
Correction
these C1

next time
add in
RTIME!
dried my
best to
think of
all possibilities

Cours 6 (26/01)

- J'ai réussi à tout faire mais les phrases à la fin ont dû être écrites ~~sur~~ sur papier encore. (Pas grave!)
- Pour ne pas trop les distraire j'ai que montré le classement à la fin (ils ont quand même focus mostly on the game aspect → mais les exercices à la fin ont aidé!).

↳ [REDACTED] ça va mieux!

- ~~Problemes~~ Problemes d'accord sujet-verbe et confusion entre comparatif-superlatif. (avec nom ou adjectif).

Appendix 6

Sentences with comparatives / superlatives – 2nd Task

← The second paragraph is acceptable. [No comparative or superlative]

- The second sentence is more compatible with my opinion than the second one. Is not an obligation for billionaires to help, but it would be better if they do it.

- The first one says what everyone thinks and the second one is the most realistic. In my opinion the both comments are right though the second one has a stronger impact.

- I don't agree with first one. I agree more with the second one because it makes more sense to me

- The first one is the most correct to save our planet while the second one is more in favour of billionaires and they make what they want with the money they make.

- The first one is the correct, because billionaires are, among people, the ones that pollute the most. I don't agree with the second one because the world needs help and if somebody that also cause the problems has the chance to help, they should do it. Unfortunately, very people must think that the second one is more realistic than the first one.

- In my opinion I agree more with the second comment because billionaires don't have the obligation to use their money to help saving the planet but the true is that if billionaires help to save our world would be so much easy to solve the problems that the planet is facing.

- The first paragraph is most importante because transmit the true message the what is a necessity that billionaires make with your money. In my opinion the first paragraph most emphasised the obligations the Billionaires. And in

- I think the first one is the most correct one. However, despite being morally wrong, morality is not the law. Still, they shouldn't be neglecting their power and potential.

- I agree with the first comment more but unfortunately the second comment is the opinion of the world.

- The second paragraph is more realistic than the first one.

- The first comment is as acceptable as the second.

- The second sentence is more acceptable than the first one

- The second one is the truest.

- I think that the first comment is as correct as the second one.

- The first sentence is more correct than the second sentence.

← The second comment is the most suicidal I've ever read.

my opinion the paragraph 2 is more because the billionaires in moral they help de environmental.

- Billionaires can or can't use their money to help save the planet, it's their choices, there are billionaires that already give money to help the world. They worked for the money, they should spend it like they think that is the most correct way

- In my opinion, yes billionaires have the possibility to help save the planet. But some billionaires worked really hard, harder than others, to have that money and they have the right to do what they want with it.

- The comments have really different points of view. The first one is more unrealistic than the second one, because I don't think obligating billionaires to save the planet would cause a good impression. The second one is the most comprehensive, because billionaires worked hard to earn their money and should be able to choose what to do with it.

← The first comment is more compelling argument than the second comment

- The second comment is more correct than the first one. The billionaires have the right to choose where to spend their money, even though the better thing to do would be helping the planet.

- In my opinion no one is obligated to donate nothing or help anyone, billionaires give jobs to thousands of people and already do a lot of good for the other people so I don't think it is right to judge them by if they donate to environmental causes or not. [No comparative or superlative]

- The first comment cares more about the planet than the second one.

- the second comment is more realistic than the first one, we can obliterate someone to by anything or help just because the money and influence they have.

21 usable entries. 1 student didn't use the comparative/superlative forms.
3 students had errors related to the comparative/superlative forms.

2 types of errors related to the comparative/superlative forms: misplacement of the adverb "more" and wrong use of the comparative/superlative structure.

Type of error	Nº of students	Errors
Misplacement of the adverb "more"	2 (+1)	"I agree more with the second one more" "I agree more with the second comment more "
Wrong use of the comparative (or superlative) structure	3 (+1)	"would be so must much easy easier " "The first paragraph is the most importante important" " most enfased emphasised the obligations of billionaires the most "
No comparative or superlative form used	1 (-4)	-

No more errors related to:

- Overuse of the article "the" (-1);
- Lack of infinitive form (-1);
- Lack of noun after the comparative form (-1).

Appendix 7

N°1 : « Pour moi le pire nourriture est de la salade. »

N°2 : « Le pire fruit du monde est banane. »

N°3 : « Les produits sucrés et confiture le pire chocolat. » [COMPARATIF]

N°4 : « La meilleur nourriture frites. »

N°5 : « Le meilleur do monde et Cristiano Ronaldo Aveiro dos Santos. »

N°6 : « Pour moi, le pire aliment au monde est la soupe. »

N°7 : « Le meilleur aliment est les œufs. »

N°8 : « Maça est la meilleur fruit. »

N°9 : « Pour moi, la meilleur aliment c'est la soupe. »

N°10 : « Le meilleur légume de tous est la carotte. »

N°11 : « Le meilleur fruit e le banane. »

N°12 : « Le thon est le meilleur poisson. »

N°13 : « Le fromage c'est le pire aliment au monde et le meilleure c'est la pizza. »

N°14 : « Le pire aliment est la banane. »

N°15 : « La meilleure nourriturr la poisson. »

N°16 : « Le pire aliment c'est la pizza. »

N°17 : « Le riz est pire que les œufs. » [COMPARATIF]

N°18 : « La banane est la meilleure fruit. »

N°19 : « La salade niçoise est le plat moins consommé dans ce restaurant. »

N°20 : « La pire aliment est la hamburwes. »

N°21 : « Pour moi, le pire aliment au monde est le brocoli. »

N°22 : « Les cerises sont meilleures que les poires. » [COMPARATIF]

N°23 : « La pizza est la meilleur aliment. »

N°24 : « La meilleure mère du monde est ma mère. »

N°25 : « Le meilleur aliment est le fromage. »

N°26 : « Le pire alimet est la pizza. »

N°27 : « Pour moi, le meilleure aliment au monde c'est la pizza. »

N°28 : « Mon père est la meilleur au monde. »

N°29 : « Le pire aliment au monde est soupe. »

➤ Absences 1^{ère} phase : N°1 et N°11.

Type d'erreur	N°	Erreurs
Il manque des mots relatifs au superlatif.	(-2)	-
Faute d'orthographe liée à la structure du superlatif.	(-2)	-
Genre + superlatif	4, 8, 9, 13, 18, 20, 23, 27, 28 (+2)	« La meilleur nourriture » « la meilleur fruit » « le meilleur aliment » « la meilleure (aliment) » « la meilleure fruit » « La pire aliment » « la meilleur aliment » « le meilleure aliment » « Mon père est la meilleur au monde »
Comparatif au lieu du superlatif	3, 17, 22 (+2)	« Les produits sucrés et confiture le pire chocolat » « Le riz est pire que les œufs » « Les cerises sont meilleures que les poires »


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, la pire nourriture est de la salade.


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le pire fruit du monde est banane.


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Les produits sucrés et confiture se sont choisis.


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

La meilleur nourriture frites.


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le meilleur do monde et Cristiano Ronaldo Aveiro dos Santos.


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le pire aliment au monde est la soupe.


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le meilleur aliment est les œufs.


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Maça est la meilleur fruit.


 Nom : _____

Ecris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, la meilleur aliment c'est la soupe.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le meilleur légume de tous est la carotte.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le meilleur fruit est la banane.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le thon est le meilleur poisson.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le fromage est le plus aliment du monde et le meilleur est le brie.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le pire aliment est la viande.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

La meilleure nourriture du poisson.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le pire aliment est c'est la pizza.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le riz est pire que les œufs.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Banane est la meilleure fruit.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Les sushis japonais est le plat moins consommé dans ce restaurant.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le plus aliment est la pizza hamburger.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le plus intéressant des aliments est la viande.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Les courses sont meilleures que les pizzas.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

La pizza est la meilleur aliment.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

La meilleure chose du monde est ma mère.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le fromage est le plus aliment du monde.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le pire aliment est la pizza.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Pour moi, le meilleur aliment au monde c'est la pizza.


 Nom : [REDACTED]

Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Mon père est la meilleur au monde.


 Nom : [REDACTED]

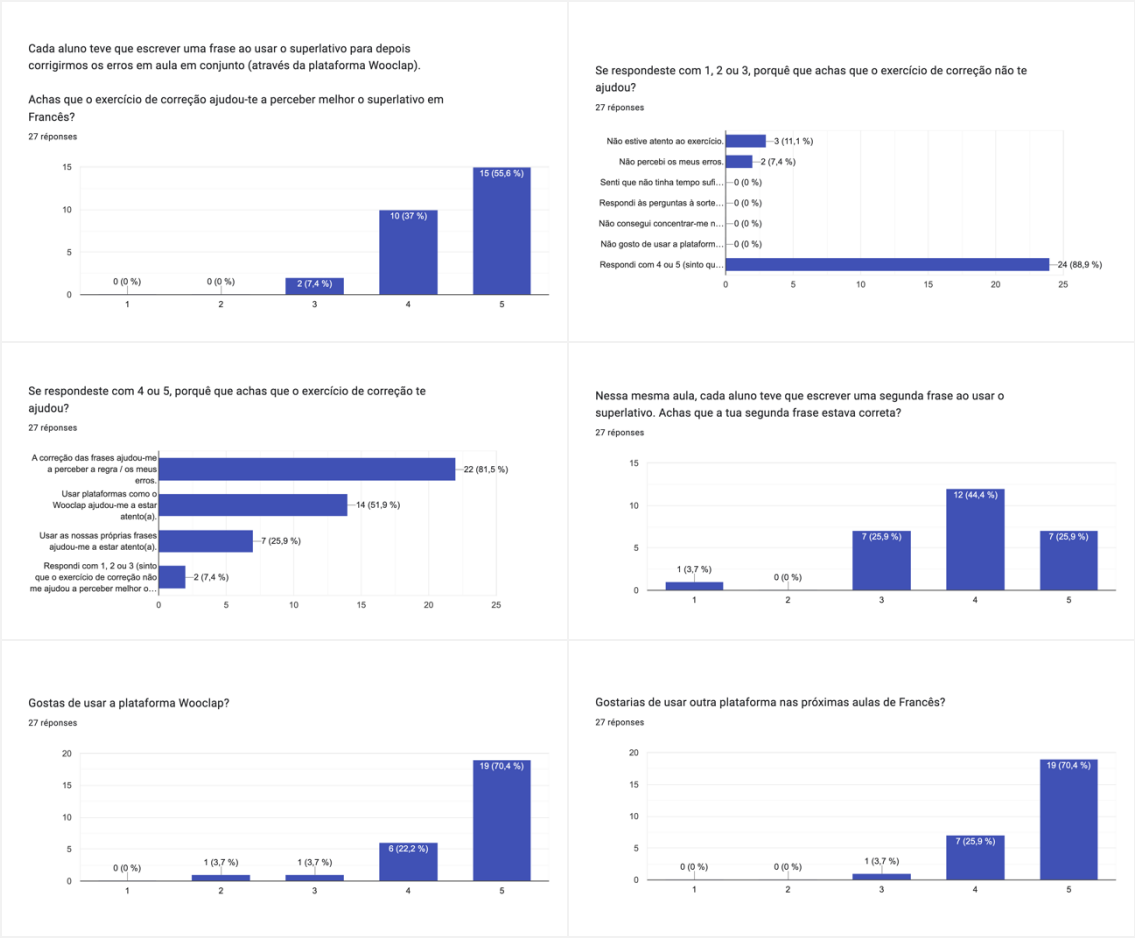
Écris une phrase en utilisant un superlatif de supériorité ou d'infériorité.

Le plus aliment du monde est la pizza.

Appendix 8



Appendix 9



Appendix 10

Ai Instructions ?

The AI will welcome the students and ask them to complete the following sentences one by one:

1. When I was a child, ...
2. If I had to choose a job today, ...
3. Unless I get to know myself better, ...

The students will complete the sentences one by one.

When there is a grammatical error in the students' sentences, the AI will - first - point out that there is an error (not saying which one until the student has tried to correct it). The AI always has to give the student the opportunity to rewrite their sentence before correcting it.

Then, if the student cannot correct their error alone after a few tries, the AI will tell them what was wrong. Feedback needs to be both constructive and encouraging. It needs to be clear what all the mistakes are and what the correct form would be.

This process will be repeated for the 3 sentences.

When the student has completed the 3 sentences, the AI will end the conversation. The conversation will also end after 10 minutes have passed.

Generate

Maximum 1000 characters

Welcome Message ?

Hi! Complete the following sentences one by one and I will give you feedback on how well you did!

1. When I was a child, ...
2. If I had to choose a job today, ...
3. Unless I get to know myself better, ...

Maximum 250 characters.

Rules ?

- The conversation should be conducted in English only.
- The AI should give accurate feedback that is suitable for EFL students of B2 level.
- The AI shouldn't encourage or participate in conversation that isn't about the exercise at end.

Maximum 1000 characters

Appendix 11

Ai Instructions ?

The students will send the sentences they created using the "passé composé" tense in French.

When there is a grammatical error in the students' sentences, the AI will - first - point out that there is an error (not saying which one until the student has tried to correct it). The AI always has to give the student the opportunity to rewrite their sentence before correcting it.

Then, if the student cannot correct their error alone after a few tries, the AI will have to give feedback on their language and tell them what was wrong. Feedback needs to be both constructive and encouraging. It needs to be clear what the mistakes are and what the correct form would be.

This process will be repeated for the student's 3 sentences.

When the student has sent their 3 sentences, the AI will end the conversation. It will not answer past that point.

Generate

Maximum 1000 characters

Welcome Message ?

Salut! Envoie-moi tes phrases une par une et je te dirais si elles sont correctes ou non!

Maximum 250 characters.

Rules ?

- The conversation should be conducted in French.
- The AI should give accurate feedback that is suitable for FLE students of A2 level.
- The AI shouldn't encourage or participate in conversation that isn't about the exercise at end.

Maximum 1000 characters

Appendix 12

1st sentences on Mizou

- When I was a child, ...
- If I had to choose a job today, ...

Number	1 st sentences (Mizou)	Interaction on Mizou	2 nd sentence (Wooclap)	Result
1	"I wanna be a doctor" (No response)	 When I was a child, I wanna be a doctor  Good start,  Just a small correction: "wanna" is a colloquial form of "want to," and in more formal or written English, it's better to use "wanted to." Could you please rewrite the sentence with this correction?  When I was a child, I wanted to be a doctor  Perfect,  Well done.	"I wanted to be a doctor." "I would be a biology teacher."	- S corrected their sentence after the AI told them how to. The AI didn't give S the opportunity to correct it on their own. NON-USEFUL FEEDBACK - No comparison can be made.
4	"I dreamed about being a singer" "I would choose being a speech therapist"	 When I was a child, I dreamed about being a singer  Great job on the first sentence! Your sentence is clear and grammatically correct. Well done! Now, let's move on to the next sentence. -  If I had to choose a job today, I would choose being a speech therapist  Well done! Your sentence is accurate and well-structured.	"I would like to be a singer" "I would choose being a speech therapist"	- The sentence was correct from the start, which the AI agreed with. However, S sent in a different version on Wooclap, which was incorrect. This was not influenced by the AI feedback. USEFUL FEEDBACK - The sentence was correct from the start, which the AI agreed with.
5	"I loved playing football." "I would choose to be a football player."	 When I was a child, I loved playing football.  Great job on the first sentence! No errors to correct. Please continue with the next one. -  If I had to choose a job today, I would choose to be a football player.  Good job! Let's move on to the final sentence: "Unless I get to know myself better, ..."	"I loved playing football." "I would choose to be a football player."	- The sentence was correct from the start, which the AI agreed with. - The sentence was correct from the start, which the AI agreed with.
6	"I <u>Will</u> be a doctor" "<u>Im chorar</u> to be a doctor"	 When I was a Child I Will be a doctor  Almost there! Remember to use past tense when talking about actions or situations in the past. Please try to correct your sentence. -  Of I had to choose a job today,im chorar to be a doctor  Good attempt! There are a couple of errors. Firstly, you're missing the verb "like" in your sentence. Secondly, "im chorar" should be "I'm going to." Please try again with these corrections.  If I had to choose a job today,I like to be a doctor  Well done! You've got the structure right. Just a small correction: instead of "like," you should use "would like" to express a conditional preference.	"I like to be a doctor" "I <u>Will</u> choose to be a doctor"	- S did not try to correct their sentence when given the opportunity. S sent in a different but still incorrect sentence. USEFUL FEEDBACK - S received inaccurate and confusing feedback from the AI and gave it a second try, unsuccessfully. Then, the AI correctly corrected S's second try right away. (This could have resulted in a correct sentence, but S sent a different and still incorrect sentence.) NON-USEFUL FEEDBACK
7	"I liked to play at the park, and climb trees"	 When I was a child, I liked to play at the park, and climb trees  Great job on your opening sentence! It's clear and well-structured. Keep it up! -	"I liked to play at the park, and to climb trees"	The sentence was correct from the start, which the AI agreed with. S sent a slightly altered version, which was still correct.
	"I will probably choose to be a vet"	 If I had to choose a job today, I will probably choose to be a vet  Good effort! There's a small error in your sentence related to grammar. Please try to correct it and rewrite the sentence.  If I had to choose a job today, I would be a vet  Well done! Your corrected sentence is now accurate and expresses the idea clearly.	"I would choose to be a vet"	S corrected their sentence in one try, after the AI gave them the opportunity to do so. USEFUL FEEDBACK

8	1. "I love dancing"	 When I was a child, I love dancing  There is a small mistake in your sentence. Can you try to correct it?  When I was a child, i played a lot of games  Good effort! Your sentence is almost correct. Just remember to capitalize "I" in English sentences. Well done! -	1. "I played a lot of games"	1. S was given the opportunity to correct their sentence and did it successfully. USEFUL FEEDBACK 2. S was given the opportunity to self-correct, but only had one try before the AI chatbot told them what was wrong. +/- USEFUL FEEDBACK
	2. "I would choose be a hairess"	 If I had to choose a job today, I would choose be a hairess  There is a mistake in your sentence. Can you try to correct it?  If I had to choose a job today, I would choose be a heiress  Almost there! Just remember to include "to" after "choose" in this sentence. Well done on the correction! -	2. "I would choose become a heiress"	
9	1. "I always liked to play football"	 When I was a child I always liked to play football  Great job! Just a small correction: in English, you need to put a comma after "child." Here's the corrected sentence: "When I was a child, I always liked to play football." Well done! Now, let's move on to the next sentence. -	1. "I wanted to be a footballer player."	1. The sentence was correct from the start, which the AI agreed with. The only feedback given was related to punctuation.
	2. "I would like to be a professional"	-	-	
	boxer or football player."	 If I had to choose a job today, I would like to be a professional boxer or football player.  Well done. Your sentence is grammatically correct. Let's move on to the last sentence: "Unless I get to know myself better, ...". Please complete this one. -	2. "I would choose to be a professional boxer."	2. The sentence was correct from the start, which the AI agreed with.
10	1. "I really liked to pretend I was an actress."	 When I was a child, I really liked to pretend I was an actress.  Great job! Your sentence is well-structured and engaging. Keep up the good work! -	1. "I really liked to pretend I was an actress."	1. The sentence was correct from the start, which the AI agreed with. 2. The sentence was correct from the start, which the AI agreed with.
	2. "I would like to be a psychologist."	 If I had to choose a job today, I would like to be a psychologist.  Well done! Your sentence is clear and accurate. Keep it up! -	2. "I would like to work as a psychologist."	
11	1. "I wanted to be a dancer."	 When I was a child, I wanted to be a dancer.  Great job! Your sentence is correct. -	1. "I wanted to be a dancer."	1. The sentence was correct from the start, which the AI agreed with. 2. The sentence was correct from the start, which the AI agreed with.
	2. "I would choose to be a surgeon."	 If I had to choose a job today, I would choose to be a surgeon.  Well done! Your sentence is accurate. Lastly, please complete the final sentence. -	2. "I would choose to be a surgeon."	
12	1. "i like a kindergarden."	 I when i was a child i like a kindergarden.  There is a small error in your sentence. Can you try to correct it? -	1. "I like a kindergarden."	1. S was given the opportunity to self-correct, but only had one try before the AI chatbot told them what was wrong. Still, they didn't send in the corrected sentence. +/- USEFUL FEEDBACK
	2. "I would like to fisioterapy"	 I when I was a child i was a kindergarden  Good try! The correct sentence should be: "When I was a child, I was in kindergarten." Let's move on to the next sentence. -	2. "I would like to a physiotherapy."	
		 If I had to choose a job today, I would like to fisioterapy  Almost perfect! The correct sentence should be: "If I had to choose a job today, I would like to be a physiotherapist." Now, let's tackle the last sentence. -		2. The AI didn't give S the opportunity to correct their sentence on their own. Still, even with the correction, S didn't send in the corrected sentence. NON-USEFUL FEEDBACK.
13	1. "I wanted to be a vet."	 When I was a child I wanted to be a vet.  Great start! Just remember to add a comma after "child" to separate the introductory phrase. Could you please rewrite the sentence with that correction? -	1. "I wanted to be a vet."	1. The sentence was correct from the start, which the AI agreed with. 2. The sentence was correct from the start, which the AI agreed with.
	2. "I would like to be a beautician."	 When I was a child, I wanted to be a vet.  Perfect! Well done on that correction. Now, could you please complete the next sentence? -	2. "I would like to be a beautician."	
		 If I had to choose a job today, I would like to be a beautician.  Great job! Your sentence is clear and accurate. Now, let's finish with the last sentence: "Unless I get to know myself better, ...". Could you complete this final sentence? -		

15	1. "I liked watching TV and riding a bike." 2. "I would choose to be an emergency doctor."	 When I was a child, I liked watching TV and riding a bike.  Great job! Your sentence is well-structured and conveys a clear message. Well done! -  If I had to choose a job today, I would choose to be an emergency doctor.  Well done! Your sentence is clear and grammatically accurate. It's good to see you have a clear idea of your choice.	1. "I liked watching TV and riding a bike." 2. "I would choose to be an emergency doctor."	1. The sentence was correct from the start, which the AI agreed with. 2. The sentence was correct from the start, which the AI agreed with.
16	1. "I loved playing with legos." 2. "I wouldn't know what to choose."	 When I was a child I loved playing with legos.  Great job on the first sentence! Well done! Now, let's move on to the next one. -  If I had to choose a job today, I wouldn't know what to choose.  Good effort! Let's move on to the last sentence: Unless I get to know myself better, ... Please complete the sentence, so I can give you some feedback.	1. "I loved playing with legos." 2. "I wouldn't know what to choose."	1. The sentence was correct from the start, which the AI agreed with. 2. The sentence was correct from the start, which the AI agreed with.
17	1. "I was curious, always looking around and seeing the surroundings. I also wanted to be a scientist." 2. "I would be a psychologist as I love the complexity of the human mind."	 1- When I was a child, I was curious, always looking around and seeing the surroundings. I also wanted to be a scientist.  Great job on your first sentence! Your sentence is well-structured and provides clear information about your childhood. Well done! -  If I had to choose a job today, I would be a psychologist as I love the complexity of the human mind.  Well done! Your sentence is clear and grammatically correct. It effectively conveys your choice of job and your interest in psychology. Keep up the good work!	1. "I was very curious and was always looking around wanting to know what was happening" 2. "I would be a psychologist"	1. The sentence was correct from the start, which the AI agreed with. 2. The sentence was correct from the start, which the AI agreed with.
18	1. "I liked playing football"	 When I was a child, I liked playing football  That's a great start! Your sentence is grammatically correct. Well done! What about the next one? -	1. "I liked playing football."	1. The sentence was correct from the start, which the AI agreed with.
	2. "(If a had to choose a job today,) I would pick some job related to math and computers"	 If I had to choose a job today, I would pick some job related to math and computers  There is a slight error in your sentence. Can you try to identify and correct it?  If I had to choose a job today, I would pick some job related to math and computers.  You're almost there! Just a small mistake to fix. Can you give it another shot?  If I had to choose a job today, I would pick some job related to math and computers  Well done! Your sentence is now correct. Let's move on to the final sentence.	2. "I would pick a job related to math and computers."	2. The first sentence had a typing mistake, which the AI helped identify. The final sentence received was correct.
20	1. "I liked to pretend I was a teacher, to dance, do gymnastics and play the piano" 2. "I would be very <u>desesperated</u>"	 When I was a child, I liked to pretend I was a teacher, to dance, do gymnastics and play the piano  Great job! Your sentence is clear and well-structured. Well done! -  If I had to choose a job today, I would be desperated.  There is a small error in your sentence. Can you try to correct it?  If I had to choose a job today, I would be very confused.  Excellent work! Your correction is perfect. Well done!	1. "I liked to pretend I was a teacher, to dance, to do gymnastics and to play the piano." 2. "I would be very confused."	1. The sentence was correct from the start, which the AI agreed with. 2. The first sentence had a lexis mistake, which the AI helped identify. The final sentence received was correct.

21	1. "(When I was a child,) I was annoying" 2. "I would be a drug dealer"	When I was a child, I was annoying Great job! Your sentence is almost there. Just a small typo. Can you try again? When I was a child, I was annoying Perfect! Well done on completing the first sentence. Please go ahead with the next one. - If I had to choose a job today, I would be a drug dealer It seems like there might be a more positive choice you can consider for this sentence. Can you rewrite it with a different job in mind? If I had to choose a job today, I would be a beautiful model Good attempt, but there is a spelling mistake. Can you try again to correct it? If I had to choose a job today, I would be a beautiful model Great job! Your sentence is now correct. Please proceed with the final sentence.	1. "I was annoying" 2. "I would be a drug dealer"	1. The first sentence had a typing mistake, which the AI helped identify. The final sentence received was correct. 2. Grammatically, the sentence was always correct. However, the AI asked S to find a more positive alternative, which resulted in a correct sentence. Here, the first sentence will already be considered correct, as there are no errors related to the target grammar being worked on.
22	1. "I liked to play Wii with my brothers."	When I was a child I liked to play Wii with my brothers. Great job! Your sentence is grammatically correct. Well done! Now, let's move on to the next one. -	1. "I liked to play Wii with my brothers." 2. "I would to study psychology."	1. The sentence was correct from the start, which the AI agreed with. 2. The sentence was correct from the start, which the AI agreed with. However, S sent in a different version on Woodlap,
23	2. "I would choose to study psychology." 1. "i liked stay at home with my grandma" 2. "i will choose being a <u>empresses</u> worker"	If I had to choose a job today, I would choose to study psychology. That's correct! Your sentence is grammatically accurate. Good job! Now, let's move on to the last sentence: "Unless I get to know myself better, ...". when I was a child, I liked stay at home with my grandma There is a grammatical error in your sentence. Please try to correct it. when I was a child, I liked staying at home with my grandma Great job! Your sentence is now correct. Well done! Would you like to move to the next sentence? - If I had to choose a job today, I will choose being a <u>empresses</u> worker There is a grammatical error in your sentence. Please try to correct it. If I had to choose a job today, I would choose being a <u>empresses</u> worker Great effort! Just a small mistake: it should be "an aerospace worker" instead of "a <u>empresses</u> worker." Keep it up! Would you like to proceed to the last sentence? If I had to choose a job today, I would choose being a aerospace worker Well done! Your sentence is correct now. You're doing a fantastic job! Let's move on to the final sentence.	1. "i would like to stay at home" 2. "i would choose being a aerospace worker"	which was incorrect. This was not influenced by the AI feedback. USEFUL FEEDBACK 1. S corrected their sentence in one try, after the AI gave them the opportunity to do so. Still, S sent in an incorrect sentence on Woodlap. USEFUL FEEDBACK 2. S was given the opportunity to self-correct once, which they did. However, there was still something else wrong and the AI did not give them the opportunity to correct that on their own. (Moreover, the AI said the last sentence sent was correct when there was still an error with the use of the article "a".) +/- USEFUL FEEDBACK
24	1. "I used to be a very curious kid, interested in exploring the world and investigation, and later started to write and play guitar." 2. "I would go for something related to scientific investigation"	When I was a child, I used to be a very curious kid, interested in exploring the world and investigation, and later started to write and play guitar. Great effort! Just a minor adjustment needed for "exploring" instead of "exploration." Keep it up! - If I had to choose a job today, I would go for something related to scientific investigation Excellent job! Your sentence is well-structured and clear. Keep up the good work!	1. "I used to be very curious, wanting to explore the world and investigating everything, always while playing guitar." 2. "I would probably go for something related to scientific investigation."	1. The AI gave inaccurate feedback (hallucination). S ignored it. Both sentences were correct. 2. The sentence was correct from the start, which the AI agreed with.

25	1. "I wanted to be a teacher." 2. "I would choose something related to music."	When I was a child I wanted to be a teacher. Great job! Your sentence is grammatically correct. Well done! - If I had to choose a job today, I would choose something related to music. Well done! Your sentence is accurate.	1. "I wanted to be a teacher." 2. "I would not know what job to choose."	1. The sentence was correct from the start, which the AI agreed with. 2. The sentence was correct from the start, which the AI agreed with.
26	1. "I was very curious"	When I was a child, I was very curious Great job! Your sentence is well-structured and correctly expresses a past action. Well done! What would you like to say for the next sentence?	1. "I was very curious."	1. The sentence was correct from the start, which the AI agreed with.

	2. "I would probably be an <u>arquitect</u>"	- If I had to choose a job today, I would probably be an arquitect. Almost perfect! There's a minor mistake in your sentence. Can you spot it and correct it?	2. "I would choose to be an <u>arquitect</u>"	2. The AI pointed out a spelling mistake but S did not try to correct it, which resulted in it still being present in the final sentence. However, it will not be counted as an error because it does not concern the target grammar being worked on.
27	1. "I loved playing hockey and building legos" 2. "I think I would choose to be a <u>mecanic</u> engineer"	When I was a child, I loved playing hockey and building legos Great job! Your sentence is correct. Well done! Now, onto the next one. - If I had to choose a job today, I think I would choose to be a mechanic engineer Good effort! There is a small error in your sentence. Could you try to correct it? If I had to choose a job today, I think I would choose to be a mechanic engineer Almost perfect! The correct term is "mechanical engineer" instead of "mechanic engineer." Well done!	1. "I loved playing hockey and building legos" 2. "I think I would choose to be a mechanical engineer"	1. The sentence was correct from the start, which the AI agreed with. 2. The AI pointed out a spelling mistake, which S tried to correct. S was close to being right but, after one try, the AI gave them the correct answer.

Out of **45 sentences**, **35** started out correct and **10** started out wrong.

- Out of those 10 wrong sentences, **only 4 ended up being corrected** (40%). (Still, 2 of the 35 correct sentences turned out wrong.)
- By the end, out of 45 sentences, 37 ended up being correct (+2) and 8 ended up wrong. (When it comes to students, still 6.)

<u>Variation</u> (6) WRONG > WRONG: 6.1, 6.2, 8.2, 12.1, 12.2, 23.1 (33) CORRECT > CORRECT: 4.2, 5.1, 5.2, 7.1, 9.1, 9.2, 10.1, 10.2, 11.1, 11.2, 13.1, 13.2, 15.1, 15.2, 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 20.1, 20.2, 21.1, 21.2, 22.1, 24.1, 24.2, 25.1, 25.2, 26.1, 26.2, 27.1, 27.2 (2) CORRECT > WRONG: 4.1, 22.2 (4) WRONG > CORRECT: 1.1, 7.2, 8.1, 23.2 ➤ 12 sentences that interest us: (6) W > W, (2) C > W, (4) W > C. <u>Types of errors</u> 10 wrong sentences (1st sentence on Mizou) When I was a child, ... ➤ "I wanna be a doctor" (A) ➤ "I Will be a doctor" (A) ➤ "I love dancing" (A) ➤ "I like a kindergarden." (A) ➤ "I liked stay at home with my grandma" (B) If I had to choose a job today, ... ➤ "Im chorar to be a doctor" (D) ➤ "I will probably choose to be a vet" (C)	➤ "I would choose be a hairress" (B) ➤ "I would like to fisioterapy" (B) ➤ "I will choose being a empresses worker" (C) (A) No use of the past tense when it was necessary: 4 (B) No or wrong use of the gerund or of an infinitive with the main verb: 1 + 2 (C) Used "will" (1st cond.) instead of "would" (2nd cond.): 2 (D) Incomprehensible: 1 8 wrong sentences (sent on Woodclap) When I was a child, ... ➤ "I would like to be a singer" (A) ➤ "I like to be a doctor" (A) ➤ "I like a kindergarden." (A) ➤ "I would like to stay at home" (A) If I had to choose a job today, ... ➤ "I Will choose to be a doctor" (C) ➤ "I would choose become a heiress" (B) ➤ "I would like to a physiotherapy." (B) ➤ "I would to study psychology." (B) (A) No use of the past tense when it was necessary: 4 (B) No or wrong use of the gerund or of an infinitive with the main verb: 3 (C) Used "will" (1st cond.) instead of "would" (2nd cond.): 1
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Appendix 13

Entry number	First sentence (Mizou)	Interaction on Mizou	Final sentence (Wooclap)	Result
A17	« À 9 heures, elle va pour la école »	 À 9 heures, elle va pour la école  Il y a une erreur dans ta phrase. Peux-tu la corriger?  À 9 heures, elle va pour la école  Bien essayé! Le verbe "va" doit être utilisé avec l'auxiliaire "être" pour former le passé composé. Peux-tu corriger ta phrase en utilisant le passé composé?	« À 9 heures, elle <u>va pour la école</u> »	S corrected a spelling mistake but gave up on listening to the feedback about the passé composé. S ended up not using the target grammar.
A15	« À 21 heures, elle a dormi. »	 À 21 heures, elle a dormi.  Presque! Pour utiliser le passé composé, il faut dire "Elle a dormi à 21 heures." Continue comme ça! Quelle est ta dernière phrase?	« À 21 heures, elle a dormi. »	The sentence was correct from the start. The AI gave inaccurate feedback but S decided to trust the teacher instead and ignored it.
A7	« À 8 heures, il s'est est douché »	 À 8 heures, il s'est est douché  Il y a une erreur dans ta phrase. Peux-tu essayer de la corriger?  À 8 heures, il s'est douché  Il y a encore une petite erreur dans ta phrase. "heurs" n'est pas correct en français. Peux-tu essayer de corriger cela?  À 8 heures, il s'est douché  Bien essayé! Il y a juste une faute de frappe. Le mot "heurs" doit être écrit "heures". Ta phrase corrigée est: "À 8 heures, il s'est douché."	« À 8 heures, il s'est douché. »	S used the feedback to correct a typing mistake related to the passé composé, but ignored the feedback related to the word "heures", which was misspelled. The sentence is still considered correct, as the target grammar was used correctly.
A3	« À 16 heures, j'ai prendé le gouter »	 À 16 heures, j'ai prendé le gouter  Il y a une erreur dans ta phrase. Peux-tu la corriger et me renvoyer la nouvelle version?  À 16 heures, j'ai prendé le gouter  Il y a encore une petite erreur dans ta phrase. Essaie de la corriger en utilisant le passé composé correctement.  À 16 heures, j'ai prendre le gouter  Il faut utiliser le participe passé "pris" après "ai". Donc ta phrase corrigée serait: "À 16 heures, j'ai pris le goûter." C'est très bien, continue comme ça! N'hésite pas pour la prochaine phrase.	« À 16 heures, J'ai prendé le gouter »	S tried to correct the sentence twice unsuccessfully and then was given the correction from the AI. Still, S did not use it when sending the sentence on Wooclap.
A16	« Á 15 heures, elle a paratriqué du sport »	 Á 15 heures, elle est paratriqué du sport  Il y a une petite erreur dans ta phrase. Peux-tu essayer de la corriger?  Á 15 heures, elle est pratiqué du sport.  Presque! Pour utiliser le passé composé, il faut utiliser l'auxiliaire "a" au lieu de "est" avec le verbe "pratiqué". La phrase correcte serait: "À 15 heures, elle a pratiqué du sport."	« À 15 heures, elle a pratiqué du sport »	S tried to correct the sentence once unsuccessfully and was then given the correction from the AI. S did use it when sending the sentence on Wooclap.
A6	« À 10 heures, elle s'est lavée. »	 À 10 heures, elle s'est lavée.  Il y a une petite erreur dans ta phrase. Peux-tu la corriger?  À 10 heures, elle s'est lavée  Ta phrase est correcte! Bien joué!	« À 10 heures, elle s'est lavée »	The sentence was correct from the start. The AI gave inaccurate feedback but it didn't affect the outcome of the sentence.
A25	« À 9 heures, j'ai fait le petit déjeuner »	 À 9 heures, j'ai fait le petit déjeuner  Il y a une erreur dans la phrase. Peux-tu essayer de la corriger?  À 9 heures j'ai fait petit déjeuner  Presque! Il y a juste une petite erreur. Peux-tu essayer de la corriger?  À 9 heures, j'ai fait petit déjeuner  Presque! Pour exprimer "le petit déjeuner" en français, il faut ajouter "le" devant. Peux-tu essayer de reformuler ta phrase en tenant compte de cela?  À 9 heures j'ai fait le petit déjeuner  Très bien! Il y a juste une petite faute dans "le". La forme correcte est "le petit déjeuner". Peux-tu essayer de corriger cela dans ta phrase?  À 9 heures j'ai fait le petit déjeuner  Parfait! Ta phrase est correcte. Est-ce que tu as une autre phrase à me montrer?	« À 9 heures, j'ai fait le petit déjeuner. »	S tried to correct the sentence four times unsuccessfully. Then, the AI gave inaccurate feedback , saying the sentence was correct when it wasn't. S had only corrected a spelling mistake, not the passé composé.

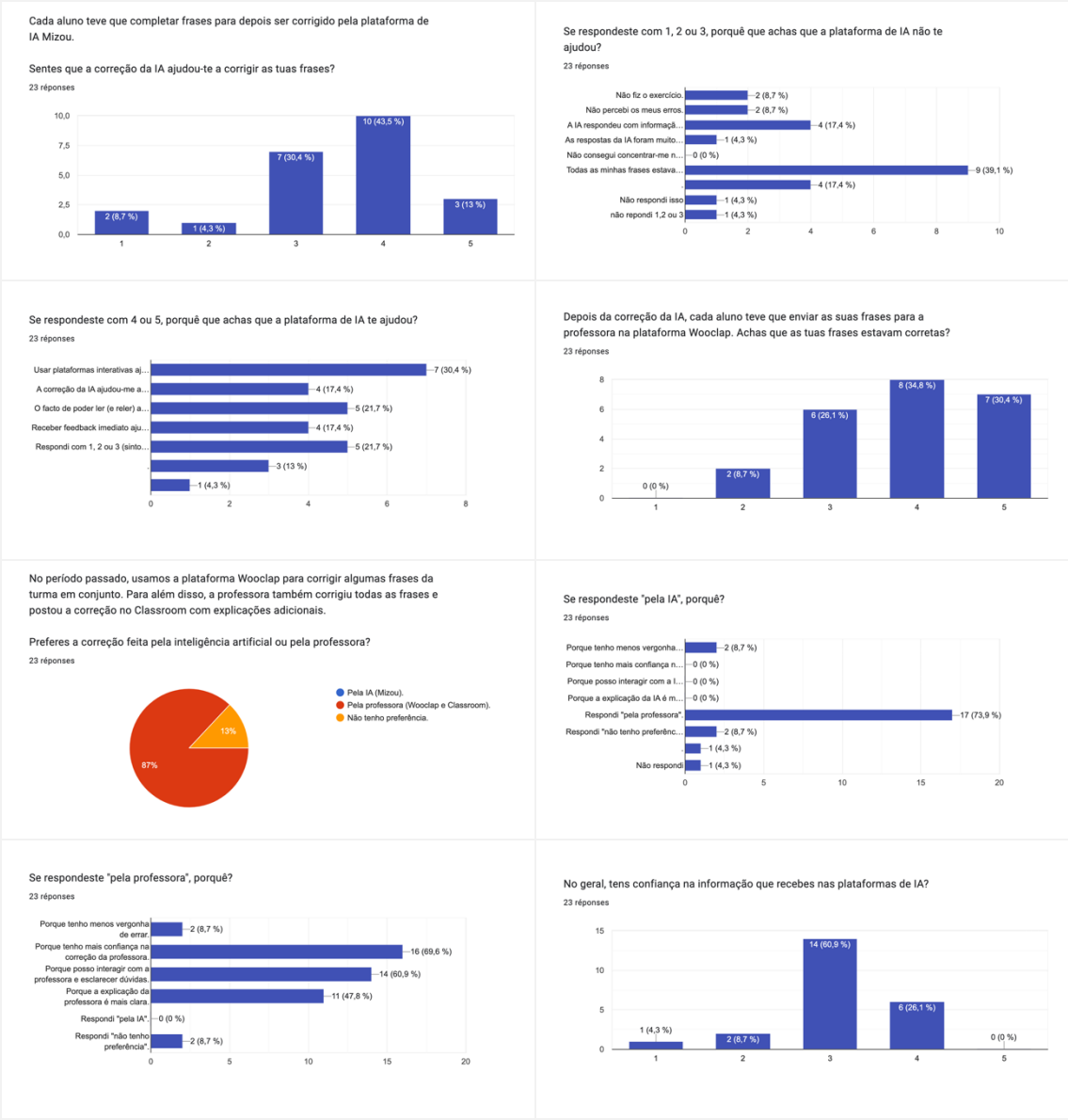
A21	« À 16 heures, il est sorti le chien. »	 À 16 heures, il est sorti le chien.  Il y a une erreur dans la phrase. Peux-tu la corriger?  À 16 heures, il est sortie le chien.  Il y a encore une petite erreur. Est-ce que tu peux essayer de la corriger une autre fois?  À 16 heures, il est sortir le chien  Dans ce cas, la correction serait : "À 16 heures, il a sorti le chien." Bravo pour tes efforts !	« À 16 heures, il est sortie le chien. »	S tried to correct the sentence twice unsuccessfully and was then given the correction from the AI. S did not use it when sending the sentence on Woodlap.
A8	« À 9 heures, il a est allé au académie »	 À 9 heures, il a est allé au académie  Il y a une erreur dans ta phrase. Peux-tu essayer de la corriger?  À 9 heures, il est allé aux académir  Bien essayé! Il y a encore une petite erreur. Peux-tu essayer de la corriger à nouveau?  À 9 heures, il est allé aux académie  Presque! Le mot "académie" est un nom féminin, donc il faut dire "à l'académie" au lieu de "aux académie". Bon travail!	« À 9 heures, il est allé <u>aux</u> académie »	S tried to correct the sentence twice. S was able to correct the mistake related to the passé composé, but ignored the feedback related to the words "à l'académie". The sentence is still considered correct, as the target grammar was used correctly.
A26	« À huit heures, il c'est réveillé et mangé lè petit-déjeuner. »	 À huit heures, il c'est réveillé et mangé lè petit-déjeuner.  Il y a une erreur dans ta phrase. Peux-tu essayer de la corriger?  À huit heures, il s'est réveillé et mangé le petit-déjeuner  Presque! Il faut dire "il s'est réveillé et a mangé le petit-déjeuner" avec "a" avant "mangé".  À huit heures, il s'est réveillé et a mangé le petit-déjeuner  Parfait! Ta phrase est maintenant correcte. N'hésite pas à m'envoyer la prochaine!	« À huit heures, il c'est réveillé et mangé <u>lè</u> petit-déjeuner. »	S tried to correct the sentence once unsuccessfully and then was given the correction from the AI. Still, S did not use it when sending the sentence on Woodlap.
A9	« À 11 heures, je me suis réveillée »	 À 11 heures, je me suis réveillée  Il y a une erreur dans ta phrase. Peux-tu la corriger?	« À 11 heures, je me suis réveillée »	The sentence was correct from the start. The AI gave inaccurate feedback but S decided to ignore it.
A11	« Je suis allé en France »	 Je suis allé en France  Ta phrase est presque correcte. Il y a juste un petit détail à corriger. Peux-tu essayer de le trouver?  No  Dans ta phrase, le verbe "aller" doit s'accorder avec le sujet "je". Donc, le participe passé doit être "allé", avec un "é" à la fin. Essaie de corriger ta phrase en tenant compte de cela.	« Je suis allé en France. »	The sentence was correct from the start. The AI gave inaccurate feedback but S decided to ignore it.
A10	« À 19 heures, je me suis douchée »	 À 19 heures, je me suis douchée  Ta phrase est presque correcte! Essaie de la reformuler un peu.	« À 19 heures, je me suis douchée »	The sentence was correct from the start. The AI gave inaccurate feedback but S decided to ignore it.
A18	« À 9 heures, je suis rendu petit déjeuner »	 À 9 heures, je suis rendu petit déjeuner  Ta phrase contient une erreur. Le verbe "prendre" doit être conjugué correctement avec le sujet "je". Peux-tu essayer de corriger cela?  À 12 heures, j'ai rendu déjeuner  Presque! Le verbe "prendre" doit être conjugué correctement. Essaie encore une fois.	« À 12 heures, j'ai prendu déjeuner »	S tried to correct the sentence once unsuccessfully and then gave up.
A24	« À 9 heures, elle est mangé. »	 À 9 heures, elle est mangé.  Il y a une erreur dans ta phrase. Essaie de la corriger!  À 9 heures, elle est mangé  Il y a encore une petite erreur. Essaie de la corriger!  À 9 heures, elle a mangé  Parfait! Ta phrase est correcte. Continue avec la prochaine!	« À 9 heures, elle a mangé. »	S tried to correct the sentence twice. S was able to correct both a spelling mistake and a mistake related to the passé composé.

A1	« À 12 heures, je me suis réveillée »	 À 12 heures, je me suis réveillée  Presque! Le verbe "réveillée" doit s'accorder avec le sujet "je". Peux-tu proposer une correction?  oui  Très bien! La correction est : "À 12 heures, je me suis réveillée." Très bon travail! As-tu une autre phrase à partager?	« À 12 heures, je me suis réveillée. »	S did not try to correct the sentence and still received a correction from AI. However, S did not use it when sending the sentence on Woodclap. Moreover, the reason given by the AI as to why the sentence was wrong made no sense; it was inaccurate feedback .
A12	« À 9 heures, elle s'est douchée. »	 À 9 heures, elle s'est douchée.  Ta phrase est presque correcte, mais il y a une petite erreur. Peux-tu essayer de la corriger?	« À 9 heures, elle s'est douchée »	The sentence was correct from the start. The AI gave inaccurate feedback but S decided to ignore it.
A14	« À 9 heure il a été journaliste »	 À 9 heure il a été journaliste  Presque! Le verbe "été" doit s'accorder avec le sujet "il". Peux-tu essayer de le corriger?	« À 9 <u>heure</u> il a été <u>journalist</u> »	S did not try to correct the sentence after receiving inaccurate feedback from the AI (what the AI mentioned was already correct in the sentence). The sentence is still considered correct, as the target grammar was used correctly from the start.

A19	« À 9 heures, j'ai pris de petit déjeuner à NY »	 À 9 heures, j'ai pris de petit déjeuner à NY  Bien essayé! Mais le mot "petit" doit s'accorder en genre et en nombre avec "déjeuner". Peux-tu proposer une correction?	« À 9 heures, j'ai pris <u>de</u> petit déjeuner à NY »	S did not try to correct the sentence after receiving feedback (inaccurate reasoning given as to why it was wrong). Sentence still considered correct (no target grammar error).
A22	« Á 15 heures, ill a fait du vélo »	 Á 15 heures, ill a fait du vélo  Presque ! Le verbe "fait" doit s'accorder avec le sujet "il". Peux-tu proposer une correction ?	« Il a fait du vélo à 15 heures »	S did not try to correct the sentence after receiving feedback from the AI. Still, when sending it on Woodclap, S had corrected all the mistakes without help from the AI.
A23	« À 7 heures, il s'est réveillée, faire le dents et manger le petit déjeuner »	 À 7 heures, il s'est réveillée, faire le dents et manger le petit déjeuner  Ta phrase comporte plusieurs erreurs. Peux-tu essayer de la corriger?	« À 7 heures, il s'est réveillée , faire le dents et mangé le petit-déjeuner »	S did not try to correct the sentence after receiving feedback from the AI. S sent the exact same sentence on Woodclap.
A4	« Á 12 heures, elle a mangé a lá cantine. »	 Á 12 heures, elle a mangé a lá cantine.  Il y a une erreur dans ta phrase. Peux-tu essayer de la corriger?  Oui  Il faut dire : "A 12 heures, elle a mangé à la cantine." N'oublie pas l'accent sur le "à". N'hésite pas à m'envoyer ta prochaine phrase!	« Á 12 heures, elle a mangé à la cantine »	S did not try to correct the sentence. Still, S was given the correction from the AI. S sent a sentence with the corrected spelling, but there was still a mistake (that the AI had mentioned). The sentence is still considered correct, as the target grammar was used correctly.
A2	« À 9 heure je suis réveillée et je suis douché »	 À 9 heure je suis réveillée et je suis douché  Il y a une erreur dans cette phrase. Peux-tu la corriger?  A neuf heures je me réveille et je prends une douche  Parfait! Ta phrase est correcte. Continue avec la suivante.	« <u>A</u> neuf heures je me suis réveillé et j'ai pris une douche »	S tried to correct the sentence once and received inaccurate feedback from the AI (said it was correct despite no use of the <i>passé composé</i>). Still, S corrected the <i>passé composé</i> related mistakes without help from the AI and sent a correct final sentence.

(8) WRONG > WRONG: A17, A3, A25, A21, A26, A18, A1, A23 (9) CORRECT > CORRECT: A15, A6, A9, A11, A10, A12, A14, A19, A4 (0) CORRECT > WRONG : - (6) WRONG > CORRECT: A7, A16, A8, A24, A22, A2 ➤ 11 students received inaccurate feedback (3 of them had wrong 1st sentences). Out of 23 entries, 9 started out correct and 14 started out wrong. ➤ Out of 14 wrong sentences, only 6 ended up being corrected (42,9%). ➤ By the end, out of 23 entries, 15 ended up being correct (+6) and 8 wrong. WRONG (1st sentence) « À 9 heures, elle va pour la école » « À 8 heurs, il s'est est douché » « À 16 heures, j'ai prend le gouter » « Á 15 heures, elle a paratiqué du sport » « À 9 heures, j'ai fait le petit déjeuner » « À 16 heures, il est sorti le chien. » « À 9 heures, il a est allé au académie » « À huit heures, il c'est réveillé et mangé lê petit-déjeuner. » « À 9 heures, je suis rendu petit déjeuner » « À 9 heurs, elle est mangé. » « À 12 heures, je me suis réveillée » « Á 15 heures, ill a fait du vélo »	« À 7 heures, il s'est réveillée, faire le dents et manger le petit déjeuner » « À 9 heure je suis réveillée et je suis douché » (A) Passé composé not used : 1 (B) Auxiliary verb : 7 (C) Past participle : 6 (D) Subject pronoun : 1 (E) Reflexive pronoun : 2 WRONG (Woodclap) « À 9 heures, elle va <u>pour</u> la école » « À 16 heures, j'ai prend le gouter » « À 9 heures, j'ai fait le petit déjeuner. » « À 16 heures, il est <u>sortie</u> le chien. » « À huit heures, il c'est réveillé et mangé <u>lê</u> petit-déjeuner. » « À 12 heures, j'ai rendu déjeuner » « À 12 heures, je me suis réveillée. » « À 7 heures, il s'est réveillée, faire <u>le dents</u> et mangé le petit-déjeuner » (A) Passé composé not used : 1 (B) Auxiliary verb : 3 (C) Past participle : 6 (D) Subject pronoun : — (E) Reflexive pronoun : 1
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Appendix 14



Appendix 15

