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**PERCEPTIONS ABOUT WRITTEN CORRECTIVE FEEDBACK IN PRE-SERVICE
AND IN-SERVICE EFL TEACHERS FROM A CHILEAN UNIVERSITY**

Proyecto de Investigación para obtener el grado académico de Licenciado en
Educación

Profesor Guía: Dra. Mabel Ortíz Navarrete

Estudiantes: Leslie Bravo G.

Valeria Concha M.

Francisco Leiton F.

Juan Pablo Sandoval C.

Ana María Vásquez L.

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RESUMEN

En el presente estudio cualitativo, correspondiente a un estudio de caso, se ha tomado como muestra a dos profesores y tres estudiantes del programa de formación de profesores de inglés de una Universidad de la ciudad de Concepción, Chile. Este estudio tuvo como objetivo analizar las percepciones de los estudiantes y profesores, acerca del uso de la retroalimentación correctiva escrita en el contexto de la enseñanza y aprendizaje del idioma inglés como lengua extranjera. Para lograr este objetivo, se utilizó una entrevista semiestructurada como instrumento para obtener información de los participantes. En este sentido, en las opiniones de los profesores y los estudiantes entrevistados se pueden observar convergencias y divergencias. En relación a las convergencias, los profesores y estudiantes demuestran preferencia por la retroalimentación escrita de tipo indirecta, puesto que es considerada una manera efectiva de descubrir y corregir errores. Por otra parte, en relación a las divergencias, se observó que los profesores se inclinan por la corrección de errores específicos y no en la corrección de todos tipos los errores. Finalmente, tanto los profesores como los alumnos entrevistados concuerdan en la efectividad de la retroalimentación entre pares, debido a que se genera una atmósfera de confianza al recibir comentarios de estudiante a estudiante.

Palabras clave: Retroalimentación, percepción, feedback correctivo escrito, error, estudiantes, profesores.

ABSTRACT

The present qualitative case study has taken two teachers and three students from the English Teaching programme from a university located in Concepción, Chile. This study had the objective of analyzing the perceptions of students and teachers about the use of written corrective feedback in the context of teaching and learning English as a foreign language. In order to achieve this goal, a semi structured interview has been used as the instrument for obtaining information from the participants. In this vein, in the opinions of the interviewed teachers and students convergences can be observed on one hand and divergences can be perceived on the other hand. In relation to the convergences, teachers and students have shown preference for indirect written corrective feedback, since it is considered an effective manner of discovering and correcting errors. Meanwhile, as to the divergences, teachers have demonstrated a preference towards correcting specific errors instead of correcting all types of errors. Finally, teachers as well as students agree on the effectiveness of peer feedback, as it generates an atmosphere of trust when comments are being received from student to student.

Key words: Feedback, perception, written corrective feedback, error, mistake, students, teachers.

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INTRODUCTION

In the framework of the national curricula, it is considered as compulsory the mastery of a foreign language. In the case of Chile, English is a mandatory subject taught at schools. This, since the phenomenon of globalization has made English the main language for trade and economy worldwide, thus making it a necessity and a main objective in both personal and professional development, especially considering the highly competitive job market.

In this vein, writing is a requirement for people to communicate effectively in different realms of their lives. However, the process of acquiring writing skills in a foreign language does not always turn out to be simple or easy, particularly when dealing with the correction of errors. This aspect has become an issue and a controversy in the field of language acquisition, since there are conflicting pronouncements among scholars, ranging from the use of different methodologies of written corrective feedback to even avoiding error correction from the process of language acquisition.

As a consequence, the present study aims to analyze and compare the perceptions and opinions about written corrective feedback of three pre-service teachers and two in-service teachers from a university located in Concepción, Chile. With this in mind, the two main agents involved in the process of language teaching and learning are the key providers of data which evidences their preferences, opinions and attitudes towards different written corrective feedback methodologies. The information obtained throughout this process can be important to assess current language teaching

practices, and consequently, improve future teaching strategies particularly in the field of error correction in teaching writing.

CHAPTER I: RESEARCH PROBLEM

1.1 General background

In the context of language teaching, from both behaviorist and cognitivist approaches to learning, feedback is considered a contribution to language learning, fostering learner motivation and ensuring linguistic accuracy (Ellis, 2009).

Written Corrective Feedback (WCF) constitutes one type of feedback and it takes the form of a response to a learner utterance that contains a linguistic error. Language teachers use this tool in order to help students improve their writing skills. Similarly, WCF plays a potential role in developing language proficiency, particularly when correcting grammatical errors, which are common in the writings of learners of English as a foreign language. In this line, teaching writing is a discipline that needs to be examined in order to explore different practices that allow teachers and learners to better understand the ways in which writing skills can be best developed. One way of exploring these practices is by paying attention to students and teachers' opinions about WCF in the process of teaching and acquiring writing.

In this context, the primary focus of this study is to identify and analyze the perceptions of the two main agents in the context of English language teaching and learning; teachers, who provide knowledge, and students, who acquire the knowledge taught by the teacher.

1.2 Justification

As it was mentioned beforehand, writing is a foreign language skill which is of utmost importance, as it is considered the primary basis of learning and it is the way in which knowledge is evidenced in a physical way. In fact, according to the National Association for the Education of Young Children (2017), students are not doing handwriting practice when writing, as they are using their own words to compose a message and slowly improving their ways of communication with others. It also makes one's thinking visible and fosters one's ability to explain a complex position to others. Written corrective feedback is provided not only to meet the expectation of students during a written assignment, but also because errors may lead to the stigmatization of the writer (Ferris, 2006). This study is being performed to explore the perceptions of students and teachers of written corrective feedback, along with the methods of correction which they use or think that should be used in the classroom in order to diminish the errors of students. This study has the objective to learn from those perceptions and reflect upon them in order to improve the ways in which feedback is provided and in order to find out what students think it is the most effective way to provide feedback to them at a university level.

1.3 Research Questions

- What are the perceptions of students of WCF?
- What are the perceptions of teachers of WCF?
- Are there any differences between teachers and students' perceptions towards WCF?

1.4 Research Assumptions

- Students and teachers prefer indirect written corrective feedback because in this manner students are able to discover and correct the error by themselves.
- Teachers prefer to focus on particular errors rather than correcting all types of errors at a time.
- Students and teachers agree on the idea that peer feedback is beneficial for writing improvement.

1.5 Objectives

1.5.1 General Objective

- To analyze EFL pre-service and in-service teachers perceptions about written corrective feedback (WCF) in a Chilean university.

1.5.2 Specific Objectives

- To identify pre-service students' perceptions about written corrective feedback
- To identify in-service teachers' perceptions about written corrective feedback.

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- To compare the perceptions of pre-service and in-service teachers about written corrective feedback.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Errors in Second Language Acquisition

In the process of acquiring a second language students often face various obstacles. These lead students to make different types of errors. Therefore, the role of the teacher is to detect the origin of these errors and motivate students to correct them. Thus, errors become a learning opportunity and also a means to overcome linguistic barriers. For the purpose of giving a theoretical context of the topic, Table 1.1 below shows how perception of error correction has evolved through time.

Table 1: Synthesis of language learning and the development of error correction during each period (Naranjo, 2009)

Period	Belief	Error
Mid-twentieth century	Behaviorist - Structuralist	Learners of a foreign language make several errors, which must be avoided; otherwise, errors reveal signs of unsuccessful learning.
Late 60s	Constructivist - Creativist	Errors are regarded as natural and inalienable parts of the learning process.

Late 70s	Interlanguage	Language is not necessarily acquired through the correction of errors because it can be learned naturally, without giving more importance to the mistakes made by students.
Since the 80s	Communicative	Errors are analyzed in order to know the effectiveness of communicative relationships.

Table 1 shows how error correction has been viewed in different periods. In the mid twentieth century students were not allowed to make errors because they were evidence of no learning. Subsequently, during the 60s, under a constructivist perspective the conception of errors changed. They were considered as necessary and as significant learning elements. Next, the late 70's, which was considered as the interlanguage era, language was considered to be learned naturally, and not acquired by the correction of errors, thus giving no importance to the mistakes made by students. Finally, since the 80's, which was known as the communicative era, errors were considered in order to check the effectiveness of communication itself.

2.2 Error correction

For decades, and along the predominance of different approaches to language teaching and learning, the topic of error correction has been controversial due to the fact that teachers and language acquisition researchers have wide-ranging views. For instance, during the behaviorism era errors were omitted by the teacher (Brown, 2007). However, opponents such as Krashen (1981) and Truscott (1999) considered error correction as an ineffective and possibly harmful practice that impedes the flow of communication, and consequently, it should be abandoned.

The literature suggests that error correction has been under constant reassessment. Indeed, with the expansion of communicative language teaching approaches, second language acquisition researchers started to view learners' errors differently. In this regard, Rezaei (2011) states that an error must be viewed as an evidence of learners' language development and not as a sin to be avoided.

Accordingly, it is now considered that there must be a balance between assessing learners' language production in such a way that the development of both fluency and accuracy is attempted, thus paying attention to form as well as meaning. Eventually, the issue is not only to correct errors, but also to pay attention to which specific errors, when to correct them and how to use them effectively.

2.3 Treatable and Untreatable Errors

In relation to the taxonomy of errors, there are different classifications. Dulay and Burt (1974) classify errors into three categories: developmental, interferencial and unique. On the other hand, Ho (2005) describes four taxonomies which are related to

verbs and verb groups, while another taxonomy is about nouns and noun groups, as well as prepositions and sentence structure. Ferris (1999) introduces another type of classification: treatable and untreatable errors. Errors which are related to verb tense and form, article usage, sentence fragments, subject-verb agreement, plural and possessive noun endings are recognized as “treatable errors”. Therefore, these type of errors can be resolved by a set of rules found in a grammar book. On the contrary, untreatable errors are related to idiosyncratic features, such as word choice, unidiomatic sentence structure and problems with the word order and missing words. As these types of errors are idiosyncratic, learners require to acquire knowledge of the language in order to correct them. In the case of writing, feedback should be provided by teachers in a non-intrusive way which does not frustrate students in spite of their errors. In the same line, further details about the development of written corrective feedback will be developed.

2.4 Written corrective feedback (WCF)

Nowadays, corrective feedback is considered an important element in the writing process. Researchers in this field provide different definitions. Ellis (2009) suggests that when a tutor provides feedback, this act involves either the indication than an error has taken place; the provision of the correct target language form, or the provision of information that refers to the origin of the error. Ellis & Sheen (2008) define feedback as a useful reinforcement or correction in the process of teaching a second language. Finally, Chaudron (1977) states that feedback consists of any reaction by the teacher that clearly demands improvement of the learner’s utterance.

Even when there are different definitions of written corrective feedback, this process gives students the opportunity of revising and improving their own detected errors in writing.

Students of a second language tend to make a wide variety of errors in their writing tasks, which mainly show their lack of grammatical accuracy. This is why different classifications of written corrective feedback can be found.

2.4.1 Types of written corrective feedback

There are different classifications of corrective feedback; however, it is not possible to assert which one is more effective. Based on Ellis' taxonomy, written corrective feedback can be classified as follows:

Table 2: Typologies of Written Corrective Feedback by Ellis (2009)

Type of CF	Description
1 Direct CF	The teacher provides the students with the correct form.
2 Indirect CF a Indicating + locating the error	The teacher indicates that an error exists but does not provide the correction. This takes the form of underlying and use of cursors to show omissions in the student's text.

<p>b Indicating only</p>	<p>This takes the form of an indication in the margin that an error or errors have taken place in a line of text.</p>
<p>3 Metalinguistic CF</p> <p>a Use of error code</p> <p>b Brief grammatical descriptions</p>	<p>The teacher provides some kind of metalinguistic clue as to the nature of the error.</p> <p>Teacher writes codes in the margin (e.g. ww = wrong word; art = article).</p> <p>Teacher numbers errors in text and writes grammatical descriptions for each numbered error at the bottom of the text.</p>
<p>4 The focus of the feedback</p> <p>a Unfocused CF</p> <p>b Focused CF</p>	<p>It concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.</p> <p>Unfocused CF is extensive.</p> <p>Focused CF is intensive.</p>

5 Electronic feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.
6 Reformulation	This consists of a native speaker's reworking of the student's entire text to make the language seem native-like as possible while keeping the content of the original intact.

Studies conducted in the field of written corrective feedback cannot ensure that one type of feedback is more beneficial than the other. Some studies, for example, have shown that direct feedback is more beneficial than indirect feedback on the acquisition of specific linguistic structures (Bitchener, et. al 2005; Sheen 2011). These studies suggest that direct feedback encourages students to make more corrections in their texts compared to indirect feedback. However, other studies (Ferris and Helt 2000) have found that indirect feedback may have equal or better effects than direct feedback on grammatical accuracy. Similarly, some authors (Chandler 2003; Lalande, 1982; Srichanyachon, 2012) indicate that indirect feedback may change students' perception of their responsibility for learning.

As to metalinguistic feedback, Ellis et al. (2009) and Sheen (2011) argue that explicit knowledge provided through metalinguistic feedback could support students in

the development of L2. The delivery of this type of feedback helps students, on one hand, to reflect on their errors, and on the other hand, to understand the nature of them. In this context, Bitchener & Knoch (2008), Cots et al. (2007) and Sheen (2007) have concluded that the use of written feedback supported by a metalinguistic explanation may have a beneficial effect on the acquisition of some grammatical features. The metalinguistic component involves the student's ability to reflect on the language and go beyond its use. According to Bialystok (1988) and Gass et al. (2013), the ability to reflect on language is associated with a better ability to learn a language, as the focus is on the language itself and this is supposed to lead to a deeper and more conscious reflection on learning.

Regardless of the different methodologies to implement written corrective feedback, teachers are not the exclusive feedback provider. Accordingly, learners can also be the source of feedback to correct their peers' written work; thence, it will be referred to this topic in the section that follows.

2.5 Peer Feedback

Providing effective feedback on students' written performance is often viewed as a decisive element for developing learners' writing skills. In this line, teacher-written feedback is probably the most traditional and commonly used technique to respond to student's compositions. However, Bijami, et. al (2013) and Saito and Fujita (2004) report that in the past two decades peer feedback has come to take an important part in writing instruction. Moreover, ample of researchers now suggest that it is not only a

critical technique in improving student's writing, but also a consistent and reliable assessment tool that can be used in the classroom.

Peer feedback, which is also referred to as peer response, peer review, peer editing and peer evaluation, is defined by Liu and Hansen (2002) as using learners as sources of information and interactants for each other in such a way that they assume roles and responsibilities normally undertaken by a formally trained teacher. Other experts such as Pol et al. (2008), Rollinson (2005), and Topping (2000) declare that peer feedback is an educational arrangement in which students comment on their students' written work.

Although peer feedback seems to have a growing number of advocates, many still have doubts over its effectiveness and debate remains open. In harmony with this, different authors propose some advantages and disadvantages of peer feedback.

2.5.1 Advantages of peer feedback

Grami (2011) asserts that there are many studies that recommend the use of peer feedback in ESL writing classes for its valuable social, cognitive, affective and metalinguistic benefits. Grami and Rollinson (2005) declare that peer feedback "fosters a myriad of communicative behaviors and highly complex socio-cognitive interactions involving arguing, explaining, clarifying and justifying". In other words, when students have a chance for evaluating the writing of a peer, they are able to develop new vocabulary, ideas, and internalizing the criteria of a good writing. Furthermore, they will be able to apply these criteria in future writing situations.

Mittan (as cited in Getachew, 2010) suggests that peer correction gives students a sense of audience, increasing motivation and confidence in their writing. Besides, Yang (as cited in Getachew, 2010) points out that peer feedback helps students learn new ideas, vocabulary and internalize criteria for good writing which they can apply in future writing situations. Hyland (2000) adds that peer feedback increases student participation in the classroom, giving them more control and making them less passive and teacher-dependent. Meanwhile, Rollinson (2005) provides that peer audiences are more likely to let the writer know if the message was effective, thus encouraging the writer to formulate his/her writing in line with the characteristics and demands of the readers. On the contrary, teacher audience will be potentially less sympathetic, more distant and more critical. Another possible advantage of peer feedback is that it works in a more informal environment than teacher feedback. This may encourage writers to abandon the typical one-way authoritative interaction that can be observed in teacher feedback and move to a more dynamic two-way discussion that can lead to an authentic consensus.

2.5.2 Disadvantages of peer feedback

Research has shown that teachers are concerned with the quality of peer feedback because of students' limited knowledge, experience, language ability and commitment (Saito and Fujita, 2004). Likewise, Grami (2011) observed that one of the main criticisms of peer feedback is that "students constantly feel that a better writer such as their teacher is the one who is qualified to provide them with useful comments". Similarly, the same author states that some students might view receiving feedback

from peers, whose English is at the same or even lower level than theirs, as not being a valid alternative. Jacobs and Zhang (as cited in Getachew, 2010) declare that “peer correction is a case of a blind leading a blind if learners lack the necessary skill of evaluating composition”. Moreover, Carson and Nelson (as cited in Grami, 2011) mention that some students find it difficult to provide honest feedback because they prioritize positive group relations rather than improving their writing. Finally, Rollinson (2005) highlights that peer response, oral or written, is a process that consumes a significant amount of time supposing a major disadvantage.

2.6 Perceptions about written corrective feedback

2.6.1 Overview of students’ perceptions about written corrective feedback

Several investigations have studied how students perceive written corrective feedback since this is a social process in which they can react in different ways. Thereby, feedback may be given directly or indirectly, usually through corrections that can be perceived as constructive or ineffective. Richardson (1996) gathers the terms attitudes, beliefs and perceptions as a set of mental constructions which classify the structure and content of mental states in order to conduct actions of an individual. Furthermore, Brown (2009), defines “perception” from a psychological area in which educational actors (teacher - student) perform subjective evaluations on specific teaching practices.

In the case of students, Leki (1991) states that they tend to have three reactions due to comments written by teachers. Firstly, they are able to read the comments

without difficulty, secondly they can read the feedback, however they are not able to understand, and finally they can understand the errors but they do not know how to solve them. Therefore, it is vital that feedback can be effective and reciprocal; otherwise, feedback may result in frustration for students and the learning process may be hindered, since the expectations of the students do not always coincide with the ideals of teachers. As a consequence, in the process of giving and receiving feedback, the student's opinions should be considered in order to contribute to the improvement of learning a foreign language.

Within the framework of this investigation, Brown's (2009) definition will be taken as a basis, this author defines perceptions as the personal appreciations to the behaviors and practices of students and teachers in a specific context. This study reveals the perceptions and interpretations of students in relation to feedback in writing classes in a traditional instruction context.

Reviewing the existing literature, there are studies (Brown V., 2009; Chen et al. 2016; Alkhatib N. 2015) whose focus is on the participant's perceptions regarding different execution of written corrective feedback methods rather than inquiring about their general beliefs related to the effectiveness of receiving feedback. Besides, not all studies consider how students receive and perceive the difficulties at the moment of understanding the teacher's written feedback.

In the same line, not all the studies consider if students and teachers perceptions related to written corrective feedback are positive or negative, since the focus of most

studies addresses more particular aspects referring to the process of feedback provision.

In spite of the aforementioned, there are recent studies that show a more positive perception of feedback from part of second language learners, and that teacher corrective feedback results in texts improvements. (Ferris, 1997)

2.6.2 Overview of teachers' perceptions about written corrective feedback

Referring to the teacher's' task at the moment of providing feedback, it is mandatory to be very careful, since it is a significant part of the student's process of learning. Besides, teachers are facilitators rather than judges in the process of learning, so then, feedback needs to be seen as a source of motivation for students, since they may have high expectations regarding their own piece of writing considering that they are learning and developing their writing skill. Subsequently, the effectiveness of correction is clearly relevant to teaching, and is important that its effects result in positive ones.

Teachers should also consider what type of feedback the students would like to receive, since each student is an individual learner with different needs, so then, the kind of feedback surely matters. (Erkkilä M, 2013). Thus, some teachers prefer to develop their feedback focusing on content, structure, and development of ideas, as there are others who prefer to deliver their comments addressing mechanics, as in the case of spelling, grammar, punctuation, and choice of words. (Liwen Huang, 2016).

The process of giving feedback to a piece of writing is usually common in Chilean classrooms and probably this is the fastest and accurate manner to report possible

errors written by students. In spite of this, the provision of feedback is not a simple process because it requires many aspects to be considered by teachers. Hyland, (2003) identifies some elements to focus on L2 writing teaching, for instance: language structures, text functions, creative expression, composing process, content, and genre; therefore, the combination of these elements allow the creation of effective and communicative texts. Teachers may also evaluate aspects in particular or in general, depending on the different needs of students; as a consequence, it is relevant to know what kind of feedback is adapted to their needs. In this regard, Hyland (2003) indicates that students establish a classification in the writing process. In the first stage, they are inclined to the organization and development of ideas. Afterwards in the last stage, they prefer focusing on grammar and forms of language.

The ascertainment of the types of feedback is a complex issue for most tutors due to discrepancies between teachers' conceptions and the practices of feedback. Montgomery and Baker (2007), identify the perception of teachers towards the written comments delivered to students is focused mostly on specific issues such as grammatical errors and accuracy rather than general aspects for example organization, vocabulary, content and ideas. Thus, teachers tend to place greater emphasis on language forms and in the organization of ideas.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.1 Research Paradigm

A paradigm is defined by Teddlie & Tashakkori (2009) as a set of philosophical premises and assumptions associated with the way the world is conceived. In this case, the research design of this study is framed within the qualitative approach since it is based on data collection in order to discover the perception of students and teachers towards written corrective feedback. In view of the above, Llopis (2004) states that both research techniques, quantitative and qualitative, have alike development in phases. The stages of application in the qualitative model are classified as: problem definition, design work, data collection, data analysis and validation/reporting. The phases tend to be linear, since each one succeeds another. In this manner the qualitative model does not attempt to analyze the information but its purpose is to understand through observations. The interview is one of the most used techniques to collect data. For this purpose semi structured interviews were conducted in order to understand the perceptions of students and teachers toward written corrective feedback.

3.2 Research Design

3.2.1 Participants

The sample was constituted by five participants in total; two in-service teachers and three pre-service teachers, all of them belonging to a University in Concepción, Chile.

3.2.2 In-service Teachers

For the purpose of this research, two in-service EFL teachers from a Chilean University were interviewed. Teacher 1 is a female teacher who possesses a Master's degree in Education and has taught Grammar courses (language courses) and writing for eight years. Teacher 2 is a female teacher who possesses a Master's degree in Curriculum and has taught Communicative competence courses (listening, writing, speaking and use of English). She has also taught many Pedagogical Practice courses. Furthermore, she has taught writing for four years. Finally, both of them have taught in English Teaching Programmes in two different Chilean universities.

3.2.3 Pre-service Teachers

The sample was constituted by three participants who are enrolled in a teacher preparation program. In the study, two female pre-service teachers and one male pre-service teacher were interviewed. Participants have studied in the three different types of school of Chile, public, subsidized and private. In this way, our sample points out the three main educational systems in Chile. In addition, the age of the pre-service teachers range from 20 to 22 years old.

3.3 Type of Study

The type of study used to carry out this research corresponds to a case study. In this way it is possible to get a detailed view of what a particular group of people feel regarding the topic of written corrective feedback. In this case; pre-service teachers and in-service EFL teachers from a Chilean University.

According to Yin (2009), “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context”. Similarly, Stake (2007) affirms that a case study is expected to cover the complexity of a particular case and researchers aim to have an in-depth understanding of the ways a group develops its activities in their everyday environment. A case study can be used in both qualitative and quantitative research approaches in which single or multiple case studies can be developed. In this line, a case study will be considered as a thorough and intensive contextualized study of a group in its natural conditions, where data collection instruments such as observations and interviews can be used.

3.4 Research variables

For the purposes of this study, two different variables are considered; in-service teachers’ perceptions about written corrective feedback on the one hand, and pre-service teachers’ perceptions about written corrective feedback on the other hand.

3.5 Operational definition:

- In-service teachers’ perceptions about written corrective feedback: It will be understood as the opinions that teachers possess regarding written corrective feedback in the context of EFL teaching and learning.
- Pre-service teachers’ perceptions about written corrective feedback: It will be defined as the opinions that pre-service teachers possess about written corrective feedback in the context of EFL teaching and learning.

3.6 Instrument

The instrument used in this study was a semi-structured interview (See Appendix 1-5). An interview is defined by Rodrigues, et. al (2011) as the act of communication established by two or more people: an interviewer and one or many interviewees. Interviews are procedures with communicative aims which are performed with the objectives of gathering information from the participants. According to Cobhen and Carbtree (2008), a semi-structured interview is a qualitative method of inquiry that combines a predetermined set of open questions, which are made for prompting a discussion, with the opportunity for the interviewer to explore particular themes or further responses. This process starts with the interviewer and one or more interviewees who engage in a formal interview by following a list of questions and topics that are covered from the needs of the research.

In the present study, most of the questions developed in the instrument were open questions, as these allowed the interviewees to formulate answers regarding their own beliefs in relationship to the context of the question. First of all, the teacher's interview (See Appendixes 4-5) contains 17 questions in total focusing on different aspects, whereas 3 of them contain prompt cards in order to guide the interviewees' answers. This interview (Appendix) was divided into two main parts: (I)- General Background Questions and (II)- Specific Beliefs about Giving Written Corrective Feedback. Part I is itemized into three sections, in which the first includes questions about the teachers' profiles, levels of education, teaching experiences and the way in which teachers prepare themselves for teaching writing. Afterwards, the second section

deals with the teachers' attitudes towards teaching writing, in aspects such as how useful they think writing is, how students can improve their writing skills and the challenges students may face. The following section inquires about the institutional factors of the teachers, such as their strategies and materials, syllabus they follow, writing tasks and how flexible their syllabus is. On the other hand, part II asks about issues regarding teachers' beliefs about providing WCF. It is divided into seven sections: (1) Purpose of WCF, (2) The amount of WCF to provide, (3) the source of WCF, (4) the explicitness of WCF, (5) the source of WCF, (6) the variation in WCF depending on students' proficiency levels, and (7) the follow up procedures after providing feedback on students' writing.

The questions were mostly open-ended and were also followed by "why" and "how" follow-up questions in order to obtain further details regarding the reasoning and motivation behind their beliefs. Additionally, three questions contained prompt cards with the objective of eliciting information about the way in which students acquire their writing skill, suggesting various possible focus of attention regarding the error that students make when writing, and presenting some possible feedback procedures which teachers perform when returning students' writing.

In the spectrum of students' interview questions (See Appendix 1-3), these were similar to the questions performed to the teachers. The used format was quite similar with the objective of comparing the answers provided from both students and teachers. The students' interview is divided into two main parts (I) - General Backgrounds Questions and (II)- Specific Beliefs about Giving WCF. Part I was divided into two main

parts: student's' profile and student's attitude about the writing course. The first part dealt with the amount of time the student has studied English and the reasons for enrolling into the English department, while the second part dealt with the student's opinion on how to improve its writing skills. On the other hand, part II was itemized into six sections, which contained almost the same categories asked in the teacher's questionnaire (Purpose of WCF, the amount of WCF to provide, the source of WCF, the explicitness of WCF, the source of WCF) with the addition of a section called "Student's attitudes towards teacher's WCF", which inquired about the understanding of students of their teacher's WCF. This section discussed the insight of students regarding the benefits and weaknesses they deal with when corrected. It also examined students' opinion of their teachers' use of WCF. Two prompt cards were used in this section. The first prompt card provided techniques for helping students to develop their writing skills, while the second prompt card dealt with the students' preferences in terms of the level of explicitness of teachers' WCF.

3.7 Data analysis procedure

For the purposes of this study, semi structured interviews were designed and different questions were developed, addressing multiple aspects related to written corrective feedback, such as purpose, amount and focus.

Once the instrument was designed, a sample of two in-service teachers and three pre-service teachers from a university located in Concepción was selected.

The following step was to arrange a meeting with each one of the selected participants of this study, this; with the purpose of carrying out the different interviews. Interviews with both, in-service teachers and pre-service teachers were conducted at university facilities. All interviews were recorded with the consent of the interviewees.

Afterwards, the recorded versions of the interviews were transferred into writing by the authors of this study and then double-checked in order to avoid inaccuracies.

Later, the interviewees' answers were exposed to the qualitative data analysis technique. This technique included a process of gathering and coding information which was then arranged into dimensions, categories and subcategories related to different topics relevant to the purposes of this study. To this end, a thorough revision of the information was conducted, and thus, categories and subcategories were established, eliminated, and reformulated as it was needed.

After the information was organized into different dimensions, categories and subcategories, the participants' perceptions regarding different aspects of written corrective feedback could be finally analyzed, compared and contrasted.

CHAPTER IV: ANALYSIS AND DISCUSSION

4.1 Students' perceptions of Written Corrective Feedback

4.1.1 Dimension 1: Students' perception of written corrective feedback

From this dimension, the following categories emerged: Focus of feedback, Explicitness of WCF, Source of WCF and Type of Error.

Table 3 shows the categories and subcategories that emerged from the analysis derived from the students' interviews:

Table 3: Categories and Subcategories Derived from Interviews about Written Corrective Feedback

Category (1)	Definition	Subcategories
Focus of feedback	It is defined as the focus that the comments on students writing have. The written corrective feedback can focus on one type of error (focused) or all types of errors (unfocused).	Focused
		Unfocused

Category (2)	Definition	Subcategories
Explicitness of WCF	It is defined as the particular manner in which teachers should indicate the errors on students writing.	Explicit (Direct)
		Implicit (Indirect)

Category (3)	Definition	Subcategories
Source of WCF	It refers to who is in charge of performing the WCF and how it is carried out.	Teacher correction
		Peer correction

Category (4)	Definition	Subcategories
Type of error	This refers to observable characteristics of error that obstruct the correct production. These can be of different types such as grammatical, lexical, semantic, syntactic, morphological, among others.	Content
		Grammar
		Organization
		Vocabulary

As it can be seen in Table 3 four categories emerged: focus of feedback, explicitness of WFC, source of WFC and finally type of error. From the previously mentioned categories, the following subcategories were identified: “focused” and “unfocused”; “implicit”; “teacher correction” and “peer correction”. Finally, content, grammar, organization and vocabulary could be identified.

4.1.1.1 Category 1: Focus of Feedback

The following table illustrates the subcategories and their respective evidence.

Table 4: Evidence of Subcategories about Focus of WCF according to students

Subcategory	Evidence
Focused	<p><i>“If that involves that my grade will be bad I think not, because as I said before, the teachers should focus on the only aspect that they are asking you to write.”</i></p> <p>(Student 3)</p>
Unfocused	<p><i>“In my case, I like that every teacher checks all the mistakes. Even though, It may affect me, I think it is interesting to see in which thing are you failing so I can develop them. I think that is</i></p>

	<p><i>the only way in which you can see what you are doing wrong and what can you do to make it better.”</i></p> <p>(Student 1)</p> <p><i>“Well, my teacher focuses mainly on particular errors, but there are times when you need to have all the errors in your mind. For instance, if you know the difference between -do and does-, and then you forget about that, it would be useful for you that the teacher highlights the errors, even though you know that beforehand” ... “So for me, every error is important. Because it is important to reassure yourself about your own knowledge.”</i></p> <p>(Student 2)</p>
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Table 4 shows that students have mixed opinions regarding error correction and they prefer to receive feedback from their teachers in two different types. While one student is inclined to focused feedback, the remaining students prefer to receive feedback on all types of errors.

First of all, the preference for focused feedback by student 3 could mean that some students do not want their assignments full of corrections. This may be due to the fact that they may feel not only frustrated and demotivated but also overwhelmed. Some studies carried out by Cassany (2011), Cots et al. (2007) and Hyland (2003) asseverate that students tend to feel overwhelmed when they are excessively corrected, mainly if the correction contains a large amount of errors or by the lack of explicit explanation during feedback. Likewise, it can also be inferred that students who prefer focused feedback are those who may have low grammatical performance. As a consequence, understanding the teacher's feedback may be a complex task for students.

On the other hand, the other two interviewees were mostly inclined towards unfocused corrective feedback. This is the type of feedback students are most used to, due to the fact that teachers tend to focus on all types of errors in writing and especially when it comes to grammar errors. Thus, this probably explains the fact that some students prefer this type of feedback.

4.1.1.2 Category 2: Explicitness of WCF

The following table shows evidence regarding the explicitness of written corrective feedback according to the opinions of the interviewed students.

Table 5: Evidence of Subcategories about Explicitness of WCF according to students.

Subcategory	Evidence
Implicit	<p data-bbox="472 348 1385 701"><i>“Sometimes when students cannot see the mistake, it is a good idea to show them some clue, so the idea is that they can infer the mistake, but also that they can know what they are doing wrong.”</i></p> <p data-bbox="472 772 630 806">(Student 1)</p> <p data-bbox="472 877 1385 1016"><i>“I want to be the one finding those errors, because in that case I can feel that I have learned.”</i></p> <p data-bbox="472 1087 630 1121">(Student 2)</p> <p data-bbox="472 1192 1385 1436"><i>“By showing where the error is and providing the correct answer. I don’t think that’s the right way or by showing where the error is (...) So I think they should give a clue about the error.”</i></p> <p data-bbox="472 1507 630 1541">(Student 3)</p>

The students' opinions reveal that all students agree on preferring that teachers give them a clue or a signal of what their errors might be instead of explicitly showing them the correct form. This denotes that some students prefer to discover the answers on their own. Ferris (2002) and Lalande (1982) suggest that students may not have the chance to analyze their own mistakes if these were provided beforehand, as a consequence, they would only rely on the teacher's correction. Then, this is also an opportunity to promote students' autonomy. Besides, they acquire a more active role and the correction does not only rely on the teacher.

On the other hand, there is no sufficient evidence referring to explicit feedback as the main preference of students at the moment of receiving feedback. However, it can be inferred that students who possess a lower level of English may prefer to receive explicit corrective feedback as they are not skilled enough to find and correct the mistakes by themselves. Nonetheless, the students who were interviewed in this study prefer the indirect type of feedback since they are capable of solving their own mistakes without the need of being explicitly corrected.

4.1.1.3 Category 3: Source of WCF

The following table presents the perceptions of students regarding their personal preferences about their feedback provisioners.

Table 6: Evidence of Subcategories about Source of WCF according to students

Subcategory	Evidence
<p>Teacher Correction</p>	<p><i>“Your teachers can help as well because they know the mistake and also you should look at your own mistake, because it is good to practice and improve.”</i></p> <p>(Student 1)</p> <p><i>“Well, teachers should give feedback on writing, because first of all, they want to achieve the level of the European Framework, for instance, to B2 to C1.”</i></p> <p>(Student 2)</p> <p><i>“We see the teacher as an authority and sometimes that’s terrified for students or sometimes the students think that teacher is right is the only figure that has the correct answer and sometimes is not always that.”</i></p> <p>(Student 3)</p>
<p>Peer Correction</p>	<p><i>“My peers can give me their point of view of the mistake, why they figure out there was a mistake.”</i></p> <p>(Student 1)</p> <p><i>“I don’t know if it is the best way, because as you can see you</i></p>

	<p><i>have two classmates that are friends they will not put bad marks, so even something that will be missed into the rubric, maybe if you don't have the introduction that person will say "you can write the introduction" and then nobody will know."</i></p> <p>(Student 2)</p> <p><i>"It's helpful that students learn from their peers because I mean we see the teacher as an authority and sometimes that's terrified for students or sometimes the students think that the teacher is right, that it is the only figure that has the correct answer and sometimes is not always that, so students should provide feedback among them."</i></p> <p>(Student 3)</p>
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Table 6 evidences that the students interviewed have different perceptions of who should be the feedback provider. Some students prefer the teacher to correct his errors, while the other two students agree on the idea that peer feedback would be beneficial for them.

The students' opinions can have diverse interpretations. On one hand, preferences for teacher's feedback evidence that students value and consider teachers as the main feedback providers due to the knowledge they possess, and also because learners are used to receive feedback from their tutors. On the other hand, two of the interviewees converge on the idea that peer feedback is beneficial because they work with students with the same proficiency level, so they feel less anxious. It is common that some students, especially those who are shy, can feel intimidated or ashamed when corrected by the teachers. In this respect, Grami (2005) declares that peer feedback gives students the chance to realize that other students face the same problems in writing, thus they feel less anxious.

4.1.1.4 Category 4: Type of Error

The following table presents evidence regarding the type of errors students consider most important, and therefore, errors that should receive more attention when receiving feedback.

Table 7: Evidence of Subcategories about Type of Error according to students

Subcategory	Evidence
Content	I think that content is one of the most important aspects that teachers should focus on. However, they always tend to focus on grammar. (Student 2)

<p>Grammar</p>	<p><i>“In terms of English as a foreign language, the most important aspect would be grammar.”</i></p> <p>(Student 1)</p> <p><i>“Well, I think the most important are grammar, vocabulary.”</i></p> <p>(Student 3)</p> <p><i>“Probably in the context of learning English, I would focus on grammar and vocabulary”</i></p> <p>(Student 1)</p> <p><i>“My teacher always focuses on main errors, such as grammatical aspects that he or she is trying to get across, for instance, if it is something about the “conditionals” that would be the main focus, even though there are some misspellings, or some other things that are minor, the main focus would still be the conditionals.”</i></p> <p>(Student 2)</p>
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Organization	<p><i>“I think teachers should focus on the elements of organization ideas, because they have different writing skills and diverse writing ways so, if they, generally have only grammar, then students cannot develop their idea.”</i></p> <p>(Student 3)</p>
Vocabulary	<p><i>“Probably in the context of learning English, I would focus on grammar and vocabulary.”</i></p> <p>(Student 1)</p> <p><i>“Well, I think the most important are grammar, vocabulary.”</i></p> <p>(Student 3)</p>

In this category, the interviewees had to decide which type of error is the most relevant in writing among content, grammar, organization and vocabulary. Although the responses were very varied, the aspect which was mentioned the most was grammar.

Two interviewees showed a marked preference towards grammatical correction. It can be inferred that this can be due to the fact that teachers often give considerable importance to grammar. This study is corroborated by Chen et. al (2016), whose study shows a positive preference by most students towards grammar instruction in writing classes. Notwithstanding, other students consider that other aspects of writing such as

vocabulary and content are as important as grammar. Zhang (2009) declares that it is essential to place grammar in second language teaching, as it is considered as base of the English language along with vocabulary.

One student declares that content is an aspect teachers should focus on. This is an important aspect to take into consideration, because teachers, especially those who teach English as a foreign language tend to become a kind of obsessed with grammar aspects and leave information aside.

In the spectrum of vocabulary, Student 1 and 3 agree that it is the aspect teachers should focus on as it is the most important according to them. By these opinions, it can be inferred that its teaching is essential, as teaching a language is about conveying meaning in a context. As Zhang (2009) declares, vocabulary is as important to be taught as grammar, as they both evidence what the students are able to perform in a second language by their degree of mastery of communicative competence.

Finally, in relation to the subcategory *organization of ideas*, student 3 mentioned that all the aspects mentioned are meaningless if organization is not taken into account, as students may be unable to develop their ideas. In this respect, Scarmadalia & Bereiter (1987), organization both at the sentence and text level is important for an effective communication of meaning. Therefore, lack of coherence and organization of any written assignment may result in being unable to translate the student's mental representation into a piece of writing.

Teachers' data analysis

4.2 Teachers' perceptions of Written Corrective Feedback

Similarly as the pre-service teachers' analysis, four categories; "Focus of feedback", "Explicitness of WCF", "Source of WCF" and "Type of error" are used in order to evidence the interviewees' perceptions about WCF.

4.2.1 Dimension 1: Teachers' Perception of Written Corrective Feedback

As in the student's' categories and subcategories aforementioned, this dimension is itemized into the following categories: Focus of WCF, Explicitness of WCF, Source of WCF and Type of Error.

4.2.1.1 Category 1: Focus of Feedback

In the following table, the opinions of two in-service teachers' in relation to the focus of written corrective feedback can be observed.

Table 8: Evidence of Subcategories about Focus of WCF according to teachers.

Subcategory	Evidence
Focused	<i>"I think the ideal thing would be to mark only one type of error, to focus on one. I think that is more effective."</i> (Teacher 1)

	<p><i>“So I think, in my personal way of doing it, it's focusing on... I tell my students I'm to check punctuation, I'm going to check tenses, or format, or coherence, so they can focus on that. Because writing is very demanding.”</i></p> <p>(Teacher 2)</p>
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In the category “Focus of feedback”, it can be clearly noted that Teacher 1 and Teacher 2 possess an inclination towards focused feedback. It is important to note that, to date, research about the effectiveness of the two methodologies of error correction has revealed differing findings. Consequently, there is no conclusive evidence so as to state that one works better than the other.

According to Teacher 1, focusing on one type of error at a time is the ideal thing to do and it would also be more effective. In this respect, Bitchener, et. al (2005); Sheen, 2007; Ellis, et al. (2008) declare that, when feedback is focused, it can have a better impact on acquisition. Because of this researchers have recently turned their attention into focused error correction since this type of correction can be more effective in terms of grammatical accuracy in L2 writing. So it would be a good idea for teachers to focus attention on one or a few error types rather than try to address all the errors that learners make. Besides, the focus on all types of errors is time consuming for teachers, and especially when they have to provide feedback to a large amount of written texts.

Esta tesis se enmarca dentro del Proyecto Fondecyt 11150273: Uso de estrategias de feedback correctivo escrito focalizado en un entorno virtual colaborativo wiki: Impacto y plan de acción.

Meanwhile, the interviewee Teacher 2 declares that she prefers to tell students in which aspects she is going to be focused on at the moment of commenting their writings, so then students know beforehand the aspects that they need to improve. Teacher 2 applies the aforementioned methodology to avoid student's frustration, since she does not pretend to mark a variable number of aspects in their writings, but those that she indicates in the rubric given beforehand. The idea of doing this is to provide students the opportunity to feel freer and less stressed at the moment of developing their ideas, which may decrease the lack of motivation among learners.

Both interviewees' opinions can be aligned with the philosophy of Bitchener (2012), who claims that through focused written corrective feedback students might be more likely to notice and understand the corrections.

4.2.1.2 Category 2: Explicitness of WCF

Table 9 evidences in-service teachers' opinions regarding the category "Explicitness of WCF". The subcategory "Implicit WCF" emerged from this category.

Table 9: Evidence of Subcategories about Explicitness of WCF according to teachers.

Subcategory	Evidence
Implicit	<i>"My second and third year students, with my second and third</i>

year students, I try to do it implicitly, I highlight the errors, and I ask them to correct themselves, to do self-correction. Now, when they can't do it, when I monitor them when they are working, and I see that they cannot do it or they ask me 'what is this about' then I give them some clues and I insist in that they do self-correction as much as possible"

(Teacher 1)

"The other thing I use is a correction code. I have a correction code and I tell my students, for example they show me a piece of writing and I say in this line there is a problem of word order, or in this line there is a problem with punctuation"

(Teacher 2)

"I personally use two ways, one is directly speaking, I can sit down with students and talk about the writing 'pay attention here and there'"

(Teacher 2)

Table 9 evidences that Teacher 1 and Teacher 2 state that they make use of different methods to provide WCF implicitly. Teacher 1 denotes that she highlights the errors for students to correct themselves. Furthermore, it is mentioned by the teacher that there are some clues to provide when learners cannot find the errors by themselves, and the idea of doing this is to reinforce and assist self-correction as much as possible. Meanwhile, Teacher 2 declares that she has a correction code which is used to indicate the type of error students have made, for instance; word order and punctuation. Teacher 2 also mentions a second method she uses to provide WCF feedback implicitly. This consists of speaking directly to students about their errors in writing.

The interviewees' preference towards implicit WCF can be aligned with different authors' findings in support of implicit WCF; Lalande's (1982); Ferris & Helt (2000); Ferris & Roberts (2001). From the interviewees' preference it can be inferred that teachers may prefer this type of feedback as it allows students to take more responsibility for their own learning, thus fostering learners' reflection and problem-solving skills.

4.2.1.3 Category 3: Source of WCF

The following table contains the in-service teachers' opinions regarding the category "Source of WCF". From this category, the subcategories "Teacher correction", "Peer correction" and "Self-correction" emerge.

Table 10: Evidence of Subcategories about Source of WCF according to teachers.

Subcategory	Evidence
Teacher Correction	<p><i>"The teacher; there could be teachers' correction, there could be peer correction as well, and there should be self-correction; there should be the three types of correction in class. All of them are effective, and specially peer-correction students are not quite used to do peer-correction, but we try to ask them to do peer-correction, but we need to organize that, because they tend not to do it, because they think that their classmates are going to be (...) that they are not going to like it; to like being corrected by a peer, but I sometimes organize it and I say 'both of you, please correct this two students writings, and you two correct theirs', and I force them a little bit to do peer-correction in that way.</i></p> <p>(Teacher 1)</p> <p><i>"I think is the job of the teacher, but I also like peer correction..."</i></p> <p>(When asked if the teacher should be the key provider of</p>

	<p>feedback) <i>“Yes, because a partner is more as the same level as you are so maybe the peer would not see some things the teacher could.”</i></p> <p>(Teacher 2)</p>
<p>Peer Correction</p>	<p><i>“The teacher; there could be teachers’ correction, there could be peer correction as well, and there should be self-correction; there should be the three types of correction in class. All of them are effective, and specially peer-correction students are not quite used to do peer-correction, but we try to ask them to do peer-correction, but we need to organize that, because they tend not to do it, because they think that their classmates are going to be (...) that they are not going to like it; to like being corrected by a peer, but I sometimes organize it and I say ‘both of you, please correct this two students writings, and you two correct theirs’, and I force them a little bit to do peer-correction in that way.”</i></p> <p>(Teacher 1)</p> <p>“... but I also like peer correction. I think that you feel more comfortable with a peer. If it is a good partner you can have a very good feedback with a partner too.”</p> <p>(Teacher 2)</p>

<p>Self correction</p>	<p><i>“The teacher; there could be teachers’ correction, there could be peer correction as well, and there should be self-correction; there should be the three types of correction in class. All of them are effective...”</i></p> <p>(Teacher 1)</p> <p><i>“...Now, when they can’t do it, when I monitor them when they are working, and I see that they cannot do it or they ask me ‘what is this about?’ ‘I don’t know exactly what is wrong here’, then I give them some clues and I insist in that they do self-correction as much as possible.”</i></p> <p>(Teacher 2)</p> <p><i>“The teacher; there could be teachers’ correction, there could be peer-correction as well, and there should be self-correction; there should be the three types of correction in class.”</i></p> <p>(Teacher 2)</p>
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In the table above, it can be evidenced that both, Teacher 1 and Teacher 2 mention that the three sources of feedback; teacher correction, peer correction and self-correction should be used to correct students' progress in their writing. Although Teacher 1 states that the three types of correction are effective and should be used, she makes clear emphasis on peer correction; suggesting that peer correction is particularly effective as long as there is a previous organization in assigning roles among students. On the other hand, Teacher 2 declares that the key provider of feedback should be the teacher since students share a similar level of proficiency, thus not being able to see some aspects that a teacher could. Nonetheless, Teacher 2 also makes positive comments on peer feedback stating that students feel more comfortable with a partner which can result in a good feedback experience. Teacher 2 further emphasizes on self-correction, indicating that she insists on prompting the students own reflection in order to achieve the correction of errors.

Overall, both interviewees coincide in their preference for the three sources for providing WCF; teacher correction, peer correction and self-correction. These results demonstrate that teachers have an integrative view regarding the sources of error correction, allowing for the use of a variety of strategies and promoting a more active role from part of the learners in the process of language learning. In this line, it can be observed that peer feedback and self-correction are remarkably emphasized in both teachers' responses. These assertions can be explained and supported by scholars such as Hyland (2000), who declares that peer feedback increases students participation in the classroom, gives learners more control and makes them less passive

and teacher dependent; and Rollinson (2005) who adds that peer audiences encourage the writer to formulate his/her writing in line with the demands of the reader, thus fostering a more effective message. Finally, it is vital that teachers foster different types of corrections in their lessons.

4.2.1.4 Category 4: Type of Error

In the following table, the in-service teachers' opinions regarding the type of error category can be observed. In this category, the subcategories "Grammar", "Organization" and "Vocabulary" emerge.

Table 11: Evidence of Subcategories about Type of Error according to teachers.

Subcategory	Evidence
Grammar	<p><i>"I guess that in my case, because every teacher has their own beliefs, I think that letters b (Language form) (...) the ways that student should display their ideas and then I focus on language form."</i></p> <p>(Teacher 1)</p> <p><i>"I think that at an early stage with students who are in first, second, third year, use of English, word order, selection of</i></p>

	<p><i>vocabulary, tenses, punctuation too.”</i></p> <p>(Teacher 2)</p>
Organization	<p><i>“(…) and c (Organization) are the ones that I focus more my attention on. At the beginning of a writing task I always talk a lot about organization, how to organize their ideas.”</i></p> <p>(Teacher 1)</p> <p><i>“And when you grow up, and are in third or fourth year, coherence is important.”</i></p> <p>(Teacher 2)</p>
Vocabulary	<p><i>“I think that at an early stage with students who are in first, second, third year, use of English, word order, selection of vocabulary, tenses, punctuation too.”</i></p> <p>(Teacher 2)</p>

Table 10 evidences that Teacher 1 prefers to focus attention on grammar and organization, meanwhile Teacher 2 states that it depends on the level in which students are. For instance, when learners are at an early stage (first, second and third year) grammar and vocabulary are the most important aspects to focus on, followed by

organization in later stages of the learning process. Furthermore, Teacher 1 mentions that it is ideal for students who are in a more advanced level to display their ideas through a correct use of grammar.

Both teachers coincide in the belief that expressing ideas is as important as focussing on language form. The main difference in teachers' beliefs lies in the fact that only one of them upholds the conviction that students must consider the organization of ideas, meanwhile; the other in-service teacher prefers the previous item which refers to the correct use of vocabulary in terms of accuracy of the language.

Consequently, the main difference between the teachers' opinions relies on the order in which the type of error must be taught and corrected, as in the case of grammar, vocabulary and organization. As it was mentioned before, Teacher 1 shows preference for dealing with organization first, followed by grammar and vocabulary afterwards, whereas Teacher 2 presents an opposite method; teaching grammar and vocabulary first, leaving organization to a third place.

4.3. Comparing Teachers' and Students' Perceptions

When comparing teachers' and students' view about WCF differences and similarities can be found. As to the category *focus of feedback*, students and teachers both agree that focused feedback is the most appropriate when dealing with writing assignments. On the side of the teachers, marking one type of error is considered as more ideal and effective for students, while students consider a focused type of feedback only when the grade is at stake. Although teachers do not refer to unfocused

feedback, students still elaborate by stating that it is helpful for them to see what their weaknesses are and it is considered as the only way in which they can improve.

In relation to the *explicitness of CWF*, teachers and students coincide on the idea that it is better to deliver an implicit type of feedback, as it is important that students are the ones who discover the errors in their written works. From this, it is evidenced that answers should not be provided directly according to the interviewed teachers and students, and that students should be able to discover the correct solution. In this way, the students take a more active role, and thus, autonomy is promoted.

When comparing the opinions of the interviewees in relation to *the source of WFC*, it can be noted that teachers and students were considered as useful feedback providers in the writing process of a foreign language. In fact, both groups establish that the source of feedback relies meaningfully on the effectiveness of their writing tasks. If one student would rather receive personalized feedback from his teacher, it is because teachers are considered as a primary source on foreign language mastery. Nonetheless, the remaining interviewees consider their peers' interdependence as more effective, because they feel more comfortable due to their similar level of competence; likewise their anxiety levels diminish. On the other hand, self-correction is considered as an useful tool according to teachers as it is an effective way for students to develop their critical thinking skills. Finally, self-correction is not mentioned by the interviewed students.

Finally, in the category *type of error*, at the moment of indicating the type of error, teachers tend to have an inclination towards the use of English rather than the content

that is being displayed by the students. Following this aspect, students prefer, however, the fact of evaluating not only the use of English, but also the content, since it is in this aspect where teachers can get to know the ideas students develop and the different cognitive abilities that students possess. On the other hand, teachers and students prefer and tend to focus on theory and use of the language; where it can be found grammar, organization of ideas, and vocabulary. This, since students should be capable of developing their ideas making use of the language as a whole, demonstrating full language competence at the moment of communicating.

Referring to the research assumptions that were anticipated at the beginning of this study, it can be stated that:

The obtained results coincide with the first assumption; *“Students and teachers prefer indirect written corrective feedback because in this manner students are able to discover and correct the error by themselves.”*, as the three students who were interviewed in this study expressed their preference for indirect written corrective feedback as a means to discover the correct answers by themselves.

The obtained results also coincide with the second assumption; *“Teachers prefer to focus on particular errors rather than correcting all types of errors at a time”*, as The two teachers who were interviewed showed preference for focused written corrective feedback as it was considered more effective and less overwhelming for students who may feel frustrated when receiving too many comments on their writing.

Finally, the obtained results partially coincide with the third assumption *“Students and teachers agree on the idea that peer feedback is beneficial for writing*

improvement.” as two of the three students who were interviewed considered peer feedback as being beneficial for them for it would diminish their anxiety levels, thus making the process of error correction more effective. Meanwhile, the two teachers who were interviewed agreed on the idea that peer feedback would be beneficial for students as it provides learners with a more active role, fostering participation, hence resulting in a positive learning experience.

CHAPTER V: CONCLUSIONS, LIMITATIONS AND PROJECTIONS

5.1 Conclusions

In the spectrum of Written Corrective Feedback, it would be inaccurate to establish definitive conclusions, as this is a topic of continuous research. Nevertheless, the present investigation aims to contribute and corroborate the effectiveness of written corrective feedback towards pre-service and in-service teachers. According to the objectives mentioned beforehand and the information obtained in the analysis and discussion, the following conclusions can be derived.

In response to objective one that states “to identify pre-service students’ perceptions about written corrective feedback”, it can be drawn that there is a generally positive reaction towards it. It can also be concluded that students agree on the relevance of both focused and unfocused feedback in the correction of writing assignments. On one hand, students manage to diminish their levels of anxiety and frustration simultaneously, while on the other hand, students get a general idea in the

aspects they should improve. It can also be concluded that students would rather find the answers by themselves, so they have a chance to analyze the source of their errors. From their answers, it can be assumed that teachers and students play a fundamental role in error correction. In fact, teachers are only considered as guides in the process, especially when more complex skills are being measured. Furthermore, it can be stated that written corrective feedback is a strategy which should be used in language teaching and that it is important to know the opinions and thoughts of students regarding the feedback they receive, as they are the protagonists in the teaching and learning process.

In response to objective two “to identify in-service teachers’ perceptions about written corrective feedback”, it can be concluded that corrective feedback is effective according to the teaching methodologies of each teacher and the contexts in which their classes take place. Likewise, it can be concluded that both interviewed teachers agree on providing focused feedback, which is evidenced by Ellis (2009) along with Bitchener, Young & Cameron (2005), Sheen (2007), Ellis et al (2008) as being effective in promoting foreign language acquisition. From the answers provided by the interviewees, it can be concluded that the implicit delivery of feedback allows the student not only to keep track of their progress, but it also fosters responsibility and aids the student into correcting himself. Not only it boosts the correction from the teacher to the student, but it also promotes peer feedback. Finally, it can be concluded from the spectrum of type of feedback that regardless of the employed teaching method a teacher uses, both

teachers agree on the importance of language form, especially at an early stage, without leaving organization and vocabulary aside.

In response to objective three, “to compare the perceptions of pre-service and in-service teachers about written corrective feedback”, it can be concluded that the opinion between teachers and students regarding feedback focus varies. While teachers possess the tendency of delivering a mainly focused feedback, students would rather receive unfocused feedback, as in this manner, students obtain a broader idea about improving their writing process.

When dealing with the explicitness of WCF, it can be concluded that both students and teachers converge in picking implicit feedback instead of explicit corrective feedback.

From this premise, it can be mentioned that students lean towards this type of feedback, as they do not only feel motivated to find their own mistakes, but also feel like they are able to discover their own errors and also develop their critical analysis skills. Conversely, teachers coincide in delivering implicit feedback, as it is possible to give students the chance of discovering the correct answer by themselves.

In relation to the previous category, teachers and students also coincide when it comes to source of feedback. The opinions of both groups mention that students recognize the teacher as the main feedback provider, but also consider their peers' opinion as beneficial for their learning process, thus creating a collaborative context and developing a relationship with their classmates. Similarly, this is how collaborative work is promoted, as well as individual work.

Finally, when type of feedback is concerned, teachers and students recognize that grammatical aspects compose the most common errors which should receive the most attention. Additionally, students consider vocabulary errors as frequent at the moment of writing. These answers are contrasted with the opinions of teachers, who consider organization as a more critical mistake besides grammar. It can be inferred that teachers start their teaching process by showing how a piece of writing should be, and then adding "sprinkles" of grammar and vocabulary afterwards, while students would rather have the opposite order of learning writing.

5.2 Limitations

One of the main limitations of this study was the limited access to the sample interviewees, as the teachers and students who were interviewed belonged to a University in Concepción, Chile. Thus, it was difficult to find an appropriate time for the study to take place. Furthermore, this study would have had more impact if more people were interviewed, but it was unlikely to get more samples from the university, as it was performed in the middle of a working semester. Regrettably, the interviewees were also university students who had classes to attend and assignments to prepare. Furthermore, the institution itself was unable to provide with more samples, and as it was a semi structured interview. Thus, it was an extensive interview, it was time consuming to answer and to transcribe the information and it was difficult to find fitting timetables with the interviewed teachers and students.

5.3 Projections

The information and findings provided in this study can be useful for future studies, especially because studies on university students and teachers about written corrective feedback are scarce due to its time and availability options. It is important to obtain a larger sample of interviewees in order to get a meaningful result regarding the usefulness of written corrective feedback. A mixed study, which deals with qualitative and quantitative elements of research, can be a good option for dealing with university teachers and students. On one hand, it is important to gather knowledge about the students and teachers' qualitative perceptions on written corrective feedback, as their opinions are influential and meaningful. It can be suggested to measure other variables, such as the learning style of students and more information about their grammatical proficiency in a more quantitative study. Finally, other investigations regarding the same topic should take place in a high school or in an elementary school context.

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9. Appendixes

9.1 Semi-Structured Interview Students' Answers

APPENDIX 1:

Student 1's Interview Transcript

- STUDENT 1

General background questions:

Section 1: students' profiles

A. Interviewer: Did you study in a private or public schools?

Interviewee: I studied in a Private School. María Inmaculada

B. Interviewer: Why did you choose English as your major?

Interviewee: First, it was because I like English, and then I realized that I really enjoy teaching.

Section 2: students' attitude about the writing course

A. Interviewer: Do you like writing in English? Why?

Interviewee: Yes, sometimes. It depends on my mood.

B. Interviewer: From the following list, which of these help you to develop your writing skills? For you.

Interviewee: Ok, I think that commenting on student's writing, commenting orally in students' writing and sometimes, and asking students to read a lot. I think they can, I don't know, get the idea on how to write, on how to put some words probably, for

acquiring vocabulary. For example of “commenting on student’s writing” I realized that it was helpful for me to check my student’s writing, I learnt a lot doing that.

Prompt card

- a. Materials (e.g. books, handouts, etc.)
- b. Teaching Grammar lessons
- c. Asking students to read a lot
- d. Imitating a good writing
- e. Asking students to write multiple drafts
- f. Taking students’ needs into consideration
- g. Commenting orally on students’ writing
- h. Commenting on students’ writing
- i. Others

Section 1: Students’ attitudes towards WCF

A. Interviewer: Do you understand your teachers’ written comments and corrections?

Interviewee: Most of them, but not everything. It was difficult because some of them have a weird handwriting and sometimes I couldn’t understand them.

B. Interviewer: Do you benefit from your teacher's’ comments and corrections?

Interviewee: Ummm... yes, because I can see my mistakes and I am able not to repeat them.

Section 2: Purpose of WCF

A. Interviewer: In your opinion, why should teachers give feedback on your writing?

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Interviewee: As I said before, because I can fix my mistakes, I can make a better writing, I can probably express myself in a better way, in the future I would not have problems at writing. I think that it is good.

Section 3: The amount of WCF to provide

A. Interviewer: Do you think teachers should mark all types of errors in the text, or focus on particular errors?

Interviewee: I think that it depends on the student. In my case, I like that every teacher checks all the mistakes. Even though, It may affect me, I think it is interesting to see in which thing are you failing so I can develop them. I think that is the only way in which you can see what you are doing wrong and what can you do to make it better. In that case, you are learning, so it is good for you to make mistakes now and not when you are going to be a teacher. I would ask to my teacher if there is any other mistake and probably he would have avoided it because he didn't want to make me feel bad probably, so I would go and ask him.

Section 4: Focus of WCF

A. Interviewer: In your opinion, which errors do you consider as most important for teachers to look at?

Interviewee: Probably in the context of learning English, I would focus on grammar and vocabulary. But if we talk about the whole writing, I think that everything is important, because you cannot make a paragraph and write different ideas, because at

the end you are not writing anything. In terms of English as a foreign language, the most important aspect would be grammar.

A. Interviewer: What is the focus of your teachers feedback? Here at the University?

Interviewee: I think that most of them are also focused on grammar. And I do not agree, because writing is more than Grammar. It involves a lot of things, like coherence, the vocabulary, how to express your ideas. Somebody may be expressing a good idea, but may have a bad grammar. Also, somebody may have a good Grammar, but made a sentence which makes no sense.

B. Interviewer: Do you think that teachers should focus mainly on students' errors?

Interviewee: Yeah, as I said before, I think that it is good for teachers to focus on everything, not only in grammar, because that probably stresses some students.

Section 5: Explicitness of WCF

A. Interviewer: How do you want your teachers to indicate your errors in your written work? Why?

Interviewee: Probably they could use a rubric, so I can see what is going to be evaluated. I would like them to use codes. I don't know, hopefully, not something so difficult to understand. That's all. I would like them to be implicit, so I can fix my own mistakes.

B: Interviewer: From the following list, which types of feedback would you like to receive and why?

Interviewee: I like letter B and C, I think. Sometimes when students cannot see the mistake, it is a good idea to show them some clue, so the idea is that they can infer the mistake, but also that they can know what they are doing wrong. I have seen teachers showing a clue about the error.

Prompt card

- a. By showing where the error is and providing the correct tense (e.g. Since I arrived here, I am very lonely).
- b. By showing where the error is and giving a clue about the error (e.g. Since I arrived here, I am very lonely). T's (to indicate tense error)
- c. By showing where the error is and providing codes/symbols (e.g. Since I arrived here, I am very lonely).
- d. By ONLY showing where the error is (e.g. Since I arrived here, I am very lonely).

Section 6: Source of WCF

A. Interviewer: Who do you think should comment on your writing?

Interviewee: I think that everyone should comment on my writing, my peers, my teachers, etc. My peers can give me their point of view of the mistake, why they figure out there was a mistake. Your teachers can help as well because they know the mistake and also you should look at your own mistake, because it is good to practice and improve.

B. Interviewer: Do you think teachers should ask you to give feedback on your peer? Why? Does your teacher implement peer feedback in the writing classes?

Interviewee: Yes! If we are going to be teachers, it is good to make our students be... I don't know how to say it, I don't know the word "autocrítico".

Interviewer: Does your teacher implement peer feedback in the writing classes?

Interviewee: Yes, I have seen that.

C. Interviewer: Do you think should ask you to self-edit your writing? Why? Does your teacher ask you to self-edit your writing?

Interviewee: Yes, I think that is a good way of learning and for not to repeat your mistakes.

Interviewer: Does your teacher ask you to self-edit your writing?

Interviewee: Yeah. I don't like it very much. I think, they should make you write another thing.

(III) Concluding question

A. Interviewer: Do you have any comments/ suggestions and/ or concerns/ problems in the way your teacher gives feedback on your writing?

Interviewee: I think teachers should be more specific when they are teaching, as I said before, sometimes they have codes and I never seem to understand what they mean. I think that the best way is by giving oral feedback, but they do not often have enough time. I don't blame them.

APPENDIX 2:

Student 2's Interview Transcript

- **STUDENT 2:**

(I) General background questions:

Section 1: students' profiles

A. Interviewer: Did you study in a private or public school?

Interviewee: I studied in a private school, it is called "Sacred Heart of Jesus", in San Carlos.

B. Interviewer: Why did you choose English as your major?

Interviewee: Personally, English is a tool for the future. I mean, when you are supposed to work, and apart from that I think that English let you open doors to different cultures, different customs from people. For example, if you go to Germany and if you find someone who can talk in English. You can be either in a more communicative way or maybe you can learn German from English.

Section 2: students' attitude about the writing course

A. Interviewer: Do you like writing in English? Why?

Interviewee: Yes, I do write a lot, and the difference is that I tend to avoid academic writing 'cause for me is not so authentic. But I would say that I like writing stories from what I read or for what I watch. For instance, if I watch a movie and I want to do a good summary, I start by writing something with that and adding other academic words or advanced level word if I can and all language words.

B. Interviewer: From the following list, which of these help you to develop your writing skills?

Interviewee: In my case, I would choose letter A and letter C, and maybe letter F. Letter A, I chose that because for me books are the best tool to learn anything new. You can go to from academic words, to expressions, idioms and some grammar rules, that maybe are not whole explained in the teaching grammar books, such as “Interchange” or “Focus on Grammar”. As I was saying, letter C, because for me, as I was saying reading is the best tool, even more than listening, even more than writing and everything. And I would choose the F because as you can see in nowadays, in the globalization world, students do not tend to read more, or you have to be aware of what students like to read. For instance, I would choose “The Hunger Games” or “Divergent” or Shakespeare or “David Copperfield” in this case.

Prompt card

- a. Materials (e.g. books, handouts, etc.)**
- b. Teaching Grammar lessons**
- c. Asking students to read a lot**
- d. Imitating a good writing**
- e. Asking students to write multiple drafts**
- f. Taking students' needs into consideration**
- g. Commenting orally on students' writing**

h. Commenting on students' writing

i. Others

Section 1: Students' attitudes towards WCF

A. Interviewer: Do you understand your teachers' written comments and corrections?

Interviewee: Yes, I do. In my case, it is the best way for me to have written comments or feedback of my works. Because the teachers tend to say the feedback or by telling the feedback orally, I would be confused. But with a written comment, I can have an organization of what I have to do, even I can divide all the parts. For example, an introduction of the activity, then the development, and then maybe I can add more than the task.

B. Interviewer: Do you benefit from your teachers' written comments and corrections?

Interviewee: Yes, I do. Because when talking about corrections you have to say that, if you have for example a handwriting word that is not well written, if you have the right written comment, you will be able to look for that word and see what the correct pronunciation is, what the correct use is or even the phonetic sounds. So I would say it is more accurate and more reliable to have a written comments instead of hearing the comments or to even speak that in a conversation, but not to focus on.

Section 2: Purpose of WCF

A. Interviewer: In your opinion, why should teachers give feedback on your writing?

Interviewee: Well, teachers should give feedback on writing, because first of all, they want to achieve the level of the European framework, for instance, to B2 to C1 but also, when someone makes comments on writing what the person is making is a new view or review of what you're writing, and maybe you can notice or realize that about some in cases that you personally cannot notice. You can say that your writing is perfect, but maybe one person or another person can say "I can't understand your context or your ideas" or even at the end of future explanations.

Section 3: The amount of WCF to provide

A. Interviewer: Do you think teachers should mark all types of errors in the text, or focus on particular errors while leaving others uncorrected? What does your teacher do?

Interviewee: Well, my teacher focuses mainly on particular errors, but there are times when you need to have all the errors in your mind. For instance, if you know the difference between "do and does", and then you forget about that, it would be useful for you that the teacher highlights the errors, even though you know that beforehand. So for me, every error is important. Because it is important to reassure yourself about your own knowledge.

Interviewer: What does your teacher do?

Interviewee: My teacher always focuses on main errors, such as Grammatical aspects that he or she is trying to get across, for instance, if it is something about the

“conditionals” that would be the main focus, even though there are some misspellings, or some other things that are minor, the main focus would still be the conditionals.

Section 4: Focus of WCF

A. Interviewer: In your opinion, which errors do you consider most important for teachers to look at? What is the focus of your teachers' feedback?

Interviewee: I think that content is one of the most important aspects that teachers should focus on. However, they always tend to focus on grammar. Thus, I have known some teachers that are always trying to make us understand the content of the texts. For example, if you write a text about nature, and then you put something about technology, and you start to talk about the inventions from a century ago, then that would be an incoherence. So the teacher may write a long comment, or maybe a short one, that says “The focus of the text is lost”.

B. Interviewer: Do you think teachers should focus mainly on students' errors? Why?

Interviewee: I would say that it could be both ways. Sometimes teachers do some mistakes or they have some errors. I think it is a little bit uncomfortable for the teacher to be corrected by students, but at the same time, I would say that as students are aware of their errors, they kind of are a little bit more friendly or closer to ask one another when they need help.

Section 5: Explicitness of WCF

A. Interviewer: How do you want your teacher to indicate the errors in your written work?

Interviewee: In my case I like highlights, when my teacher highlights in different colors. Moreover, I would say that if I have an error in one paragraph, I would like my teacher to highlight the whole paragraph, so it would be a little more difficult to find the error by myself. I want to be the one finding those errors, because in that case I can feel that I have learned.

B. Interviewer: From the following list, which type(s) of feedback you prefer to receive? Why?

Interviewee: I really like when teachers just place a “?”, because for me I can know when something is wrong and that I have to fix it. When I see the “?” in spite of the size, because it can be bigger or smaller, I can explore the mistake and find my own answer.

Prompt card

- a. By showing where the error is and providing the correct tense (e.g. Since I arrived here, I am very lonely).**
- b. By showing where the error is and giving a clue about the error (e.g. Since I arrived here, I am very lonely). T's (to indicate tense error)**
- c. By showing where the error is and providing codes/symbols (e.g. Since I arrived here, I am very lonely).**

d. By **ONLY** showing where the error is (e.g. Since I arrived here, I am very lonely).

Section 6: Source of WCF

A. Interviewer: Who do you think should comment on your writing? Why?

Interviewee: My writing should be commented by any person. It can be a classmate, it can be someone who is in an upper level, it can be someone who is even lower. The idea is for me to consider all the perspectives of what I am writing.

B. Interviewer: Do you think teachers should ask you to give feedback on your peer?

Interviewee: I don't know if it is the best way, because as you can see you have two classmates that are friends they will not put bad marks, so even something that will be missed into the rubric, maybe if you don't have the introduction that person will say "you can write the introduction" and then nobody will know.

B. Interviewer: Does your teacher implement peer feedback in the writing classes?

Interviewee: Last year I had a peer feedback, but it was useless. Because my classmate who was supposed to assess my writing, she said that it was perfect, so I went with that and then the teacher told me "this is not what I explained, this is not very clear, so your mark is 3.7".

C. Interviewer: Do you think teachers should ask you to self-edit your writing? Why?

Interviewee: Self-edit is additional work for your writing, as it is to write your essay or article again, because you're trying to fix mistakes. As I was saying before, I would prefer another perspective for my writing apart from mine.

D. Interviewer: Does your teacher ask you to self-edit your writing?

Interviewee: This year, yes. I had had to do my writing and for me it's meaningless, because I can see the writing and I would say this is well structured, well organized but then I see, for example, another point of view that person tells me "No, that is not clear and maybe that will be bad for your rubric, or you will be lowering your mark."

(III) Concluding question

A. Interviewer: Do you have any comments/ suggestions and/ or concerns/ problems in the way your teacher gives feedback on your writing?

Interviewee: Yes, I do. I have several but I'll try to make a brief. I would say teachers are always grammar oriented and that is something that for me is not okay. If you have something bad written, you just learn how to do better. But it is not the idea for teachers to humiliate you or to show your work as something very bad, even like saying "If you don't do this, you will never write in English or you'll never pass the course", etc. I would say that some teachers also tend to frighten students by doing that, but for me it is not a strategy that I would use. Finally, I would prefer to have someone assessing my writing, but in not an academic way, like a self-evaluation and then you

have to do a checklist and say directly to my classmates' work. So for me, that is the minimum. It could be more accurate, more focus on the task, even authenticity would be ideal.

APPENDIX 3:

Student 3's Interview Transcript

- **STUDENT 3**

General background questions:

Section 1: students profiles

Interviewer: Did you study in a private or public schools?

Interviewee: Public school, Hellen Keller Adams, Hualpen.

Interviewer: Why did you choose English as your major?

Interviewee: Because I actually really like English and I thought I like teaching.

Section 2: students' attitude about the writing course

Interviewer: Do you like writing in English? Why?

Interviewee: Yes, I like writing because I think it is easier for me than speaking.

Interviewer: From the following list, which of these help you to develop your writing skills?

Interviewee: Ok, I choose letter A, books, I like to read and I think that it helps a lot in writing to check the grammar, the vocabulary, etc. The letter C, asking students to read a lot and imitating a good writing because by imitating a good writing, you can copy the

skills maybe and asking students to write multiple drafts, because drafts help you to get to the final product and correct the errors that you can make and I think that is it.

Prompt card

- a. **Materials (e.g. books, handouts, etc.)**
- b. **Teaching Grammar lessons**
- c. **Asking students to read a lot**
- d. **Imitating a good writing**
- e. **Asking students to write multiple drafts**
- f. **Taking students' needs into consideration**
- g. **Commenting orally on students' writing**
- h. **Commenting on students' writing**
- i. **Others**

Specific beliefs about giving written corrective feedback (WCF)

Section 1: Students' attitudes towards WCF

Interviewer: Do you understand your teachers' written comments and corrections?

Interviewee: I think that depends on the teacher, most teachers do not write their corrections that we can't understand them, like "jeroglificos" and if you don't ask them orally what they mean, you cannot understand them.

Sometimes teachers write the letter of what the criteria says, but sometimes students don't know what those errors mean, so if teachers don't write the complete comments students don't understand.

Interviewer: Do you benefit from your teachers' written comments and corrections?

Interviewee: If they are understandable yes, I think.

Section 2: Purpose of WCF

Interviewer: In your opinion, why should teachers give feedback on your writing?

Interviewee: Because, I mean feedback is beneficial because you can learn from your mistakes you can correct them and if you don't have that feedback you think that you did right but then the whole work is wrong.

Section 3: The amount of WCF to provide

Interviewer: Do you think teachers should mark all types of errors in the text, or focus on particular errors while leaving others uncorrected? What does your teacher do?

Interviewee: I think it depends on the outcome. I think it depends on what the teacher asks you to do because it involves what the teacher wants you to do, because if you are wrong on one thing that the teacher did not ask why.

Interviewer: But do you prefer the teacher indicates you all the errors that you have in the essay for example?

Interviewee: If that involves that my grade will be bad I think not, because as I said before, the teachers should focus on the only aspect that they are asking you to write. For example if the essay or if the rubric doesn't say that they are grading for vocabulary for example and you have a wrong written work and the teacher lowers your grade, I think that's wrong.

Interviewer: What about if teacher says to you that he is going to check grammar, is it ok for you?

Interviewee: I think yes, if teacher says that beforehand, before writing the essay, I think is right.

Interviewer: What does your teacher do, in general here at the university? They indicate you the all errors?

Interviewee: Depends on the teacher, some teachers show you what they are going to correct and they do it in order for the students to be able to understand them later and they do it orally and in written form, but some teachers don't comment on anything that you have wrong and they give you the feedback but in written form but sometimes It doesn't work.

Interviewer: And you prefer oral or written?

Interviewee: Oral

Section 4: Focus of WCF

Interviewer: In your opinion, which errors do you consider most important for teachers to look at?

Interviewee: In writing? Well, I think the most important are grammar, vocabulary.

Interviewer: What is the focus of your teachers 'feedback'?

Interviewee: My teacher mainly focuses on grammar.

Interviewer: Do you think teachers should focus mainly on students 'errors? Why?

Interviewee: Between the elements of ideas, coherence, the vocabulary, the grammar, I think teacher should focus on- I mean only in errors in general, because they have different writing skills and diverse writing ways so if they, maybe, generally have only grammar, then students cannot develop the idea.

Section 5: Explicitness of WCF

Interviewer: How do you want your teacher to indicate the errors in your written work?

Interviewee: Like orally.

Interviewer: From the following list, which type(s) of feedback you prefer to receive?

Why?

Prompt card:

Have been

a. By showing where the error is and providing the correct (e.g. Since I arrived here, I am very lonely).

tense

b. By showing where the error is and giving a clue about the error (e.g. Since I arrived here, I am very lonely).

T (to indicate tense error)

c. By showing where the error is and providing codes/symbols (e.g. Since I arrived here, I am very lonely).

d. By ONLY showing where the error is (e.g. Since I arrived here, I am very lonely).

Interviewee: Maybe, I think between B and C, by showing where the error is and providing the correct answer I don't think that's the right way or by showing where the error is.

Interviewer: So you think that they should give a clue about the error

Interviewee: Yes

Interviewer: Not telling you the correct answer?

Interviewee: No

Interviewer: What strategy your teacher adopts?

Interviewee: Letter B, by showing where the error is and giving a clue about the error.

Section 6: Source of WCF

Interviewer: Who do you think should comment on your writing? Why?

Interviewee: I don't think that only the teacher, maybe the peer and teacher both of them

Interviewer: Do you think teachers should ask you to give feedback on your peer? Why?

Interviewee: Yes, because I'm not saying that I prefer but it's helpful that students learn from their peers because I mean we see the teacher as an authority and sometimes that's terrified for students or sometimes the students think that teacher is wright is the only figure that has the correct answer and sometimes is not always that, so students should provide feedback among them.

Interviewer: Does your teacher implement peer feedback in the writing classes?

Interviewee: Yes.

Interviewer: Do you think teachers should ask you to self-edit your writing? Why?

Interviewee: Yes, as I said before, is good that we learn from our mistakes and we know how to notice those mistakes for ourselves.

Interviewer: Does your teacher ask you to self-edit your writing?

Interviewee: Yes.

(III) Concluding question

Interviewer: Do you have any comments/ suggestions and/ or concerns/ problems in the way your teacher gives feedback on your writing?

Interviewee: No, I think some teachers should present the correction orally and not writing because sometimes students have doubt and questions and they are not able to replied them and orally.

9.2 Semi-Structured Interview: Teachers' answers

APPENDIX 4:

Teacher 1's Interview Transcript

- **TEACHER 1**

Interviewer: Thank you so much for accepting to take part in this study.
I would like to start by asking you some general questions.

General background questions

Section 1: Teachers' profiles

A: Interviewer: What degree do you hold?

Interviewee: I have a master's degree in Education.

B: Interviewer: What courses have you taught in English?

And for how long have you taught writing?

Interviewee: I've taught grammar courses, communicative competence courses which were called language courses in the past. (..) I've taught some other courses that don't

have so much to do with what with are talking about here so... (.) Writing courses I have taught for about eight years.

Section 2: Attitude towards teaching writing

A: Interviewer: What do you like in teaching writing? What do you dislike in teaching writing? Why?

Interviewee: What I like in teaching writing is when students express their ideas with high levels of proficiency using sophisticated vocabulary and structures, I love that. (..) Also when they learn about topics and they show their knowledge of the topics through writing. And, what I dislike about writing, and everybody is going to give you the same answer I guess, is the correction, is the time that corrections take to us. I spend sometimes weekends correcting the students work.

B: Interviewer: What do you consider the challenges of teaching writing?

Interviewee: The challenges are too (..) well, there are many challenges because in the levels where I teach I always try to prevent fossilization of errors in students. I sometimes focus a lot on accuracy and the main challenges that we as teachers who focus on that particular aspect is to have students to develop their accuracy, and that takes time and sometimes you become rather impatient as a teacher, and you would like them to learn things overnight and that is not the way it is, so it is a process, it takes time and that is very challenging for a teacher who would like to get results as soon as possible.

Section 3: Philosophy of teaching writing

Esta tesis se enmarca dentro del Proyecto Fondecyt 11150273: Uso de estrategias de feedback correctivo escrito focalizado en un entorno virtual colaborativo wiki: Impacto y plan de acción.

A: Interviewer: In your opinion, does teaching writing course help students? If so, how?

Interviewee: It does, it help students. When there is an emphasis on writing and they spend even if it is just two hours a week only on writing it helps because they develop their fluency and their accuracy in writing, and you can keep them writing the whole semester even if it is two periods a week.

B: Interviewer: What do you think is the best way for students to develop their writing skills?

Prompt card

- a. Materials (e.g. books, handouts, etc.)
- b. Teaching Grammar lessons
- c. Asking students to read a lot
- d. Imitating a good writing
- e. Asking students to write multiple drafts
- f. Taking students' needs into consideration
- g. Commenting orally on students' writing

Interviewee: If I had to pick two, I would say (..) well, all of these aspects are very important, but I think that the two most important ones in my opinion, are asking students to read a lot, they need to read to read to get the input, the necessary input that they need for writing about a specific topic if I want them to write for example about environmental issues they will need to get input on that topic, so that then they are able

to produce something, in this case a piece of writing. Also there is the (..) imitating a good writing, I don't know whether it means what I think it means, this aspect here which you call imitating a good writing, I suppose it refers to showing models. Yeah, that I think is very important, if I ask them to write a report for example, or to write an essay, or to write a letter, whatever it is that they are going to write, I think it is a good idea to show them models, models of the different types of writing, different genres that we are going to use, so that they know the structure that that particular genre has got, and they can organize their ideas according to that structure.

II. Specific beliefs about giving written corrective feedback (WCF)

Section 1: Purpose of WCF

A: Interviewer: Do you think teachers should provide comments on students' writing? Why?

Interviewee: Yes, students are always expecting us to give them comments, and sometimes because of lack of time, in my case for example I just point out the parts that need to be improved. But, there should be time also for us to provide positive feedback, and I have to admit that I don't always have time for that. (..) Lately what we are doing on my class we are working on Google Drive and we show the writings on the board and I ask them to show highlight the parts that they like about that writing, in terms of structure, an interesting structure being used or interesting lexis being used, but always focusing on form you see. So that is about the comments that you are asking me about.

Section 2: The amount of WCF to provide

Esta tesis se enmarca dentro del Proyecto Fondecyt 11150273: Uso de estrategias de feedback correctivo escrito focalizado en un entorno virtual colaborativo wiki: Impacto y plan de acción.

A: Interviewer: Do you think teachers should mark all types of errors in the text, or focus on particular errors while leaving others uncorrected? Why?

Interviewee: I think the ideal thing would be to mark only one type of error, to focus on one. I think that is more effective, but when there isn't much time (..) for example, I should focus on tenses only for example, but then there are other aspects like prepositions, use of prepositions, I don't know even spelling, punctuation, there are so many other issues. (.) With shorter types of writing I think we could do that, we could focus on one particular aspect, but when we produce extensive writing like an essay for example we need to start looking at different aspects, different issues that you find in the writing of students, so that would be ideal to focus on one.

Section 3: Focus of WCF

A: Interviewer: In your opinion, what types of errors should receive more attention? Why?

Prompt card

- a. Content (e.g. coherence, unity, development of ideas, and clarity of ideas)
- b. Language form (e.g. grammar, spelling, punctuation, and capitalization)
- c. Organisation (e.g. an introduction where the thesis statement is clearly presented, a body which include topic sentence(s) and supporting details, a conclusion).
- d. Serious errors (i.e. interferes with the understanding of the text) or minor errors.

e. Frequent (i.e. common) errors or the infrequent errors

f. Errors that irritates the teacher

Interviewee: I guess that in my case, because every teacher has their own beliefs, I think that letters b (Language form) and c (Organisation) are the ones that I focus more my attention on. At the beginning of a writing task I always talk a lot about organization, how to organize their ideas, the ways that student should display their ideas and then I focus on language form. And why... Because the way that students organize their ideas show that students have some cognitive skills which are very important for writing and those cognitive skills have to do with logical thinking and that is extremely important anywhere in the academic world. And then I focus on language form, letter b here, because I am always afraid of students mistakes becoming fossilised and so as I teach second and third year I think that that is the moment, that should be the stage when the students should receive more feedback on grammar, punctuation and all the other aspects that appear here, before their mistakes become fossilised.

B: Interviewer: Do you think teachers should praise students' writing?

Interviewee: Yes, as I told you before, positive feedback is very important, and students are always, they want you as a teacher to say what they've done properly, what they've done beautifully even, specially when they write nonfiction for example, when they write a story, a poem. So, in those writings, in those genres I try to provide more positive feedback and focus more on content and on the way the ideas are

expressed than on form.

Section 4: Explicitness of WCF “How”

A: Interviewer: How -do you think- should teachers indicate the errors on students' writing? Why?

Interviewee: I think that teachers, we teachers, should indicate the errors explicitly on writing, and privately. I do it individually face to face or I do it through comments on Google drive when we use drive. That is the way I do it with my students. And also on the screen, we show the writings on the screen and we try to focus on aspects that need to be improved, I try not to called them mistakes because it can be hard for students to see their writings so exposed in front of the whole class and it turns out to be embarrassing for some of them, so I try to keep that in mind, and we try to focus our attention on mistakes but not call them mistakes call them aspects that need to be improved and also focus on the other aspects that have been done properly in the text and I try to do that mixture of things so that students do not get embarrassed. (..) I show the writings to the whole class because most of the aspects that need to be improved there are general, are aspects that at the level of proficiency that students are, most of students make the same mistakes so it is something general, it is something that they should all see there. So, I try to do it individually face to face, I try to do it through the comments, individual comments on Drive, and also as general comments on the screen, so I try to do the three types of comments regarding feedback.

B: Interviewer: Do you think teachers should provide the feedback explicitly e.g. by providing the direct form or implicitly by e.g. underlining the error? Why?

Interviewee: My second and third year students, with my second and third year students, I try to just to do it implicitly, I highlight their errors, and I ask them to correct themselves, to do self-correction. Now, when they can't do it, when I monitor them when they are working, and I see that they cannot do it or they ask me "what is this about? I don't know exactly what is wrong here", then I give them some clues and I insist in that they do self-correction as much as possible.

Section 5: Source of WCF

A: Interviewer: Who- do you think- should give feedback on students' writing? Why?

Interviewee: The teacher; there could be teachers' correction, there could be peer-correction as well, and there should be self-correction; there should be the three types of correction in class. All of them are effective, and especially peer-correction students are not quite use to do peer-correction, but we try to ask them to do peer-correction, but we need to organize that, because they tend to not to do it, because they think that their classmates are going to be (..) that they are not going to like it; to like being corrected by a peer, but I sometimes organize it and I say "both of you, please correct this two-students writings, and you two correct theirs", and I force them a little bit to do peer-correction in that way.

B: Interviewer: Do you think teachers should be the key providers of feedback? If no,

who else should provide feedback on students' writing other than the teacher?

Interviewee: As I told you before, there are other possibilities for feedback. There could be (..) there could be peer-correction and self-correction as well. I can't think of any other.

Section 6: other variables

A: Interviewer: Should teachers vary their WCF depending on students of different ability levels? If yes, how?

Interviewee: Different ability levels, or different proficiency levels? (..) Ability levels probably, abilities for writing (..). There are students who have different (..) some of them are better at, for example, punctuation, and not so good at (..). Within the micro skills of writing there are students who are more proficient at some of the micro skills than others. I would say that in my case working with second and third year-students I do not provide different feedback for the different ability levels, because I always expect them to have a certain level that (..) and they should all have similar levels there. So, the classes are large, there are twenty-five or thirty students in each class, so it's very hard for me to focus on micro skills of the writing of each one. I consider that as I said before, the organization should be (..) the organization of the writing should be something that should do properly and also other aspects that have to do with accuracy also, and beyond that I cannot do too much.

Section 7: Follow up

A: Interviewer: What do you think teachers should do when they submit the writing to their students? We have a prompt card here:

Prompt card:

- a. Teach the students common errors
- b. Ask students to revise
- c. Discuss the feedback they did not understand
- d. Mini lessons

Interviewee: I ask them to correct, and I insist on that, and I make sure they do it. I feel that they need to do self-correction, and I ask them to do it in a written form, I ask them to write for example “it says...” and they copy and paste what is said, and “it should say...” I ask them to write that, and if we have time they show some on the board. They show some on screen, they show some of the mistakes, and show their classmates how they have corrected that mistake. So, that’s what I do after they submit their writings and after they have corrected it. And, according to the Prompt card, I ask the students to revise as I said before, and also sometimes I refer to common errors that they’ve made, because if more than the certain number of students makes the same errors, it means that it is a common error and it should be addressed by me in front, and we should discuss it. It should be the raising of awareness of that particular error; I try to raise awareness on that.

III. Concluding question

A. Interviewer: Finally, Do you have any comments/suggestions or

concerns/problems regarding providing feedback on students' writing?

Interviewee: (..) Well, my main concern is that I don't have time to provide enough positive feedback. There are students who are very talented, who write (..) that their writings are not what you expect at the level of proficiency where they are. You would like to show that more, apart from the fact that I ask them to upload everything on their e-portfolios. So that, that work does not get lost. I ask them upload their stuff to all of them, but I wish I had more time for providing positive feedback; that's my main concern; that's my current main concern.

Interviewer: Thank you very much.

APPENDIX 5:

Teacher 2's Interview Transcript

- **TEACHER 2**

Teachers' semi-structured interview Schedule

Interviewer: Thank you so much for accepting to take part in this study.

I would like to start by asking you some general questions.

General background questions

Section 1: Teachers' profiles

A: Interviewer: What degree do you hold?

Interviewee: I have a master's degree in curriculum.

B: Interviewer: What courses have you taught in English?

Interviewee: I have taught communicate competence, I have taught listening, writing speaking, use of English and many practicas, practica profesional, here in this university because I also work at San Sebastian University and I have taught methodology and language courses.

Interviewer: And for how long have you taught writing?

Interviewee: Writing, for four years.

Section 2: Attitude towards teaching writing

A: Interviewer: What do you like in teaching writing? What do you dislike in teaching writing? Why?

Interviewee: I like it that... it is because writing requires reflexion, it requires thinking and then writing. You don't just start writing, so I think when people have the chance of think things over and reflect of something is very enlightening and it is more helpful than in your communicate competence in your life, so that's why I like teaching writing.

Interviewer: What do you dislike in teaching writing? Why?

Interviewee: Correcting, because it takes a long time. I read everything. I mean if I have to read an essay I read it completely or whatever, so it takes a very long time to do it and I need to think about it, that's why I don't like it. That's the part I don't like.

B: Interviewer: What do you consider the challenges of teaching writing?

Interviewee: I think that managing time is a challenge because I understand writing as a personal process. So sometimes, I plan a class and I think "Ok, my students are going

to take two modules” for example, but as it is a process some people take longer not because they are lazy, it is because they are still thinking about it. So I think that’s one of the challenges and the other one has to do with the correction of writing.

Section 3: Philosophy of teaching writing

A: Interviewer: In your opinion, does teaching writing course help students? If so, how?

Interviewee: Absolutely. I think it helps. If we think about the development of the four skills of the language, writing probably is the most challenging, but at the same time is the one that really shows your competence. Because you need to have a good grammar use, you need to know your vocabulary, you need to focus on the topic, you need to have the ability of writing obviously. You need to read, because when you write, you read and you read again and you make changes and you reflect. So I think it really helps you in a mental way.

B: Interviewer: What do you think is the best way for students to develop their writing skills?

Prompt card

- a. Materials (e.g. books, handouts, etc.)
- b. Teaching Grammar lessons
- c. Asking students to read a lot
- d. Imitating a good writing
- e. Asking students to write multiple drafts

f. Taking students' needs into consideration

g. Commenting orally on students' writing

Interviewee: It is very obvious but I think the best way is by writing. And this is something that you need to practice. But in order to write something, you need to have an input so, you need to know about life, you need to read things you need to be informed you need to know about the world and then you can write something.

I think letter C is one of them "asking students to read a lot". Letter E, "asking students to write multiple drafts", because of this reflective component that writing has, you have to try and try again. Letter F, "taking students' needs into consideration" is always important in any skill you are developing. Also letter G "commenting orally on students' writing" is also a good thing. Sometimes you need an input like watching a movie or... because it says "materials" here, books or handouts can help.

II. Specific beliefs about giving written corrective feedback (WCF)

Section 1: Purpose of WCF

A: Interviewer: Do you think teachers should provide comments on students' writing? Why?

Interviewee: Yes I think we should provide comments. I think that students are in the process of learning. And when you are in the process of something you need some guidelines, and is the job of the teacher to guide the students, to provide comments. If not how you are going to know what are you doing is right or wrong?.

Section 2: The amount of WCF to provide

A: Interviewer: Do you think teachers should mark all types of errors in the text, or focus on particular errors while leaving others uncorrected? Why?

Interviewee: I think that you should, as a teacher you should select what to correct. If you receive a piece of writing from your students and you mark all the mistakes the students made, it provokes two things: one thing is the student is going to be very frustrated, because it has a psychological effect of all the mistakes they made. And on the other hand, doesn't give you as a teacher, the opportunity of identifying exactly what the student is doing wrong. If you mark everything is very time consuming apart from that. So I think, in my personal way of doing it, it's focusing on telling my students: "I'm to check punctuation, I'm going to check tenses or format or coherence" so they can focus on that. Because writing is very demanding.

Section 3: Focus of WCF

A: Interviewer: In your opinion, what types of errors should receive more attention? Why?

Prompt card

- a. Content (e.g. coherence, unity, development of ideas, and clarity of ideas)
- b. Language form (e.g. grammar, spelling, punctuation, and capitalization)

- c. Organisation (e.g. an introduction where the thesis statement is clearly presented, a body which include topic sentence(s) and supporting details, a conclusion).
- d. Serious errors (i.e. interferes with the understanding of the text) or minor errors.
- e. Frequent (i.e. common) errors or the infrequent errors
- f. Errors that irritates the teacher

Interviewee: I think that at an early stage with students who are in first, second, third year, use of English, word order, selection of vocabulary, tenses, punctuation too. And when you grow up, and are in third or fourth year, coherence is important. The piece of writing has a coherence, has a certain logic, follows a certain pattern, respects the formats. Because I assume, or I want to assume that at that level students already have better understanding of the use of English and the other things.

B: Interviewer: Do you think teachers should praise students' writing?

Interviewee: Absolutely I think you should always praise your students in writing, speaking, listening in reading in anything you should tell the students when they are doing something right.

Section 4: Explicitness of WCF “How”

A: Interviewer: How -do you think- should teachers indicate the errors on students' writing? Why?

Interviewee: I personally use two ways, one is directly speaking I can see down with students and talk about the writing “pay attention here and there”. The other thing I use is a correction code. I have a correction code and I tell my students, for example they show me a piece of writing and I say in this line there is a problem of word order or in this line there is a problem with the punctuation.

B: Interviewer: Do you think teachers should provide the feedback explicitly e.g. by providing the direct form or implicitly by e.g. underlining the error? Why?

Interviewee: I think the mixture of them is a good thing to do. Sometimes when I know that my students could identify like a self discovery of the problem I just say “there is a problem here and you should find it” because I know the student and I know that she or he can get there quickly. But in the early stages again first year second year maybe this can be very long for them to discovered what was really wrong. So in that case maybe I can underline the problem so that they can focus there and not wasting their time.

Section 5: Source of WCF

A: Interviewer: Who- do you think- should give feedback on students’ writing? Why?

Interviewee: I think is the job of the teacher, but I also like peer correction. I think that you feel comfortable with a peer. If it is a good partner you can have a very good feedback with a partner too.

B: Interviewer: Do you think teachers should be the key providers of feedback? If no, who else should provide feedback on students’ writing other than the teacher?

Interviewee: Yes, because a partner or a peer is more as the same level as you are so maybe the peer would not see some things the teacher could.

Section 6: other variables

A: Interviewer: Should teachers vary their WCF depending on students of different ability levels? If yes, how?

Interviewee: Absolutely, I think that we cannot assess, we cannot correct or we cannot demand from all our students the same things, because they are different levels of these processes as I said before. Specially in writing is like a very internal personal process so you need to respect that and as I said in some cases at the early stages, grammar, use of English, punctuation the basic and then we can go into unity and coherence.

Section 7: Follow up

A: Interviewer: What do you think teachers should do when they submit the writing to their students? We have a prompt card here:

Prompt card

- a) Teach the students common errors
- b) Ask students to revise
- c) Discuss the feedback they did not understand
- d) Mini lessons

Interviewee: I think letter b and c. “Ask students to revise” if they have the possibility of self discovery but also it is important to discuss the feedback they did not understand, because our students react spontaneously so I think the talking showing and making they realize.

III. Concluding question

Interviewer: Finally, Do you have any comments/suggestions or concerns/problems regarding providing feedback on students’ writing?

Interviewee: I do not know how effective it is to... the problem with writing and writing courses is that it requires very high level of commitment of the part of the students. Students need to value the writing skill and they need to work, and they need to work autonomously sometimes. So that is my main concern because I give feedback, I mark things, I point out some mistakes, I recommend things but I do not know if that is going to be effective because they need to work in their own too. And we don’t have that culture in Chile, we don’t have that culture of ...we think the class is enough and especially in writing is not enough.



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Mg. Maria Gabriela Sanhueza J.
TÍTULO DEL SEMINARIO EVALUADO:	Perceptions about written corrective feedback in pre-service and in-service EFL teachers from a Chilean university
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Leslie Bravo G. Valeria Concha M. Francisco Leiton F. Juan pablo Sandoval C. Ana María Vásquez L.
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dra. Mabel Ortiz Navarrete

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
Promedio	7.0

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	7.0
Promedio	7.0

C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7.0
2. Presentación del método de investigación y su diseño.	7.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7.0
5. Precisión de las estrategias y técnicas de recogida de datos.	7.0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7.0
Promedio	7.0

Esta tesis se enmarca dentro del Proyecto Fondecyt 11150273: Uso de estrategias de feedback correctivo escrito focalizado en un entorno virtual colaborativo wiki: Impacto y plan de acción.

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	7.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7.0
3. Discusión de los resultados de la investigación.	7.0
4. Conclusiones sustentadas en los resultados o hallazgos.	7.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7.0
Promedio	6.95

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
3. Correcto uso de ortografía.	6.8
4. Coherencia en la redacción.	7.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	6.5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.8
Promedio	6.85

2. RESUMEN DE LA EVALUACIÓN

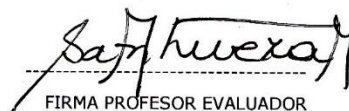
Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7.0	1.78
B. Del Marco Teórico referencial	20%	7.0	1.40
C. Del Diseño Metodológico de la investigación	20%	7.0	1.40
D. Del Contenido Temático y los Resultados	25%	6.95	1.73
E. De los aspectos formales	10%	6.85	0.68
Nota promedio final			6.99

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

El estudio llevado a cabo cobra relevancia en cuanto la temática es significativa en el campo del aprendizaje y enseñanza de un idioma y no ha sido ampliamente abordada en el contexto nacional. También porque los resultados de este constituyen una valiosa instancia de retroalimentación para la institución en la que se contextualizó la investigación.
El informe de investigación se presenta con mucha claridad y se enmarca en la estructura formal establecida.
¡Felicitaciones. un muy buen trabajo!

Aprobada en Consejo de Facultad / abril de 2011


FIRMA PROFESOR EVALUADOR

Fecha: Concepción, 7 de marzo de 2017

Esta tesis se enmarca dentro del Proyecto Fondecyt 11150273: Uso de estrategias de feedback correctivo escrito focalizado en un entorno virtual colaborativo wiki: Impacto y plan de acción.



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Dr. Jorge Lillo Durán
TÍTULO DEL SEMINARIO EVALUADO:	Perceptions about written corrective feedback in pre-service and in-service EFL teachers from a Chilean university
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Leslie Bravo, Valeria Concha, Francisco Leiton, Juan Pablo Sandoval, Ana María Vásquez
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dra. Mabel Ortiz

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.2
Promedio	6.2

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6.5
3. Calidad y precisión del marco teórico/ Conceptual.	6.0
Promedio	6.5

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.0
2. Presentación del método de investigación y su diseño.	6.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	5.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.3
5. Precisión de las estrategias y técnicas de recogida de datos.	5.0
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	4.0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	5.0
Promedio	5.4

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D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	5.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.0
3. Discusión de los resultados de la investigación.	5.5
4. Conclusiones sustentadas en los resultados o hallazgos.	5.5
5. Explicitación de las proyecciones y de las limitaciones del estudio.	5.5
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	5.5
Promedio	5.5

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.0
3. Correcto uso de ortografía.	7.0
4. Coherencia en la redacción.	7.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	5.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7.0
Promedio	6.5

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.2	1,55
B. Del Marco Teórico referencial	20%	6.5	1,30
C. Del Diseño Metodológico de la investigación	20%	5.4	1,08
D. Del Contenido Temático y los Resultados	25%	5.5	1,38
E. De los aspectos formales	10%	6.5	0,65
Nota promedio final			6.0

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

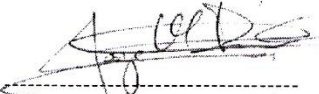
Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

El trabajo realizado por los estudiantes cumple con lo esperado de un seminario de Investigación de pregrado en el marco del proceso de aprendizaje del inglés como lengua extranjera.

Algunos aspectos que hay que revisar que pueden enriquecer el trabajo se sugieren los siguientes:

1. En cuanto a la forma, agregar numeración de páginas y referencias faltantes.
2. Teóricamente hay claridad en cuanto al WCF, sin embargo esto no es consistente en la discusión de resultados.
3. Coherencia entre los hallazgos del estudio en diferentes secciones del manuscrito, hay información relevante que resulta contradictoria.
4. Sería importante que en diversas secciones del texto se haga referencia a los apéndices.

Aprobada en Consejo de Facultad / abril de 2011


FIRMA PROFESOR EVALUADOR

Fecha: 05-03-2017

Esta tesis se enmarca dentro del Proyecto Fondecyt 11150273: Uso de estrategias de feedback correctivo escrito focalizado en un entorno virtual colaborativo wiki: Impacto y plan de acción.