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Concepción Departamento de Ciencias del
Lenguaje y Literatura Pedagogía Media en
Inglés



UCSC

Preferences Regarding Written Corrective Feedback [WCF] of First Year Students of an English Pedagogy Program*

*Proyecto Inidin 01/2019/UCSC: Estrategias del Feedback correctivo y preferencias de los estudiantes: ¿Corrección por imposición o adecuación? Dra. Belén Muñoz M.
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Seminario de Investigación para optar al grado académico de
Licenciado en Educación

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August, 2022, Concepcion

Acknowledgments

To begin with, I want to acknowledge all the support I received from my loved ones. I am sure I would not have been strong enough to face all the hard times without your kind words and affection. I hope to keep making you feel proud. Thanks to our guide teacher for giving us the opportunity to explore freely, and guiding our ambitions to the correct places, it was lovely to work by your side. To my family and group, I am immensely grateful for all the good times, support, patience, and encouragement you gave me. You made me learn and grow. Finally, for the one who is always in my head. I have nothing more to say than thanks for being with me, even on the darkest nights of this process, and for helping me to go through it all.

- *Mari.*

I would like to commence mentioning how thoroughly grateful I am and will always be with my group. Even in the toughest times you never gave up, and you never let me down. I hope that you are as proud of what we have accomplished as I am proud of you. From the bottom of my heart, thank you for the jokes, the disagreements, your love, and patience, yet most importantly for letting me grow by your side.

I want to acknowledge all the support my friends, my mother, and her partner provided me with. You always looked after me and encouraged me when times got rough.

Finally, special thanks to our teacher, who allowed us to work with her. I deeply appreciate your patience and willingness to work with us.

- *Alema.*

Developing a thesis for the first time can be a difficult, overwhelming and an exhausting path. First and foremost, I am extremely grateful to our teacher, Dr. Belén Muñoz, who generously provided knowledge and expertise, her invaluable patience and feedback was essential to carry out this project. Thank you very much for your patience and support. Likewise, I could not have undertaken this journey without my family, especially my darling partner, who constantly saw us working on this research, sometimes overwhelmed by so much work. Thank you very much for the moral support, for always being present, for your unconditional love, and for the endless teas. Your belief in me has kept my spirits and motivation high during this process.

- *Marcos.*

Dear group, I would really like to acknowledge your unconditional support and empathy. Working with you has been a pleasure even when things turned complicated for me at least. I cannot be more thankful for this group since you taught me to never lose the aim and to try to work hard. As well, the innumerable meetings that for sure helped us to grow, after all.

To all my loved ones that have been present throughout this process, I greatly appreciate your encouragement to continue even when the times are hard. Thank you for always being by my side.

Finally, to our teacher Dr. Belen Muñoz, thank you for sharing your knowledge with us, I value tremendously how you trusted in this group and that we can always do better.

- *Amanda.*

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Abstract

Written corrective feedback strategies have been widely researched, and the latest findings suggest them as effective techniques to promote language acquisition (Bitchener & Knoch, 2008; Ortiz, 2016; Muñoz & Sáez, 2019). However, one of the unanswered matters corresponds to individual and contextual aspects that have not been taken into consideration (Chen et al., 2016). This quantitative research with a quasi-experimental approach is aimed at determining the effectiveness of written feedback when the treatment is adjusted to learners' preferences. The sample is composed of students of pedagogy in English from a local university divided into 4 experimental groups and a control group. For collecting data, different instruments were designed such as a survey to identify learners' preferences about feedback, various writing tasks and a pre- and a post-test. The results show that participants highly value error correction, especially of grammatical errors. They favour strategies with grammatical explanation and prefer teachers' correction and focused treatment. Besides, according to these findings, adjusting feedback strategies to students' preferences may not increase the effectiveness of those techniques; on the contrary, they seem to have a more significant impact when assigned.

Keywords: corrective feedback, error, students' preferences, acquisition, English as a second language, writing

Chapter 1: Research Questions

Since writing is one of the most difficult skills university students will encounter in their college experience, teacher's monitoring and constant feedback could make a huge impact on their learning. Consequently, through the years feedback is a concept that has gained popularity within educational and linguistics research. The main purpose of this research corresponds to examining students' preferences of written corrective feedback, and how those preferences affect its overall effectiveness. Despite the extensive studies regarding written feedback, student's preferences in terms of corrective feedback have not been taken into account exhaustively (Bitchener & Knoch, 2010b). Because of this, further research is required on the field.

1. Research questions

What is the effectiveness of WCF when the correction strategies are adjusted to learners' preferences?

2. Objectives

The objectives of the current research are the following:

2.1 General Objective

To determine the effectiveness of WCF when the strategy is selected by learners and when it is imposed by the teacher.

2.2 Specific objectives

1. To identify learners' preferences about WCF.
2. To determine the effectiveness of WFC strategies.
3. To compare the effectiveness of the strategies when they are selected by learners and when they are set by the teacher.

Chapter 2: Theoretical Framework

Written Corrective Feedback [WCF], has been deeply studied by researchers who have analysed its types, usefulness, and influence in the learning process of English as a Second or Foreign language [ESL/EFL]. Regardless, its overall efficacy to aid second language learner's development and accuracy is still being discussed (Kang & Han, 2015;

Shintani & Aubrey, 2016). Whereas there is an extensive collection of data respecting feedback techniques and strategies to benefit students' performance in writing tasks, some researchers have argued WCF effectiveness might be related and influenced by the learners' feelings, thoughts, and their overall response to feedback (Han & Hyland, 2019; Shao, 2015). Nonetheless, students' opinions on WCF's effectiveness on second language learning remains highly unexplored (Ajmal et al., 2021).

This lack of literature concerning the preferences learners possess about feedback has created a knowledge inconsistency. Accordingly, different scholars (Chen et al., 2016; Ajmal et al., 2021) acknowledge the absence of data on this particular subject creates a predominant gap regarding WCF, which is urgent to overcome. The literature review exposes this deficiency as Lee (2008) and Han (2017) stated learners' preferences and opinions about WCF have been scarcely studied despite the impact that they could have on a connection between the learners with corrective feedback and, consequently, on learning the target language.

One of the main reasons why this field lacks meaningful conclusions is that throughout all the years of research, it has been argued there are multiple variables that could influence the results of the investigations. As confirmed by Westmacott (2017), students' proficiency, linguistic knowledge and teaching context are some of the factors to determine students' WCF preferences, even shaping their responses to various types of feedback. In other words, many variants could and would influence student's preferences of WCF, and thus, the whole learning process. For instance, Lee (2008) suggests that Hong Kong high school students' preferences for direct feedback has been shaped by the dominant exam culture, as in some other contexts, that makes it difficult for good feedback practices to be developed (p.83). Therefore, appeasing the exam and learning culture is a nettlesome issue to be explored in future research.

Collecting and analysing data would contribute not only to linguists, who have been investigating the relationship between feedback and L2 acquisition, but also to teachers and students that are concerned about the optimization of the teaching-learning process.

Undoubtedly, by identifying learners' tendencies in WCF, teachers may be able to provide students proper and suitable feedback. Mainly by developing ways to create and adapt material to raise awareness of the importance of correcting, based on what is more beneficial for multiple individual differences, especially in the case of learners' preferences and their impact on engagement, which has a significant effect on students' inclinations towards learning.

Lastly, within formal educational contexts, and for this study, feedback is understood as a key element that allows teachers to educate, reinforce, and promote correctness in students' performance (Westmacott, 2017). As discussed before in this section, collection of data on these issues could help teachers and learners to enhance their learning process, leading to an improvement of the overall L2 acquisition process and development.

2.1 Written Corrective Feedback (WCF) in EFL

For more than a decade, WCF has been under the scope as a controversial topic. This concept can be defined -as suggested by Mao and Lee (2020)- as responses regarding linguistic errors in learners' written work; furthermore, it is a traditional tool that L2 teachers often use in order to develop learners' writing competence. WCF has probably become one of the most popular means to provide pupils with useful observations on target structures or composition in general. On top of that, WCF is believed to be beneficial to both teachers and students, as it helps to reduce errors through a deepened knowledge of the skill, reinforcing the development of language proficiency (Ganapathy et al., 2020). In relation to this, various discussions have emerged in the linguistic and applied linguistic fields, aiming at identifying the usefulness of WCF and determining which WCF strategies work better among students when learning a second or foreign language. Additionally, written feedback is always delayed and "unpredictable" (Boud & Molloy, 2016, p. 131). In other words, students usually do not know what or how their texts are going to be corrected. Consequently, there are multiple differentiations depending on the type of strategy used to give WCF (these strategies will be addressed in the following section).

Additionally, different critiques of WCF have been proposed and discussed by researchers. As an illustration, a well-known controversy corresponds to Truscott (1996) and Ferris (1999), referenced by Ellis (2009a). On the one hand, Truscott (1996; 2007; 2010) argues that WCF does not always necessarily result in acquisition. Instead, this author concludes that WCF is insufficient and even prejudicial to students' overall fluency and writing skill, since no certainty students would have been capable of using structures previously misused in new pieces of text, even if students were able to identify errors on their second drafts after receiving feedback. On the other hand, Ferris et al. (2012) refers to the idea of WCF as being useful and resulting in acquisition when the correction is clear and consistent. However, this claim is based on the evaluation of rewriting a precedent piece of text. Nonetheless, in a posterior investigation Ferris et al. (2013, p. 308) claims that "WCF is likely here to stay, so we can most productively focus on questions about how to implement it as effectively as possible", responding to Truscott's (1996) opposing position towards WFC usefulness. Considering this dispute, several studies (Cheng & Zhang, 2021; Ortiz, 2016) resulted in evidence in favour of written corrective feedback, demonstrating that it can result in L2 acquisition of grammar structures when learning an additional language. However, controversy remains because results are not conclusive, so that different researchers (Zhang et al., 2021; van der Kleij, 2019) suggest the necessity to consider different factors such as contexts and learners.

2.2 Dealing with Errors

Different types of errors and ways of categorising them have emerged. A well-known distinction corresponds to the differentiation between "errors" and "mistakes" regarding WCF. According to Brown (2007) a *mistake* corresponds to the failure in using an already-known language system that is mainly caused by tiredness, stress or lack of focus; plus they do not necessarily need correction or treatment from the teacher, since students are expected to have the linguistic competence to recognize the mistake and self-correct it. On the other hand, errors, which is the term that has been used in the present investigation, refer to a notorious deviation from the adult grammar of a native speaker and they are caused by lack of linguistic

competence (Brown, 2007). One of the characteristics of errors is that they tend to be systematic and most of the time students are not able to recognize them nor self-correct them. In other words, students' linguistic competence determines the distinction between errors and mistakes. Further, it can be stated that errors are more related to the grammatical aspects of the language.

Even though analysing these definitions seems quite simple, determining what an error is becomes a complex procedure. Thus, it is crucial for teachers to be familiar with the various classifications, and to acknowledge the necessity to amend deviations in order to avoid fossilisation. As different scholars suggest, error correction facilitates acquisition (Long, 1996; Sheen, 2010; Bitchener & Ferris, 2012; Ortiz, 2016; Muñoz, 2017).

2.2.1 Who Should Correct Student Mistakes?

Bitchener and Ferris (2012) state the ideal agent to carry out error correction constitutes a question that can only be answered from intuition due to the scarce empirical evidence that exists. However, several researchers indicate that the treatment of error has a greater impact when it is provided by the teacher, since their repairs are more precise and reliable because they have a higher level of language proficiency (Amrhein & Nassaji 2010; Ghani & Asgher 2012). Another corrective practice that has been shown to be beneficial corresponds to peer feedback. Different studies propose that such correction has favourable effects in promoting learning and should be considered as a significant strategy in error correction (Villamil & De Guerrero, 1998; Berg, 1999; Rollinson, 2005). On the contrary, there are studies that suggest that students show a certain reserve regarding the quality of this type of correction, since they do not fully trust it (Mao & Lee, 2020). Even though the evidence available has not allowed to draw strict conclusions, the need to address the inaccuracies of the students is highlighted in order to promote the development of the proceduralization and automatization of the target language especially in contexts of formal instruction where teachers and learners give a relevant role to correction.

2.2.2 Treated Forms with WCF

The identification of susceptible forms in WCF treatment is a complex aspect, especially in the field of morphosyntax. Various suggestions have emerged in researching on the topic in question, for instance, specific rules to guide an adequate classification of deviations. In other words, it corresponds to what is established by Ferris (1999) who characterises errors as treatable and not treatable. The former would respond better to a WCF treatment, since its configuration is based on clear rules. Meanwhile, in untreatable errors, there are no rules that educators can use to work on. Even though the distinction is straightforward, establishing whether an error is treatable or not, is not a simple matter, due to the complexity of its nature (Sheen, 2011). As well as, despite the fact that “certain structures follow certain patterns for their configuration, this characteristic can enormously vary in its complexity, hindering an effective classification of the error”¹ (Muñoz & Ferreira, 2017, p. 77), that is to say that the great number of variants shape this concept as a multifaceted issue. Namely, DeKeyser (2009, p. 58) features the distinction regarding “rules that are easy to acquire but difficult to learn and rules that are easy to learn but difficult to acquire”, the latter being priority candidates for a focused instruction.

In an attempt to identify the linguistic structures that benefit the most from error treatment, different forms, such as past tense forms, conditionals, subject-verb-agreement, prepositions, phrasal verbs, among others, have been targeted. For instance, Benson and DeKeyser (2018) investigated the effects of WCF on the accurate use of simple past and present perfect tense when ESL learners wrote essays. The authors confirmed prior investigations that have found WCF to be beneficial for different types of grammatical errors. In the same vein, Bitchener and Knoch (2010b) investigated the effect of targeting two functional uses of the English article system: the referential indefinite article ‘a’ for referring to something the first time - first mention - and the referential definite article ‘the’ for referring to something already mentioned - subsequent mention -, the decision was based on the positive

¹ The original piece of text is as follows: “ciertas estructuras siguen determinados patrones para su configuración, esta característica puede variar enormemente en su complejidad, obstaculizando una clasificación efectiva del error” (p. 77)

results that have been found in second language acquisition [SLA] studies where intensive oral corrective feedback has successfully targeted a single linguistic category (Carroll & Swain, 1993; and Ellis et al., 2008). A case in point is Mekala and Ponmani (2017) who studied the impact of direct WCF on low proficiency ESL learners in writing performance. Even though they explored preferences on direct WCF in order to achieve a better proficiency in writing, by applying 3 different questionnaires to the participant groups, they could realise that direct WCF helped improve learner's proficiency in their writing.

2.2.2.1 Subject and Verb Agreement in Present Simple

Subject-verb agreement is a form that has been targeted in different WCF investigations (DeKeyser, 2005; Duran, 2014; Goldschneider & DeKeyser, 2005; Ortiz, 2016; Muñoz, 2017; Muñoz & Sáez, 2019) because of its problematic use among learners of English as an L2. Although there has been an attempt to determine the degree of difficulty this structure presents among students, it has not been entirely productive due to the lack of consensus among researchers (Krashen, 1982; Ellis, 1994; O'Grady, 2006). The evidence shows that even when learners have been exposed to instructional processes regarding this particular form and precise use of this construction, the problem persists (Sheen, 2010; Bitchener & Ferris, 2012; Ortiz, 2016; Muñoz, 2017).

Goldschneider and DeKeyser (2005) argues that subject-verb agreement has historically been difficult for those who learn English as an L2 despite the fact that, from a theoretical point of view, it seems to be a transparent and simple phenomenon: the subject and the verb must agree in number, singular or plural. The difficulty would fundamentally lie in the complexity of the form/meaning relationship, since it is intricate to acquire the form/function mapping when the link between them is not transparent. The lack of transparency is due, on the one hand, to the redundancy of the form; that is, as the subject is explicit, the information about the person and the number is redundant since it is found elsewhere in the sentence. On the other hand, this structure presents a certain opacity due to the same way it represents different meanings, being able to correspond to the third person singular of the verb, to the plural of a noun or to the genitive of a noun (DeKeyser, 2005).

Furthermore, this issue also emerges in the Chilean educational context. Durán (2014), Durán and Cabrera (2014), and Ortiz (2016) have been vehement in indicating that this form corresponds to one of the most difficult structures to acquire among Chilean students who learn English as a foreign language. This inaccurate use of the form persists despite the level of proficiency learners have attained.

2.3 Typology of WCF

How teachers correct students' writing pieces is a topic that has attracted enormous interest from researchers and teachers alike. Therefore, as a basis for a systematic approach to investigating the effects of written corrective feedback preferences, a typology of the different types available to teachers and researchers is needed. A typology distinguishes a set of options related to strategies for providing feedback. This categorization makes it possible for researchers to conduct studies that systematically examine the effect of distinct types and combinations of WCF. A typology is not only valuable for the design of experimental studies, but it can also assist descriptive research in order to find out how teachers carry out WCF and how students respond to corrections. Typologies provide teachers and researchers with a basis for examining the options and for systematically experimenting with them in their own teaching. Consequently, different typologies have emerged (Ellis, 2009b; Sheen, 2011; Bonilla, 2021), being the one by Ellis the basis for the subsequent classifications. Substantially, these taxonomies point out the types of strategies available to correct learner's deviations, and the scope of a feedback treatment. These are discussed in the sections below.

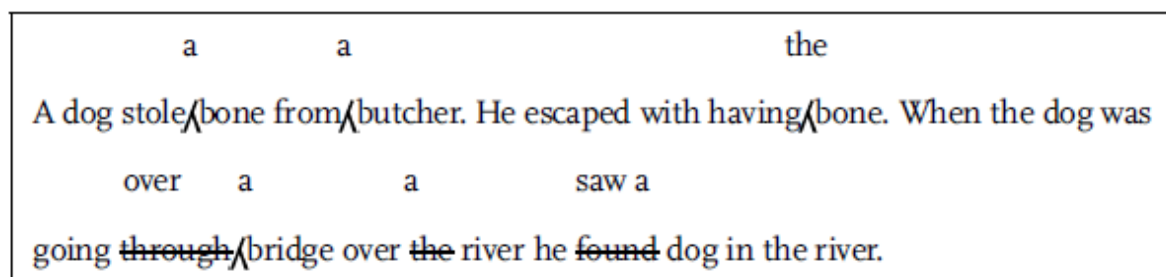
2.3.1 *Direct WCF*

This type of feedback consists of the teacher providing the students with the correct answers to their errors. Direct WCF requires direct and clear guidance or monitoring of students' errors. Thus, Lyster and Ranta (1997) suggest that teachers ought to make clear which are the errors and what would be the correct answer. There are different ways to provide this feedback, and those ways mostly include underlying the errors, crossing out unnecessary words or morphemes, as well as inserting missing words or morphemes. The correct forms are commonly written near the errors so students can find them easily as the image shows

below. According to Ellis (2009b), this type of written corrective feedback can be quite advantageous for students that have lower levels of proficiency and are not able to self-correct, since “it provides learners with explicit guidance about how to correct their errors.” (p.99). On the contrary, it can be argued that it may not be beneficial for students due to the fact that it elicits only a minimal cognitive processing, having less impact on the long-term learning process.

Figure 1

Direct CF



Note. Taken from *A typology of corrective feedback types*, by Ellis (2009b)

2.3.1.1 Direct WCF and Grammatical Explanation. On this subcategory of Direct WCF the teacher provides the location of the error, the correct answer, and a grammatical explanation about the nature of the error as it is shown in the example below. Even though it is an extensive labour for the teacher to provide such detailed feedback, it can be considered a beneficial type of feedback since it may recall grammatical forms that the students might be familiar with, and even if they do not know them, it presents them the opportunity to acquire grammatical features. Nevertheless, students have a low level of involvement in the corrective process, consequently, it may not contribute to long-term learning.

Figure 2

Direct CF and Grammatical Explanation

Figure 3

Indirect CF with localization

Sara like listening at all sorts of pop music, and wants a fun way to learn varius dance styles. So, she is taking classes in an important academy, and she'd like to show his friends what she's learnt.

Note. Taken from *A typology of corrective feedback types*, by Ellis (2009b).

2.3.2.2 Indirect CF without Localization. Contrary to the previous subdivision, on this type of indirect CF the teacher mentions that an error has been made within the text, yet does not indicate *where* the error is located. Some of the options to signal the existence of errors include recording in the margin the number of errors in a given line or using a mark to show that the error has occurred and even what type of error it is (Ellis, 2009b; Sheen, 2011).

Figure 4

Indirect CF without localization

Sara like listening at all sorts of pop music, and wants a fun way to learn varius dance XXX
 styles. So, she is taking classes in an important academy, and she'd like to show his friends X
 what she's learnt.

Note. Taken from *A typology of corrective feedback types*, by Ellis (2009b).

Once the presence of errors is provided, students need to analyse their writings and reflect on the possible locations of the errors. According to Ellis (2009b) "it might be claimed that indirect feedback where the exact location of errors is not shown might be more effective than indirect feedback where the location of the errors is shown as students would have to engage in deeper processing" (p.100) This is to say that not specifying the location of the errors elicits students' reflection about the linguistic aspects of the errors, hence leading to a more long-term learning, totally the opposite of what direct CF may produce. It is important to highlight that there is no agreement on the effectiveness of this specific type of written corrective feedback and the previously mentioned variations. Further studies are needed.

2.3.3 Metalinguistic WCF²

Metalinguistic WCF consists of giving learners the opportunity to reflect on the errors that have been made by providing comments about the nature of the deviations. One of the most used correction strategies of this type of feedback is *error code*, which corresponds to abbreviations labels regarding language features (for instance WW= Wrong Word; art.= article; prep.= preposition), or colour codes, where each colour represents one aspect of language. In the case of using labels, they can be placed in the error's spot, thus the learners do not have to figure out where their errors are located within the text, and they can focus on the correction itself.

Figure 5

Metalinguistic CF with error code

art.	art.	WW art.
A dog stole bone from butcher. He escaped with having bone. When the dog was		
prep.	art.	art.
going through bridge over the river he found dog in the river.		

Note. Taken from *A typology of corrective feedback types*, by Ellis (2009b).

On the other hand, the labels can also be placed in the margins of the text. Consequently, learners have to identify where the error is located before attempting to correct the inaccuracies.

Figure 6

Metalinguistic CF

Art. x 3; WW	A dog stole bone from butcher. He escaped with having bone.
Prep.; art.	When the dog was going through bridge over the river he
Art.	found dog in the river.

² This type of correction is mentioned in the present document since Ellis (2009b) proposed it as a different type of correction, distinct from indirect or direct strategies. However, it can be encountered as part of them.

Note. Taken from *A typology of corrective feedback types*, by Ellis (2009b).

According to Ellis (2009b), this type of correction is quite less common “perhaps because it is much more time consuming than using error codes and also because it calls for the teacher to possess sufficient metalinguistic knowledge to be able to write clear and accurate explanations for a variety of errors.” (p.101). Thus, this type of amendment might be more suitable for classes with few students where the teacher has more time available to give this detailed feedback. However, some researchers have applied various techniques in order to reduce time, making this strategy more convenient. For instance, Suzuki et al. (2019) investigated the repercussions of different types of WCF in students' accuracy in revision and writing. In this examination, students exposed to metalinguistic WCF were provided handouts with grammatical information, accelerating the administration process of metalinguistic correction.

Figure 7

Metalinguistic CF with brief grammar descriptions

(1)	(2)	(3)
A dog stole bone from butcher. He escaped with having bone. When the dog was		
(4)	(5)	(6)
going through bridge over the river he found dog in the river.		
<i>(1), (2), (5), and (6)—you need ‘a’ before the noun when a person or thing is mentioned for the first time.</i>		
<i>(3)—you need ‘the’ before the noun when the person or thing has been mentioned previously.</i>		
<i>(4)—you need ‘over’ when you go across the surface of something; you use ‘through’ when you go inside something (e.g. ‘go through the forest’).</i>		

Note. Taken from *A typology of corrective feedback types*, by Ellis (2009b).

2.3.4 Feedback Scope

The scope WCF may adopt corresponds to the number and types of errors it focuses on. The range may vary from a single or limited number of deviations to all the errors of the text. These possibilities are discussed below.

2.3.4.1 Focused Corrective Feedback. According to Ellis et al. (2008), focused CF deals with particular errors to be corrected, and disregards on purpose other errors. Deeply focused WCF will focus on a single error type, for instance, errors in the use of the third person singular pronominal suffixes in simple present tense. The authors also state that “there are solid theoretical reasons for believing that focused CF will be more effective than unfocused CF” (Ellis et al. 2008, p. 356). Moreover, in one study that was conducted by Sheppard (1992, as cited in Fazilatfar et al., 2014) it was analysed the effects of two types of CF - indirect error coding CF vs. holistic comments in the margins - on the development of L2 students’ accurate use of verb tense, punctuation, and subordination. His students wrote seven essays, which then were analysed for accuracy with regard to the targeted linguistic features. He reported that the group that received holistic comments outperformed the group that received CF and further noted that the CF group regressed over time by avoiding the use of the complex structures as a result of the feedback.

The effect of focused CF which just addresses one specific grammatical problem was thoroughly researched in the past decade (e.g., Bitchener & Knoch, 2010a; Bitchener & Knoch, 2010b; Bitchener & Knoch, 2010b; Sheen, 2007; Muñoz & Sáez, 2019). These researchers focused on specific problematic features - e.g., errors in the use of past tense - totally neglecting other errors committed by the learners. Most of these studies are laboratory and tightly controlled and almost all of them found positive effects with durable gains after a period of time for focused CF.

2.3.4.2 Unfocused/Comprehensive Corrective Feedback. Unfocused CF, on the contrary, is what might be considered typical practice in writing instruction. Teachers review most of the errors in student’s written work. This type of CF might be considered ‘extensive’

since it addresses multiple errors (Ellis et al., 2008). Unfocused CF is considered a wider type of feedback to Ellis et al. (2008), whereas from the point of view of Lee (2019) this same practice receives the name of Comprehensive CF, which is defined as the type of feedback given when teachers respond to all written errors. That is to say, not to centre the attention on determined errors, instead, reviewing the general work, unfocused CF will target more than one error type but will still restrict correction to a limited number of pre-selected types (e.g., simple past tense; articles; prepositions). As unfocused CF involves corrective feedback on a range of error categories, Liu and Brown (2015) have introduced the term mid-focused to refer to WCF that targets two to five error categories. as Schmidt (1994) argues if attention and noticing are factors that facilitate learning grammatical forms, then corrections must become less useful to students as they lose focus. Thus, compared to corrections that are offered on a wide variety of error categories, highly focused corrections have a better chance of being noticed by language learners. For this reason, recent scholarship has strongly advocated the use of focused corrections. In fact, Bitchener and Ferris (2012) suggest that theoretically focused CF has been proven to be more effective than unfocused, especially for lower proficiency learners. However, they still clarify that those findings require to be studied with caution by reason of design limitations.

Even if there is compelling and irrefutable evidence to support the efficacy of focused corrections, there are at least two major reasons to explore the efficacy of less focused corrections. First of all, the actual culture of error correction in real-world classrooms demands the kind of correction that is not nearly as focused as the correction techniques utilised in recent WCF research, and language teachers normally offer corrections on a range of grammatical errors on the same essay (Ellis et al., 2008). Thus, despite all the recent recommendations, comprehensive correction seems to be the option that enjoys ecological and face validity, and the use of focused corrections is limited to the context of SLA studies.

WCF is the method teachers adopt to inform learners about their errors regarding certain aspects of the subject matter, there endures several methods and means of performing this, for instance advising which is the specific error, or offering an explanation on why the

answer is incorrect. Moreover, you may usually find direct; indirect; focused; unfocused; metalinguistic feedback among others. Each of those has a specific purpose and structure – that you may find at the very beginning of the section. Furthermore, in order to fulfil conclusive results, there is a necessity in considering other factors when making assumptions from the results of a given feedback. For instance, individual differences, perceptions, preferences and emotions.

2.4 Effectiveness of WCF

There are still major discrepancy issues such as quality, effectiveness, relevance, methodology and interpretation of results of the WCF, amongst others. This is largely due to the fact that investigations have been located in the limit of two disciplines, both with their theoretical and methodological orientations. In other words, the field of written production in an L2, and the mastery of SLA (Ellis, 2010; Van Beuningen, 2010; Ferris, 2010).

Nonetheless, the effectiveness of WCF has been extensively studied in recent years. A considerable amount of research (Ajmal et al., 2021; Chen et al., 2016; Han, 2017; Shao, 2015; Westmacott, 2017; Durán, 2014; Muñoz & Sáez 2019; Muñoz, 2021; Ortiz, 2016; Cheng & Zhang, 2021; Kloss-Medina et al., 2020) has dealt with this issue in order to determine the most effective practices to provide feedback. On this matter, the conclusion of current research maintains that it is necessary to examine and study the effectiveness of WCF from multiple dimensions (Ellis, 2010). In this sense, studying those different elements, could improve the identification of variables that influence its effectiveness (Chen & Liu, 2021) and, even most importantly, and generation of strategies to enhance the learning process, especially for written tasks.

WCF might not be beneficial in the same manner to all students, even if they receive the same treatment. For Ellis (2010), these variations respond to how learners are involved with the WCF. Therefore, theory suggests that it is necessary to expose WCF to a variety of individuals in order to analyse its effectiveness. This relationship is mediated for several other external and internal elements, such as classroom context or learners' proficiency.

2.4.1 Individual Elements

It becomes relevant then, to state what individual elements could positively or negatively affect the effectiveness of WCF in learning. According to Ellis (2010), “individual learner factors include age, language aptitude, memory, learning style, personality, motivation, language anxiety, and learner beliefs” (p. 339). Namely, a person that has not been exposed to the English language from a young age will behave towards WCF differently than a person that has been acquainted with the L2. Nevertheless, these factors are constantly evolving in relation to contextual elements and how feedback is processed as well as received. Meanwhile, they also are influencing the overall efficacy of the treatment. A great majority of the research mentioned along this revision has investigated how WCF and its strategies could influence learning; however, a few of them are focused on those individual elements (van der Kleij, 2019).

Learners’ beliefs, in this sense, are relevant to deepen the knowledge of WCF. Han (2017) claims that “learner beliefs can not only influence teachers’ decision-making when providing WCF, but can also help explain variations among learners’ engagement with WCF and learning outcomes” (p. 2). This is to say learners’ beliefs or preferences towards a specific type of correction could affect the reception, processing and efficacy of WCF.

2.4.1.1 Students’ Proficiency. Among the different variables that could affect WCF effectiveness, students’ proficiency has been thoroughly highlighted, thus, it needs to be considered at the moment of drawing conclusions. According to Bitchener and Ferris (2012), students with a lower level of proficiency are less likely to have a deep or extensive linguistic knowledge from which they can exploit and recall concepts when facing the given feedback. Consequently, direct WCF has been addressed as more beneficial for low proficiency apprentices; however, Westmacott (2017) states that “learners’ language analytic ability and previous level of grammar instruction are perhaps even more likely to be of relevance than overall proficiency” (p.20). On this issue, Sheen (2007) claims that students who have a more developed analytic ability are able to take advantage of direct WCF, and indirect WCF is even more advantageous for them due to the complexity of SLA. This means that to improve the

effectiveness of WCF, students must possess abilities and language proficiency enough to understand and cognitively process the feedback.

On this issue, Zhang et al. (2021) conducted a study with Chinese students to investigate the impact of their individual proficiency level and foreign language enjoyment on their feedback's preferences. According to their findings, higher proficiency students tend to consider less direct feedback strategies - such as indirect localised feedback - somewhat useful, while lower-proficiency learners rather work with more explicit strategies, meaning direct or metalinguistic strategies. For this reason, it can be concluded that proficiency levels can, and probably will, affect not just the processing and understanding of WFC, but also learners' perceptions about different feedback strategies.

2.4.1.2 Students' Opinions and Preferences. For Han (2017) learners' beliefs about themselves, their teachers and peers can interfere with feedback in general, or with learner engagement with WCF. On this matter, the majority of L2 learners prefer teachers' WCF over peer WCF, demonstrating their apprehensions on the reliability of their peers' knowledge (Bitchener & Ferris, 2012). Besides, assumptions regarding WCF types and L2 writing strategies may influence learners' processing of the feedback. Some students might reject feedback if they consider it not useful (Storch & Wigglesworth, 2010). This claim could lead us to conclude that assumptions on L2 learning strategies can also influence their processing of feedback.

On one hand, the idea of students' preferences about feedback affecting learning outcomes and acquisition has been generally accepted among different researchers in the field (Amrhein, 2010; Gan et al., 2021; Chen et al., 2016). Furthermore, learners' opinions and preferences seem to be remarkably associated with both, feedback's processing and the posterior learning outcomes. With regard to this, Bitchener (2017) argues that while students who are exposed to a lower participation in the learning process are less likely to get involved with WCF, learners with active roles in their learning might display higher proficiency throughout processing stages. Therefore, it is possible to conclude that students' preferences about feedback may influence their level of engagement and processing of that input, being

significant predictors of the actual benefits learners could retrieve from WCF and their effect on learning outcomes.

Nonetheless, on the other hand, some researchers tend to point out that matching students' preferences about feedback may not be as beneficial as the literature asserts. A case on point could be Dembo and Howard (2007), who suggested that an instructor should consider whether it is always advantageous to match student preferences and instructional environment, not only because their preferences may not lead to improved academic achievement, but also because students may not benefit from certain instructional approaches even if they prefer them or not.

However, the lack of WCF studies that consider preferences arises as a factor that makes it difficult to accurately determine the effects of preferences about WCF on its effectiveness as a learning means, consequently, prevents us from making conclusive statements. Nonetheless, according to DeKeyser (2005), these factors cannot be ignored, since it is impossible to make generalisations without taking them into consideration. Therefore, it is impossible to deny that it does not affect learner's acquisition. Moreover, Nassaji (2018, p. 122) state:

“An important area of research in L2 corrective feedback concerns learners' perception and attitudes towards feedback. Teachers often provide feedback on students' writings, believing that it helps students to restructure their interlanguage. But it is not always clear whether and how students perceive the usefulness of corrective feedback provided.”

Therefore, it might be possible to conclude that students' preferences affect the acquisition of the language, as it is a feature within language acquisition. As it can be seen, the importance of investigating this issue from a more experimental point of view is undeniable. Studies have identified learners' preferences towards feedback; however, they have not determined if a treatment adjusted to these preferences may be more effective, besides Rummel & Bitchener (2015) who have found that matching students' preference might lead to an improvement of their linguistic accuracy by eliminating target errors.

2.5 Data Gaps Regarding Preferences

WCF has been deeply studied by researchers who have analysed its types, usefulness and influence in the learning process of English as a second or foreign language. Nonetheless, as it is mentioned above, there still exists discussions regarding its overall efficacy to aid L2 learner's development and accuracy (Ferris, 1999, 2012; Ellis 2009a; Truscott, 1996, 2007, 2010; Cheng & Zhang, 2021; Ortiz, 2016; Kloss-Medina et al., 2020).

Even though it is possible to find an extensive collection of data regarding feedback techniques and strategies to benefit students' accuracy, the lack of literature concerning the preferences learners have on general feedback has created a predominant knowledge gap which is urgent to overcome. Various scholars have concluded their texts by highlighting the fact that the absence of data is predominant. On this issue, Chen et al. (2016, p. 15) concluded by pointing out the following:

“There is a need for more research to examine how different learners from different backgrounds or different instructional contexts perceive the importance of error correction and what factors may also mediate their perception. Such studies are extremely necessary to advance our understanding of the role of corrective feedback in such contexts.”

In other words, the absence of data on this particular subject creates a substantial gap regarding WCF. On this matter, some researchers have argued WCF effectiveness could be influenced by learners' feelings, thoughts, and overall usage of feedback (Han & Hyland, 2019; Shao, 2015). Nevertheless, students' opinions on WCF's effectiveness on L2 learning remains highly unexplored. Ajmal et al. (2021) states that “in pedagogical perspective, to hone and ameliorate students' writing, teacher's feedback plays a pivotal role. The teacher ought to consider the learners' feelings in regard to feedback, so that they are not demotivated rather feel aplomb and vigour to improve their writing” (p 437). However, in order to achieve that, more data and analysis are needed on the field.

Lee (2008) and Han (2017) exposed this deficiency, they had stated that student's preferences and opinions about WCF have been scarcely studied despite the impact that they could have on the learners with corrective feedback, and, consequently, on the learning of the target language.

With that being said, the lack of meaningful conclusions could have influenced the results of the investigations. There are several variables that could lead to different views regarding the topic. As an illustration, Ajmal et al. (2021) proposes that learners' feelings in regard to feedback ought to be considered by the teacher; Westmacott (2017), on her part, stated that students' WCF preferences could shape their responses to the various types of feedback. Westmacott (2017) illustrates this idea by mentioning Lee (2008) who judged that Hong Kong high school students' preferences for direct feedback had been shaped by the teacher-dominated nature of lessons with minimal space for metacognition from the students. In other words, a meaningful conclusion has not properly been identified. Therefore, the current research seeks to determine the effectiveness of WCF when it is designed according to learners' preferences.

Chapter 3: Methodological Framework

3.1 Research Type and Design

The present research has a quasi-experimental approach which is part of the quantitative model. A pre- and post-test design was implemented. It allowed us to measure the effectiveness of the WCF strategies immediately after the treatment and four weeks afterwards. For the purpose of this research, at the beginning of the study the participants were asked to complete a previously designed questionnaire based on Chen et al. (2016). It was aimed at collecting students' preferences regarding WCF. It contained a series of questions concerning the importance of grammatical aspects, and the usefulness of six different corrective strategies taken from Chen et al. (2016): direct WCF with grammatical explanation, and indirect WCF with localization and grammatical explanation. Each of these techniques included an example about the way the correction is provided. Additionally, the participants were asked to select the most useful or effective strategy according to their own preferences. Once the learners' preferences were determined, the participants were assigned to a control group (CG) and divided into four experimental groups (EG).

The CG, which consisted of 12 students, did not receive any type of corrective feedback, but only general comments about their pieces of writing in general. Two of the EGs

were treated with the strategy selected, whereas the other two received a treatment imposed by the researchers. The distribution was: EG 1, 11 students who chose their strategies, received direct WCF with grammatical explanation; EG 2, composed by 12 participants who were assigned direct WCF with grammatical explanations despite their preferences; EG 3, 14 students who also chose their strategies, received indirect WCF with localization and grammatical explanation; EG 4, a group of 14 students who also were assigned indirect WCF regardless of their preferences, After this distribution each group ended up with an average of 12,6 participants.

Table 1

Distribution of experimental groups.

Group	Strategy	N
EG1	Direct metalinguistic preferred	11
EG2	Direct metalinguistic assigned	12
EG3	Indirect localised metalinguistic preferred	14
EG4	Indirect localised metalinguistic assigned	14
CG	Control group	12

3.2 Participants

This study was composed of 63 first year students of an English pedagogy major from one university of Concepción. At the beginning there were 82 participants, but 2 of them did not accept to participate, other 6 learners who did not complete any of the writing tests or tasks were also removed from the sample, and 11 students from an experimental group which was not considered due to being outside the scope of this research. Thus, the final number of participants was 63. 40 participants were females and 23 were males; participants' ages varied between 18 and 29 years old according to the information collected on the preferences questionnaire.

The students attended a Reading and Writing in English Pre-Intermediate course, and they were divided into three different sections that had the same instructor. The entirety of

participants declared Chilean as their nationality and Spanish as their first language (L1). Furthermore, the participants were asked to answer a consent form that was part of the survey.

3.3 Target Structure

The decision of selecting one structure to receive feedback obeys to learners' preferences. They selected focused feedback as the most preferred type correction. Thus, this research adopted a highly focused correction; i.e. the treatment was aimed at promoting the correct use of one linguistic form which was subject and verb agreement in the present simple. The target structure corresponds to the third-person singular of verbs in present tense in English which - according to Guo and Yang (2018) - "is among the most frequently used structures in English" (p.846). Notwithstanding, despite this characteristic of the form, it is complicated for students to acquire the rule since its low saliency in communication and its redundancy (Goldschneider & DeKeyser, 2005). This target structure can be considered even more difficult for Chilean students. It has been suggested that this linguistic form is difficult to acquire regardless of the proficiency level of learners (Ortiz, 2016).

3.4 Treatment

The treatment was defined once the learners' preferences were identified through the questionnaire of preferences and opinions. So, it acknowledged the two strategies that were mostly preferred by learners. Two groups were treated with the same strategy in order to enable comparison. The only difference was that one of the groups of each of the treatments selected the correction technique while the others had chosen a different strategy, so the treatment was not adjusted to their preferences. Both techniques differ in their degree of explicitness as explained below:

- 1) Experimental group 1 with selection (EG1, N 11) and experimental group 2 with no selection (EG2, N 12). Both received direct WCF with grammatical explanation. Thus, the errors were underlined, and a number was assigned to each of them above the inaccuracies based on the order of appearance. The correct answer was provided with the number of the error and a brief grammatical explanation was given. As an illustration:

My dad work¹ all week.

- 1) works

In simple present tense you have to add a final -s to third person singular verbs.

- 2) Experimental group 3 with selection (EG3, N 14) and experimental group 4 with no selection (EG4, N 14). These groups received indirect WCF with localization and grammatical explanation. For this treatment, the inaccurate uses of the target form were circled and numbered. Unlike EG1, the metalinguistic explanation was provided indirectly. This was done by making questions at the bottom of the writings in order to promote participant's reflection upon the rule so they could find the correct answer on their own. If the error was repeated, the question was supplied only once in order to not repeat it. To illustrate:

My dad work¹ all week.

- 1) What do we have to add to verbs in third person singular?

Additionally, a control group (CG, N 12) was considered. It did not receive any type of correction. The students of this group were only given general positive comments on their performance, referring to what the participants wrote about. Consequently, no reference to the target structure was made.

An example is the following:

My dad work all week.

"Well done!! Very creative, keep going."

3.5 Instruments

The instruments used in this investigation were:

1. A questionnaire based on Chen et al. (2016) to identify the preferred WCF strategy of learners. This instrument was validated prior to the present research by a group of teachers of English, who have -at least- a master's degree. They were required to complete a 5-point Likert scale to judge each of the instrument's items. This procedure was useful to identify weaknesses and strengths of this research tool. After this, the

questionnaire was applied to a group of students with similar characteristics to the sample participants. This piloting allowed us to identify any comprehension difficulties to exactly determine the time needed for the questionnaire administration.

2. Three 250-word writing tasks that paved the way to provide correction according to each experimental condition. These also required to be rewritten once the participants received and checked the feedback given.
3. Two 250-word writing tests that permitted to determine the initial departures of learners before the treatment (pre-test), and the effectiveness of the WCF treatment immediately after the treatment (post-test).

Writing tasks and tests underwent experts' judgement to validate them. Besides, they were piloted with a group of students in order to acknowledge time constraints and to identify any difficulties they might have generated.

3.6 Data Collection Setting and Procedures

For the development of this thesis, the data were collected during the first semester of 2022. The 63 participants had to complete a Google Form questionnaire about their preferences regarding WCF strategies. Firstly, students were asked about the importance of grammatical corrections in written pieces. Over 92.06% of the participants argued that WCF could be a useful means to learn grammatical structures. Then, learners were required to evaluate the usefulness of specific WCF strategies: metalinguistic direct correction, and metalinguistic indirect correction with localization. After being exposed to different examples for each strategy, students were solicited to select the strategy they considered more effective for personal learning. More than half - 60.4% - of the sample preferred explicit strategies. Lastly, participants identified the most and least suitable individuals to provide feedback. All of the students concurred with course teachers being the most suitable correction source.

This study resembles the format used by Ekiert and di Gennaro (2021) [see Table 2], who replicated a previous research developed by Bitchener and Knoch (2010b). Having said that, for the first session and after the completion of the questionnaire, participants had to work individually and speaking with their partners was not allowed. Correspondingly, the use of

technological devices was forbidden during the completion of the tasks. Participants received pen and paper tests or tasks which included a prompt to elicit writing. The instruction was to answer the pre-test in approximately 250 words. They had 20 minutes to finish each assignment. At the beginning of each session the instructions and prompts of each task were read out loud by one of the researchers in order to clarify any doubts. If doubts emerged while writing, participants were allowed to raise their hands and one of the researchers would approach to solve them.

The following six sessions had a predetermined pattern: session one: task 1, session two: provision of WCF and rewriting task 1; session three: task 2, session four: provision of WCF and rewriting task 2; session five: task 3, session six provision of WCF and rewriting task 3. The provision of feedback was provided on a copy of the original text. The learners had four minutes to check the corrections or comments. After this, the copies were collected by the researchers who handed out a new copy of their original texts without any type of feedback, so that students could rewrite their texts improving the inaccuracies targeted during the provision of feedback. The rewriting process had to be completed in twenty minutes like in the previous tasks. Finally, session seven corresponded to the immediate post-test in which, as well as in the previous sessions, participants had the same amount of time to execute the writing process.

Table 2

Research schedule.

Session	Stage in the Study	Activity
0	Questionnaire	Answering the survey
	Pre-Test	Pre-Test Writing Task
1	Treatment	Writing Task 1
2	Treatment	Feedback on Writing Task 1
		Rewriting of Writing Task 1

3	Treatment	Writing Task 2
4	Treatment	Feedback on Writing Task 2
		Rewriting of Writing Task 2
5	Treatment	Writing Task 3
6	Treatment	Feedback on Writing Task 3
		Rewriting of Writing Task 3
7	Immediate Post-Test	Post-Test Writing Task

Note. Adapted from *Focused written corrective feedback and linguistic target mastery: Conceptual replication of Bitchener and Knoch (2010)*, by Ekiert and di Gennaro (2021).

3.7 Data Coding and Scoring

The researchers collectively revised copies of every single piece of writing completed by the participants. The data elicited from the writings was coded using a colour code: whenever a compulsory use of the target structure was identified, the word was underlined with colour blue, if the target structure was identified as correctly used the word was underlined with red colour. Finally, whenever an overuse of the target structure was identified, the word was underlined with colour yellow. At the bottom of the copies the amount of each compulsory, correct and overused target structure was written in following that same order.

Disagreements of the use of the target structure in ambiguous cases were resolved by discussing them in group, considering the context of the case, the input of the task, the tenses that the participants were using after and before the ambiguous case and the intention/interpretation of the complete sentence.

Once the data were coded, they were registered on an excel document in order to calculate the accurate use of the target form. The formula used to correct the pieces of writing was the target-like use analysis by Pica (1983) that implies to identify all obligatory uses of the target form, its correct uses, its omissions in obligatory contexts, and its overuses. The formula is:

Figure 8

Target-like use analysis formula by Pica (1984)

$$\frac{N^{\circ} \text{ Correct Uses} \times 100}{N^{\circ} \text{ Obligatory Occasions} + \text{Overuses}}$$

Chapter 4: Results and Discussion

4.1 Questionnaire

Table 3

Students' personal opinions regarding grammar and grammatical correction in English writing.

	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
Teaching grammar is essential to master English language writing.	44	14	1	0	4
I believe my English language writing will quickly improve if I study and practice English grammar.	33	21	5	0	4
I like studying English grammar.	14	28	16	2	3
I need further grammar instruction within my English writing lessons.	30	17	11	2	3
I have grammar rules in mind when I write in English.	8	18	22	12	3
I believe linguistic practice in real contexts is more important than grammar instruction in the classroom.	13	19	22	4	5
I believe grammar error correction on my written texts helps me learn the rules for the correct use of those structures.	44	12	3	0	4

Note. Opinions were provided in the survey and translated from Spanish.

Table 3 illustrates students' takes on grammar instruction and grammatical corrections. Overall, a great majority of the participants believed that teaching English grammar and being corrected is fundamental to improve and learn the use of grammatical structures in written pieces.

On one hand, receiving grammatical training seems to be particularly important for the students. Considering that, 58 out 63 participants agreed on the essentiality of grammatical instruction to master English writing. Moreover, 47 participants reported that they needed more grammatical training in their lessons. This is clearly linked with the fact that students consider correction of grammatical errors to be useful for learning the correct.

The data seems to suggest that grammatical training is considered highly relevant by these students. Nonetheless, according to the same data, little attention is paid to grammatical rules in actual writing processes. This might be connected to a linguistic knowledge gap present in first year students, as they possess a lower proficiency level. Additionally, it is important to note that they appear to have little confidence regarding their own English knowledge and abilities, this will be deepened later in this section [see Table 5 for more information].

Table 4

Assigned degree of usefulness of corrective strategies for grammatical errors treatment in English writing.

	Metalinguistic direct correction	N	Metalinguistic indirect correction with localization	N
Extremely useful	78,7%	49	30,2%	19
Useful	17,5%	11	31,7%	20
Somewhat useful	4,8%	3	28,6%	18
Not very useful	-	-	9,5%	6
Unuseful	-		-	-

Note. Opinions were provided in the survey and translated from Spanish.

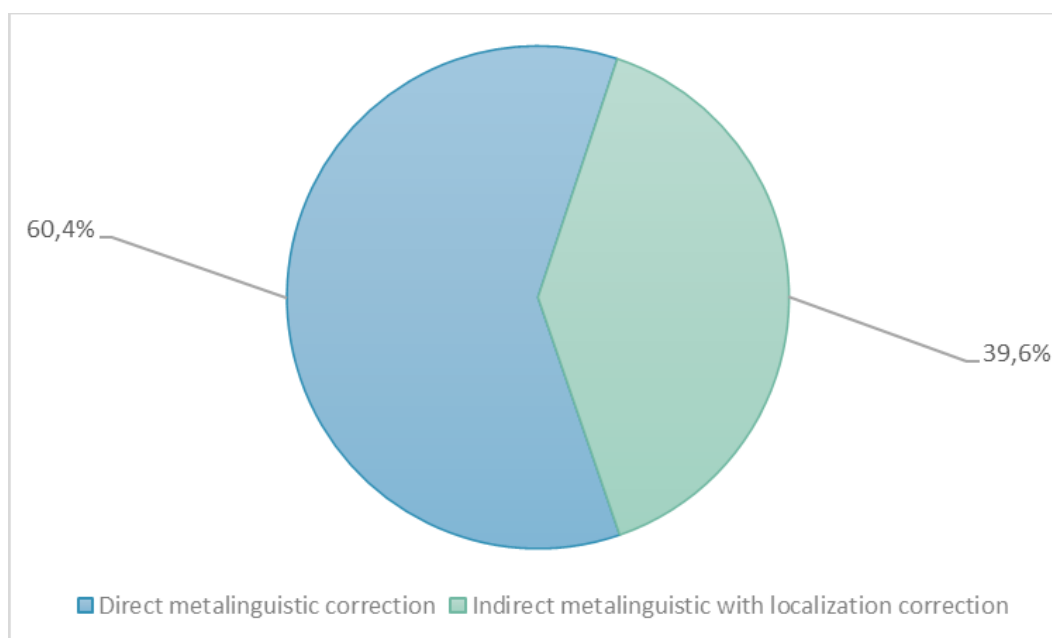
Table 4 depicts the selected rates of usefulness of WCF strategies expressed by the participants. Primarily, direct corrective strategies with grammatical explanation arose as the most popular among students.

As it can be seen, nearly four-fifths of students found metalinguistic direct WCF extremely useful, while only less than a third of the sample selected metalinguistic indirect strategies. Moreover, 9,5% of participants agreed on indirect strategies with grammatical explanations and localization as not very useful, whereas all of the participants concurred that metalinguistic direct corrections were useful in varying degrees.

The figures would appear to suggest that metalinguistic direct WCF was considered highly useful by these students. This strategy provides a broader explanatory approach to the learners, which was deemed as practical and beneficial to close the linguistic knowledge gap presented by first year students, taking into account that their proficiency level might be in a lower stage. Furthermore, the figure could also indicate that this particular strategy boosts their confidence regarding their own English knowledge and abilities, as it provides more information than indirect correction, since the explanation is straightforward and clear from the beginning.

Figure 9

Most effective strategy according to students' opinions



According to the data collected from this section of the questionnaire, 38 out of 63 participants are under the impression that the use of the direct metalinguistic correction in written tasks is more effective. On the other hand, more than a third of the students selected indirect metalinguistic with localization correction as the most efficient strategy. This tendency could be linked with the fact that participants possess an elementary level of proficiency, and according to the idea developed by Ellis (2009b) direct corrective feedback is more likely to be more suitable for students with less linguistic competence. Likewise, Bitchener and Ferris (2012) suggested direct written correction diminishes the possible confusion among the writers that other indirect types of strategies might cause. Having said that, it is possible that participants were more inclined to direct metalinguistic correction in the view of its explicitness and immediacy. Additionally, direct strategies could seem to present a clearer view of the errors, without requiring learners to take part in the correction process, leaving no space for misunderstandings on the reasoning behind the correction.

Table 5

Learners' selection of the most appropriate individual to provide WCF

	The student him/herself (you)	The teacher	A classmate
Most suitable	6	57	-
Suitable	31	6	26
Less suitable	26	-	37

Note. Opinions were provided in the survey and translated from Spanish.

The table above [Table 5] provides information regarding the participants' opinions about the suitability of different parties to be feedback providers. Generally speaking, the teacher was favoured as the most suitable candidate, whereas other pupils were regarded as less fitting by a considerable number of participants.

As previously mentioned, learners' assumptions and opinions could affect their response to feedback. On this matter, 90.48% of the participants recognize the teacher as the most appropriate source of correction. This could be attributed to the students' expectations

about their teachers' training and linguistic knowledge being superior to their own knowledge, considering teacher feedback more reliable, hence, more useful. Following this trend, the participants believed themselves to be fitting feedback providers, even more than their peers, who received the title of less adequate source of WCF by 58.73% of the sample. The present results seem to correlate with Bitchener and Ferris (2012) who claimed that "L2 student writers have strong beliefs about their need for expert corrective feedback, and if the job is turned over to their peers in the classroom, they may feel anxious about not receiving adequate or accurate input" (p. 155). Those learners' apprehensions are likely to shape their response, engagement and even their satisfaction with WFC.

It would be interesting to explore how the different sources of feedback affect its effectiveness in the treatment of errors and language learning.

4.2 Tasks

Table 6

Statistics of general improvement in the use of the target structure of direct and indirect strategies

	Direct metalinguistic	Indirect localised metalinguistic	CG
Pretest	63,03	58,09	69,65
T1	62,44	69,27	64,46
R1	84,45	83,38	60,69
T2	66,58	63,34	64,84
R2	94,36	83,40	56,66
T3	77,43	74,54	65,18
R3	96,78	86,71	66,94
Post test	83,02	83,44	72,06
Mean improvement	19,99	25,35	2,41

The given table compares direct and indirect strategies' growth in regard to the control group. At first glance, it is clear that indirect strategies showed slightly better results when compared to direct ones and the control group.

It is necessary to point out that even though indirect strategies started with the lowest rate of effectiveness, it still increased the most. Specifically presenting 25,35% of improvement whereas direct strategies only increased 19,99%. Moreover, it is worth mentioning that indirect strategies displayed similar results with direct strategies in post-test performance, both rating around 83%. On the other hand, the control group increased 2,41%.

The aforementioned outcomes suggest that direct strategies are likely to be slightly less effective in terms of improvement throughout the tasks and rewritings than indirect strategies. This brings up what was proposed by Ellis (2009b), who stated that direct strategies may not be beneficial for students since it elicits minimal metacognition, having less impact on their long-term process. Consequently, the mean improvement rate assents with Bitchener and Knoch (2008) as well, as they affirm that indirect strategies promote the type of metacognition which is more likely to foster long-term acquisition.

Table 7

Performances of experimental groups per task and mean improvement in the use of the target structure rates

	EG 1	EG2	EG 3	EG 4	CG
Pretest	59,87	66,19	63,53	52,65	69,65
T1	53,62	71,28	66,41	72,14	64,46
R1	80,71	88,19	80,24	86,54	60,69
T2	62,34	70,82	63	63,68	64,84
R2	95,82	92,92	83,16	83,65	56,66
T3	83,48	71,4	83,08	66,01	65,18
R3	97,87	95,69	92,55	80,88	66,94
Post test	79,59	86,46	83,85	83,03	72,06
Mean improvement	19,72	20,27	20,32	30,38	2,4125

EG1: Direct metalinguistic preferred; EG2: Direct metalinguistic assigned; EG3: Indirect metalinguistic preferred; EG4: Indirect metalinguistic assigned; CG: Control group.

The table showcases participants' improvement rates when applying preferred and assigned different WCF strategies over a period of eight separate sessions and the corresponding control group. As an overall trend, the assigned strategies (EG2, EG4) presented the highest improvement after the data collection, whereas the control group showed nonsignificant variations.

Regarding the results on the effectiveness of selected and assigned strategies, it can be concluded that the assigned strategies displayed a higher increase with an average of 25,32%, while strategies that were selected by participants registered a lower increment in effectiveness with a difference of just 3% in reference to the previous group. On this matter, considering direct metalinguistic preferred strategy (EG1) and indirect localised metalinguistic preferred strategy (EG3) it can be concluded that there was minimal discrepancy in their improvement rate, with a variation of less than one percent (0,6%).

However, it needs to be noted that there was an important difference in effectiveness between the direct assigned metalinguistic strategy (EG2) and the indirect assigned metalinguistic strategy (EG4). The latter outperformed the former with a variation of 10,11%, meaning that the direct metalinguistic assigned strategy did not have a significant improvement rate.

Respecting the control group, which did not receive any type of strategy of WCF, it is important to mention that it presented a 2.4% improvement in the use of the target structure in comparison with the rest of the experimental groups. As can be noted, regardless of the strategy applied and if it did or not match the students' preferences, the lack of WCF provision is related to the merest improvement of the correct use of the target structure that the control group performed.

Looking at the data, it is possible to conclude that WCF is effective for the acquisition of grammatical structures. Even though there are some controversies regarding the effectiveness of different strategies (Cheng & Zhang, 2021; Ajmal et al., 2021), it has been generally concluded receiving feedback is beneficial and improves immediate performance as we can see in the obtained data. Taking into account the limited improvement shown by CG,

it seems that applying any WCF strategy leads to an increase in the correct use of grammatical structures. Furthermore, this vision agrees with the view of Ganapathy et al. (2020) who stated that WCF diminishes the quantity of errors by enhancing learners' linguistic knowledge and proficiency; hence, it is likely to be beneficial for instructors and students.

While it is true that WCF is deemed beneficial, many studies have concluded that learners' individual elements could interfere with its overall effectiveness. Students' preferences have been particularly relevant in the recent period, for instance Han (2017) claims that it might affect learners' engagement with WCF. Similarly to what had been said by (Dembo & Howard, 2007), it has been exhibited in this study that matching the preferences of the students does not necessarily bring a considerable difference amongst the results. This means that even if students receive a WCF strategy that is assigned by the teacher, their performances are likely to improve due to the effectiveness of feedback itself.

It becomes relevant then, to explore the effectiveness of direct and indirect strategies when they are assigned or matched with learners' preferences. In light of the fact that the strategy with the highest impact on this research was portrayed by EG4, i.e. indirect metalinguistics assigned strategy, it is interesting to analyse different perspectives on the matter. Firstly, indirect strategies promote metacognitive processes, enabling students to develop problem solving approaches (Bitchener & Knoch, 2008); hence, learners become more aware about language itself. Having said that, this could possibly be one of the reasons why indirect strategies presented partially better results than direct strategies. Secondly, according to Ellis (2010), it is possible that performance variations are presented while providing students with similar WCF strategies, as these variations are directly linked with learners' involvement regarding feedback. This could, in some measure, explain why their performance rates differ between groups with the same strategies, for instance, EG3 and EG4. In fact, it is possible to assert that participants from EG4 were presumably more engaged with their WCF, even if they previously selected other corrective strategies.

Finally, the present results might be indicators that matching preferences could not increase the effectiveness of written feedback mechanisms to acquire grammatical structures.

Since engagement can occur even if the strategy is not selected by the student, as the data aforementioned showed, the pressure set on teachers to match learners' preferences without affecting the feedbacks' quality could be lowered significantly. Meaning that, teachers have more flexibility to select strategies deemed effective, which makes the process more practical in terms of revision and selection of the strategy.

Chapter 5: Conclusions

This study aimed to determine how students' preferences affected WCF effectiveness as a learning medium to acquire a grammatical structure. The findings show that a great number of the participants are inclined to direct metalinguistic written correction. However, students treated with indirect strategies presented higher performance rates due to the engagement with that type of feedback and metacognitive processes that they could have had. As the results have implied, adjusting WCF strategies to students' preferences could not significantly enhance the effectiveness of the strategy, since as presented before, experimental groups in which students received their selected strategy showcased noticeably similar results to assigned ones. As a matter of fact, it has been identified that the studied strategies present similar tendencies in terms of improvement, indicating that any one option could have been as effective as another with the exception of assigned indirect strategies. This strategy performed a higher degree of effectiveness in the acquisition of the target structure regardless of the fact that it was the least preferred strategy among most of the students. Curiously enough, various researchers have agreed that indirect strategies are less likely to be effective or beneficial for low proficiency learners (Ellis, 2009b; Bitchener and Ferris, 2012). Nevertheless, our findings have indicated that it is possible to benefit from indirect strategies as it is not only indirect, the strategy includes metacognitive explanation which makes it more explicit in a way, even if the student presents a lower proficiency.

Furthermore, the results obtained from this study address the previously mentioned data gap in literature concerning the impact of students' preferences on WCF. Hence, the present findings may be useful for educational settings considering the pressure that is normally settled on teachers at the moment of selecting and providing a written corrective

strategy for the acquisition of a grammatical structure. Instructors should feel confident about assigning WCF strategies for their students' errors, as the importance remains in the feedback provision.

Chapter 6: Limitations and Further Research

6.1 Limitations of the Study

Regarding the possible limitations of this investigation, it is important to mention that our sample was restricted by the lack of commitment of the students towards the course in which they were enrolled. This affected the final number of participants. The former restricted the strength of data implications and possible conclusions, since it is a rather narrow sample to analyse. Thus, it may be necessary to consider the addition of a delayed post-test, to collect more information on the long-term effects of each strategy.

6.2 Further Research

Future work could benefit from studying this phenomenon from multiple dimensions. Firstly, it could be interesting to include participants from other contexts, particularly secondary school and higher education -students from different years- to expand the diversity of individuals. Mainly since, the purpose of this study is to contribute to teachers in classroom realities, where not all students are willingly participating with the course. Secondly, varying the source of feedback could also be intriguing to investigate, since opinions about the suitability of feedback providers is an individual variable related to preferences that could potentially affect participants' perceptions about the WCF received.

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Appendices

Appendix A. Validation Letter to Experts

Estimado/a Profesor:

Nos dirigimos a Ud. para saludarle muy atentamente y solicitar su valiosa colaboración.

Actualmente nos encontramos trabajando en una investigación sobre feedback correctivo escrito, como parte de nuestro seminario de título de pregrado de la Facultad de Educación, departamento de lenguas de la Universidad Católica de la Santísima Concepción. Éste tiene como objetivo general **“Determinar si la efectividad de las estrategias de feedback correctivo escrito se potencia cuando los estudiantes seleccionan las técnicas de corrección de acuerdo con sus preferencias”** además de contar con cinco objetivos específicos.

Recurrimos a Ud. para solicitarle su colaboración en el proceso de validación, ya que los instrumentos a utilizar antes de ser aplicados requieren pasar por el análisis y juicio de expertos. Su participación fundamentalmente consiste en valorar la pertinencia y claridad de los instrumentos y darnos sus apreciaciones y recomendaciones a fin de mantener, eliminar o modificar los diferentes elementos que lo conforman y con su ayuda llegar a mejorarlo.

Para llevar a cabo esta investigación, primero se ha diseñado un instrumento que corresponde a una encuesta en *google forms* que busca responder al Objetivo Específico N°1: **“Identificar las preferencias de los estudiantes en cuanto a las técnicas de corrección”**. Esta se encuentra en el siguiente link: <https://forms.gle/UeoRLTSz25Nouv8r8>. Una vez en ella, usted deberá valorar los ítems que se presentan a continuación en una escala de 1 a 4, donde:

1= muy en desacuerdo 2= en desacuerdo 3= de acuerdo 4= totalmente de acuerdo

	1 Muy en desacuerdo	2 En desacuerdo	3 De acuerdo	4 Totalmente de acuerdo	Sugerencias
1. Las instrucciones de la encuesta son claras y precisas.					
2. Las explicaciones de las estrategias de corrección son adecuadas.					

3. Los ejemplos entregados favorecen la comprensión de cada estrategia.					
4. El instrumento permite responder al Objetivo Específico N° 1.					

Su participación fundamentalmente consiste en valorar la pertinencia y claridad del instrumento y nos dé sus criterios y recomendaciones a fin de mantener, eliminar o modificar los diferentes elementos que conforman este instrumento de autoevaluación y con su ayuda llegar a mejorarlo.

Esperando tener la acogida a esta petición, hacemos propicia la oportunidad para renovar nuestro aprecio y especial consideración.

Atentamente.

Aline castillo, Marisol Mora, Marcos Riveros, y Amanda Sanchez

Appendix B. Questionnaire about Opinions and Preferences from Students about Error Correction in English Writing.

Estimados y estimadas estudiantes:

Queremos invitarte a participar de la investigación "Estrategias de feedback correctivo y preferencias de los estudiantes: ¿Corrección por imposición o adecuación?" cuyo objetivo es "determinar si la efectividad de las estrategias de feedback correctivo se potencia cuando los estudiantes seleccionan las técnicas de corrección de acuerdo con sus preferencias".

Te recordamos que no hay respuestas correctas o incorrectas, lo que nos interesa es tu opinión.

BENEFICIOS

La participación en esta investigación NO conlleva beneficios económicos.

COSTOS

Tu participación NO tendrá costo alguno.

RIESGOS

Tu participación en la investigación NO conlleva riesgos. La posibilidad de detener tu participación está garantizada.

CONFIDENCIALIDAD

Toda la información que se genere a partir del trabajo será tratada confidencialmente. Tu nombre NO aparecerá en el trabajo final, ni en los informes parciales o en la difusión académica de los resultados, ya que sólo se utilizarán siglas y/o edad y/o género y/o nombres ficticios si fuera necesario.

DERECHOS

Si has leído y aceptado este documento estás señalando tu voluntad y decisión de participar de esta investigación. Sin embargo, podrás poner fin a ésta cuando lo desee sin ningún tipo de perjuicio en tu contra.

Si estimas que no se ha respetado este acuerdo, podrás presentar una queja formal al investigador responsable, Dra. Belén C. Muñoz Muñoz (bmunoz@ucsc.cl, fono: 412345627) y/o al Decano de la Facultad de Educación, Dr. Jorge Lillo Duran (jlillo@ucsc.cl, fono: 412345298) y/o a la Presidenta del Comité de Ética de la Universidad Católica de la Santísima Concepción, Sra. Mónica Tapia Ladino, al fono 41-2345012 o email mtapia@ucsc.cl

Muchísimas gracias por tu valiosa colaboración.

1. Acepto participar en la investigación *

Marca solo un óvalo.

Sí

No

Datos Personales

2. Nombre Completo *

3. Rut *

4. Sección (Selecciona la sección a la pertenece) *

Marca solo un óvalo.

Section 1

Section 2

Section 3

5. Fecha nacimiento *

6. Año ingreso a la carrera *

Marca solo un óvalo.

2021

2020

2019 o anteriores

7. Sexo *

Marca solo un óvalo.

Masculino

Femenino

Otro

8. Nacionalidad *

9. Lengua(s) Materna(s) *

Marca solo un óvalo.

Español

Otra

10. Si tu respuesta anterior fue "Otra", especifica:

I. Opinión personal respecto a la gramática y a la corrección gramatical en la escritura en inglés

11. 1. Por favor, señala tu opinión sobre las siguientes afirmaciones. *

Marca solo un óvalo por fila.

	1. Totalmente en desacuerdo	2. En desacuerdo	3. Ni en acuerdo ni en desacuerdo	4. De acuerdo	5. Totalmente de acuerdo
La enseñanza de la gramática es esencial para dominar la escritura en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que mi escritura en inglés mejorará rápidamente si estudio y practico gramática inglesa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me gusta estudiar gramática inglesa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Necesito más instrucción gramatical en mis clases de escritura en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tengo las reglas gramaticales en mente cuando escribo en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que la práctica lingüística en contextos reales es más importante que la instrucción gramatical en la sala de clases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que la corrección de los errores gramaticales de mis textos escritos me ayuda a aprender las reglas de uso de correcto de tales estructuras.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 2. ¿Qué opinas acerca de la corrección que hace tu profesor de los Errores Gramaticales de tus textos escritos en inglés? Por favor, elije una de las * siguientes opciones.

Marca solo un óvalo.

- No es para nada importante.
- No es importante.
- Tengo una opinión neutral acerca de esto.
- Es importante.
- Es muy importante.

II. Tipo de errores

13. 1. En tus textos escritos, ¿Qué tipo de errores preferirías que fueran corregidos? Lee cuidadosamente cada una de las opciones presentadas y * ordénalas de acuerdo a su nivel de importancia, donde 1 es el menos importante y 5 el más importante.

Marca solo un óvalo por fila.

	1. Menos importante	2	3	4	5. Más importante
Errores gramaticales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Errores de vocabulario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Errores de ortografía.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Errores de organización.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Errores de puntuación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Estrategias correctivas para el tratamiento de errores gramaticales en la escritura en inglés

A continuación, se presentan 6 estrategias correctivas para el tratamiento de errores gramaticales y se proporciona un ejemplo de cada una de ellas. Léelas con atención y clasifícalas de acuerdo a los siguientes criterios:

1 Nada útil 2 Poco útil 3 Algo útil 4 Muy útil 5 Extremadamente útil

14. I. CORRECCIÓN DIRECTA: el profesor marca el error y proporciona la respuesta correcta, tal como muestra el ejemplo. *

likes to various

Sara ~~like~~ listening ~~at~~ all sorts of pop music, and wants a fun way to learn ~~varius~~ dance

her

styles. So, she is taking classes in an important academy, and she'd like to show ~~his~~ friends

what she's learnt.

Marca solo un óvalo.

- Nada útil
- Poco útil
- Algo útil
- Muy útil
- Extremadamente útil

17. 4. CORRECCIÓN INDIRECTA SIN LOCALIZACIÓN: El profesor indica al margen del texto que existe uno o varios errores. Es el estudiante quien debe realizar la corrección (ver ejemplo). *

Sara like listening at all sorts of pop music, and wants a fun way to learn varius dance styles. So, she is taking classes in an important academy, and she'd like to show his friends what she's learnt. XXX X

Marca solo un óvalo.

- Nada útil
 Poco útil
 Algo útil
 Muy útil
 Extremadamente útil

18. 5. CORRECCIÓN INDIRECTA CON LOCALIZACIÓN Y EXPLICACIÓN GRAMATICAL: el profesor marca el o los errores (los subraya o encierra en un círculo) y realiza diversas preguntas para que los estudiantes reflexionen acerca de la naturaleza del error. Es el propio estudiante quien debe llevar a cabo la corrección (ver el ejemplo). *

Sara like ¹ listening at ² all sorts of pop music, and wants a fun way to learn varius ³ dance styles. So, she is taking classes in an important academy, and she'd like to show his ⁴ friends what she's learnt.

- 1) What do you need to add to verbs in simple present in third person singular?
- 2) Which preposition is used with "listen"?
- 3) How is this word spelled?
- 4) Which is the correct possessive form for "she"?

Marca solo un óvalo.

- Nada útil
 Poco útil
 Algo útil
 Muy útil
 Extremadamente útil

IV. Persona idónea para corregir

23. 3. De acuerdo con tu opinión ¿Quién es el más idóneo para corregir los Errores Gramaticales de tus textos escritos? *

Marca solo un óvalo por fila.

	1. Menos idóneo	2. Idóneo	3. Más idóneo
El propio estudiante (tú).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El profesor del curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un compañero del curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Roxanna Correa Pérez
TÍTULO DEL SEMINARIO EVALUADO:	<i>Preferences Regarding Written Corrective Feedback [WCF] of First Year Students of an English Pedagogy Program</i>
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Aline Monserrat Castillo Rivas Marisol Andrea Mora Lobos Marcos Andres Riveros Illanes Amanda Monserrat Sanchez Millan
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Belén Muñoz Muñoz

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
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	1
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.5
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.6
Promedio	5.85

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6.5
3. Calidad y precisión del marco teórico/ Conceptual.	6.5
Promedio	6.3

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7
2. Presentación del método de investigación y su diseño.	7
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.5
5. Precisión de las estrategias y técnicas de recogida de datos.	7
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6.2
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.5
Promedio	6.77

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



2. Presentación de los hallazgos o resultados de forma clara y sintética.	7
3. Discusión de los resultados de la investigación.	5.0
4. Conclusiones sustentadas en los resultados o hallazgos.	7
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.0
Promedio	6.5

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7
3. Correcto uso de ortografía.	7
4. Coherencia en la redacción.	7
5. Sistematización en la formulación de citas y referencias bibliográficas.	6.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	5.8
Promedio	6.6

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	5.85	1.46
B. Del Marco Teórico referencial	20%	6.3	1.26
C. Del Diseño Metodológico de la investigación	20%	6.77	1.35
D. Del Contenido Temático y los Resultados	25%	6.5	1.62
E. De los aspectos formales	10%	6.6	0.66
Nota promedio final			6.35

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.

CONCLUSIONES

Es un buen trabajo investigativo y pertinente tanto para profesores en formación como en ejercicio. Entender el *feedback* como evaluación formativa, más allá del código, es la clave de las investigaciones actuales. Felicitaciones por su trabajo responde plenamente con las demandas de una tesis de grado.

Sugiero actualizar bibliografía, responder a la pregunta de investigación inicial e incluir hipótesis de trabajo.



Facultad de Educación

Universidad Católica de la Santísima Concepción

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha:



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Dr. Jorge Lillo Durán
TÍTULO DEL SEMINARIO EVALUADO:	Preferences Regarding Written Corrective Feedback [WCF] of First Year Students of an English Pedagogy Program*
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Aline Monserrat Castillo Rivas Marisol Andrea Mora Lobos Marcos Andres Riveros Illanes Amanda Monserrat Sánchez Millán
CARRERA	Pedagogía en educación media en inglés
PROFESOR GUÍA	Dra. Belén Muñoz Muñoz

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.	1.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.4
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6.5
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	1.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	5.5
Promedio	4.57

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.	6.0
2. Presentación del método de investigación y su diseño.	6.2
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.2
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.0
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.	4.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	5.0
Promedio	5.93

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 .	5.9
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.3
3. Discusión de los resultados de la investigación.	6.4
4. Conclusiones sustentadas en los resultados o hallazgos.	6.3



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.	6.5
Promedio	6.40

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.	7.0
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
Promedio	7.0

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	4.57	1,14
B. Del Marco Teórico referencial	20%	7.0	1,40
C. Del Diseño Metodológico de la investigación	20%	5.93	1,19
D. Del Contenido Temático y los Resultados	25%	6.40	1,60
E. De los aspectos formales	10%	7.0	0,70
Nota promedio final			6.03

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.

CONCLUSIONES

La tesis da cuenta de una problemática que sido relevante en la adquisición de segundas lenguas durante los últimos 30 años. Desde esa perspectiva, esta investigación contribuye al cuerpo de conocimiento que se ha levantado en torno a la efectividad del FCE en inglés como L2. Sin embargo, es recomendable que los hallazgos sean tratados con cautela, debido a algunas deficiencias metodológicas fundamentales para un estudio de carácter empírico que se debe sustentar en el rigor metodológico.

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR. Dr. Jorge Lillo Durán

Fecha: 03 de octubre de 2022