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**LA EFECTIVIDAD DE LA RETROALIMENTACIÓN CORRECTIVA ESCRITA  
DE CORTO Y LARGO PLAZO, INDIRECTA FOCALIZADA Y NO  
FOCALIZADA EN EL USO DE PREPOSICIONES DE LUGAR EN INGLÉS  
COMO SEGUNDO IDIOMA**

**THE EFFECTIVENESS OF SHORT AND LONG TERM, INDIRECT FOCUSED  
AND UNFOCUSED WRITTEN CORRECTIVE FEEDBACK IN THE USE OF  
PREPOSITIONS OF PLACE, IN ENGLISH AS A SECOND LANGUAGE**

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## **Abstract**

At the present moment, different research on Written Corrective Feedback (Truscott, 1996, 1999; Ferris, 1999; Bitchener, 2008; Ellis et al, 2008; Ellis 2009; Ferreira, 2017; Lillo & Sáez 2017; among others) has challenged its effectiveness, especially in the language acquisition process of English as a Second Language (ESL). In this context, the current study intends to contribute to this area of research by examining the role of Written Corrective Feedback (WCF) and its effectiveness when using different Indirect WCF strategies, testing the short and long-term effects, as well as the differentiation between focused and unfocused WCF on the use of prepositions of place in ESL.

The methodology of the study was determined under a quasi-experimental approach, with pre-conformed class groups. The participants were 1st year English as a Foreign Language (EFL) Pedagogy students from Concepción, Chile (English Secondary Education Pedagogy Program), who were enrolled in an intermediate level English writing course; they were assigned to three groups: two experimental (Indirect focused WCF and Indirect unfocused WCF) and a Control Group.

For collecting data, a test format instrument was designed ([Appendix 1](#)) which consisted of an image in which the participants had to describe spatial relationships, eliciting the use of prepositions of place in writing. The results revealed that the Indirect focused and Indirect unfocused WCF strategies showed a substantial positive difference regarding its effectiveness, demonstrating that Indirect focused WCF approach improves ESL learners' writing performance in relation to the use prepositions of place.

**Keywords:** Written Corrective Feedback; writing; Indirect focused and Indirect unfocused; Prepositions of place; English as a Second Language.

## Resumen

En el momento actual, diferentes investigaciones sobre la Retroalimentación Correctiva Escrita (Truscott, 1996, 1999; Ferris, 1999; Bitchener, 2008; Ellis et al, 2008; Ellis 2009; Ferreira, 2017; Lillo & Sáez 2017; entre otros) han cuestionado su efectividad, especialmente en el proceso de adquisición del idioma inglés como segunda lengua (ESL). En este contexto, el presente estudio pretende contribuir al conjunto de investigaciones en esta área examinando el papel de la Retroalimentación Correctiva Escrita (WCF) y su efectividad cuando se utilizan diferentes estrategias de WCF Indirecto, testeando los efectos a corto y largo plazo, así como la diferenciación entre WCF focalizado y no focalizado en el uso de preposiciones de lugar en ESL.

La metodología del estudio se determinó bajo un enfoque cuasi experimental, con grupos de clase preestablecidos. Los participantes fueron estudiantes de 1er año de Pedagogía en inglés como Lengua Extranjera (EFL) de Concepción, Chile (Programa de Pedagogía en Educación Secundaria Inglés), inscritos en un curso de escritura en inglés de nivel intermedio; fueron asignados a tres grupos de trabajo: dos experimentales (Indirecto focalizado WCF y Indirecto no focalizado WCF) y un Grupo de Control.

Para la recopilación de datos, se diseñó un instrumento con formato de prueba ([Apéndice 1](#)) que consistía en una imagen en la que los participantes tenían que describir relaciones espaciales, elicitando el uso de preposiciones de lugar en la escritura. Los resultados revelaron que las estrategias de WCF Indirecto focalizado y no focalizado mostraron una diferencia positiva sustancial en cuanto a su efectividad, lo que demuestra que el enfoque de WCF Indirecto focalizada mejora el desempeño en la escritura de los estudiantes de ESL en relación con el uso de preposiciones de lugar.

**Palabras clave:** Retroalimentación Correctiva Escrita; Escritura; Indirecto focalizado e Indirecto no focalizado; Preposiciones de lugar; inglés como Segunda Lengua.

# **Chapter 1: Research problem**

Throughout the acquisition of a Second Language, it is predictable that some difficulties will appear during the process of writing. Feedback integrates part of the student's learning process and aids the teacher decision making related to the approach that could be used (Espinoza, E. 2021). Feedback could be defined as the information given by the teacher, according to the student's actions and understanding (Hattie & Timperley, 2007).

Truscott (1996) points out that error correction does not help in all circumstances to improve learners' writing skills. He also argues that error correction often does not consider the process of what it means to acquire a Second Language, as well as the limited willingness of teachers to give feedback, but also the willingness of learners to receive it. Although Truscott's statements stood firm for many years, many others strongly disagreed with his statements. An example of this is Ferris (1999), who indicates that the evidence of a good error correction in a targeted, focused, prioritized and meaningful approach is increasingly growing, generating an improvement for some students when dealing with a writing activity.

There are different types of feedback that teachers could provide to support and collaborate with students, one of these types is Corrective Feedback. Corrective Feedback (CF) can be defined as feedback that addresses an erroneous ungrammatical response (Sheen, 2014). Furthermore, Sheen argues that CF also could be part of traditional grammar lessons in terms of

communicative purpose or writing development. During the last decades, there was plenty of historical research related to Corrective Feedback, leaving different empirical conclusions about their effectiveness over the acquisition of English as a Second Language (Lillo, J. & Sáez, K. ,2017).

In the writing process, there are certainly many factors that can have an impact on its effectiveness. For this reason, it is essential that students can analyze and be receptive to the correction of their errors and, consequently, be aware of their own learning. According to Bustingorry, S., & Mora, S. (2008), metacognition allows students to be conscious of their own cognitive processes and to be autonomous in their own learning, allowing them to 'learn to learn' during the acquisition of an L2 (as in this context) in order to apply strategies to different settings and circumstances that may arise. Corrective Feedback might help students to notice their errors and bridge the gap with the application of correct linguistic structures.

As mentioned above, Truscott (1996,1999) emphasizes that it is not possible to generate greater effectiveness in the use of Written Corrective Feedback, since they allude to a specific period of time, some improvement in the writing ability can be generated, but this correction would even become disadvantageous for students at the time of writing, because it would demonstrate the absence of the acquisition of the Second Language (Ellis et al., 2008).

Undoubtedly, the importance of conducting well-designed studies to test the effectiveness of Written Corrective Feedback has become fundamental in this field of research, as mentioned by Bitchener (2008). In that sense, some studies (Truscott, 1996, 1999 and Ferris, 1999) have failed to demonstrate the effectiveness of WCF, because they lacked some fundamental requirements, such as executing a long-term study and at the same time including a Control Group to compare in the writing process.

As a result, when the teacher corrects errors in the writing process, the learners will feel part of their learning and will be more willing to be corrected, generating meaningful learning and eventually acquisition of the target structures. Considering the above mentioned, the purpose of this study is to determine the effectiveness of Indirect focused and Indirect unfocused Written Corrective Feedback in a short and long-term period in the use of specific prepositions of place in English as a L2.

## **1.1 Research questions**

- What is the effectiveness of short and long-term indirect focused and indirect unfocused written corrective feedback in the acquisition of prepositions of place in English as a second language?
- Do indirect-focused and unfocused WCF improve the acquisition of short-term and long-term prepositions of place?

- Does indirect focused WCF outperform indirect-unfocused WCF in the use of prepositions of place in English as a Second Language?
- What type of indirect written corrective feedback (focused or unfocused) had the greatest results on English pedagogy first-year students in acquiring prepositions of place in English as a Second Language?

## **1.2 Objectives**

The objectives of the current study are the following:

### **1.2.1 General objective**

- To analyze the effect of indirect focused and indirect unfocused written corrective feedback on the use of prepositions of place in English as an L2.

### **1.2.2 Specific objectives**

- To determine the short- and long-term effectiveness of WCF in the use of prepositions of place in English as an L2.
- To determine what type of indirect written corrective feedback (focused or unfocused) had the greatest results on first-year students in using prepositions of place in English as a Second Language.

### 1.2.3 Hypothesis

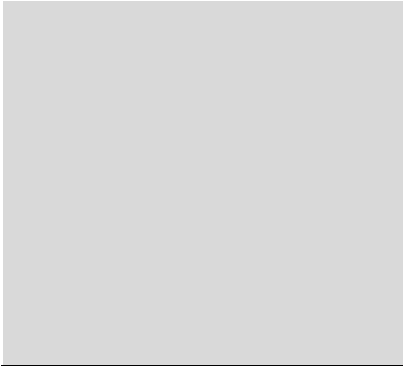
- Indirect focused and unfocused WCF improve the short-term and long-term use of prepositions of place.
- Indirect focused WCF outperforms Indirect unfocused WCF in the use of prepositions of place in English as a Second Language.

### 1.2.4 Variables

The bibliography presented in the research consists of a dependent and an independent variable. In the case of the independent variable, we refer to the type of feedback delivered, specifically indirect written corrective feedback, and its various types (focused and unfocused). In the case of the dependent variable, it corresponds to the participants' use of prepositions of place in English as a Second Language, specifically the prepositions IN and ON.

**Table 1**  
*Variables description.*

	<b>Independent</b>	<b>Dependent</b>
<b>Denomination</b>	Corrective Feedback	Accuracy
<b>Definition</b>	Written Corrective Feedback	The participants' use of prepositions of place in English as a L2
<b>Operational definition</b>	Type of feedback received by participants	Accuracy of assessment in Pre-test, Post-test, and



delayed post test

1. Indirect focused  
Written Corrective  
Feedback (IFWCF)
  2. Indirect unfocused  
Written Corrective  
Feedback (IUWCF)
  3. No Written  
Corrective Feedback  
(NWCF)
-

## **Chapter 2: Theoretical framework**

The present Theoretical Framework is divided into two main features related to the basis foundation of Written Corrective Feedback (WCF), which have been analyzed and studied by different expert authors in the field to the extent of the research process regarding Second Language Acquisition (SLA). Moreover, the questioning of effectiveness of WCF remains in the present times, hence it is still a relevant research topic in meta-analysis studies, especially quasi-experimental ones in Second Language acquisition (L2) in order to reach conclusions as whether one type of Corrective Feedback can exponentially improve grammatical accuracy of L2 writing learners.

According to Kang & Han (2015), conducted an influential meta-analysis of 21 experimental or quasi-experimental studies on WCF in L2 from 1980 to 2013 and found that WCF could increase L2 writing learners' grammatical accuracy with a "small to moderate". In-depth, understanding the relevance of this study, which has been classified into a wide range of different types of methods and scopes, we will examine the effect caused by Indirect focused and Indirect unfocused Written Corrective Feedback, concerning its influence and effectiveness on SLA students in an initial EFL teacher training program in a

university environment. Specifically, addressing the spatial relationships when using prepositions of place.

## **2.1 Definition of key concepts**

In order to understand concisely and comprehensively the general and specific objectives of this study, it is convenient to provide some key concepts in order to understand the overall aim of the research.

### **2.1.1 Feedback (F)**

Feedback can be interpreted in different ways, however, essentially it is the 'consequence' of the results of an agent (this 'agent' can be a teacher, a parent, a peer, a learner or even a book), the teacher is the agent that provides Feedback, and this feedback is the result of the student's productivity (Hattie & Timperley, 2007).

Thus, as feedback may be interpreted in several ways, there are also different types of feedback, which is precisely why this research will focus on one type specifically.

### **2.1.2 Corrective feedback (CF)**

Error correction is a controversial and very subjective field because it is involved in determining if it is really useful, oscillating between the two extremities: whether it is essential and beneficial to use, or whether it is disadvantageous and

ineffective. For this reason, basically Corrective Feedback can be considered as the teacher's answer or reaction to the student's mistake (Veliz, L. 2008).

### **2.1.3 Written corrective feedback (WCF)**

Although Corrective Feedback can be used in all English language skills, for the purpose of this research, we will focus mainly on Written Corrective Feedback. Written Corrective Feedback (WCF) is broadly defined as Direct or Indirect error correction, words of encouragement or praise, comments, advice, and suggestions that instruct students to make changes to their writing compositions (Irwin, 2017, p.37).

Giving rise to the Direct or Indirect branches of feedback, according to Ellis (2009), in Direct WCF the student is provided with the correct form of the error by the teacher, while in Indirect WCF, the teacher points out to the student the mistake made, but he does not provide the student the correct form.

### **2.1.4 Direct written corrective feedback (DWCF)**

In Direct WCF, we can identify the strategy of (a) Non-metalinguistic written correction, which is the feedback that provides the student with the correct form, crossing out the unnecessary word or writing above or below the wrong word, the correct one, and (b) metalinguistic written correction, which is the feedback that offers the student the correct form, along with an explanation that can be specified

by giving a specific number to each error, followed by a comment at the end of the text Sheen (2014).

### **2.1.5 Indirect written corrective feedback (IWCF)**

Sheen (2014), concerning to Indirect WCF, she explains that the IWCF is directly related to: (a) written correction located, that is the one that reports the student he has made a mistake, without having to correct it, just emphasizing in the margin of the text the number of errors, (b) written correction using error codes, which is when explicit comments are made about the reason for the errors committed through coding. You can correct the word, using the code that corresponds to each error, and (c) metalinguistic written correction, gives metalinguistic indications about where the errors may be, although the real correction is generated in a second instance, in which the student, by means of the clues, is aware of his or her error.

### **2.1.6 Indirect focused written corrective feedback (IFWCF)**

This correction is more precise than the indirect, unfocused WCF because it points out exactly where the errors are located without indicating the correct solution. In order to do this, it provides several ways in which you can accomplish the above mentioned, such as underlining the mistakes, using arrows or bubbles to point out the errors or missing words in the writing texts, or simply the most classic and well-known technique, which is to put a cross in the text, at one side or at the margin, indicating that there is some kind of problem. Consequently, this

correction is totally opposite to the type of correction described below (Sheen, 2011).

### **2.1.7 Indirect unfocused written corrective feedback (IUWCF)**

Sheen (2011) provides an accurate definition on which this study proposes to base the investigation on. It is mentioned that Indirect unfocused WCF refers to letting the student know that they have made a mistake, and they are not directly corrected or notified exactly where the error of the writing is located. Thus, the students themselves must find exactly where their errors are in their writing and correct them.

### **2.1.8 Prepositions of place**

According to Cambridge and Merriam Webster Dictionaries, prepositions are words that are commonly used when a person intends to refer to some object, place, direction, location, showing a relationship in space or time between two or more people, places, or things. Prepositions are usually connected to an object, which may be presented in the context of a noun (noon) or a noun phrase (the door).

The preposition IN is part of a group of prepositions which indicate direction, time, place, and location. In the same perspective, the preposition ON belongs to the group of prepositions that are used to emphasize direction, time, place, and location (Academic guides: Grammar: Prepositions, 2014).

Although both prepositions are within the same groups, there are some differences in their uses. In this research, the use of prepositions of place (IN/ON) are the center of this study: to refer to a place, "IN" is used to refer to the point itself, and "ON" is used to refer to something which is on a surface.

In this way, it can be observed that both prepositions (IN and ON) are used in all the forms mentioned above, which makes them difficult to understand when English as L2 learners require them in writing.

## **2.2 Literature review**

The intake of Corrective Feedback has been extensively studied by different researchers, who have observed and analyzed the field in detail through experiments regarding the implications of giving CF. Nonetheless, those experiences were perceived positives or negative by the learner.

According to a group of researchers (Krashen, 1981; Schwartz, 1993; Truscott, 2007), argue that much similar to (L1) acquisition, Second Language Acquisition (SLA) relies on negative evidence. One of the most mentioned authors and the one who has presented many articles and reports emphasizing the ineffectiveness of Corrective Feedback is Truscott. The main reason he points out is that its inefficiency has been demonstrated repeatedly; furthermore, it can be prejudicial to those who desire to use this method in their writing classes (Truscott, 1996). Nevertheless, it underlines the importance of being able to perform and

use this correction method correctly, and in this way provide our students with the right and useful form to correct while writing.

As Truscott, many more experts emerged who supported his ideas regarding the ineffectiveness of CF. Nevertheless, according to Bitchener (2005), some of the studies (Kepner, 1991; Polio, Fleck, & Leder, 1998; Polio, Fleck, & Leder, 1998; Robb, Ross, & Shortreed, 1986; Semke, 1984; Sheppard, 1992) that have investigated whether Corrective Feedback has any significant change on the development of writing activities while giving feedback or not, indicated that there are no significant differences when students are exposed to those tasks and provided feedback.

Regardless of this, Bitchener emphasizes that some of these studies (Polio et al., 1998; Robb et al., 1986; Sheppard, 1992) did not have a Control Group without feedback to compare whether CF was necessary or ineffective. For this reason, the relevance of generating research on the problem is evident, including all the areas and aspects to be studied and developed, not only in the short-term, but also in the long-term, in order to define a proper and effective approach.

Despite the initial perception of CF perceived as a “negative” interaction for the learner, that is focused on providing feedback about production that deviates the expected result, some interactionists (Gass, 1997; Long, 2007; Pica, 1988) highlight the importance of building on positive experiences, which subsequently led to the exploration of various observational and experimental domains,

approached from a different perspective that points out the justification of the usefulness and the possible benefits of CF.

Teachers may employ different methods within the CF process, even the opportunity for self-correction to the students. Nonetheless, before choosing the role of the correction provider, it is necessary to detect the type of error/mistake in the student's performance. According to Corder (1967), distinguished between "errors" (resulting from lack of knowledge) and "mistakes" (reflecting processing failures). This suggests that a mistake is a performance phenomenon which reflects the processing failures that emerge as a result of memory constraint, and limitation of automatic response.

Indeed, the recognition of the "error type" and "mistakes" is a crucial item that allows us to understand the context of what is needed, so the teacher and even the student can grasp the right information, shedding light on what has been acquired and detect whether the student possess the acknowledgment that self-correction requires.

For this reason, it is important to contemplate the context in order to find the best way of providing Corrective Feedback to address or conduct the correction process. Ideally, the teacher should conduct CF depending on the results; therefore, analysis and evaluation must be undertaken to suggest or encourage self-correction effectively or apply the strategies accurately.

Within the field of Written Corrective Feedback, there have been many studies on whether it is better to use Direct or Indirect Written Corrective

Feedback (Ferris, 1995a, b; Ferris & Hedgcock, 1998; Lalande, 1982; Robb, Ross, & Shortreed, 1986). For this purpose, Bitchener (2005) defines Direct WCF as the way of delivering feedback in which the error is indicated to the learner and the way in which that error should be corrected.

On the other hand, Indirect WCF is the one in which the student possesses some error, without providing a direct idea of exactly on what the student should correct or how to correct it, permitting the student to become conscious of his own errors and decide how to correct it. Thus, different studies (Ferris et al., 2000; Ferris & Helt, 2000; Frantzen, 1995; Lalande, 1982; Lee, 1997; Robb et al., 1986) suggest that Indirect WCF provides greater levels of accuracy in the results and that these results can be seen not only in the short-term, but in the long term.

Certainly, the role of Written Corrective Feedback is fundamental for Second Language acquisition (SLA) learners; otherwise, the impact on the students' Second Language (L2) production regarding their mechanism could not be effectively addressed since correction implies highlighting aspects classified as "positive or negative." In-depth, the relevant goal is to have a beneficial improvement for the student, which involves Written Corrective Feedback as it encompasses different areas as long as it is "constructive" based on the student's performance when facing a language that is not their mother tongue.

The aforementioned situations of investigative conflict present us with the various unknowns that have been attempted to be resolved over the years and through the investigations surrounding WCF that we can find today. However, the

results have not been sufficient to answer the unknowns, and on the contrary have generated more questions, such as those present in our research.

Furthermore, they have given us the space to immerse ourselves in new branches, such as the case of prepositions of place, which have a fundamental role within the language. For the purpose of this study, it was considered to examine prepositions in English, specifically IN and ON, because in Spanish, these propositions have the same meaning, while in English they have different meanings, as these are used in different contexts and for different purposes.

In addition, within the articles and literature that have been analyzed within the studies of the Written Corrective Feedback, there are limited authors who focus on this type of study on prepositions in this sense (Ferreira, A., 2017, is one of the few that presents research with similar characteristics to this one, but in addition to focusing on prepositions, also examines the accentual spelling and grammatical concordance).

## **Chapter 3: Methodological framework**

### **3.1 Research design.**

The research was conducted over four months, where the main purpose was to demonstrate the effectiveness of Indirect Written corrective feedback, considering the difficulties faced by Spanish learners in the acquisition of English as a Second Language. For the aforementioned, only two prepositions of place were considered, IN and ON, because their translation in Spanish "en" difficulties the learning process, especially considering their similarity in their translation, generating confusion and difficulties in their application to writing text. Although in Spanish the word "en" is used to refer to similar contexts ("en la mesa, en la silla, en la caja, en el sillón"), when used in English for the same purpose, different words are used, such as these two prepositions of place.

The current study is based on the quasi-experimental method of research. "A quasi-experiment is a prospective or retrospective study in which participants or clusters of participants self-select into (or their providers select on their behalf) one of several different treatment groups for the purpose of comparing the real-world effectiveness and safety of those non-randomized treatments. Quasi-experiments are observational studies that are similar to randomized controlled trials in many respects, with the primary exception being that participants self-select into different treatments instead of being randomized." (L. Maciejewski, 2020)

As mentioned above regarding the quasi-experimental research, the development involves an immediate Post-test. Bitchener (2008) claims that "to

measure the effectiveness of Corrective Feedback, it is necessary to administer an immediate Post-test so that the effect of other variables between the treatment and a new piece of writing can be eliminated." For this reason, this research had three test times (Pre-test, immediate Post-test, and delayed Post-test).

This methodology comes from a type of experimental research in which the participants of the study are not categorized arbitrarily into three groups: Indirect focused ( $N = 10$ ), Indirect unfocused ( $N = 10$ ), and Control Group ( $N = 10$ ), to control the possible variations and reduce the biases that may arise. These three groups performed a Pre-test, an immediate Post-test, and a delayed Post-test, where the instrument consisted of writing a short description in English of a place based on an image. In addition, two of the three groups received an error correction of the prepositions of place previously mentioned, in the immediate Post-test and in the delayed Post-test.

The method used to deliver feedback was Indirect Written corrective feedback, which is defined as the correction that points out where the errors are (Sheen, 2011); however, it does not deliver the correct form of response.

**Figure 1**

Reference extracted from the implemented instrument.

In this picture I can see... A coach <sup>WP</sup> on the center of the room, a polka dot patterned pillow, etc.

○ = Prep. Error.

Plus, the writing feedback code (WP)

on → WP

In addition, Sheen (2011) said that errors can be underlined or indicated in various ways so that they can be related to the codes that are exposed to them.

### 3.1.1 Participants

The participants were 30 students, 21 students were female, and 9 students were male, enrolled in an intermediate level English writing course, of 1st year EFL Pedagogy as an English Secondary Education Pedagogy Program, from a university in Concepcion (Chile).

The participants are in an age range between 18 and 21 years. The participants belonged to three different classes in which they were assigned, were divided as a specific feedback group (Group focused), a general feedback group (Group unfocused), and a Control Group (Group zero), each of them with 10 participants.

All the participants were taking a Major in English in Higher Education. The students entered the Universidad Católica de la Santísima Concepción in 2023.

### **3.1.2 Instrument**

During the study, only one instrument was used and prior to its application, the instrument was validated. The instrument ([appendix 1](#)) had an image of the interior of a room (living room), and various objects inside it. They were asked to describe the room in about 250 words, alluding to answering the questions: “What can you see?” and “What is the location of the object?” The instrument was presented in a physical format on sheets of paper, and it was applied in 3 different sessions, in 3 different groups, which is why it required being applied 9 times.

### **3.1.3 Target structure**

The structures under study are prepositions of place, and specifically the prepositions IN and ON. The specific structures were chosen due to their recurrent use in the description of places or texts in general, and for their direct similarity with a preposition in the native language of the participants, Spanish, called “en”.

### **3.1.4 Treatment**

There were three treatment sessions. The students in all three groups wrote a piece of writing according to the same model instrument (in which the task involved a description of a picture), in different lessons and two of the three groups received Indirect focused WCF and Indirect unfocused WCF from the same

examiners (5th year students of English Pedagogy in Secondary Education) on each piece of writing. The schedule for the whole study is shown below.

1. First, the examiners handed out the test, and explained the instructions.
2. The students were guided by two questions on the instrument, which helped them to understand the description of the image.
4. The examiners explained key aspects of the test and clarified general doubts (number of words, key concepts, etc.)
5. The examiners indicated the time that the students had to answer the test (20 minutes each group)
6. The examiners collected the tests and ended the session.

The researchers made comments on the writing of a specific learner's image description and provided feedback to the learner at the next session. The participants were given 5 minutes to examine the comments and then rewrite the image description from zero in the same session. The procedure for the two experimental groups (Indirect focused and Indirect unfocused WCF) was the following:

1. The researcher corrected the texts written in the two experimental groups according to the correction guidelines (see Figure 1).
2. After one week, in the following session, the students received their writing again, with the corrections.

3. The students were asked to review their corrections in detail. The learners were given 5 minutes to do so, during which time none of the researchers made any comments or additional explanations. For the focused group, they were indicated where their errors were and what would be the correct use of the prepositions of place indicated above. For the unfocused group, only the errors in their text were indicated, without mentioning their corresponding corrections.

4. Then, the researcher takes the Pre-test instruments away and delivers the same instrument in white so that they can do it again with the same previous conditions.

5. After 3 weeks, each group is given the corresponding feedback again with the same previous conditions and the students again complete the same instrument in blank. In this delayed Post-test, no feedback is given.

For the Control Group, the procedure was the same, but the students did not receive feedback or corrections of errors.

### **3.1.5 Schedule**

The schedule for the study is shown in Figure 1. The entire study was spread over a period of 6 weeks. There was a gap of 1 week between the writing Post-test 1 and the writing Post-test 2 (Control Group), 4 weeks between the writing Post-test 1 and Post-test 2 in the focused and unfocused CF group. In the delayed Post-test there was a gap of 1 week between Post-test 2 (Control Group)

and 2 weeks between the Post-test 2 and the delayed Post-test in the focused and unfocused group.

**Table 2**  
*Schedule*

Indirect focused WCF	Indirect unfocused WCF	Control Group
Pre-test: Writing Task 1 <b>MAY 16<sup>TH</sup></b>	Pre-test: Writing Task 1 <b>MAY 16<sup>TH</sup></b>	Pre-test: Writing Task 1 <b>JUNE 15<sup>TH</sup></b>
Post-test: Writing Task 2 + WCF on task 1 <b>JUNE 13<sup>TH</sup></b>	Post-test: Writing Task 2 + WCF on task 1 <b>JUNE 13<sup>TH</sup></b>	Post-test: Writing Task 2 <b>JUNE 22<sup>ND</sup></b>
Delayed Post- test: Writing Task 3 + WCF on task 2 <b>JUNE 30<sup>TH</sup></b>	Delayed Post- test: Writing Task 3 + WCF on task 2 <b>JUNE 30<sup>TH</sup></b>	Delayed Post-test: Writing Task 3 <b>JUNE 30<sup>TH</sup></b>

**Table 3**  
*Procedure.*

	1st Intervention	2nd Intervention	3rd Intervention
Group 1 (Indirect focused WCF)	Pre-test	Indirect focused WCF and immediate Post- test	Delayed Post- test

<b>Group 2</b> (Indirect unfocused WCF)	Pre-test	Indirect unfocused WCF and immediate Post-test	Delayed Post-test
<b>Group 3</b> (Control Group)	Pre-test	No feedback and immediate Post-test	Delayed Post-test

### 3.1.6 Guidelines

In the study the delivered feedback was in handwriting form on the instruments obtained in the 1st application of the same. The feedback was delivered to the Indirect focused feedback group and to the Indirect unfocused feedback group. To deliver this feedback, we pointed out the errors and used the following codes.

**Table 4**  
*Codes for feedback.*

<b>CODES</b>	<b>MEANING</b>
WP	Wrong preposition
MP	Missing preposition
SPLLNG	Spelling
WPph	Wrong prepositional phrase
WO	Word order

### 3.1.7 Feedback types

In this investigation, two types of feedback were used: Indirect focused and Indirect unfocused Written Corrective Feedback. According to Ellis et al. (2008) we use Indirect focused WCF, which is defined as a method where the teacher focuses on correcting just one or two specific error types in the text and ignores others. On the other hand, Indirect unfocused Written Corrective Feedback entails addressing a wide range of error types within the text. Therefore, Indirect unfocused WCF is the feedback that corrects multiple errors from the same group. As an example, we can talk about the prepositions of place as a group and the prepositions "IN" and "ON" as specific prepositions.

*Sample.1*

#### ***Indirect focused WCF:***

- *At the top, there is a painting with a sunset (in) WP (on) the beach...*

*Sample1.2*

#### ***Indirect unfocused WCF:***

- *(At) WP the background it is a guitar next to a plant...*

*\* This sample was created as an explicit illustration of the previous explanation.*

### 3.1.8 Scoring and analysis

To analyze the results of the two types of treatment on the use of prepositions of place (IN and ON specifically) for the three groups, the researchers obtained the scores of each of the instruments performed by the students (those

conducted in the Pre-test, immediate Post-test, and delayed Post-test) with the corrections accordingly for each group using the Obligatory Occasion Analysis (Ellis et al, 2008).

**Figure 2**

*Formula for calculating the Means of correct answers.*

$$\frac{\textit{number of correct answers}}{\textit{number of obligatory occasions}} \times 100$$

To calculate the Means of correct answers, the total number of correct answers of the prepositions of place, "IN" and "ON", were divided by the total number of Obligatory Occasions, multiplied by 100, obtaining the mean score of the results.

The Standard Deviation was calculated using the mean of all participants in the respective group, through the formula taking the square root of the quotient of the sum of the squared variance values, thus arriving at the difference between the participant with the highest percentage of errors and the one with the lowest percentage of errors.

### **3.2 Control Group description**

The group selected for this study consisted of 1st year English as a Foreign Language Pedagogy students from a university in Concepción, Chile. The main objective was to implement an instrument tailored to assess their comprehension and understanding of the correct use of the prepositions “IN” and “ON” in written texts. The instrument was meticulously designed to elicit their comprehension of prepositions in context, describing a given image. Indeed, the students were not explicitly instructed to use prepositions; however, the instrument was strategically designed to encourage their usage (describing spatial relationships). For the purposes of this study, there were three groups: a group that was given indirect focused written corrective feedback, a group that was given indirect unfocused written corrective feedback, and finally a Control Group, that was not provided any type of feedback.

## **Chapter 4: Results and discussion**

In the first phase of our analysis, the results of the Pre-test in the three groups (Indirect focused group, Indirect unfocused group, and Control Group) were presented. Subsequently, the results of the immediate Post-test within the three groups will be revealed. Finally, the results of the delayed Post-test were given within the three groups in order to measure the percentages of correct answers within the different sessions of the instrument and, in this way, to demonstrate the effectiveness of the Indirect focused Written Corrective Feedback.

Table 5 illustrates the results of accuracy from the Indirect focused WCF group, which had risen over 60%, while the Indirect unfocused WCF and Control Group maintained a similar percentage around 50% certainty; however, the Control Group slightly exceeded the Indirect unfocused group.

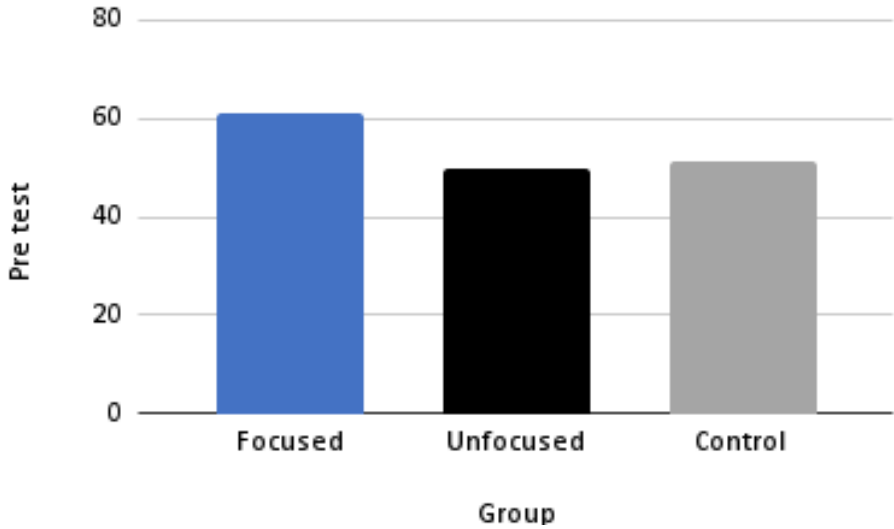
**Table 5**  
*Mean score Chart.*

	Pre-test		Immediate Post-test		Delayed Post-test	
	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean
Group Focused (N=10)	30	61	17	74	22	72

Group Unfocused (N=10)	24	50	21	52	22	64
Control group (N=10)	37	51	33	49	31	50

In Figure 3, we can see that the results of the Pre-test correct answers in the Indirect focused WCF group exceed 60%, while the Indirect unfocused WCF group and the Control Group remain at quite similar percentages, around 50% accuracy. However, the Control Group slightly outperforms the Indirect unfocused group.

**Figure 3**  
*Results Pre test.*

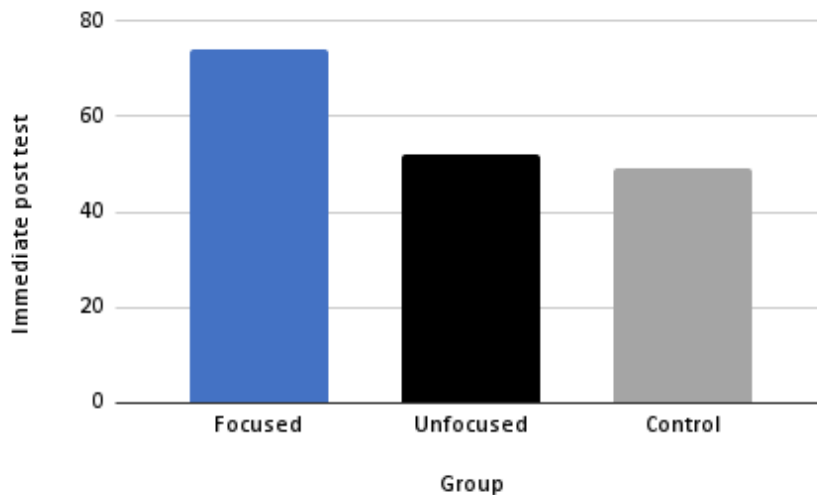


*Note: Percentages of correct answers in the Pre-test.*

The graph in Figure 4 shows the performance of the three groups based on the percentage of correct responses in the immediate Post-test results. Each group received different types of feedback-treatment: the blue group received Indirect focused WCF, the yellow group received Indirect unfocused WCF, and the green group, the Control Group, received no feedback.

In this context, the Indirect focused group surpassed a 70% success rate, notably outperforming the remaining 2 groups, similar to the Pre-test. Nonetheless, it increased its accuracy by over 10% compared to the Pre-test. In contrast to the Pre-test results, the Indirect unfocused group managed to surpass the Control Group with a success rate exceeding 50%, while the Control Group experienced a slight decrease in its success rate. Nevertheless, both aforementioned groups consistently maintained a range between 45% and 55%, illustrating a significantly lower level of certainty compared to those groups that received Indirect Written Corrective Feedback.

**Figure 4**  
*Results Immediate Post test.*



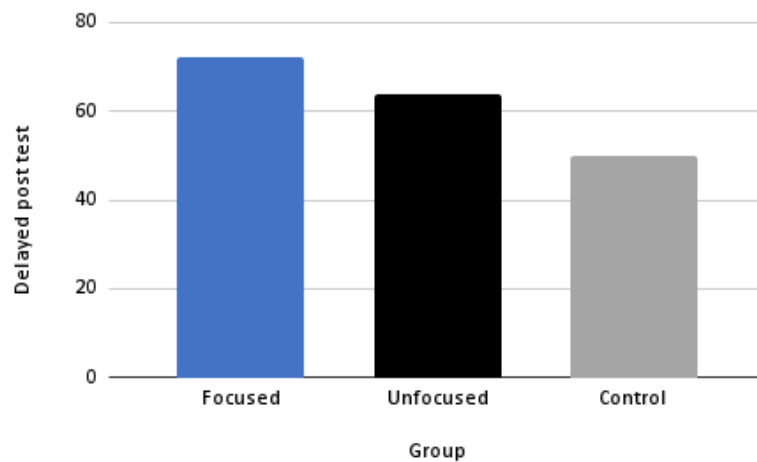
*Note: Number of correct answers of the use of prepositions of place IN and ON before and after Indirect WCF.*

Further down, it can be seen the graph of the correct results in the delayed Post-test, according to each of the three feedback given, which had an almost one-month gap with each of the groups, approximately. Unlike the immediate Post-test, they were faced with influential situations and variables in the process between feedback and taking the instrument. Therefore, the Post-test should show us how much information the students were able to retain and, in which case, whether it was more effective in the long term.

The group with the lowest retention of improvement was the Control Group, because although it did not decrease, it only remained constant during the three applications of the instrument. In the case of the Indirect unfocused group, a

considerable increase occurred in relation to the immediate Post-test, with more than a 10% increase in the percentage of correctness, which would indicate that Indirect unfocused WCF is more effective in learning retention acquired through feedback in the long term than the short term. Finally, in the Indirect focused group, we find results that show that it decreased slightly compared to the immediate Post-test; however, it remains constant, exceeding 70% of the percentage of correct answers, so we can say that the Indirect focused WCF has constant results and is positive both in the short and long term.

**Figure 5**  
*Result Delayed Post test*

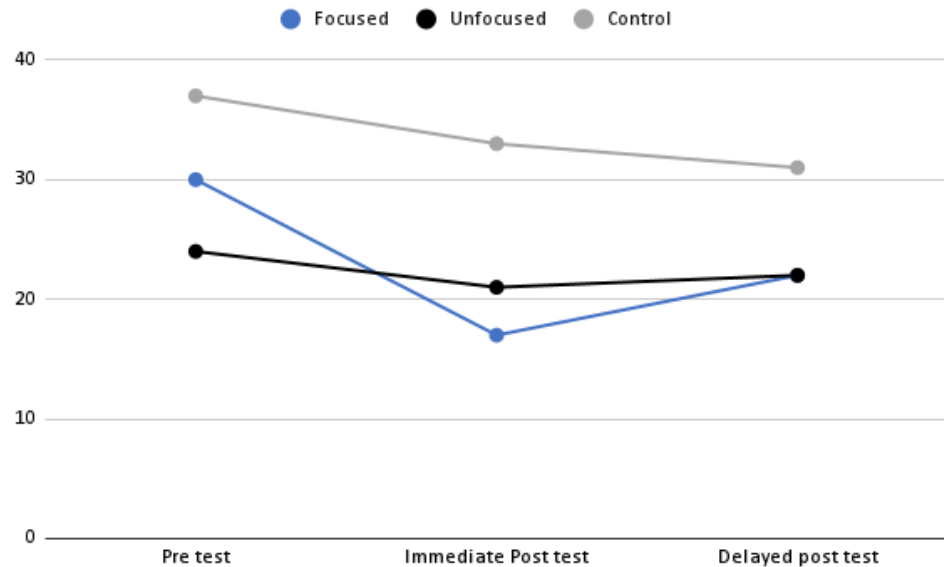


*Note: Percentages of correct answers on the delayed Post-test.*

Focusing on the comparison of the three previous graphs, which can be summarized in the figure below, the Control Group remained within 50% of correct answers in the three evaluation situations without major variations, which would indicate that in the absence of Written Corrective Feedback, there is no learning or improvement by part of the students. The Indirect unfocused group began with the lowest percentage of correct answers; however, it increased slightly in the immediate Post-test but remained within 50% of correct answers, and in the last instance of evaluation, it surprised with a percentage of correct answers above 60%, which leads us to conclude that the positive results in the case of Indirect unfocused WCF are perceived in the long term.

Ultimately, the Indirect focused group began as the group with the best performance in the Pre-test, which could be seen as an advantage, but despite these results, in the second instrument application (the immediate Post-test) their success rate improved by more than 10%, surpassing the two other groups that maintained a 2% improvement or reduction in their percentage of correct answers. This is why we can say that Indirect focused WCF has notable positive results in the short-term, which last over time, since the group remained above 70% in the delayed Post-test.

**Figure 6**  
*Focused, unfocused y Control Group*

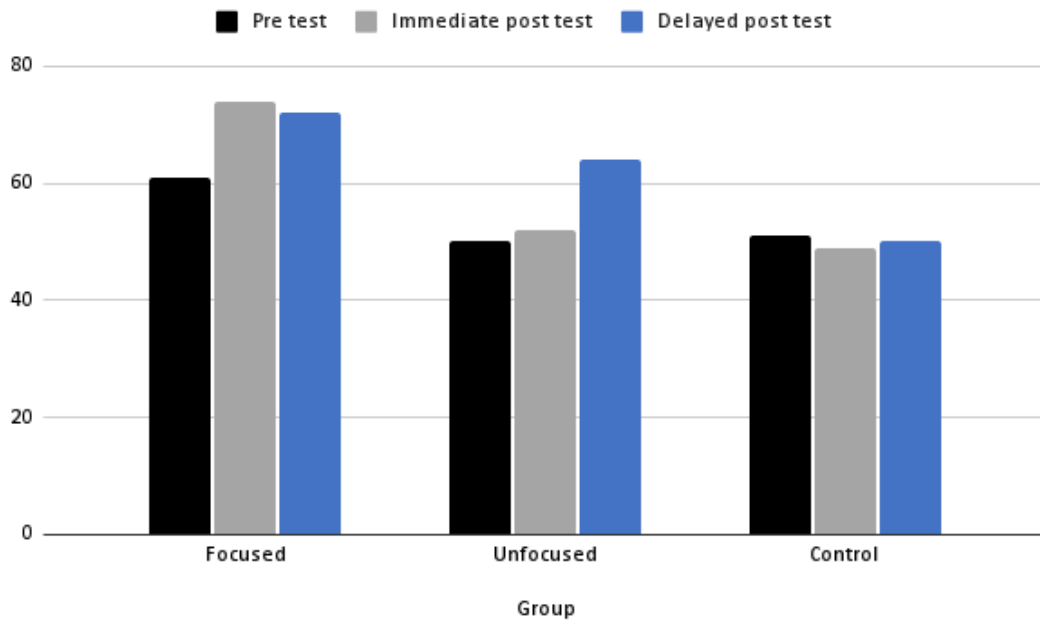


*Note: Percentage of correct answers before and after treatment in each group.*

Following the analysis of the graphs in Figure 7, it can be seen a comparison of the Standard Deviation perceived in each of the groups, which shows that the group with the greatest gap or difference between the performance of each of the participants was initially the Control Group, exceeding the deviation of 35, followed by the Indirect focused group with a score of 30, and finally the Indirect unfocused group, which remained quite consistent throughout the instrument application instances regarding the gap between students with a score between 20 and 25.

In the immediate Post-test, the Indirect focused group was the one with the smallest gap between students, giving second place to the Indirect unfocused group and thus the Control Group with the highest score in the Standard Deviation of the immediate Post-test. Finally, in the delayed Post-test, as in the first taking of the instrument, the group with the lowest Standard Deviation was the Indirect unfocused group with a score slightly higher than 20, followed by the Indirect focused group for a performance similar to the previous group, and lastly, with a high Standard deviation score, was the Control Group above 30 points.

**Figure 7**  
*Standard Deviation in each test*



*Note: Results of the Standard Deviation before and after treatment in each group.*

From the graphic above, it can be concluded that, throughout the process of taking the instrument application, the Control Group was the one with the greatest difference in the number of correct answers between its participants during the three takings, which indicates that it was the group that presented greater inequality in the knowledge of the use of prepositions of place, always exceeding 30 Standard Deviation.

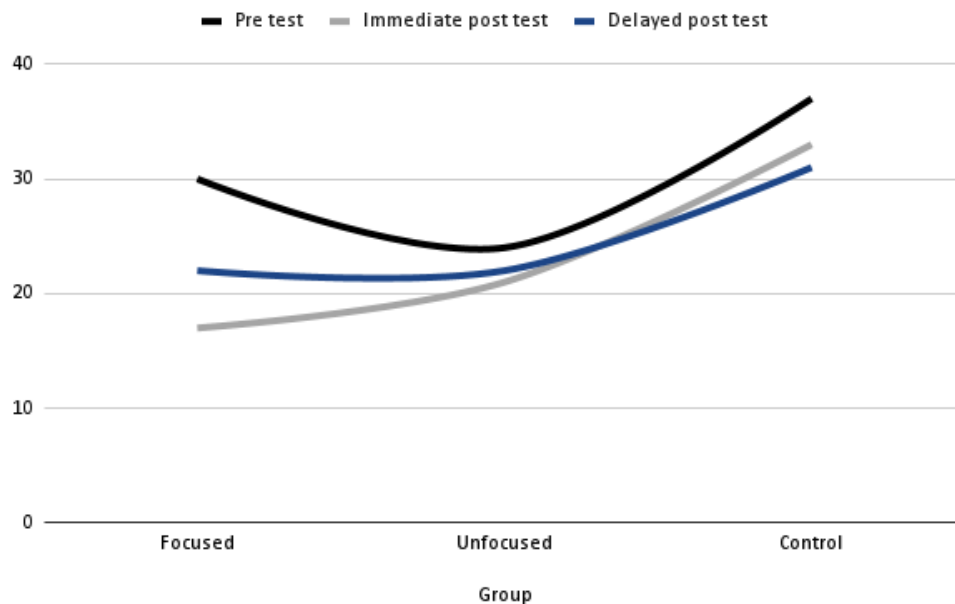
On the other side, there was the Indirect unfocused group, which differed by 10 points from the Control Group, maintaining scores close to 20, making it evident that the Indirect unfocused group had participants with a level of use of prepositions in English that was more similar.

The Indirect focused group had a higher Standard Deviation than the Indirect unfocused group; however, it remained at considerably lower levels than the Control Group, demonstrating that the Indirect focused group remained in the middle of the inclination in the Standard Deviation of the other two remaining groups, with participants who initially differed greatly in their respective performances. However, it was possible to reduce that gap between students from the Pre-test to the delayed Post-test with all the instrument applications.

In other words, as tests were taken, for the most part, the Standard Deviation gap narrowed, but the most noticeable change occurred with the Indirect focused WCF group. As a consequence of the indirect, unfocused WCF,

the gap remained at low levels. As a result of the Control Group not receiving any feedback, the gap remained high.

**Figure 8**  
*Standard Deviation in each test*



*Note: Variations on the Standard Deviation before and after treatment in each group.*

Finally, it can be added that, regarding the previous figure, a reduction stands out between the Standard Deviation of the three groups at the time of the immediate Post-test, but mainly this happens in the Indirect focused WCF and

Indirect unfocused WCF groups, which would indicate that by not having the intervention of any external factor, Indirect WCF has a similar effect on students.

The students are able to recognize errors, understand them, put the learning into practice, and acquire the use of these specific prepositions of place; however, in the long term and with the intervention of other factors, the effects diminish.

## **Chapter 5: Conclusion.**

The present study addressed indirect written corrective feedback and its modalities, focused and unfocused, in first-year university students of English as a Foreign Language Pedagogy of the English Secondary Education Pedagogy program. During the process, it was decided to use a quasi-experimental study model, which provided results that coincided with the hypotheses since it demonstrated that the indirect focused WCF has greater efficacy on students than the indirect unfocused WCF.

It was found that the students who received indirect focused WCF had an improvement of approximately 13% in relation to the first test applied, while the students who received indirect unfocused WCF had an improvement of around 2%. However, in the case of the control group, there was a drop in the results, with 2% less accuracy in the post-test. In this way, it can be confirmed that written corrective feedback focused has greater effectiveness in the short and long term than written corrective feedback unfocused, giving favorable results for the students and demonstrating that it is necessary for the process of learning English as a second language.

Investigating the results in greater depth, we can see that the control group had a percentage of correct answers of 51% in the first evaluation of the instrument, successively declining to 49% in the immediate post-test, and finally increasing by 1% in the second delayed post-test compared to the second take. As for the indirect-unfocused group, there was a radical improvement since, on the first application of the instrument, it began with a lower percentage of correct

answers than the control group, progressively increasing in the next evaluation until reaching 64% correct. Related to the remains of the indirect focused group, it was the one that remained from the first evaluation instance with the highest percentage of correct answers, starting with 61% correct, increasing by 13% in the second take of the instrument, finally declining by 2%, leaving with 72% correct.

Therefore, it can be concluded that focused written corrective feedback improves the acquisition of English as an L2, outperforming the use of unfocused written corrective feedback, with positive results in the short and long term. The indirect-focused WCF showed better results since it had a higher percentage of correct answers; however, the indirect-unfocused WCF achieved a progress of 14% from take 1 to the last one that corresponded to the delayed post-test, surpassing the indirect-focused WCF in progress but not in percentage of correct answers.

Hence, the first hypothesis is fulfilled since both indirect-focused and indirect-unfocused WCF improve the short-term and long-term acquisition of prepositions of place. Likewise, the second hypothesis is also fulfilled, since the indirect-focused WCF had a better result and performance in correct answers than the indirect-unfocused one. Even so, the indirect-unfocused WCF had a major increase in performance compared to its own progress.

## **Chapter 6: Limitations and Further research**

One of the limitations or variables that could be experienced is the environmental variable, since the times for taking the instruments varied in each group depending on the environment to which the participants were exposed. In some cases, the classrooms had more lighting or less noise pollution than others, along with variables such as the weather. According to Ryan (2013), "One of the first areas that makes a noticeable impact on student success is the physical environment of the classroom. This can pertain to a variety of details. It can be structure, resources, or color. All of these can play a role in determining whether the classroom will be conducive to learning. Each may not have a large effect individually, but together they can work to strengthen a student's ability to learn."

Furthermore, the emotional aspect is another relevant factor, where the affective filter impacts the performance of some students during the test-taking. According to Krashen (1986), anxiety, motivation, and self-confidence are three principal categories identified as influential variables in the process of Second Language Acquisition. Consequently, one of the predominant variables, such as anxiety elevated by academic workload and upcoming module assessments, was influencing factors for some students. There were certain students who expressed concerns regarding the impact of the test on their grades or academic year, despite being informed that it was an external study, and the results would not affect their grades.

In this study it limited us to the use of Written Corrective Feedback, because of which there may be differences when it comes to the way in which feedback is delivered to students. If the feedback is immediate, or orally, we believe it would have other effects on the students. "There are a number of ways

in which oral and Written Corrective Feedback potentially differ. First, in the case of oral CF, the corrective CF may or may not be noticed depending on the CF strategy. In this respect, oral CF differs from WCF as the latter is more likely to be noticed by the learner as correction, providing of course that they are motivated to attend to the corrections.” (Sheen, 2011).

According to Suh (2014), “there are inconclusive results about the relative effects of direct and indirect coded feedback on the development of linguistic accuracy. A careful analysis of the studies reveals several potential methodological issues, which may have contributed to the mixed results.” Therefore, there are not enough bases or studies to support in a conclusive way the results obtained during this study.

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# Appendix

## Appendix 1: Instrument



Estudiantes de Pedagogía en Educación Media en Inglés

Facultad de Educación  
Universidad Católica de la Santísima Concepción

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ SECTION: \_\_\_\_\_

**Instruction:** Write a paragraph describing the picture according to the positions of the objects into the image granting details. Trying to answer the following questions: What can you see? What is the location of the objects? (Around 250 words)

Look at the image and describe:



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## Appendix 2: Validation of the instrument.

### Solicitud para la aplicación del instrumento

Concepción, 21 de octubre del 2022

Nombres y apellidos completos -Jearime Aziel Almonacid Vidal  
-Javiera Ignacia Silva Rubilar  
- Damari Alejandra González Sandoval

Nombre de la Institución: Universidad Católica de la Santísima Concepción  
Carrera. Pedagogía en Educación Media en Inglés  
Ciudad: Concepción, Chile

Cordial Saludo,

Por medio de la presente solicitamos a Usted, autorizar el desarrollo de un writing task como instrumento del trabajo de investigación "The effectiveness of Short and Long term, Indirect focused and unfocused Written Corrective Feedback in the use of prepositions of place in English as a Second Language" de las estudiantes Jearime Almonacid vidal, Javiera Silva Rubilar y Damari González Sandoval, correspondiente al curso Seminario de Investigación del octavo semestre de la carrera Pedagogía en Educación Media en Inglés.

Dicho instrumento, se aplicará de octubre a diciembre del presente año.

Sin otro particular, agradecemos su colaboración

Atentamente,

Jearime Almonacid, Javiera Silva y Damari Gonzalez

*Estudiantes de Pedagogía en Educación Media en Inglés  
Facultad de Educación  
Universidad Católica de la Santísima Concepción*

Anexo: trabajo de investigación

*Autorizado  
Juan Robina F.*



### Appendix 3: Results of the instrument taking.

IFWCF	STUDENTS	N° OO	PRE-TEST	
			N° A	% success
	Valenzuela Mariana	8	7	87,50
	Villegas Constanza	6	2	33,33
	Pincheira Constanza	10	7	70,00
	Moreno Felipe	5	0	0,00
	Arancibia Alonso	2	2	100,00
	Provoste Ana	4	3	75,00
	Jofre Avarei	7	5	71,43
	Espinoza Matias	10	4	40,00
	Sandoval Isidora	4	2	50,00
	Pascual Jael	5	4	80,00
			<b>Mean</b>	<b>60,73</b>

	N° OO	Immediate POST-TEST		
		N° A	% success	
	Valenzuela Mariana	10	8	80,00
	Villegas Constanza	5	3	60,00
	Pincheira Constanza	9	7	77,78
	Moreno Felipe	7	7	100,00
	Arancibia Alonso	2	1	50,00
	Provoste Ana	5	4	80,00
	Jofre Avarei	12	11	91,67
	Espinoza Matias	9	6	66,67
	Sandoval Isidora	8	7	87,50
	Pascual Jael	2	1	50,00
			<b>Mean</b>	<b>74,36</b>

	Delayed POST-TEST		
	N° OO	N° A	% success
Valenzuela Mariana	14	10	71,43
Villegas Constanza	6	2	33,33
Pincheira Constanza	10	10	100,00
Moreno Felipe	12	11	91,67
Arancibia Alonso	4	3	75,00
Provoste Ana	5	3	60,00
Jofre Avarei	11	11	100,00
Espinoza Matias	10	8	80,00
Sandoval Isidora	7	4	57,14
Pascual Jael	4	2	50,00
		<b>Mean</b>	<b>71,86</b>

CONTROL	PRE-TEST		
	N°OO	N°A	% success
Navarrete Ana	4	1	25,00
Vasquez Scarleth	1	0	0,00
Bascuñan Ana	5	5	100,00
Alvial Humberto	1	0	0,00
Parra Solange	4	1	25,00
Carrasco Juan	6	4	66,67
Iribarra Jennifer	3	2	66,67
Illesca Francisca	2	2	100,00
Jara Lucas	14	9	64,29
De la Jara Francisca	5	3	60,00
		<b>Mean</b>	<b>50,76</b>

IUWCF	PRE-TEST		
	N°OO	N°A	% success
Cifuentes Catalina	13	8	61,54
Rocha Javiera	7	5	71,43
Zambrano Millaray	16	5	31,25
Billar Florencia	15	11	73,33
Medel Catalina	11	7	63,64
Sandoval Javier	9	0	0,00
Baeza Barbara	12	7	58,33
Gatica Hector	8	2	25,00
Salgado Luis	6	4	66,67
Figueroa Millaray	8	4	50,00
		<b>Mean</b>	<b>50,12</b>

	Inmediate POST-TEST		
	N°OO	N°A	% success
Cifuentes Catalina	13	13	100,00
Rocha Javiera	12	4	33,33
Zambrano Millaray	15	9	60,00
Billar Florencia	14	8	57,14
Medel Catalina	14	9	64,29
Sandoval Javier	8	2	25,00
Baeza Barbara	17	7	41,18
Gatica Hector	5	3	60,00
Salgado Luis	7	3	42,86
Figueroa Millaray	5	2	40,00
		<b>Mean</b>	<b>52,38</b>

	Delayed POST-TEST		
	N°OO	N°A	% success
Cifuentes Catalina	12	11	91,67
Rocha Javiera	12	6	50,00
Zambrano Millaray	13	9	69,23
Billar Florencia	11	8	72,73
Medel Catalina	10	9	90,00
Sandoval Javier	8	2	25,00
Baeza Barbara	11	4	36,36
Gatica Hector	6	4	66,67
Salgado Luis	9	5	55,56
Figueroa Millaray	5	4	80,00
		<b>Mean</b>	<b>63,72</b>

	Inmediate POST- TEST		
	N°OO	N°A	% success
Navarrete Ana	3	1	33,33
Vasquez Scarleth	5	3	60,00
Bascañan Ana	1	1	100,00
Alvial Humberto	1	0	0,00
Parra Solange	2	0	0,00
Carrasco Juan	5	2	40,00
Iribarra Jennifer	3	2	66,67
Illesca Francisca	3	2	66,67
Jara Lucas	13	11	84,62
De la Jara Francisca	5	2	40,00
		<b>Mean</b>	<b>49,13</b>

	Delayed POST-TEST		% success
	N°OO	N°A	
Navarrete Ana	7	1	14,29
Vasquez Scarleth	7	6	85,71
Bascuñan Ana	2	1	50,00
Alvial Humberto	1	0	0,00
Parra Solange	5	5	100,00
Carrasco Juan	7	2	28,57
Iribarra Jennifer	3	2	66,67
Illesca Francisca	6	3	50,00
Jara Lucas	13	8	61,54
De la Jara Francisca	5	2	40,00
		<b>Mean</b>	<b>49,68</b>

**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

NOMBRE DEL EVALUADOR	Héctor Vega Pinochet
TÍTULO DEL SEMINARIO EVALUADO:	The effectiveness of short and long term, indirect focused and unfocused written corrective feedback in the use of prepositions of place, in English as a second language.
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Jearime Almonacid Vidal Damari González Sandoval Javiera Silva Rubilar
CARRERA	Ped. Educ. Media Inglés
PROFESOR GUÍA	Jorge Lillo Durán

**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
<b>Promedio</b>	<b>7.0</b>

**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
<b>Promedio</b>	<b>7.0</b>

### 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.	5.0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	5.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.0
<b>Promedio</b>	<b>6.3</b>

### 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.	6.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.0
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.	7.0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7.0
<b>Promedio</b>	<b>6.7</b>

### 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.	7.0
4. Coherencia en la redacción.	6.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7.0
<b>Promedio</b>	<b>6.8</b>

## 2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7.0	1.75
B. Del Marco Teórico referencial	20%	7.0	1.40
C. Del Diseño Metodológico de la investigación	20%	6.3	1.26
D. Del Contenido Temático y los Resultados	25%	6.7	1.68
E. De los aspectos formales	10%	6.8	0.68
<b>Nota promedio final</b>			<b>6.8</b>

## 3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resume su opinión global en un comentario, qué 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.

### CONCLUSIONES

El trabajo cumple con los requerimientos para optar al grado académico de Licenciado en Educación. El objeto de estudio es pertinente y vinculado a la formación disciplinar de sus autores. El marco teórico está bien construido y las fuentes, actualizadas. Sugiero incluir en la versión final descripción más detallada del instrumento utilizado y su proceso de validación, si corresponde. Salvo detalles menores indicados al interior del documento, el trabajo está bien escrito y detallado.

**Aprobada en Consejo de Facultad / abril de 2011**



**Nombre y Firma Prof. Evaluador: Héctor Vega Pinochet**

Fecha: 10 de mayo de 2024

**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

NOMBRE DEL EVALUADOR	JUAN MOLINA FARFÁN
TÍTULO DEL SEMINARIO EVALUADO:	LA EFECTIVIDAD DE LA RETROALIMENTACIÓN CORRECTIVA ESCRITA DE CORTO Y LARGO PLAZO, INDIRECTA FOCALIZADA Y NO FOCALIZADA EN EL USO DE PREPOSICIONES DE LUGAR EN INGLÉS COMO SEGUNDO IDIOMA
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	JEARIME ALMONACID VIDAL DAMARI GONZÁLEZ SANDOVAL JAVIERA SILVA RUBILAR
CARRERA	PEDAGOGÍA EN EDUCACIÓN MEDIA EN INGLÉS
PROFESOR GUÍA	DR. JORGE LILLO DURÁN

**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.	6,8
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6,8
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6,8
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6,7
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.	6,8
<b>Promedio</b>	<b>6.8</b>

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6,4
2. Uso del lenguaje técnico coherente con la temática estudiada.	6,5
3. Calidad y precisión del marco teórico/ Conceptual.	6,5
<b>Promedio</b>	<b>6,5</b>

**C. Del Diseño Metodológico del Problema (20%)**

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6,7
2. Presentación del método de investigación y su diseño.	6,7
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6,5
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6,7
5. Precisión de las estrategias y técnicas de recogida de datos.	6,5
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6,8
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6,5
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6,5
<b>Promedio</b>	<b>6.6</b>

**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 .	6,7
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6,5
3. Discusión de los resultados de la investigación.	6,5
4. Conclusiones sustentadas en los resultados o hallazgos.	6,5
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.	6,7
<b>Promedio</b>	<b>6,6</b>

**E. DE LOS ASPECTOS FORMALES (10%)**

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	6,5
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6,8
3. Correcto uso de ortografía.	6,7
4. Coherencia en la redacción.	6,7
5. Sistematización en la formulación de citas y referencias bibliográficas.	6,7
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6,3
<b>Promedio</b>	<b>6.6</b>

**2. RESUMEN DE LA EVALUACIÓN**

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6,8	1.7
B. Del Marco Teórico referencial	20%	6,5	1.3
C. Del Diseño Metodológico de la investigación	20%	6,6	1.32
D. Del Contenido Temático y los Resultados	25%	6,6	1.65
E. De los aspectos formales	10%	6,6	0.66
<b>Nota promedio final</b>			<b>6.63</b>

**3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.**

Resuma su opinión global en un comentario, qué 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.

**CONCLUSIONES**

El trabajo cumple con los formatos y estándares solicitados por la Facultad y la Universidad para los seminarios de investigación. La temática es pertinente y relevante para la carrera. La metodología y el instrumento utilizado para recoger los datos es adecuado para el estudio. La bibliografía es pertinente y cuenta con citas y textos actualizados para sustentar el marco teórico. Se sugiere poner atención en la redacción del inglés en algunos párrafos del texto y en aspectos de formato APA en las referencias bibliográficas. Otros comentarios, se encuentran resumidos en el texto.

Aprobada en Consejo de Facultad / abril de 2011



Juan Molina Fartan  
Nombre y Firma Prof. Evaluador

Fecha: 09 de mayo de 2024.