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# **THE USE OF WRITTEN CORRECTIVE FEEDBACK IN PRIMARY EDUCATION:**

## **EFL Teachers' and EFL pre-service teachers' beliefs and practices**

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**Final Degree Project**

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## **ABSTRACT**

Written corrective feedback is a much-studied area of foreign language learning. Although several studies have been carried out, there are controversies and differing opinions. This study aims to find out the beliefs and practices that EFL teachers and EFL pre-service teachers have and apply in relation to written corrective feedback to analyze the coherence between practices and thoughts. To achieve this, an interview was designed to reveal the different points of view in relation to the focus of the study, as well as a text written by a child on which the teachers were asked to provide written corrective feedback. Analyzing the results of the study, a wide range of views and ways of applying corrective feedback were observed, and it was found that for the most part, practices and perceptions were not aligned with each other. Furthermore, it also reveals which types of corrective feedback are most frequently used by the participants.

Keywords: written corrective feedback, foreign language writing (EFL), young learners, Direct and Indirect CF, Focused and Unfocused CF.

## **RESUM**

El feedback correctiu escrit és una àrea molt estudiada en l'aprenentatge de llengües estrangeres. Tot i que s'han realitzat diversos estudis, encara no hi ha resultats concrets, sinó controvèrsies i opinions diferents. Aquest estudi pretén conèixer les creences i pràctiques que les mestres de EFL i mestres a punt de graduar-se de EFL tenen i apliquen en relació amb el feedback correctiu escrit per analitzar la coherència entre les pràctiques i els pensaments. Per a això, es va dissenyar una entrevista que permetés conèixer els diferents punts de vista en relació amb l'objecte de l'estudi, així com un text escrit per un infant en anglès sobre el qual es va demanar als professors que proporcionessin un feedback correctiu escrit. A l'analitzar els resultats de l'estudi, es va observar un ampli ventall de punts de vista i formes d'aplicar el feedback correctiu, i es va comprovar que, en la seva major part, les pràctiques i les percepcions no estaven alineades entre si. A més, també es revela quins tipus de feedback correctiu escrit són els més utilitzats pels participants.

Paraules clau: Feedback correctiu escrit, escriptura en llengua estrangera (EFL), aprenents joves, CF directe i indirecte, CF focalitzat i no focalitzat.

## **RESUMEN**

El feedback correctivo escrito es un área muy estudiada en el aprendizaje de lenguas extranjeras. Aunque se han realizado varios estudios, todavía no hay resultados concretos, sino controversias y opiniones diferentes. Este estudio pretende conocer las creencias y prácticas que las maestras de EFL y maestros a punto de graduarse de EFL tienen y aplican en relación con el feedback correctivo escrito para analizar la coherencia entre las prácticas y los pensamientos. Para ello, se diseñó una entrevista que permitiera conocer los diferentes puntos de vista en relación con el objeto del estudio, así como un texto escrito por un niño en inglés sobre el que se pidió a los profesores que proporcionaran un feedback correctivo escrito. Al analizar los resultados del estudio, se observó un amplio abanico de puntos de vista y formas de aplicar el feedback correctivo, y se comprobó que, en su mayor parte, las prácticas y las percepciones no estaban alineadas entre sí. Además, también se revela qué tipo de feedback correctivo escrito son los más utilizados por los participantes.

Palabras clave: Feedback correctivo escrito, escritura en lengua extranjera (EFL), aprendices jóvenes, CF directo e indirecto, CF focalizado y no focalizado.

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## **1. Justification**

Correcting a written text may seem to be something banal, and perhaps that it is not necessary to have a great knowledge about teaching and learning processes, if anything at all. It is often forgotten that written feedback is just another part of the educational interactions with children in the teaching-learning process, therefore it is important to consider what written corrective feedback is, what is its role, what alternative types of written corrective interactions exist, and which ones are most effective. Studies on this topic reveal that past studies have failed in their application in practice. The intention of this study is to discover the perceptions and practices of EFL teachers and pre-teachers in order to enter this field of study.

## **2. Literature review**

### **2.1. Writing in English as a Foreign Language (EFL)**

Writing is considered one of the most significant and difficult skills to be developed when learning a foreign language (Hyland, 2003), in this case, English language. Crystal (1987, cited in Lodoño and Perry, 2008, p. 109) pointed out that there are two main features that combine to create a carefully structured and compact writing: first, it is non-interactive, that means that it does not allow for negotiation of meaning; second, it is relatively permanent, as written texts may change once they are revised by the readers. Therefore, writing is a process where ideas are being constantly examined, reconsidered, rearranged, and changed (Raihany, 2014). Furthermore, Raimes (1983) stated that writing helps our students learn the foreign language as it reinforces the grammatical structures and vocabulary taught to students, therefore, learners are adventurous with the language, as they get involved with the language mechanisms while constantly trying to express their ideas while using the combination eye, hand, brain. Throughout writing in a foreign language, learners discover the real need for finding the right word and the right sentence.

#### **2.1.1. Teaching and learning to write in English**

When accompanying the process of learning to write in EFL it is important to bear in mind that learners face different challenges that are combined in the same task: making good use of grammar, using the right vocabulary, coherence and order of the text, the ideas that are put forward, etc. However, writing is often considered merely a part of teaching grammar and syntax, which leads

to an underestimation of the nature and importance of writing, and thus affects its growth (Fareed et al., 2016).

Cumming (2001) stated that in writing productions there are some aspects that must be considered: first, the features of the text that students produce; then, the whole process of composing the text; and third, the specific sociocultural context in which the child finds herself or himself. All these aspects are integrally interrelated among each other. According to Cumming (2001), when someone is carrying out a writing process in EFL, this person learns several aspects that are interrelated (Table 1).

**Table 1.** Elements that compose the learning process of writing (adapted from Cumming, 2001, p. 3).

<b>DIMENSIONS</b>	<b>MICRO-PERSPECTIVE</b>	<b>MACRO-PERSPECTIVE</b>
<b>TEXT</b> The characteristics of the text that students produce.	Syntax & morphology of the words	Cohesive devices Text structure
<b>COMPOSITION PROCESS</b> To learn to plan, revise and edit texts.	Learning vocabulary and syntax Draws attention to ideas and language concurrently	Planning and revising the text
<b>CONTEXT</b>	Self-image and own identity Individual development	Social change participating in a discourse community

Based on the information summarized throughout this table, Cumming (2001) argued that learners improve their written texts in terms of syntax and morphology, as well as they progressively use a wider range of vocabulary and language structures. On the other hand, learners enhance their abilities to relate ideas throughout the text using cohesive devices and more discourse features depending on the type of text. Furthermore, Cumming (2001) that, by practicing writing, learners learn to cooperate and ask for assistance from different sources, as well as reflecting on their new knowledge and abilities, and finally helps learners construct their own identity and participate in a discourse community. According to the author, it is key that all these three dimensions are considered, that they are interrelated as having them separated would only bring more difficulties to learners. Therefore, based on the author's ideas, it is essential to provide appropriate and meaningful scaffolding in order to link these three dimensions.

## 2.2. Written Corrective Feedback

In recent years, the field of corrective feedback has led to a great number of research and studies in order to solve some underlying questions such as the need to provide written CF or what type of written CF is most beneficial for learning. There are many authors that support the idea of providing corrective feedback to learners, and some others that consider it more of an obstacle to learning and development. For instance, Nassaji and Kartchava (2017, cited in Karim and Nassaji, 2019, p. 29) defined corrective feedback as the response to the learner's erroneous output with the aim of improving the accuracy of the targeted form, and that it includes a wide variety of responses. In addition, Sheen and Ellis (2011) stated that it is something that helps learners recognize and identify their own errors in order to achieve a better mastery of the language being learned.

Regarding written CF, it needs to be pointed out that, during the last decades, this topic has been subject of discussion and controversy. In the past years, there has been a great number of studies which aim to address the question, "*how effective is WCF in improving the linguistic accuracy of students' writing?*" (Bitchener & Knoch, 2009, 2010; Sheen, 2007; Shintani & Ellis, 2013). According to Karim and Nassaji (2019), much of this debate is rooted not only in inconsistent research findings, but also in the different views on error correction in foreign language acquisition (EFL). This wide range of perspectives and practices brought into debate has resulted in a wide range of definitions as well as interpretations. One of the most prominent authors in this field of study, Ferris (2010), stated that written CF is a common, essential, and non-negotiable instructional strategy to help language learners improve their writing efficacy. Moreover, the author added that it is important to provide extra support for them from their writing instructors to overcome these gaps and devise strategies in order to identify, correct and avoid errors. In the same line, in a recent study, Kang and Han (2015) claimed that the effectiveness of written corrective feedback is greatly influenced by factors such as context and learners' level of linguistic knowledge. On the other hand, Truscott (1996) recognized the potential value of written corrective feedback in making learners aware of their errors and leading them to correct them and avoid fossilization, but still questioned its role in language learning, stating that "grammatical correction has no place in writing courses and should be abandoned" (p. 328).

In addition, studies were also flawed by the fact that the effects of written corrective feedback were measured mostly in terms of revision accuracy, meaning that these studies focused on the learners'

ability of modifying the errors made in the same writing without considering the improvement of accuracy when transferring the knowledge into new contexts (Ferris 2010, cited in Karim and Nassaji, 2019, p. 34). A fact that Truscott (2007, cited in cited in Karim and Nassaji, 2019, p. 34) condemned by arguing that the capability of revising a text does not demonstrate that learners are also able to transfer what they have learned from the corrective feedback to new contexts. Moreover, Truscott added that providing written corrective feedback, especially if it is direct feedback and the form of the error is given correctly, leads learners to simply repeat what has been corrected rather than understand the error. Even so, the author did not deny that the ability to revise or edit a text is an important part of the learning process of foreign language writing (EFL).

### **2.2.1. The role of written CF**

According to Cárcamo (2020), written corrective feedback can be analyzed from two different perspectives: the correct grammatical vision and on the other hand, the holistic vision. Regarding the correctness of grammar, Truscott (1996) stated that written CF is closely related to the grammatical correctness, therefore, it focuses on the grammatical errors of a written composition. However, Al-Jarrah (2016) pointed out a broader approach which puts the focus on global aspects of the text, such as the organization or the written content of the composition, rather than on the grammatical aspects of the text.

### **2.2.2. Types and ways of providing written CF**

Research carried out to study the effectiveness of written corrective interaction also led to the question of what kind of written corrective feedback provides the greatest benefit for learning. According to Bitchener and Ferris (2012), most studies focused on studying and comparing the effectiveness of both indirect and direct corrective feedback, although more recent studies on this topic suggested that new categories within the range of written corrective feedback needed to be considered. According to the authors written CF can be categorized into different types, according to the different ways in which it can be provided.

However, according to Long (1996, cited in Karim and Nassaji, 2019, p. 29) and Raihany (2014) written corrective feedback can be categorized into two types of input provided to the learners: positive or negative evidence or feedback. On the one hand, positive evidence or positive feedback is the one that provides learners with examples and clarifying of what is grammatically correct

within the target language and positive input to the learners' written production. On the other hand, negative evidence or feedback is the kind of written input that provides learners with information about what is not acceptable grammatically. These two different categories that are composed within written corrective feedback are a source of controversy. Krashen (1985, cited in Raihany, 2014, p. 103) affirmed that positive evidence is the kind of feedback that leads learners to language acquisition, thus, encouraging the writers to improve their abilities. However, basing on Bitchener and Ferris (2012), written corrective feedback can be categorized in the following types:

Firstly, there is the direct written CF. This type of corrective feedback is defined as the one that provides explicit correction of linguistic form or structure next to the linguistic error (Chen, 2012; Bitchener and Knoch, 2009; Kang and Han, 2015; Karim and Nassaji, 2019). It usually involves that the erroneous linguistic structure or form is crossed out as it is considered unnecessary the provision or insertion of the correct linguistic form of the error, or the written meta-linguistic explanation, that is the explanation and provision of the grammatical rule and the correct usage of it. The supporters of this type of corrective feedback (Bitchener & Knoch, 2010b) argued that direct written CF helps learners to be more aware of the errors they make, as these are concretized within the written production, and, therefore, they suggested that it helps learners to remember and understand their linguistic error. In addition, the authors also explained that by providing more explicit corrections, it helps learners to resolve more complex linguistic situations more immediately. Furthermore, Ellis et al. (2008, cited in Kang and Han, 2015, p. 2) stated that direct corrective feedback has a great long-term impact on the EFL learners' language accuracy. According to Bitchener and Knoch (2009), in order to ensure that this type of feedback is meaningful, it is necessary to give this direct corrective feedback based on the best possible knowledge of the learners and their level of readiness, in relation to their educational needs and their linguistic and comprehension level, in order to achieve greater accuracy in writing.

Next, there is the opposite to the previous type, the indirect written CF. The reason for the name of this way of providing corrective interaction is that it only indicates that an error has been made, although, contrary to the direct CF, it does not provide the correct linguistic form. This kind of written corrective feedback is provided through, for instance, underlining or circling an error, writing down next to each line the number of errors given, or revision marks (e.g., *s-v* for a subject-verb agreement error, *vt* for a verb tense error, etc.). Therefore, the aim of indirect CF is to



encourage learners to identify and solve the language error based on their knowledge, rather than the teacher providing the solution to the problem. According to Ferris and Roberts (2001), indirect CF is beneficial for the learning of the students since they must find their tools to figure out the language problem, therefore, acquiring better knowledge of the language and processing time.

Studies on the effectiveness of both types of corrective feedback, direct and indirect, claimed that an influential factor in the results is the competence and proficiency of the learner (Ferris and Roberts, 2001). For instance, studies claimed that direct feedback shows more positive outcomes, therefore it is more effective for those who still need to be guided explicitly to gain ground in language learning; whereas indirect feedback is more suitable for learners with more advanced proficiency as at that point they will be able to discern between their errors and understand the language functioning much better (Ellis, 2009, cited in Kang and Han, 2015, p. 2).

On the other hand, Bitchener and Ferris (2012) claimed that written CF can also be provided in a focused and unfocused way, depending on the number of errors targeted in a directed or indirect manner. Regarding the focused corrective feedback, it puts the focus into a minor quantity of errors rather than pointing out a higher number of errors, which are more dispersed. This way focused corrective feedback enables learners to identify and recognize their language errors. Basing on Bitchener and Knoch (2009) research, focused written corrective feedback is an approach that is more likely to foster learner's motivation as it bases on the negotiation of the language features that the teacher and the learner will focus on: "about how frequent the feedback will be given, about the type of feedback that will be given, and about what the students will be expected to do in response to the feedback" (Bitchener & Knoch, 2009, p. 210).

Furthermore, Karim and Nassaji (2019) stated that focused feedback is provided on "one specific type or only a few types of errors at a time" (p. 40). The aim of this corrective approach is to improve the accuracy rate as well as to reduce the amount of time that is required to achieve a higher level of mastery in those more recurrent language errors. In their study, Bitchener and Knoch (2009) proposed that teachers provide selective corrective written interaction, that is, that they focus on one or two categories of errors rather than providing corrective feedback globally. These categories are negotiated with the learners, whereby, once an improvement in the learning process is indicated, the new type of errors to be considered is re-negotiated with the learners. The basis of this approach lies in the adaptation to the learners' readiness.

On the opposite side we find unfocused feedback, which, in contrast to focused feedback, which is given on every error made by learners, focuses only on certain errors (Karim and Nassaji, 2019). According to Ellis et al. (2008, cited in Karim and Nassaji, 2019, p.40) focused feedback allows more individualized attention to learners, since it focuses on the categories that need to be reinforced. Furthermore, a greater number of corrections can be overwhelming for the learner, thus negatively affecting the influence of the feedback. Thus, what Ellis et al. point out is that unfocused feedback allows learners to focus more on errors and therefore better learning.

### **3. Study**

#### **3.1. Research questions and aims of the study**

The present study aims at analyzing the different conceptions that teachers and pre-service teachers have in relation to WCF (written corrective feedback), and the concordance between their declared ideas and observed way of providing written corrective feedback. Moreover, another aspect investigated by the study is to discover which type of written corrective feedback is provided most frequently. In order to achieve so, the following research questions have been posed:

1. What perspectives and beliefs do primary EFL teachers and EFL pre-service teachers have on written CF?
2. What type of written CF is most frequently provided?
3. Are the EFL teachers' and EFL pre-service teachers' beliefs and practices regarding written CF in EFL classrooms aligned consistently?

#### **3.2. Methodology**

##### **3.2.1. Design of the data collection tools**

The procedure of this study consisted of two steps, which are the two instruments of data collection. In order to give answers to the research questions, a directed interview about written CF was designed as well as an analytical part that consisted of a sample text, more precisely, a 4th grade child's written production in the EFL classroom to which EFL teachers and pre-service teachers provide written corrective feedback.

Due to the global pandemic situation, thus, following the health recommendations given by the OMS and the Spanish Government, all the process, that is, the interviews and the practical part of the study, was carried out throughout on-line resources. The tool that was used was Zoom. Furthermore, by using this tool, not only allowed the health recommendations to be met, but also allowed the sample of EFL teachers and pre-service teachers participating in the study to come from different parts of Catalonia, as well as from all over the world.

The development of the study worked as follows in all cases: first, to collect personal data about all the individuals participating in the study, a Google Form (formulary) was designed in which information about the person's studies, possible further education, English language qualifications, age, gender, and years of professional experience was collected. The main reason for creating this questionnaire was to gather personal data in a more organized, quicker, and efficient way, as well as allowing me to study their different perspectives regarding their personal data (English proficiency level, age, studies, etc.). This form was sent to the interviewees by email a few days before the interview, together with the child's text, with the context and instructions along with it. By doing this, the person could print out the text in the previous days in order to be able to carry out the practical part of the interview.

Once the personal data was collected, the interview part was carried out. The interview was composed of a series of eight fixed questions (see Appendix 1), which aimed to discover each teacher's perspective on the written CF, that is how they conceived written CF and what were their beliefs in relation to the focus of the study. The questions were designed to allow the interviewees to freely expose and develop their conception regarding written CF, in order to obtain more accurate results at the end of the research. On the other hand, the questions formulated were the same for all interviewees, hence, by using a fixed structure, the answers of the interviewees were not influenced by changing constants. The interview was designed to last approximately ten minutes, in order to dedicate time as well to the practical part of the meeting.

As the last step of the process, the practical part for the interviewees was found. In order to carry out this part, a document was rigorously designed in which the child's written production was presented together with the instructions to be followed by the interviewees, as well as the context from which the child's text arose and the primary school year in which the child is in (see Figure 1).

This practical part consisted of the EFL teachers and pre-service teachers obtaining this document by email prior to the meeting so that it could be printed out. With the text on paper, they had to follow the instructions given on the paper: provide written corrective feedback to the child's written production in the same way as they would normally do it. The main aim of this instrument was to obtain the observations as well as the provision of written CF from all the teachers and pre-service teachers in order to, later, carry out an analysis of these corrections and be able to verify from the observation and documentation of the practice, which are the most common ways of giving corrective written CF within the sample studied, as well as to contrast the provision of written CF on the child's written sample with the beliefs explained in the interview about the research topic (see Appendix 3). Both instruments, the interviews, and the analysis, complemented each other in order to obtain more meaningful and contrasted information.

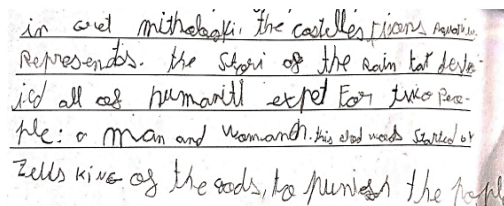
#### CORRECCIÓ TEXT D'UN INFANT

Aquest text està escrit per un infant de 4t de Primària de Cicle Mitjà, en una activitat d'escriptura duta a terme a l'àrea de coneixement de llengua anglesa. L'objectiu d'aquesta activitat era treballar l'escriptura i la lectura en llengua anglesa a partir d'investigar sobre les constel·lacions del zodíac, especialment, la pròpia de cada infant.

En aquesta part de l'activitat, l'infant va escriure aquest breu text tot responant a la pregunta "Què explicava la mitologia grega sobre la constel·lació d'Aquari?". La informació que apareix en la producció escrita té la seva font en el text que es va donar als infants amb diferent informació sobre la seva pròpia constel·lació del zodíac, en aquest cas, Aquari (Aquarius, en anglès).

#### CONSIGNA:

*Ara, imagina que aquesta activitat l'has dut a terme tu! Dona interacció correctiva escrita a aquest text de la mateixa manera que tu ho faries.*



in greek mythology, the constellation Aquarius represents the story of the rain that descended all over humanity except for the people: a man and woman. his story was started by Zeus king of the gods, to punish the people

**Figure 1.** Document sent to the participants with the written production by a 4th grader on the history of the constellation Aquarius according to Greek mythology, and the instructions to be followed to carry out the study.

### 3.2.2. Sample of participants

The sample of participants who took part in the research was a total of six EFL pre-service teachers and teachers. On the one hand, the three undergraduate teachers were students of the Double Degree in Early Childhood and Primary Education (majoring in English) of the University of Vic.

On the other hand, the other three teachers who took part in the study were EFL teachers at Primary school, more precisely, from two schools of Barcelona and one from Girona.

Within the sample of teachers and pre-service teachers participating in the research, five out of six participants answered that they were female, therefore, the presence of women in the study is greater than the presence of men, which was one out of six.

The wide range of profiles that have participated is also notable within the level of English proficiency, as there is great difference among the levels and language certificates. For instance, five of the six participants affirmed to have obtained a certain language certificate while the participant left, one of the pre-service teachers, stated to have no language certificate. The levels of English mastery which are most common among the participants are the B1, the First Certificate and the C1, the Advanced Certificate. Two of the EFL pre-service teachers claimed to have obtained the B1 while the three teachers claimed to have obtained the C1, a higher level than the B1.

The age of the participants and their experience is also an aspect that needs to be considered when carrying out the research. Therefore, the ages of the participants have been divided into three different categories: first, those who were born between the 1960 and 1970, which are only two of the three teachers interviewed; then, the ones that were born between the 1980 and 1990, who are one of the three teachers participating in the study; and finally, the youngest, who were born between the 1990 and 2000, who are the other half of the participants as they are the other three pre-service teachers.

In terms of professional background, the pre-service teachers involved in the study were all in the fifth year of their university degree, namely the 5th year of a double degree in early childhood and primary education (major in English language), and they all study at the same university, therefore, apart from the curricular placements, they still have no long teaching experience. Regarding the professional career of the teachers interviewed, two of the three teachers have between 25 and 29 years of experience, while the other teacher has accumulated 6 years of experience. Among these three teachers, one of them studied Pedagogy, a second one studied Primary Education specialized in English and finally, the third one combined her university degree in Primary Education with a Master's degree in Linguistics and Second Language Acquisition.

### 3.2.3. Data analyses

To analyze the results provided by the interviews and the analysis of the provisions of written CF, two tables were designed to keep track of the information gathered in the analyses about the topic.

First, the transcriptions of the interviews were analyzed in order to find out which types of written CF the EFL teachers and pre-service teachers interviewed believe they provide on the student's written compositions in their EFL classes (for the whole transcriptions see appendix 2). The transcriptions were read several times trying to find the most recurrent topics and the different beliefs regarding written CF. Apart from the extracted and coded categories of written CF, seven topics were also obtained from all the collected data, which was grouped into four major groups. Firstly, the first category concerns what aspects of the texts the EFL teachers and pre-teachers focus on when providing written CF. Then, secondly, the different resources and strategies reported in the transcripts; thirdly, the different ways of providing written corrective feedback; and lastly, reasons why it is necessary to provide written corrections according to the participants. Each of the four categories was given a color, with which the different information was classified.

The following tables (see Table 2 and Table 3) display the categories of written corrective feedback extracted and coded according to Bitchener and Ferris (2012), Bitchener and Knoch (2009), Karim and Nassaji (2019), and Raihany (2014), together with the data collected from the interviews and the analyses of the EFL teachers' and pre-teachers' written corrective feedback:

**Table 2.** Categories of written CF code.

<b>CATEGORIES OF WRITTEN CORRECTIVE FEEDBACK</b>		
<u>MAIN CATEGORIES</u>	<u>TYPES</u>	<u>CODE</u>
<b><u>POSITIVE WRITTEN CORRECTIVE FEEDBACK</u></b> <b>[P-WCF]</b>	Clarification of what is correct	[P-WCF-C]
	Positive input	[P-WCF-PI]
<b>Direct written corrective feedback [D-N-</b>	Mark + provision of the correct form	[D-N-WCF-CF]
	Crossing-out + provision of the correct form	[D-N-WCF-CO]

<b><u>NEGATIVE WRITTEN CORRECTIVE FEEDBACK</u></b>  <b>[N-WCF]</b>	<b>WCF]</b>	Meta-linguistic explanation	[D-N-WCF-MLE]
	<b>Indirect written corrective feedback [I-N- WCF]</b>	Underlining the error	[I-WCF-U]
		Circling the error	[I-WCF-C]
		Number of errors in each line	[I-WCF-NEL]
		Revision marks	[I-WCF-RM]

**Table 3.** Ways of providing written CF code.

WAY OF PROVIDING WCF	CODE
<b>Focused written corrective feedback</b>	[F-WCF]
<b>Unfocused written corrective feedback</b>	[U-WCF]

Note: Table 2 and Table 3 were created for the purpose of this study that is to analyze the transcriptions of the interviews and the written corrective feedback provided on the text.

#### 4. Results

Table 4, 5, 6 and 7 show the data collected on each one of the instruments, meaning that the first table displays the data drawn from the transcripts of the participants' interviews, whereas the second table contains the gathered evidence from the analyses of the EFL teachers' and pre-teachers' written corrective feedback provisions. The number of participants who reported using and made use of each type of written corrective feedback, as divided between teachers (T., the first column of numbers) and pre-teachers (U.T., the second column), was recorded in both tables (see Table 4, 5, 6, 7).

**Table 4.** Results of coded analyses of the interviews' transcriptions (instrument 1).

<b>CATEGORIES OF WRITTEN CORRECTIVE FEEDBACK - INTERVIEWS</b>					
<u>MAIN CATEGORIES</u>	<u>TYPES</u>	<u>CODE</u>	<u>T.</u>	<u>U. T</u>	<u>TOTAL</u>
<b><u>POSITIVE WRITTEN CORRECTIVE FEEDBACK</u></b>  <b>[P-WCF]</b>	Clarification of what is correct	[P-WCF-C]	1	1	2
	Positive input	[P-WCF-PI]	1	2	3

<b><u>NEGATIVE WRITTEN CORRECTIVE FEEDBACK</u></b> <b>[N-WCF]</b>	<b>Direct written corrective feedback</b> <b>[D-N-WCF]</b>	Mark + provision of the correct form	[D-N-WCF-CF]	3	3	6
		Crossing-out + provision of the correct form	[D-N-WCF-CO]	0	0	0
		Meta-linguistic explanation	[D-N-WCF-MLE]	1	1	2
	<b>Indirect written corrective feedback</b> <b>[I-N-WCF]</b>	Underlining the error	[I-WCF-U]	2	1	3
		Circling the error	[I-WCF-C]	1	0	1
		Number of errors in each line	[I-WCF-NEL]	0	0	0
		Revision marks	[I-WCF-RM]	0	0	0
	<b>Total number of types of written CF mentioned</b>				9	8

**Table 5.** Results of coded analyses of the provision of written CF (instrument 2).

<b>CATEGORIES OF WRITTEN CORRECTIVE FEEDBACK – INTERVIEWS</b>						
<b><u>MAIN CATEGORIES</u></b>	<b><u>TYPES</u></b>	<b><u>CODE</u></b>	<b><u>T.</u></b>	<b><u>U.T</u></b>	<b><u>TOTAL</u></b>	
<b><u>POSITIVE WRITTEN CORRECTIVE FEEDBACK</u></b> <b>[P-WCF]</b>	Clarification of what is correct	[P-WCF-C]	1	0	1	
	Positive input	[P-WCF-PI]	2	2	4	
<b><u>NEGATIVE WRITTEN CORRECTIVE FEEDBACK</u></b> <b>[N-WCF]</b>	<b>Direct written corrective feedback</b> <b>[D-N-WCF]</b>	Mark + provision of the correct form	[D-N-WCF-CF]	3	2	5
		Crossing-out + provision of the correct form	[D-N-WCF-CO]	1	1	2
		Meta-linguistic explanation	[D-N-WCF-MLE]	1	1	2
	<b>Indirect written corrective feedback</b> <b>[I-N-WCF]</b>	Underlining the error	[I-WCF-U]	1	1	2
		Circling the error	[I-WCF-C]	1	1	2
		Number of errors in each line	[I-WCF-NEL]	0	0	0
		Revision marks	[I-WCF-RM]	0	0	0



<b>Total number of types of written CF provided</b>	10	8	18
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Two separate tables (Table 7 and Table 8) were devised to compile the information obtained on focused and unfocused corrections. Regarding the questions of the interview, no close reference was made to this way of giving corrective interaction, although information was obtained indirectly from this instrument. On the other hand, in the observation and analysis instrument, these types of corrections were clearly observed. The number of participants that affirmed and displayed to use this way of applying written CF is shown in the first table: in the first column (*T.*, that is Teachers), the number of participants that claim to apply the written CF in a focused or unfocused manner; then, in the second (*U.T.*, that is, *Undergraduate Teachers* which are the pre-service teachers), the number of participants that showed to use the focused or unfocused manner.

**Table 6.** Results of coded analysis of the way of providing written CF in relation to the n° of errors targeted found in the transcriptions of the interviews (instrument 1).

<b>INTERVIEWS' TRANSCRIPTIONS</b>			
<b>WAY OF PROVIDING WCF</b>	<b>CODE</b>	<b>T</b>	<b>U.T</b>
<b>Focused written corrective feedback</b>	[F-WCF]	2	3
<b>Unfocused written corrective feedback</b>	[U-WCF]	1	0

**Table 7.** Results of coded analyses of the ways of providing written CF in relation to the n° of errors targeted found in the analyses of provisions of written CF (instrument 2).

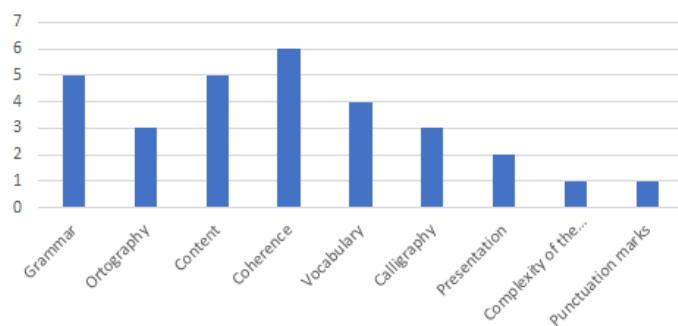
<b>TEXT CORRECTIONS</b>			
<b>WAY OF PROVIDING WCF</b>	<b>CODE</b>	<b>T.</b>	<b>U.T.</b>
<b>Focused written corrective feedback</b>	[F-WCF]	2	1
<b>Unfocused written corrective feedback</b>	[U-WCF]	1	2

#### **4.1. Teacher's beliefs and perceptions**

The interview carried out was a source of information regarding the teacher's points of view and perceptions regarding the use of written CF in EFL classes. The results were grouped under four different headings: aspects that teachers and pre-service teachers focus on when providing written CF in EFL classes; resources and strategies that EFL teachers and pre-service teachers use to foster the learning of writing in EFL classes throughout written CF; reasons behind the use of written CF in the EFL classes; and finally, ways of providing written CF in EFL classes.

**4.1.1.** Aspects that teachers and pre-service teachers focus on when providing written CF in EFL classes.

The information obtained from the interview transcripts indicated that the scope of aspects of a text on which the EFL teachers and pre-service teachers interviewed focus their attention when providing written CF was very broad. Across all the interviews, a total of nine aspects were mentioned on which teachers and pre-service teachers draw their attention (Figure 2), as all the transcripts differ significantly from each other (see Annex 2). The category found in first place is the coherence of the text, as all participants claimed to put focus on this aspect of the writing. The other two aspects with the highest means are grammar and text content, both mentioned by five of the six teachers and pre-service teachers. Following these, four out of the six interviewees put the focus on vocabulary. Next, three out of six of the EFL teachers and pre-service teachers reported giving attention to the spelling of the words (orthography) and the calligraphy. Furthermore, two of the six teachers and pre-teachers interviewed stated that they also gave importance to the layout of the text. Finally, one of the six participants claimed to focus on Punctuation and on the presence of more complex EFL sentences or structures. However, according to the statements of four out of the six respondents, only those grammatical structures, vocabulary, content that have been worked on in class, that is, the target language, need to be emphasized the most. Out of these four participants who stated that most of the corrective feedback should be directed to what has been worked on in class, two of them were graduate teachers, while the other two were pre-service teachers.



**Figure 2.** Graph of the different aspects to which teachers focus on when providing written corrective interaction.

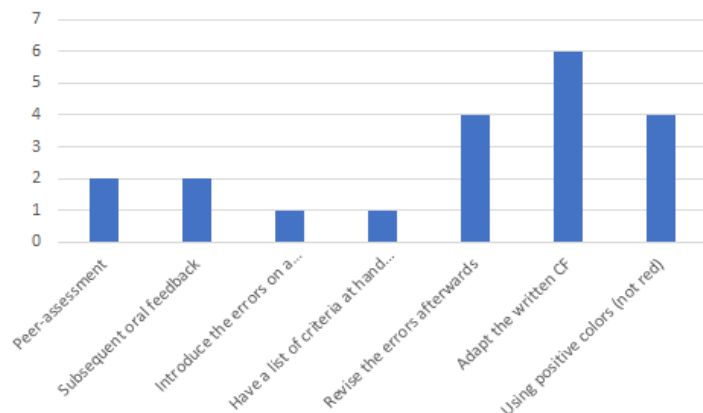
#### 4.1.2. Resources and strategies that EFL teachers and pre-service teachers use to foster the learning of writing in EFL classes throughout written CF.

Results of the statements related to the use of written CF indicate that four out of the six EFL teachers and pre-service teachers interviewed believed on the importance of reviewing the corrected writing afterwards: "[...]si després si no es fa un treball posterior que doni aquest acompanyament a l'error que hi ha hagut, aquestes correccions estan mancades de sentit. Tu corregeixes el text i li retornes a l'infant, s'arxiva i ja està. Si no hi ha un treball posterior, és difícil que hi hagi un aprenentatge real" (*if there is no subsequent work that accompanies the error that has been made, these corrections are meaningless. You correct the text and give it back to the child, file it and that's it. If there is no subsequent work, it is difficult to achieve real learning*) (C.N., EFL pre-service teacher). This pre-service teacher stressed the importance of accompaniment to ensure that the provisions of written CF are effective and necessary. Also, one of the EFL teachers talked about the effectiveness of written CF "Són efectives i necessàries si després hi ha una cosa que es diu la metacognició, és a dir, aprendre dels teus errors, aprendre sobre el fet d'aprendre" (*Are effective and necessary if there is something called metacognition afterwards, that is, learning from your mistakes, learning about the fact of learning*) (A., EFL teacher). With the same number of participants, four out of six, it can be observed that most of them talk about the importance of avoiding red colour when giving written corrective interactions and claim to use colours such as green: "[...] crec que són importants els colors. Per exemple el vermell penso que és molt negatiu dins el que cap, i almenys amb colors com blau, verd...colors més alegres, i positius, que fan que potser l'infant es motivi a mirar-se els seus errors com a algo del que aprendre" (*I think colours are important. For example, I think red is very negative as far*

*as I can see, but less so compared to colours such as blue, green... more cheerful and positive colours, which perhaps motivate the child to look at his mistakes as something to learn from)* (A.R., EFL Pre-service teacher).

A significant point to highlight is that all participants agree on the importance of providing written corrective feedback adapted to the different children: "penso que és important conèixer molt bé als infants, i adaptar-te al que creus que és millor pel seu aprenentatge: saber les seves inseguretats, frustracions, punts forts..." (*I think it is important to know the children very well, and adapt to what you think is best for their learning: to know their insecurities, frustrations, strengths...*) (C., EFL teacher), or "[...] en una classe no tothom té el mateix nivell, per tant, no pots exigir el mateix nivell a tots" (*in a class not everyone has the same level, so you cannot demand the same level from everyone*) (A.V, EFL pre-service teacher). On the other hand, two out of the six participants proposed peer assessment as a rich and useful strategy to correct, commenting that it is a very efficient and beneficial strategy for learning: "[...] El company de l'esquerra o la dreta corregeix amb llapis el text, i després, un cop corregit, li ha d'explicar al company amb les seves paraules on es pensa ell que t'has equivocat. D'aquesta manera, quan li diu una altra persona, un igual, en el teu idioma i amb el teu llenguatge, és molt eficient" (*[...] the partner on the left or on the right corrects the text with a pencil, and then, once corrected, must explain to the partner in his own words where he thinks he has made a mistake. In this way, when another person, a peer, tells you in your language and with your language, it is very efficient*) (A., EFL Teacher), likewise a second EFL teacher, F., adds: "[...] primer fer una correcció entre companys, és a dir, que siguin els companys qui es corregeixen el text mútuament i després s'expliquin el perquè del que han marcat" (*first, make a peer correction, that is, have the partners correct each other's text and then explain the reason for what they have marked*). There is also a strategy that was noted in the interviews which was, once the text has been corrected, to review it with the children and discuss and reflect on their own mistakes (stated by two out of the six teachers and pre-service teachers): "[...] ho intento fer a oralment preguntant: "que entens tu per present simple?" "fes-me un exemple", d'aquesta manera pots veure i discutir els errors amb el propi infant" (*I try to do it orally by asking: <<What do you understand by the simple present tense? Give me an example!>>, in this way you can see and discuss the mistakes with the child*) (C., EFL Teacher). The following were mentioned by very few out of the six participants, therefore the percentage prevalence of these strategies and resources is lower. In addition, the results of the transcript suggest that one out of six participants

use a list of criteria according to what has been worked on and what needs to be assessed when providing written corrective feedback on the learners' compositions. Moreover, one of the six teachers reported the importance of introducing the most frequent errors in subsequent activities in order to check if there has been an improvement.



**Figure 3.** Graph of the strategies and resources extracted from the transcriptions.

#### 4.1.3. Reasons behind the use of written CF in the EFL classes.

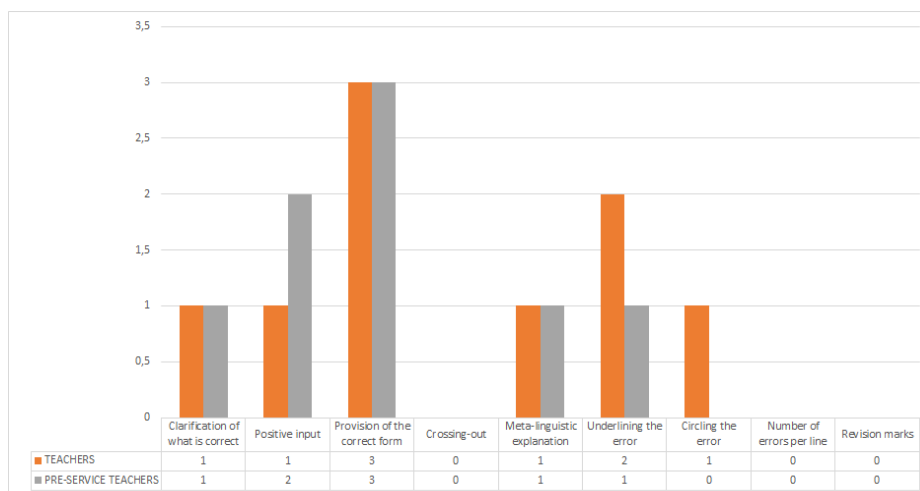
Throughout the transcriptions several ideas emerged in which participants put forward the motives for written corrective feedback. For instance, one of the EFL teachers, C., mentioned the importance of giving written corrective feedback, since it is useful to identify issues such as whether a child reads books in English at home, if there is a language dysfunction, or if there is a need to reinforce some aspect of what has been worked on: "[...] D'aquesta manera penso que és molt més fàcil ajudar als infants, ja que en identificar, per exemple, la dislèxia, pots repensar estratègies i maneres d'ajustar-te al que l'infant necessita" (*In this way I think it is much easier to help children, since by identifying, for example, dyslexia, you can rethink strategies and ways to adjust to what the child needs*).

Moreover, one of the EFL pre-service teachers stated that written CF is key in order to avoid the fossilization of language errors, as the corrective interaction allows the most frequent errors to be addressed: "Quan l'infant comença a entendre l'anglès i a tenir una base escrita amb la qual poder-se defensar, penso que és essencial en aquest punt la presència de les correccions. Si vas deixant passar errors, després aquests es fossilitzen i en un futur es pot trobar amb molts problemes" (*when*

*the child starts to understand English and have a written base with which to defend himself, I think it is essential at this point the presence of corrections. If you let mistakes slip by, then they fossilize and you can run into a lot of problems in the future)* (C, EFL pre-teacher).

#### 4.1.4. Ways of providing written CF in EFL classes.

According to the information extracted from the transcripts, a great variety of ways of giving written corrective feedback is shown among the six participants. In this process of providing written CF, some interviewees explained what they take into account, for instance, one of the EFL teachers, C., mentions the importance of analyzing the possible cause of the error, that is, whether it is a simple error due to inattention or for any other reason. In addition, based on the literature review findings, several ways of providing written corrective feedback were identified, thus, categorizing these errors into the categories found in the Table 4, 5, 6 and 7. The vertical axis of the graph indicates the number of participants, which was split into three EFL teachers and three EFL pre-service teachers.



**Figure 4.** Types of written CF most prevalent written CF among the EFL teachers and EFL pre-service teachers.

As can be observed in Figure 4, the type of written CF that the six EFL teachers and pre-service EFL teachers reported to use most often is the provision of direct written CF, more specifically, providing the correct form of the erroneous word in writing, as the total number of the participants agreed on the use of this type of written CF (see appendix 3, excerpt 1). However, the next type of direct written corrective feedback mentioned is the metalinguistic explanation, which was used by two of

the six participants. Within these two participants, one of them was a teacher and the other a pre-service teacher (see appendix 3, excerpt 2).

Also, three out of six people stated that they use direct feedback, more precisely, the provision of the correct form of the error, to correct those errors in the key language of a text. Therefore, the other three out of the total said to use indirect feedback to deal with key language errors, that are those errors that have been worked on many times. However, these three respondents also claimed to use direct corrective feedback, in fact, the provision of the correct form of the error, on errors which are not part of the language or structures being worked on. Moreover, within this sample of three teachers that use indirect CF, one out of three, was an EFL pre-service teacher whilst the other two of these three participants were EFL teachers (see appendix 3, excerpt 3 and 4).

Finally, three of the six participants remarked the importance of the use of positive feedback through positive input in the text corrections, thus three of the six EFL teachers and pre-service teachers affirm to give positive feedback in the written corrections. One of these three participants is a teacher, although the other two participants that mention the importance of giving positive input are pre-service teachers. However, on the other hand, only two out of the six participants point out the presence of clarifications of what has been done correctly, another way of providing positive written CF according to the literature review of the research. Within these two participants, one is an EFL teacher, and the other is a pre-service teacher (see appendix 3, excerpt 5 and 6).

Regarding the use of cross-outs, three out of six participants claimed to strongly avoid the use of cross-outs when correcting, while the other three participants did not mention this type of correction. Thus, of the three who denied the effectiveness of crossings out, two were EFL pre-teachers and the other one was an EFL teacher.

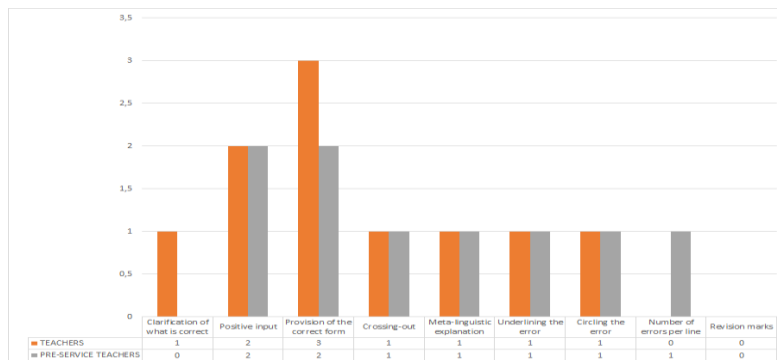
Furthermore, looking at the transcripts, none of the six participants referred to the number of errors they mark when providing corrective feedback, but four of the six talked about focusing their attention mainly on the aspects worked on in the classroom, while the other two do not discriminate between what has been worked on in the classroom and what has not been worked on so far. Thus, according to the data obtained, four out of the six participants reported that they tend to correct in a focused way, while two tend to correct in an unfocussed way. Moreover, two of the four

participants that stated providing focused feedback, two of them were pre-service teachers and the other two, teachers.

#### 4.2. Analysis of the provision of written CF by EFL teachers and pre-service teachers.

Concerning the evidence gathered from the second instrument, the analyses of the text corrections, it can be stated that four out of six teachers and pre-service teachers gave positive feedback on the texts, the same number of people who mentioned this practice in the interviews. Two of these four participants were teachers, while the other half, two, were pre-service teachers. However, in the analyses of the use of written corrective feedback, only one participant, a teacher, showed the use of positive feedback which clarifies what has been done well in the written compositions. Regarding metalinguistic explanations, one of the three categories included in direct CF, two of the six participants' provisions of written corrective feedback displayed the use of this type of written CF. In addition, one of these two participants was a teacher meanwhile the other was a pre-service teacher.

As for direct corrections, it was noted that two EFL pre-service teachers and three EFL teachers used the provision of the correct form of the error when providing corrective feedback. Meanwhile, two out of six participants (one teacher, and one pre-service teacher) showed crossings out in their corrections. On the other hand, as for indirect corrections, only two of the participants, a teacher, and a pre-service teacher, used circling s in their corrections. This same pre-service teacher that used circling, used underlining as well to mark where the error was without giving the correct form of the error.



**Figure 5.** General overview categories of WCF coded results in the analysis of the different ways of providing written CF on a sample text.



Finally, in relation to the number of targeted and corrected errors, it was found that in the analysis of the use of corrective feedback, half of the participants, composed by two EFL teachers and one EFL pre-service teachers, applied focused feedback, that is, they corrected only the most important errors, leaving those of lesser importance uncorrected. On the other hand, the other half displayed using unfocused feedback, meaning that they do not seem to differentiate between errors, as they apply written corrective feedback to all errors in the text. In this case, the number of EFL pre-service teachers using unfocused feedback was two, whereas only one EFL teacher displayed unfocused CF.

## 5. Discussion

The main aim of this research was to answer three research questions. To achieve this aim, six interviews were carried out, and six different samples of provision of written CF were analyzed. The results obtained are discussed in this section with the literature review of the study. Therefore, the structure that this discussion follows goes accordingly with the established research questions.

In relation to the first research question: “What perspectives and beliefs do primary EFL teachers and EFL pre-service teachers have on written CF?”, the present study revealed that the EFL teachers and EFL pre-service teachers acknowledge a strong belief in the significance of written corrective feedback in foreign language learning. A relevant aspect found was the importance of preventing the provision of written corrective feedback from being an isolated action, but rather an educative interaction followed by a subsequent review of what was corrected in order for the corrections given to be effective and beneficial for more meaningful learning: “[...]si després si no es fa un treball posterior que doni aquest acompanyament a l’error que hi ha hagut, aquestes correccions estan mancades de sentit. Tu corregeixes el text i li retornes a l’infant, s’arxiva i ja està. Si no hi ha un treball posterior, és difícil que hi hagi un aprenentatge real” (*if there is no subsequent work that accompanies the error that has been made, these corrections are meaningless. You correct the text and give it back to the child, file it and that's it. If there is no subsequent work, it is difficult to achieve real learning*) (C.N., EFL pre-service teacher). This idea drawn from the results of the study reiterates what Raihany (2014) explained about the writing process involving constant reconsideration and changes, which coincides with what Crystal (1987, cited in Lodoño and Perry, 2008, p. 109) considered to be one of the main characteristics of texts,

which is that they are relatively permanent, as they can easily change once they are revised. However, although Truscott (2007, cited in Karim and Nassaji, 2019, p. 34) believed in the importance of working on the capacity of revising and subsequently editing texts when carrying out a writing learning process, also stated that it is not demonstrated that this capacity leads to being able to transfer these new knowledges into new contexts.

Based on the results obtained from the interviews, written corrective feedback was found to be a source of reflection for participants on what needs to be improved in the teaching - learning process. According to the EFL teachers and EFL pre-service teachers, providing written corrective feedback helps them to know at what stage each child is at, to identify if there are any difficulties in the teaching-learning process, and thus to be able to look for strategies to solve these difficulties and to know where there is a need to influence and reinforce learning. In relation to this idea, Ferris (2010) claimed the importance for teachers to identify the gaps and look for resources to avoid the perpetuation of the mistakes made.

It is also important to highlight those participants believed that giving written corrective feedback is a strategy to promote English language learners to have a good grounding in the language and to prevent mistakes from fossilizing (C.N, pre-service teacher), thus, as Truscott (1996) recognized the potential value of written corrective feedback in making learners aware of their mistakes in order to prevent them from repeating them unconsciously.

To answer the second research question, being “What type of written CF is most frequently provided?”, it was necessary to compare the results obtained from both instruments. Looking at figure 5 and 6, it was seen that in both instruments, the preferred way of providing written corrective feedback is to give the correct form next to the error made. This type of corrective feedback falls into the category of negative feedback, according to the studies of Long (1996, cited in Karim and Nassaji, 2019, p. 29) and Raihany (2014). Furthermore, it was found that this way of giving feedback so frequently belongs to the category mentioned by Bitchener and Ferris (2012), where they considered this way of giving corrective feedback to be direct corrective feedback. The rise of this type of written corrective feedback provision in both instruments was related to what Ellis (2009, cited in Kang and Han, 2015, p. 2) stated regarding the fact that direct corrective feedback provides first-time learners with the guidance they need to learn the language, as they do not have sufficient knowledge of how the language functions to self-correct their own errors in the

text. Thus, according to the author, and according to most participants, this type of corrective feedback is the most effective.

However, it is important to point out that, based on the results, not all teachers and pre-service teachers always used this type of correction, but some used it only with those errors that have not been worked on. Thus, the teachers who only used this feedback on non-worked errors, used indirect corrections on the language dealt in class, thereby allowing the children to "self-correct" their own errors (F., teacher). Thus, reiterating the opinion of Ferris and Roberts (2001), indirect corrective feedback is beneficial for learning as learners must develop their own tools to solve the problem, which leads to acquiring greater knowledge about the functioning of the language. However, basing on the findings of the literature review, Ellis (2009, cited in Kang and Han, 2015, p. 2) indirect CF is more suitable for those learners who have a higher proficiency on the language, as they have enough knowledge of the functioning of the language, thus they are more likely to understand their errors and gain awareness of the language functioning.

A further type of written corrective feedback which in the results is one of the most used is positive feedback, postulated by Long (1996, cited in Karim and Nassaji, 2019, p. 29) and Raihany (2014), more precisely, the use of positive messages to reinforce the learner's motivation. Turning to the theoretical framework, Krashen (1985) advocates the use of corrective feedback since, according to the author, it is the only one that truly leads to language acquisition, thus, to learning.

Another way of approaching written corrective feedback is, according to Bitchener and Ferris (2012) and Karim and Nassaji (2019), by considering the number of targeted or corrected errors: focused feedback and unfocused feedback. The two instruments showed different results. In the results of the first instrument, the majority of the teachers and pre-service teachers participating in the study claimed to use focused feedback only for those errors that have been worked on. Consistent with what Karim and Nassaji (2019) explain about this type of feedback that targets a specific type of error or a narrow range of error categories. Furthermore, according to Bitchener and Knoch (2009), focused feedback is closely related to the need to adapt to the level of the learners when giving written corrections.

However, in the second instrument, in contrast to the first one, the results suggested that both ways of giving feedback, focused and unfocused, were used in equal proportion, since half of the

participants applied the corrections in a focused way while the other half used it in an unfocused way.

To give an answer to this last question of the study, which was: “Are the beliefs and practices of written CF aligned consistently?” it was necessary to take a global and holistic overview of the results obtained. The responses of the interviewees (Annex 2) revealed that there are distinctions between the features of a written text that teachers pay attention to when correcting. In the results, there are a total of nine aspects of a text that teachers focused on, such as grammar, coherence, content, vocabulary, spelling, calligraphy, or presentation. Therefore, according to the transcripts of the interviews, most teachers, and pre-service teachers, as Cárcamo (2020) and Al-Jarrah (2016) considered and applied a holistic view on the text since they focused on the text globally. In contrast, the results of the analyses of the corrective feedback provision showed that EFL teachers' and pre-service teachers' corrections were mostly aimed at the formal aspects of the text, the grammar, and the spelling errors. This finding can be reiterated by Fareed et al. (2016), who claimed that learning to write is closely related to developing grammatical and syntactic accuracy, which leads to the undervaluing of writing and its lack of improvement.

Another important fact to highlight is that in the transcripts, all teachers and pre-service teachers defended the importance of adapting the corrections to the different children, which agrees with the importance that Cumming (2001) and Ferris (2010) emphasized in their respective studies on giving meaningful and adjusted aids and support to each child's learning needs. However, in the application part of the study, there was no evidence of adaptation of the corrections, since they did not know either the student who has composed the text, or his or her needs in the learning process. Thus, the lack of adaptation made sense in this context.

Following this, comparing the results of both instruments to meet the research question, several differences were found among the information obtained. Firstly, regarding the use of positive feedback in text corrections, it was found that, in the interviews, half of EFL teachers and EFL pre-service teachers, that is one teacher and two pre-service teachers, explained that it is very important to apply this type of feedback in order not to demotivate students, to "balance the scales" (C., EFL teacher). In the same line, Krashen (1985, cited in Raihany, 2014, p. 103) affirmed that positive feedback leads learners to language acquisition as it encourages them to improve their abilities. Contrasting this information with the data collected from the analysis of the written

corrective feedback provisions, it was found that the number of participants that used this type of corrective feedback increased, since four of the six EFL teachers and EFL pre-service teachers displayed using positive feedback. In addition, while in the first instrument one teacher and two pre-service teachers agreed on the use of this type of feedback, in the second instrument this amount was constituted by two teachers and two pre-service teachers.

As for direct corrective feedback, in the interviews, all the participants referred to the use of providing the correct form of the error made in the corrections, although three of the totals (that are two teachers and one pre-service teacher) said that they only used this type of corrections on errors that do not belong to the content worked on in the EFL class. The remaining half used it to correct all types of errors with no distinctions. Therefore, the same half who claimed to provide the correct form of the error on non-worked language, said that they applied indirect feedback, i.e., underlining or circling without giving the correct form of those errors in the worked language. On the other hand, in the analysis of corrective feedback provision, five of the six participants reported providing the correct form of the error, a lower number than in the first instrument. This is since one of the participants, an EFL pre-service teacher, although in the interviews she claimed to use direct feedback, in the analysis of her correction there was no evidence of this type of correction. Thus, four of the five people who give the correct form of the error made when correcting, one used it to correct worked language, while the other four used it to correct all types of errors, without discriminating whether they have been worked on or not. Thus, five of the people who gave the correct form of the error made when correcting, one used it to correct worked language, while the other four used it to correct all types of errors, without discriminating whether they had been worked on or not.

Another point to be highlighted by contrast is that in the interviews, all EFL teachers and pre-teachers said that they did not use crossings out when correcting, as many labeled it as a way of correcting that may be very devaluing and demotivating for the students. However, on the other hand, in the analysis of the corrections it was found that two of the EFL teachers and EFL pre-service teachers made use of this type of corrections.

The results gathered showed that the response of this question is that beliefs and practices were not consistently aligned, since contrasting the information obtained from both instruments, it was

found that what EFL teachers and EFL pre-service teachers stated in the interviews did not always match with the analyses carried out on the texts corrections.

Finally, regarding the way of giving corrective feedback according to the number of errors marked, on the one hand, in the interviews, four out of the six interviewees claimed to use focused corrective feedback, as they focused mainly on those categories of errors worked; on the other, two of them said that they did not make a distinction between worked and unworked errors when correcting. However, when analyzing the corrections, it was observed that the percentages change, with half of the participants showing that they made use of feedback focused on the errors they believe they have worked on, that is, focused feedback, while the other half corrected without making distinctions, thus giving a much higher amount of written corrective feedback.

## **6. Conclusion**

The role and effectiveness of written CF in EFL classrooms has been widely researched throughout the years. Therefore, this study attempted to do research on the topic, discovering the beliefs and perceptions that EFL teachers and EFL pre-service teachers have on written CF for later contrasting these beliefs with their way of using written CF. The results from the two data collection instruments made evident the fact that teachers' and pre-service teachers' beliefs and practices regarding the provision of written CF are not consistently aligned, as the results displayed big differences that were proof of this lack of coherence between thoughts and actions. However, concerning the results collected on whether teachers and pre-service teachers gave focused or unfocused feedback, it was found that the results of both instruments are in accordance, only in the case of EFL teachers.

Regarding the limitations of the study, it is important to point out that the results obtained along the research arose from a concrete and reduced sample of EFL teachers and EFL pre-service teachers. Therefore, more types of written CF or ways of providing this kind of feedback could have been observed if there have been a wider range of participants. Another limitation of this study was that some ways of correcting did not strictly match a category of written corrective feedback, therefore, in order to carry out the process of classification, I struggled to decide with which code some of the observed written corrective feedback provisions should be labelled.

Carrying out this study made me consider the role and importance of written corrective feedback in the process of learning a foreign language, in this case English as a foreign language (EFL). Within the theoretical framework, it was found that there are still many gaps in this field of study, thus there is still a long way to go and many questions to answer about written corrective feedback. Perhaps I will never get answers to my questions, however, I will keep on questioning them.

Future research could focus, first, on broadening the number of participants and improving the research instruments in order to obtain more meaningful results. Another future proposal, linked to the previous one, could be to focus the study on contrasting the beliefs and practices of EFL teachers and EFL pre-teachers, seeking which factors influence the way in which they provide corrective feedback, and how this feedback affects the learners.

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## 8. Appendices

### 8.1. Appendix 1: INTERVIEW SCRIPT (EFL Teachers and EFL pre-service teachers)

<i>STRUCTURE</i>	<i>QUESTIONS</i>
<u>Research</u>	<ol style="list-style-type: none"> <li>1. When you correct a production written by a child, what do you take into account when providing written corrective feedback?</li> <li>2. What criteria do you follow when providing written corrective feedback on students' texts?</li> <li>3. What kind of mistakes or errors do you tend to focus on the most?</li> <li>4. What process do you use when giving corrective feedback on a written composition?</li> <li>5. What types of corrections do you use when correcting texts produced by children?</li> <li>6. What do you think about the statement: "all written corrections are necessary and effective"?</li> <li>7. Do you think there is one way of providing WCF that is more effective than others, or that you think you get better learning results with?</li> </ol>

8. What do you think about the need to adapt the WCF to each student?
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**8.2. Annex 2: TRANSCRIPTIONS OF THE INTERVIEWS** (3 EFL teachers and the 3 EFL pre-service teachers).

**Interview 1. C., Teacher:**

- When you correct a production written by a child, what do you take into account when providing written corrective feedback?**

*La gramàtica, les paraules que ha escrit, és a dir, intento identificar si l'infant ha entès que l'anglès s'escriu diferent de com es pronuncia. Trobo que és important fixar-se en la manera en com l'alumne escriu les paraules, les frases... Bàsicament miro la gramàtica, si la gramàtica treballada a classe es demostra a l'escrit. Ah! També em fixo si l'estructura de les frases i del text són adequades, que posen els punts i comes on toca. D'aquesta manera puc veure si l'infant llegeix amb anglès, si hi ha qualsevol trastorn del llenguatge..., bé, a la correcció es poden veure moltes coses, i al final és això, gramàtica, la manera en com està escrit en general el text, i finalment, com escriu les paraules.*

- What criteria do you follow when providing written corrective feedback on students' texts?**

*El primer criteri seria si la gramàtica s'usa correctament i s'entén, després l'escriptura de les paraules, i també, l'estructura i el sentit de les frases, és a dir, si posa punts i comes, o tot desordenat..., que tu ho llegeixis i s'entengui. Una altra cosa que moltes vegades no li donem importància crec que és un criteri important a seguir és la cal·ligrafia de l'infant.*

- What kind of mistakes or errors do you tend to focus on the most?**

*A veure, jo sobretot paro atenció a la gramàtica, el lèxic, i l'ortografia. D'aquesta manera també puc identificar si hi ha un infant que fa moltes faltes d'ortografia, parlant amb les altres mestres de català i castellà, si per exemple és un cas de dislèxia o si només necessita reforçar l'ortografia. D'aquesta manera penso que és molt més fàcil ajudar als infants, ja que en identificar, per exemple, la dislèxia, pots repensar estratègies i maneres d'ajustar-*

*te al que l'infant necessita.*

- ❑ **What process do you follow when providing written CF on children's written compositions?**

*Primer de tot em miro el text i identifico dues o tres coses, ja pot ser una falta d'ortografia, o qualsevol altra cosa. Em miro: té bona cal·ligrafia? Sí; s'entén bé el text? Sí, hi ha alguna cosa que m'hagi cridat l'atenció?*

*Després em miro la gramàtica del text, com està escrita les paraules...i si veig que hi ha moltes faltes d'ortografia, i analitzo si simplement no s'ha fixat, si no és la primera vegada i potser té alguna dificultat en la lectoescriptura, si no ha adquirit del tot el vocabulari treballat... En general faig una reflexió una mica de com millorar l'aprenentatge, no m'agrada focalitzar-me i quedar-me en els errors.*

- ❑ **What types of corrections do you use when correcting texts produced by children?**

*Jo escric les paraules a sota o a sobre de forma correcta [D-N-WCF-CF]. Però, això sí, si veig que hem estat treballant alguna cosa de gramàtica o vocabulari i s'ha equivocat diverses vegades sí que li subratllo [I-N-WCF-U] i li escric al costat: "Watch out!"*

*També trobo molt important donar feedback encara que sigui una correcció escrita. Sempre poso un comentari a sota on dic què cal millorar i què s'ha fet bé [P-WCF-C], i després un comentari positiu per motivar als infants [P-WCF-PI], així no ens fixem en el que és negatiu només.*

- ❑ **What do you think about the statement: "all written corrections are necessary and effective"?**

*Jo crec que sí. Bé, jo crec molt en el mètode de fer "listenings", és a dir, que pots treure un 10 en gramàtica, però si et plantes al mig de Londres de sobte, no entendràs res. Aleshores, jo crec que és molt important el fer "listenings" perquè l'infant primer pugui anar agafant estructures, paraules...i després aplicar-ho a la gramàtica. Quan l'infant comença a entendre l'anglès i a tenir una base escrita amb la qual poder-se defensar, penso que és essencial en aquest punt la presència de les correccions. Si vas deixant passar errors, després aquests es fossilitzen i en un futur es pot trobar amb molts problemes. Tot*

*i que corregir pot ser frustrant pels infants, penso que per això és important acompanyar-ho sempre d'un missatge positiu que equilibri la balança.*

- ❑ **Do you think there is one way of providing WCF that is more effective than others, or that you think you get better learning results with?**

*Potser si has de corregir un text, hi ha moltes faltes d'ortografia, penso que una bona manera d'evitar-los un altre cop és que agafin aquestes paraules i que les escriguin correctament unes quantes vegades, i després, que facin algunes frases amb aquestes paraules, per veure-les i utilitzar-les en diferents contextos.*

*I si és a nivell gramatical, ho intento fer a oralment preguntant: “que entens tu per present simple?” “fes-me un exemple”, d'aquesta manera pots veure i discutir els errors amb el propi infant.*

- ❑ **What do you think about the need to adapt the WCF to each student?**

*És essencial, és a dir, si hi ha un infant que té un pla individualitzat doncs cal adaptar-se a les seves necessitats perquè així entendre millor els errors. També penso que és important conèixer molt bé als infants, i adaptar-te al que creus que és millor pel seu aprenentatge: saber les seves inseguretats, frustracions, punts forts... En fi, penso que és molt important adaptar-se.*

### **Interview 3. A. V., Pre-service Teacher:**

- ❑ **When you correct a production written by a child, what do you take into account when providing written corrective feedback?**

*Primer, crec que s'hauria de tenir en compte el que s'ha estat treballant, el que es vol que s'apregui fent el text. Per exemple, si s'ha treballat el present continuous, doncs fixar-se en l'ús del present continuous dins del text. I llavors, a principis de primària penso que és important dir bé el vocabulari, tot i que no li dono tanta importància en escriure'l bé. Si per exemple escriu la paraula “good” amb “g” “u” “t” doncs el que és més important és que sàpiguen reconèixer-la, comprendre-la i utilitzar-la en un context oral i escrit; després, cap a 5è i 6è ja sí que cal reforçar aquest aspecte, tot i que als primers cicles, penso que el més important és que la sàpiguen utilitzar i introduir dins el context.*

❑ **What criteria do you follow when providing corrective feedback on students' texts?**

*Jo sempre intento posar-me al lloc de l'infant: "què crec que volia dir amb això?", en comptes de guixar tots els errors que veig. Però sí que trobo important el sentit de les frases, si el text té coherència. I sobretot, com he dit abans, si apareix el vocabulari treballat i si se'n fa un bon ús.*

❑ **What kind of mistakes or errors do you tend to focus on the most?**

*El que més miro és si apareix aquell vocabulari i gramàtica treballats, si estan ben utilitzats, ben escrits.*

❑ **What process do you follow when giving written CF to childrens' written compositions?**

*Primer me'l llegiria tot, miraria que està intentant explicar ben bé en el text, anant frase per frase, fixant-me en si apareix una estructura de frase. En els més grans de primària, posaria èmfasi en la bona presentació, que la frase acabi amb un punt, que la primera lletra sigui majúscula..., bé, que s'utilitzin bé les normes de puntuació. A més això no és només un aspecte de l'anglès, sinó que es treballa en totes les llengües, així que cal treballar-ho conjuntament.*

❑ **What types of corrections do you use when providing written CF on the students' texts?**

*Jo el que tendeix a fer és encerclar l'error i posar-li a sobre la paraula ben escrita [D-N-WCF-CF]. A veure, jo ara m'estic imaginant en una classe amb molts infants... clar, si n'has de corregir molts doncs penso que és més eficaç encerclant l'error i posant la forma correcta a sobre, perquè ells ho puguin veure. Però, per exemple, si en tinc dos d'infants només, doncs ho faria només encerclant l'error i aleshores treballant aquells errors fent pensar a l'infant.*

*Si en una classe, el grup en general fan molts errors en aquell vocabulari i estructures que s'està treballant doncs sí que potser caldria repassar-ho entre tots a la classe, perquè vol dir que no ha quedat clar. Però coses puntuals crec que és molt difícil fer-ho amb tots, perquè que fas amb 25 infants i 25 errors diferents?*

- Do you think that all written corrections are necessary and effective?**

*Crec que si es treballen després, és a dir, el perquè de cada correcció, però si tu entregues un text corregit i no li dones cap mena d'importància, l'infant no s'ho mirarà, per tant efectiu no ho és.*

- Do you think there is one way of providing WCF that is more effective than others, or that you think you get better learning results with?**

*La veritat, encara no ho sé això! Però crec que és important que, com ens diuen a la carrera evitant el bolígraf vermell, posem al final a tothom un comentari positiu com: "very good!", "good job!" [P-WCF-PI] per dir "bé, hi ha tots aquests errors, però tranquil que estem aprenent!", i així també es valora l'esforç que hi ha al darrere.*

- What do you think about the need to adapt the WCF to each context, individual, or activity?**

*Crec que és bàsic, perquè en una classe no tothom té el mateix nivell, per tant, no pots exigir el mateix nivell a tots. Si un té un Pla Individualitzat, no pots aplicar les mateixes correccions que a un altre amb un nivell d'anglès més alt. Crec que amb cadascú has de valorar què ha d'aprendre, i per tant, què vols corregir.*

#### **Interview 4. A.R., Pre-service Teacher:**

- When you correct a production written by a child, what do you take into account when providing written corrective feedback?**

*Primer de tot la cal·ligrafia perquè per corregir-lo, primer he d'entendre les idees, el què m'està dient, el seu pensament... Cal valorar la cal·ligrafia. També, cal mirar la idea a la qual vol arribar, és a dir, què vol expressar; després, les faltes d'ortografia, les quals subratllaria i preguntaria a l'infant.*

- What criteria do you follow when providing corrective feedback on students' texts?**

*Ostres, això no m'he plantejat mai! Si tingués una graella per exemple que m'hagués plantejat o creat, doncs crec que serien els criteris que ara seguiria, però ara mateix em falta experiència ha, ha, ha!*

**What kind of mistakes or errors do you tend to focus on the most?**

*Per exemple, en aquestes pràctiques em vaig trobar amb molts casos que giraven les grafies similars, com la “d” i la “b” o la “p” i la “q”... I ara penso en això, perquè en corregir ens hi fixàvem molt en la mestra, ja que era una cosa que podia canviar completament el sentit de la paraula i per tant del text.*

**What process do you use when giving corrective feedback on a written composition?**

*Primer llegeixo el text, intento entendre què em vol dir, i aleshores un cop “corregides” les faltes d’ortografia, és com que esborro aquest text de la meva ment i passo al següent, ja que els corregeixo individualment, és a dir, no comparo els textos dels diferents infants, ja que penso que cada text és individualitzat i no he de comparar una idea amb les altres, ni buscar que tothom digui el mateix, sinó que cada nen és diferent, com també cada text.*

**What types of corrections do you use when correcting texts produced by children?**

*Subratllo [I-WCF-U], i faig una mica la conversa amb l’infant sobre l’error. En cas de no poder parlar amb tots els infants sobre els seus errors, el que faria, si l’error es troba en el vocabulari treballat, és subratllar la paraula i deixar que l’infant s’adoni de l’error. I si fossin faltes que no han treballat mai, sí que els escriuria al costat la correcció [D-N-WCF-CF].*

**What do you think about the statement: "all written corrections are necessary and effective"?**

*Mmmm... Penso que és cert. Necessàries ho són perquè en el tema de l’anglès, tan extens globalment, cal poder comunicar-se correctament; i efícaces, també, perquè amb totes s’evita l’error.*

**Do you think there is one way of providing WCF that is more effective than others, or that you think you get better learning results with?**

*Home, sí! La manera de tatxar les paraules és una barbaritat. És com dir-li al nen: “no ho fas bé”. També, crec que són importants els colors. Per exemple el vermell penso que es molt negatiu dins el que cap, i almenys amb colors com blau, verd... colors més alegres,*

*i positius, que fan que potser l'infant es motivi a mirar-se els seus errors com a algo del que aprendre.*

*També, escriure sobre de la paraula errada és una manera de corregir que no fomenta cap aprenentatge.*

#### **Interview 5. F. Teacher:**

- When you correct a production written by a child, what do you take into account when providing written corrective feedback?**

*Primer de tot, depèn del curs hi ha uns objectius curriculars o uns altres, aleshores podem parlar d'infants de cicle superior el que tinc en compte primerament és l'estructura del text, que segueixin el que s'ha marcat a la classe, després conto bastant l'ortografia de les paraules clau que estem treballant, i aquells temes gramaticals que s'han estat treballant que estiguin correctament. A part, miro altres estructures, altres tipus de frases que el nen sàpiga o hagi après.*

- What criteria do you follow when providing written corrective feedback on students' texts?**

*A veure, primer de tot, miro quin infant ha fet el text, perquè està clar que en una classe hi ha diferents nivells. Seguit d'això miro el vocabulari que hem treballat a classe, que estigui ben escrit i ben utilitzat, si estan ben utilitzades les formes gramaticals treballades a classe, si són l'objectiu del text, i després miro una mica la complexitat del text. Si són frases molt senzilles, o si hi ha frases més complexes amb connectors..., cosetes així.*

- What kind of mistakes or errors do you tend to focus on the most?**

*Doncs, com he dit abans, amb les coses treballades a classe, en errors en el vocabulari clau. Però així, a nivell més general, a tot Primària, el que em fixo més és amb l'ús dels pronoms, o de gramàtica com el "verb to be", el "have got"... Aquests conceptes més clau és sobre els que paro més atenció.*

- What process do you use when giving corrective feedback on a written composition?**



*Primer, com he dit abans, miro qui l'ha produït; després llegeixo el text i marco amb un color verd els errors. Normalment no corregeixo posant la forma correcta, sinó que ho marco perquè siguin els infants qui facin la revisió, que puguin autocorregir-se. En el cas que sigui un error en una paraula que no hem treballat, doncs sí que proporciono la forma correcta.*

**❑ What types of corrections do you use when correcting texts produced by children?**

*Encerclo les paraules que són errònies, o perquè no estan ben utilitzades o hi ha algun error ortogràfic important, [I-WCF-C] o si no marco amb puntets al costat de la paraula . En cas que no entengui el que vol dir amb alguna frase, el que faig és posar-hi un interrogant al costat, i quan ho corregim junts preguntar-li què és el que volia dir amb allò.*

**❑ What do you think about the statement: "all written corrections are necessary and effective"?**

*No, penso que no totes les correccions són efectives ni necessàries, la veritat. Quan tu corregeixes un text i no fas que els alumnes el revisin, no serveix de res, ja que l'infant només es fixarà si has posat, "good", "very good". També, penso que corregir el que és més complex, que no és el vocabulari clau, no cal corregir-ho perquè provoca més frustració a l'infant que benefici. Ah! I que se m'oblidava, parlant del tema puntuació, a Primària si posen punts i comes ja està bé.*

**❑ Do you think there is one way of providing WCF that is more effective than others, or that you think you get better learning results with?**

*Jo crec que sí, i alguna vegada l'he fet tot i que per manca de temps, no es pot fer sempre. Aquesta és, primer fer una correcció entre companys, és a dir, que siguin els companys qui es corregeixen el text mútuament i després s'expliquin el perquè del que han marcat. Una vegada feta aquesta primera correcció, el mestre, utilitzant simbologia com per exemple: cercles pels errors ortogràfics, ratlles pels errors semàntics..., marcant això i fent que altre cop els infants ho revisin crec que és molt útil. El que passa és que utilitzant aquesta manera de corregir has de dedicar quatre hores a fer-ho tot, i a vegades no hi ha*

*temps.*

**❑ What do you think about the need to adapt the WCF to each student?**

*Doncs com t'he dit abans, quan començo mirant el nom de l'infant és perquè sé on pot arribar cadascú, i aquells per exemple, que són parlants de llengua anglesa a casa, els exigeixo un nivell més alt que aquells qui no. Cal tenir en compte el procés de cada infant, què necessita, en què va millorant, etc.*

**Interview 6. C. N., Pre-service Teacher)**

**❑ When you correct a production written by a child, what do you take into account when providing written corrective feedback?**

En corregir un text, el primer en el qual em fixo és en què vol dir, en les idees que transmet, com les diu. No em fixo tant en els errors ortogràfics sinó si té clara la idea del text i la base de les paraules clau per escriure el text. Per exemple, aquest any a 3r estàvem treballant les descripcions i volien descriure's a ells mateixos; doncs, mirava que hi hagués el més important: *I am, I have...*

**❑ What criteria do you follow when providing corrective feedback on students' texts?**

*Doncs, el primer és que aparegui la gramàtica i el vocabulari treballat, és la base. Que sigui un text clar i ordenat; que tingui clara l'estructura que ha de seguir segons la tipologia de text, que si és una descripció, doncs que tingui clar de què cal parlar, que no sigui una barreja d'idees que els van passant pel cap i van escrivint. Que tingui coherència i cohesió, tal com ho faria amb català.*

*Amb anglès acostumen a fer bastants faltes d'ortografia, quan són més aviat petits, però quan són més grans sí que penso que és important corregir-les, tot i que d'altres potser marcar-les sense donar tanta importància. Ah, i sempre ho faig amb color verd!*

**❑ What kind of mistakes or errors do you tend to focus on the most?**

*Doncs paro atenció sobretot en aquells errors que ara veig que fan els adults, com per exemple: "I am agree", que són coses que són deguts a una falta de base. Sempre em fixo*

*que tinguin una bona base de la llengua; la gramàtica ja la van millorant al llarg dels anys, però penso que principalment em fixo que la base sigui bona i correcta, que no facin errors bàsics ja en adquirir la llengua, que no fossilitzin errors en la llengua.*

**❑ What process do you use when giving corrective feedback on a written composition?**

*Primer de tot, fixar-me en l'estructura, en què volen dir, i després sí que corregir les faltes d'ortografia. Si hi ha alguna frase clau important, l'apunto a sota i posteriorment en una activitat l'introdueixo. Això sí que m'agrada fer-ho. Si tot el grup ha fet el "mateix" text, després el recullo i veig que coincideixen en molts errors, que es reproduïxen molt, doncs crec que és molt important anotar-los i posteriorment, introduir-los un altre cop en una activitat. Després caldria fer un text de característiques similars per veure si ho han adquirit o no.*

**❑ What types of corrections do you use when correcting texts produced by children?**

*Amb el boli verd, si hi ha errors, per exemple més importants d'ortografia, els encerclo, faig una fletxa, i poso la paraula escrita correctament [D-N-WCF-CF]. Si és una lletra, si fa falta, l'afegeixo a sobre. I, si és d'estructura miro de marcar-ho i diferenciar-ho bé perquè quedi més clar. En el cas que sigui un text que està molt desestructurat, sí que m'agrada a sota del text, fer un esquema o un dibuix que els ajudi a ordenar les idees [D-N-WCF-MLE] i tenir-ho en compte la pròxima vegada.*

**❑ What do you think about the statement: "all written corrections are necessary and effective"?**

*Sí i no, i t'ho argumento! Ha, ha, ha. Per exemple, quan corregeixo un text, jo puc marcar, com et deia abans, una paraula que està mal escrita, o un "I am agree", o un "I have" que l'infant escriu "I has"... Exemples així, jo puc marcar-ho i ja està corregit! Però si després si no es fa un treball posterior que doni aquest acompanyament a l'error que hi ha hagut, aquestes correccions estan mancades de sentit. Tu corregeixes el text i li retornes a l'infant, s'arxiva i ja està. Si no hi ha un treball posterior, és difícil que hi hagi un aprenentatge real.*

- ❑ **Do you think there is one way of providing WCF that is more effective than others, or that you think you get better learning results with?**

*Sí. Per exemple, en un text hi veus diversos errors, crec que “tatxar-los” no és gens útil, ja que desmotiva molt a l’infant rebre un text ple de creus, i guixots. Com et deia, penso que, si no està ben escrita, o si ha escrit una paraula i volia referir-se una altra, encerclar i amb una fletxeta posar-ho al costat ben escrit penso que és molt més eficaç que no pas guixar-la o corregir-la sota [D-N-WCF-CF], perquè els costa més d’entendre i frustra més.*

*També a mi m’agrada, perquè penso que és importantíssim, posar un missatge positiu remarcant, per exemple, el que s’ha fet bé [P-WCF-C] per motivar a l’alumne.*

- ❑ **What do you think about the need to adapt the WCF to each student?**

*Jo hi estic d’acord. D’entrada, quan corregeixo alguna cosa, a mi m’agrada basar-me en certs ítems, per exemple, a la meua intervenció aquest any la vaig fer sobre Carnestoltes, i després d’haver treballat molt vocabulari de Carnestoltes, els vaig fer fer un text on es descrivien a ells mateixos. Cadascú tenia una fotografia amb la seva disfressa i s’havien de descriure a ells mateixos amb tot el vocabulari que havíem treballat. Doncs jo tenia uns criteris, una llista al costat, que em marcava una mica els punts en què m’havia de fixar com per exemple, el “I have”, i mirava tot allò que havíem treballat molt, amb jocs, activitats, i diferents estratègies. Però tot i tenir aquests criteris únics, és essencial tenir en compte les necessitats de cada infant, perquè no tothom té les mateixes capacitats i necessitats. Si hi ha infants que fan anglès fora de l’escola, tindran un reforç extern i segurament un nivell més alt...a aquests infants els pots fer escriure més, o amb un nivell més elevat; d’altes que tenen un nivell inferior de llengua anglesa, has de veure que, des del punt d’on han partit, fins on han arribat, si hi ha hagut millora.*

#### **Interview 7. A., Teacher:**

- ❑ **When you correct a production written by a child, what do you take into account when providing written corrective feedback?**

*La presentació, el contingut, el vocabulari, i la gramàtica. Ah! I la lletra, important! Jo*

*sempre els dic que ho he d'entendre, ja que no escriuen per ells mateixos, sinó per una altra persona, i la lletra és la representació d'aquesta persona.*

**❑ What criteria do you follow when providing corrective feedback on students' texts?**

*La coherència, el contingut, i el missatge.*

**❑ What kind of mistakes or errors do you tend to focus on the most?**

*Diria que els gramaticals. Per exemple, si és un text amb anglès i ho estan traduint literalment del català o del castellà a l'anglès, quasi sempre es deixen el subjecte, perquè com que en català i amb castellà ja s'entén, en anglès hi planten un "Is" i es queden tan feliços. Sempre els hi has de dir: "there is a formula, a magic formula, that is: Subject + verb + complement", i si segueixen aquesta fórmula, ho faran bé sempre. Això va a missa!*

**❑ What process do you use when giving corrective feedback on a written composition?**

*Si són nens i nenes de més de vuit o nou anys, els corregeixo de cinc en cinc, ha, ha, ha. Si són redaccions una mica llargues, no puc corregir més de cinc seguits. Faig una mica i paro, i faig una altra cosa, i altre cop faig una mica i paro...i així fins a acabar! Els textos de nens més fluixets, els acostumo a corregir al principi, perquè així no estic influenciada pels altres.*

**❑ What types of corrections do you use when correcting texts produced by children?**

*Si l'error, jo sé que han volgut dir, però ho han escrit malament, hi faig uns puntets a sota i li escric la paraula correctament [D-N-WCF-CF], però mai els ho tatxo. Si s'han oblidat una majúscula, sense pietat, perquè és una cosa que s'ha de saber des de primer de Primària, ho encerclo i hi poso: "Capital letter!". Si és en el subjecte, el pronom "I" en minúscula, sense pietat ho encerclo i hi poso: "Capital letter!" [D-N-WCF-MLE]. Si és per exemple un error en el "verb to be" com "I have ten years old", sense pietat també faig un cercle i els poso: "Verb to be!" [D-N-WCF-MLE], perquè hi ha coses que si o si han de saber. Ara, si m'escriuen per exemple "rabbit" amb una "b" en lloc d'amb dues, jo el que no faig quasi mai és tatxar, sinó que els ho torno a escriure a sobre. De fet, els nens quan corregeixen els faig escriure a sobre de la mateixa paraula. Sempre els dic, "not on, but above!" i així també es van introduint les preposicions. És que si tu*

*corregeixes a sobre...no entenen res!*

*El que jo faig sempre són redaccions, és a dir, “compositions” i “dictations” i d’aquestes sempre han de fer una “Good copy”. Per exemple, jo entrego l’examen, i l’examen va a casa, sigui redacció o dictat. Els pares han de signar si o si en el cas que sigui menys d’un sis. Si el volen signar perquè és un set, un vuit, un nou, o un deu, és genial; però, amb una nota menys d’un sis es necessita sempre la signatura. Aleshores a la llibreta, han de posar “Dictation good copy” o “Composition good copy”, i llavors, jo ja el primer dia de classe els he donat una fotocòpia amb totes les normes de com s’han de corregir les expressions escrites i les errades. Aleshores, primer, jo corregeixo el dictat o la composició, i veig que hi ha un error. El que faig és encerclar-lo i a sobre posar la forma correcta. A partir d’aquí, ells i elles a casa hi han d’escriure aquella frase una sola vegada i amb un “highlighter” o amb un boli vermell o de qualsevol color, fan un cercle a la paraula que jo els he corregit, aquella paraula que havien fet malament. Això és l’únic que poso de deures, ja que han d’aprendre dels errors. Un mestre et pot ensenyar coses noves, però és el mateix nen qui ha d’aprendre dels seus errors.*

- What do you think about the statement: "all written corrections are necessary and effective"?**

*Són efectives i necessàries si després hi ha una cosa que es diu la metacognició, és a dir, aprendre dels teus errors, aprendre sobre el fet d’aprendre. Si l’infant es pregunta: “ostres, en què m’he equivocat?”, o et venen i et diuen: “és que no entenc què he fet malament o en què m’he equivocat”, aleshores aquest nen està aprenent. Llavors, és molt útil que a vegades comencin a fer la “Good copy” a classe, així tu vas observant i potser, no t’aixecaran el dit per preguntar-te, però si tu passes pel costat, passa molt que als que els costa més, et diuen: “això no ho entenc”. Aquesta, és una gran oportunitat per explicar-ho individualment. Són superefectives les correccions si l’infant entès on s’ha equivocat.*

- Do you think there is one way of providing WCF that is more effective than others, or that you think you get better learning results with?**

*Jo penso que una molt útil és posar-los en parelles. El company de l’esquerra o la dreta corregeix amb llapis el text, i després, un cop corregit, li ha d’explicar al company amb*

les seves paraules on es pensa ell que t'has equivocat. D'aquesta manera, quan li diu una altra persona, un igual, en el teu idioma i amb el teu llenguatge, és molt eficient.

Després, tu com a mestra o corregeixes posteriorment, però els has donat l'oportunitat que el nen del costat, de la mateixa edat i que ha estudiat la mateixa unitat, pugui dir: "Mira, aquí, em sembla que això està malament perquè...". És una manera molt xula d'aprendre, ja que s'ajuden i hi ha companyerisme.

□ **What do you think about the need to adapt the WCF to each student?**

*I tant, i tant! Mira hi ha nens, hi ha nens que tenen PI, és a dir, Plans Individualitzats; hi ha els PIMs, que són metodològics... llavors, amb un nen que té per exemple, una dislèxia, o que té qualsevol mena de problema d'aprenentatge, és important que escriguin. Llavors, si tota la resta de la classe, fan un escrit de 80 paraules, tu com a mestra, tens l'obligació de dir-li que en faci cinquanta. T'has d'adaptar!*

*Després també hi ha els PI Significatius, que són els que tenen un nivell inferior, que també els ho has d'adaptar.*

*El problema que hi havia feia anys, quan jo estudiava, era que el mestre no s'adaptava a tu, tu seguies. I en el cas que no poguessis seguir, doncs repeties, queies pel camí, abandonaves els estudis... Però ara, per sort, tenim l'obligació d'adaptar-nos.*

**8.3. Appendix 3: Coded Excerpts of the analyses of the interviews' transcriptions.**

**Excerpt 1.** Negative feedback: Direct written CF, Mark + provision of the correct form.

A. V. (Pre-service teacher): *What I tend to do is to circle the error and write the correct spelling above it.* [D-N-WCF-CF]

C. (Teacher): *I write the words below or above in the correct form.* [D-N-WCF-CF]

A. R. (pre-service teacher): *[...] if there were mistakes that they have never worked on, would write the correction next to them.* [D-N-WCF-CF]

C.N. (Pre-service teacher): *With the green pen, if there are mistakes, for example more important spelling mistakes, I circle them, make an arrow, and put the word spelled correctly.* [D-N-WCF-CF]

A.(Teacher): *If there is a mistake, and I know what they meant, but they misspelled it, I make a few dots at*

the bottom and write the word correctly [D-N-WCF-CF], but it is never crossed out.

**Excerpt 2.** Negative feedback: Direct written CF, Written Metalinguistic Explanation.

A. (Teacher): *If there is an error in the "verb to be" such as "I have ten years old", I also round and put them, for instance: "Verb to be!" [DN-WCF-MLE]*

C.N. (Pre-service teacher): *In case it is a text that is very unstructured, I do like to make an outline or a drawing below the text to help them order the ideas [DN-WCF-MLE] and keep in mind next time.*

**Excerpt 3.** Negative feedback: Indirect written CF, Underlining.

A. R. (pre-service teacher): *[...] I underline [I-WCF-U] and do a little bit of talking to the child about the mistake.*

C. (Teacher): *[...] however, if I see that we have been working on some grammar or vocabulary, and he has made several mistakes, I do underline [I-N-WCF-U] and write "Watch out!" next to it.*

**Excerpt 4.** Negative feedback: Indirect written CF, Circling.

F. (Teacher): *I circle the words that are wrong, either because they are not used correctly or because there is an important spelling mistake [...]. [I-WCF-C]*

**Excerpt 5.** Positive feedback: Positive input.

C. (Teacher): *Next, give a positive message to motivate the children [P-WCF-PI], so that we don't just focus on the negative.*

A.V. (Pre-service teacher): *[...] at the end give everyone a positive comment such as: "Very good!", "Good job!" [P-WCF-PI] to say "well, there are all these mistakes, but don't worry, we are learning!", and this also appreciates the effort behind it.*

C.N. (Pre-service teacher): *[...] give a positive message, for example, what has been done well [P-WCF-PI] to motivate the learner.*

**Excerpt 6.** Positive feedback: Clarification of what is correct.

C. (Teacher): *I always put a comment below where I say that there is room for improvement and what was done well. [P-WCF-C].*

C.N (Pre-service Teacher): *I think it is very important to put a positive message, for example, what has been done well [P-WCF-C] in order to motivate the pupil.*



8.4. Appendix 4: PROVISIONS OF WRITTEN CF by the EFL teachers and EFL pre-service teachers.

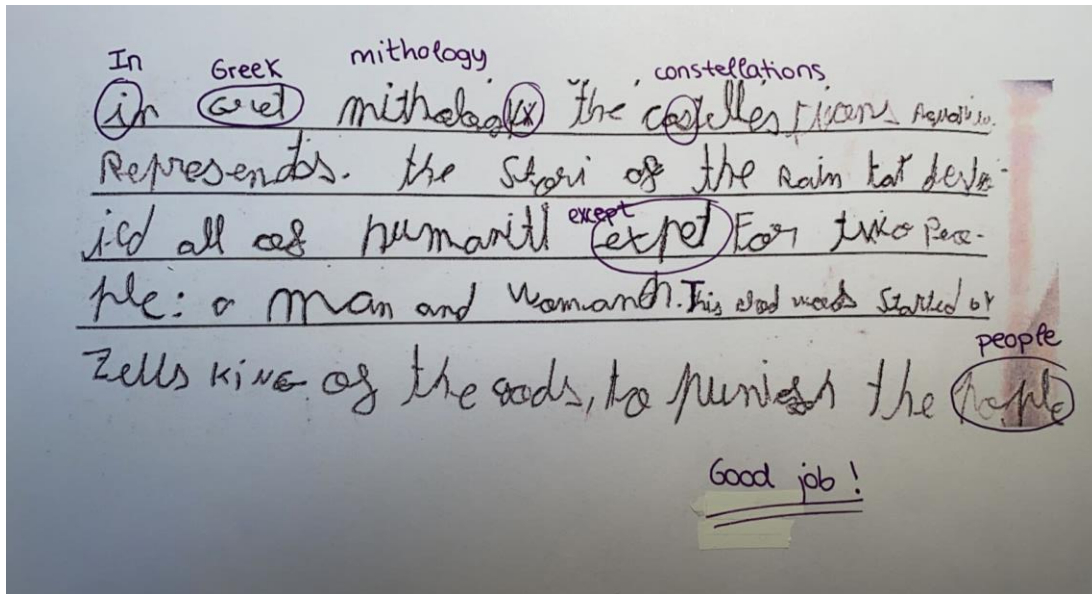


Figure 6. Provision of written CF on the child's sample text, from A.V. EFL pre-service teacher.

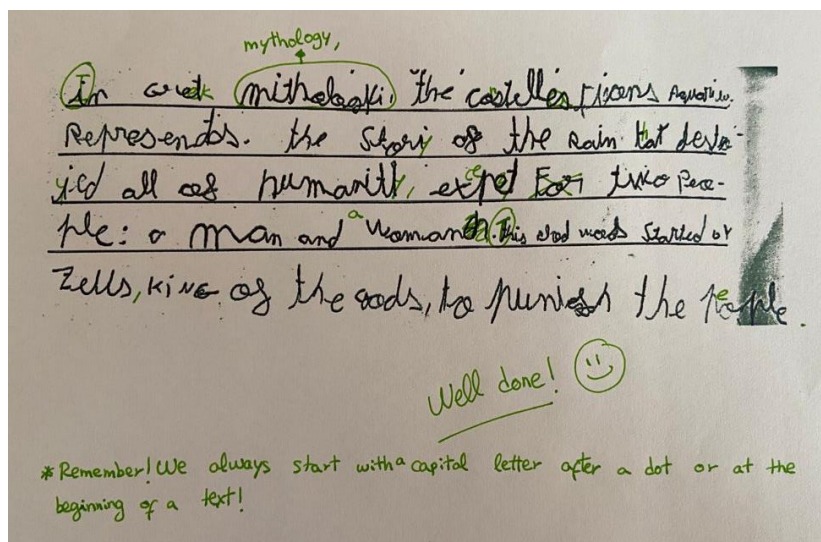


Figure 7. Provision of written CF on the child's sample text, from C.N. EFL pre-service teacher

in greek mythology, the constellation Aquarius  
 Represents. the story of the rain god destr-  
 oied all of humanity except for two peo-  
 ple: a man and woman. this god was started by  
 Zeus king of the gods, to punish the people

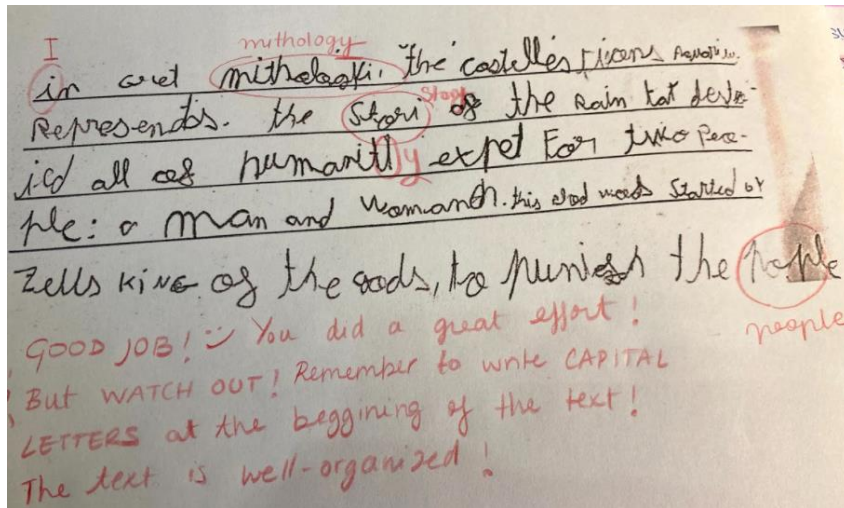
Figure 8. Provision of written CF on the child's sample text, from A.R. EFL pre-service teacher

in greek mythology, the constellation Aquarius  
 Represents. the story of the rain god destr-  
 oied all of humanity except for two peo-  
 ple: a man and woman. this god was started by  
 Zeus king of the gods, to punish the people  
 Good effort. Be careful with some easy words.

Figure 9. Provision of written CF on the child's sample text, from F. EFL teacher.

Capital letters Greek mythology Aquarius constellation  
 in greek mythology, the constellation Aquarius  
 Represents. the story of the rain god destr-  
 oied all of humanity except for two peo-  
 ple: a man and woman. this god was started by  
 Zeus king of the gods, to punish the people

**Figure 10.** Provision of written CF on the child's sample text, from A. EFL teacher.



**Figure 11.** Provision of written CF on the child's sample text, from C. EFL teacher.