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PRE-SERVICE TEACHERS' OPINIONS AND PREFERENCES REGARDING WRITTEN CORRECTIVE FEEDBACK

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"Uso de estrategias de feedback correctivo indirecto para la enseñanza-aprendizaje de la escritura en inglés como lengua extranjera en un entorno virtual"

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Abstract

This research explores and analyses English pre-service teacher perceptions, preferences, and opinions regarding written corrective feedback (WCF) within the context of English as a Foreign Language (EFL) education in Chilean universities from the Bio Bio region. Employing a mixed-method approach, this study gathered quantitative and qualitative data through a structured questionnaire applied to 195 pre-service teachers. This study identifies gaps in feedback clarity, timing, and specificity, highlighting the need for adaptive strategies to meet diverse learning styles and contexts. This research contributes to the literature by addressing an underrepresented context and providing actionable insights for teacher education programs, highlighting the importance of using balanced strategies when correcting written texts, being flexible, and fostering a supportive learning environment.

Keywords: pre-service English teachers, written corrective feedback, strategies, perceptions, opinions, Chilean context, EFL

Resumen

Esta investigación explora y analiza las percepciones, preferencias y opiniones de los futuros profesores de inglés respecto a la retroalimentación escrita correctiva (REC) en el contexto de la enseñanza del inglés como lengua extranjera (EFL) en universidades chilenas de la región del Biobío. Utilizando un enfoque de métodos mixtos, este estudio recopiló datos cuantitativos y cualitativos a través de un cuestionario estructurado aplicado a 195 futuros profesores. El estudio identifica brechas en la claridad, el tiempo y la especificidad de la retroalimentación, resaltando la necesidad de estrategias adaptativas para atender diversos estilos y contextos de aprendizaje. Está investigación contribuye a la literatura al abordar un contexto poco representado y proporcionar perspectivas accionables para los programas de formación docente. Destacando la importancia del uso de estrategias balanceadas al momento de corregir textos exscritos, siendo flexibles y promoviendo un ambiente de aprendizaje solidario.

Palabras clave: profesores de inglés en formación, retroalimentación correctiva escrita, estrategias, percepciones, opiniones, contexto chileno, EFL

CHAPTER 1: INTRODUCTION

1.1 Introduction

Feedback is information provided by a teacher, peer, or one's experience concerning one's educational accomplishment or understanding of a subject matter (Hattie & Timperley, 2007). Brookhart (2008) highlights that effective feedback should be specific and aligned with the learning objectives to support students' comprehension of their performance and what steps they need to take in order to improve. Thus, feedback is a vital feature of the learning process since it helps learners determine their strengths and areas for improvement.

In learning a second language, feedback plays a crucial component in mastering receptive and productive skills of a language -listening, reading, speaking, and writing-. Writing is a powerful tool for learning since students can explore ideas, reflect on their understanding, and clarify their thoughts (Hyland, 2003). In this line, the revising process based on feedback encourages a deeper understanding of linguistic rules. To ensure effective feedback and comprehension of it, Ferris (2003; 2006) emphasizes students' preferences and needs for the feedback to be appreciated by them, meaning, it can be more beneficial and meaningful to promote major engagement and self-correction skills.

Furthermore, to correct and enhance students' writing skills inside the classroom, teachers have the opportunity to use Written Corrective Feedback (WCF). It involves direct or/and indirect correction of grammatical, syntactic, and semantic errors. Authors such as Bitchener, Ferris, Knoch, Van Beuningen, and Sheen have highlighted the impact of different types of WCF on learners' writing development with different studies about the effectiveness of different WCF approaches. These can help educators adapt their feedback strategies to enhance students' learning outcomes. However, relatively little attention has been paid to the preferences of pre-service teachers regarding the types and techniques of feedback they believe to be most effective.

Pre-service teachers' attitudes and beliefs toward WCF are shaped by their experiences as learners, their pedagogical training, and their points of view on the efficacy of diverse feedback strategies (Lee, 2013). Their preferences and opinions can influence their future teaching decisions and practices, which will affect how they provide feedback to their students and, consequently, students' academic performance. By analyzing pre-service teachers' choices and the reasons behind them, professors can design teacher training programs that support the needs and expectations of future educators.

At the same time, the examination of their WCF preferences might reveal insights into how feedback methods could evolve. An increase of classroom diversity and individualized learning techniques influences the understanding of such preferences so the development of various feedback strategies can be effective and adaptable to diverse education contexts (Ellis, 2009).

Given the crucial role of feedback in second language learning, and the relevance of preparing future teachers to provide effective WCF, this research specifically aims to fill the gap in the existing literature by focusing on pre-service teachers' preferences regarding WCF, providing valuable quantitative data about their preferred WCF feedback taking into consideration their linguistic level as well as qualitative information of correction focus, beliefs, use, and experience with feedback. This means, taking advantage of understanding the reflective process that learners with different linguistic levels experience when receiving WCF.

Therefore, the study seeks to answer the following question: What are pre-service teachers' preferences regarding written corrective feedback in L2 learning?

The present study is divided into 5 chapters, and its layout is as follows: Chapter 1 introduces the topic, the problem statement and the research objectives, which is the base of the document. A literature review on WCF is presented in Chapter 2, this is followed by Chapter 3 which covers the research design, population and sample, as well as the methodology used to analyse the results. Later, the results are presented in Chapter 4, in which charts and figures are included to illustrate the outcomes more clearly and the corresponding discussion of these. Lastly, Chapter 5 includes the overall conclusions, limitations and future implications of the study.

1.2 Problem Statement

Learning a second language requires the development of various communication skills, and teachers play an important role in helping students avoid repeating errors. A way to support students through the writing process is by providing them with feedback. Teachers need to spot students' errors and correct them efficiently. Thus, making sure the student notices the mistakes and further self-regulates for future writing tasks. Concerning this, studies have shown that accuracy is one of the biggest problems students experience when writing in English. Therefore, most students need to receive WCF because there is a common belief that they lack grammar skills (Rizky et al., 2021).

Saragih et al. (2021) state that when producing texts, students are encouraged to express their thoughts and ideas while ensuring that their writing is understandable, readable, and meaningful for the audience. Thus, writing skills are a great challenge when learning English as a foreign language because of the intricacies of structure, grammar, vocabulary, and other language aspects. However, the effectiveness of WCF in language acquisition has been recognized for its role in improving linguistic accuracy and general writing quality (Ferris, 2006; Bitchener & Knoch, 2010). Despite its proven benefits, the implementation and reception of WCF can substantially vary on cultural, individual, and educational factors (Lee, 2009).

Pre-service teachers receive all types of feedback throughout their undergraduate courses, including formative, summative, and peer feedback in diverse contexts, which are fundamental for their professional development (Hatziapostolou & Paraskakis, 2010). At the same time, they are encouraged to participate in peer-feedback activities, which foster collaborative work and

critical thinking (Liu & Carless, 2006). Nevertheless, there still is a lack of research about pre-service teachers' experience when giving WCF and whether they possess the necessary skills to do so effectively. Thus, there needs to be more insight into whether pre-service teachers know which strategy to apply or how to give feedback accurately to their students, considering their emotional response and their preferences when learning English.

To enhance students' writing quality, teachers must provide input to improve learners' grammatical and organization skills, a way to achieve this is by providing corrective feedback. There is great evidence regarding the different methods teachers prefer to provide written feedback to their students regarding the aim of the writing piece and lessons. For example, Ellis (2009) states that many teachers prefer direct feedback because it provides clear and immediate corrections, which helps students recognize and understand their mistakes; McCarthy (2017) found that with the increasing use of technology in education, some educators prefer electronic feedback for its convenience and the ability to provide multimedia comments; Ferris (2006), analyzed how some teachers prefer indirect feedback as it encourages students to engage more deeply with their errors and promotes self-regulation and autonomy. Additionally, research has illustrated EFL learners' preferences concerning the type of corrective feedback and the error on which the input must be focused. The study by Rizky et al. (2021) showed students preferred direct WCF centered on correcting grammatical errors. However, there still exists a gap concerning pre-service teachers' preferences toward WCF and the reasons behind it while considering their different educational contexts and levels.

In the Chilean context, English is taught as a foreign language in a context where students have limited exposure to the target language outside the classroom (Matear, 2008). This environment relies on effective instructional strategies such as WCF to support language development. Pre-service teachers in Chilean universities come from diverse educational backgrounds and possess different levels of English proficiency. This diversity might impact their competence and confidence when providing WCF. Arévalo (2018) states that pre-service teachers' experiences influence their attitudes and beliefs about teaching practices, including feedback. Therefore, their WCF preferences may vary, which can affect how they plan to use feedback in their lessons.

Along the same line, Chilean students may have limited access to practicing English outside the classroom, so the type and frequency of WCF might become critical. Pre-service teachers need to be prepared to give constructive criticism as well as supportive and developmental feedback, which calls for a deeper comprehension of the various feedback methods and how they affect students' learning.

Examining pre-service teachers' preferences toward WCF is essential since it can reveal gaps in teacher education programs, particularly in the areas of feedback discipline, and support. Teacher training programs must address these preferences and supply pre-service teachers with the necessary practical skills and strategies to deliver effective WCF. The diverse opinions, beliefs, and experiences that pre-service teachers possess regarding WCF

can contribute to the development of more comprehensive and adequate feedback since they can provide an understanding of how they perceive its role and effectiveness in the language learning process.

In this context, the research question that conducts this study is:
What are pre-service teachers' preferences regarding WCF in L2 learning?

This descriptive research pretends to address this question through a *mixed-method* study with a non-experimental design. By addressing this issue, the study seeks to contribute to the literature on WCF and teacher education training.

1.3. Research objectives

1.3.1 General objective

To analyze pre-service teachers' perceptions regarding corrective feedback in L2 writing.

1.3.2 Specific objectives

1. To identify pre-service teachers' preferences concerning written corrective feedback.

2. To examine pre-service teachers' experience with written corrective feedback.

3. To explore if there is any difference in pre-service teachers' beliefs regarding written corrective feedback according to the year of the program to which they belong.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 Error in Second Language Acquisition

Making mistakes is an inherent part of the second language learning process. A teacher's job is to spot these errors and find a way for students to achieve the learning objective correctly, but what is considered an error in Second Language learning? Errors are commonly defined as the process of failing to follow a second language structure correctly when trying to convey a message (Masruddin & Nasriandi, 2022).

Teachers can determine the gap that needs to be filled in order to acquire new knowledge by having a better understanding of the cause or type of an error (Ciesielkiewicz & Márquez, 2015). The nature of these errors might be from the confusion between rules intrinsic to both native and target languages. Another way Rustipa (2011) explains them is as "faulty inferences" (p.17) in which the learner fails to guess the rule of the target language by applying one from their native language from a similar context, basing the error on a failed hypothesis made of the student's interlanguage.

Rustipa (2011) also contributes by discerning error from mistake by stating that a mistake might be spotted and corrected by the learner because they do not represent a low level of proficiency but rather a "performance slip" (p. 3); on the other side, an error consists of a failure or incorrect guess of a system rule that showcases the learner's low level of mastery on the desired language.

According to a 2020 study by Victoria Russell, students learning a second language remotely may have had "foreign language classroom anxiety" (p. 3) during the pandemic. This could lead to an increase in affective filters and lower performance, which could cause mistakes. This problem may arise due to the different learning contexts, situated in isolation rather than immersed. In this case, the learner is said to make a mistake since it can be easily corrected on their own when the affective filter is lowered (Krashen, 1986). Something that cannot be done when making an error, since it may not have the competencies required on the L2 to do so (Rustipa, 2011)

2.2 Feedback

Feedback is the process of pointing out what aspects of performance were well done and pointing out the ones that did not meet the aspired model, allowing students to compare their productions with the standard they aim to meet (Atkinson et al., 2021). Feedback not only points out the aspects of the performance that need to be improved but also encourages the learner to find the answer by themselves along with clarifying misunderstood ideas and highlighting the strength showcased on the product presented (Hattie & Timperley, 2007).

Feedback can be found in different forms and contexts, and might come from a parent, a friend, or a teacher. A teacher's job during the feedback stage is to enrich students with strategies for them to be able to correct themselves when committing the same mistake again autonomously; however, feedback

corresponds to a “correctional review” (p. 82), where instructions might be given to emphasize more on the difference between the desired performance and the one presented, giving information to fill this gap or narrow it as much as possible (Hattie & Timperley, 2007). Depending on the teacher, this feedback might be accompanied by praise to further encourage the learner to meet the desired outcome.

According to Hattie and Timperley (2007), “It is most powerful when it addresses faulty interpretations, not a total lack of understanding” (p. 2). In other words, feedback should be used to specifically indicate the error made rather than what was not understood in a general aspect. Nevertheless, this feedback can be well-accepted by the learner or rejected because of different reasons.

After having a look at what feedback is, the following question might arise: How necessary is it to receive feedback when learning a second language?

In a study done by Kulhavy (1977, as cited by Hattie and Timperley, 2007) when comparing two groups of students’ performances after receiving and not receiving feedback, there is a great difference on the next assessing occasion. Students who receive feedback increase potentially their performances when the content is understood, hence by working as a facilitator of information for improvement. Conversely, feedback is ineffective when students initially misunderstand the material. This could occur when students simply copy the material without properly reading it to ensure understanding.

2.3 Written corrective feedback (WFC)

WCF corresponds to a recurrent tool used when teaching a second language where a teacher reports, comments, or responds to a student's written product, highlighting the strengths and using a strategy for them to correct any mistakes found at a linguistic level, generally about grammar with the objective of improving the learner's level of proficiency (Shen & Chong, 2022; Mao & Lee, 2020). Another definition that can be found is that WFC has an "explicit offline nature" being only directed to pointing out a lack of a learner's written piece not being given in real-time, unlike oral corrective feedback described as an "online interaction" (Shintani & Ellis, 2013 p. 2).

It has been studied that the corrective feedback on written performances favors both teachers and students, showcasing a clear improvement in the student's written pieces (Sinha & Nassaji, 2021). This positive view has been contrasted plenty of times, Suzuki et al. (2019) gathered different studies that state that it may be "harmful" for students to be corrected on a linguistic level repeatedly; while they also found some other research that illustrates the complete opposite, describing WCF as a powerful tool with great effects on the long term.

Mao and Lee (2020), found out, after going through literature about WFC from the last four decades that corrective feedback on written exercises can be classified depending on the number of error types emphasized when correcting from less to most types of errors corrected: comprehensive, mid-focused and highly focused, respectively.

2.4 Types of WCF

According to Ellis (2009), there are six types of WCF, including direct corrective feedback, indirect corrective feedback, metalinguistic, focused or selective corrective feedback, unfocused or comprehensive corrective feedback, and reformulation.

a. Direct corrective feedback

It involves the educator explicitly providing learners where the error or mistake is, and what the correct form should be. Generally, the educator highlights the incorrect word, morpheme, or phrase, and replaces it with the right one. This type of feedback provides clear and immediate correction of specific linguistic errors.

b. Indirect corrective feedback

In this case, the teacher indicates an error has been made by highlighting it but does not provide the correct form. Thus, students are expected to identify and correct the error autonomously. This type of correction encourages learners to engage more with their errors and contributes to developing their problem-solving skills.

c. Metalinguistic feedback

The teacher helps students understand the nature of the mistake by providing general comments, information, or questions related to the error, without

directly correcting it. This aims to promote deeper cognitive engagement with the target language and foster learners' ability to self-correct. However, Bitchener and Ferris (2012) emphasize the importance of considering learners' factors, such as their language proficiency level and learning style.

d. Focused or selective corrective feedback

This type of feedback addresses specific types of errors for correction, instead of targeting all errors in the text. In this way, the teacher can intensively use it to help students improve their accuracy and comprehension of particular linguistic features.

e. Unfocused or comprehensive corrective feedback

The educator marks every grammatical, semantic, syntactic, and punctuation error in students' writing pieces. The objective of this type of correction is to improve overall language accuracy by supplying feedback on a wide range of linguistic issues.

f. Reformulation

With this feedback, the teacher rewrites or paraphrases students' text or parts of it in a more native-like while preserving the original content and ideas. The corrected version serves as a model for students to compare with their original output, which allows them to identify and comprehend their errors.

Furthermore, Hyland and Hyland (2006) also contribute to a type of WCF:

g. Electronic corrective feedback

They examined the use of e-feedback in L2 writing classes and its impact on students' revisions. This type of feedback was found to be beneficial in improving the writing quality. Consequently, it was considered that electronic corrective feedback is another type of WCF.

Electronic feedback uses digital tools such as software, online platforms, or word processors to provide assessment. It can include comments, track changes, and multimedia feedback, such as videos, images, or audio messages.

Key studies such as Altamimi and Masood (2021) have also indicated that EWCF can be effective in promoting students' grammatical accuracy. Whether this feedback is given synchronously or asynchronously, when applied consistently, it has been shown to support students make improvements in areas like syntactic and syntax.

h. **Peer feedback**

Lastly, Xie and Yuan (2020) provided an analysis of peer corrective feedback. These authors contributed with a comprehensive analysis of peer feedback. They explored how peer feedback can be a powerful tool when learning is applied effectively. Peer feedback involves students providing feedback on each other's work. Meaning that they exchange texts and give comments and corrections on the other's writing piece. With this type of feedback, learners engage in critical analysis and reflection, which leads to a deeper understanding and learning of the linguistic features involved in writing.

2.5 Teacher's role

Teacher feedback is a key component of the language learning process. Specifically, when providing WCF, they facilitate students' language learning and writing development. This type of feedback serves as a guide for them to identify and correct their errors, contributing to enhancing language accuracy and writing proficiency. Ferris (2011) and Hyland and Hyland (2006) have stated that effective teacher feedback can significantly improve learners' writing skills.

Firstly, teacher feedback supplies students with fundamental guidance and support to help them understand their mistakes and errors, and how to avoid or correct them in the future. (Bitchener & Knoch, 2010). Secondly, regarding motivation and engagement, positive and constructive feedback can drive students to immerse deeply in their learning process and take an active role in improving their writing (Hyland & Hyland, 2001). Moreover, feedback functions as a formative assessment. Hattie and Timperley (2007) state that feedback offers students insights into their current performance and areas for improvement. This means, teachers not only provide linguistic feedback but also a safe, motivated, and supportive classroom context.

At the same time, within their lessons, teachers can adopt the various WCF techniques, each with a different goal and methodology. As mentioned, these approaches include direct feedback, indirect feedback, metalinguistic feedback, focused feedback, unfocused feedback, reformulation, and electronic feedback. Taking into consideration the teacher's role in implementing WCF, their performance is multifaceted since it not only

comprises the provision of feedback and the fostering of a supportive learning environment but also promotes students' autonomy and self-regulation. In this line, teachers need to provide clear, specific, and constructive feedback, which involves highlighting errors, explaining why they are incorrect, and offering suggestions for improvement (Hyland & Hyland 2006). Additionally, educators must balance positive and negative feedback as it helps maintain student confidence and motivation with the target language. Praise for correct usage alongside constructive criticism of errors can create a more supportive learning experience (Ferris, 2011).

Furthermore, teachers also play a vital role in encouraging student reflection, which promotes self-assessment and autonomous learning. Ellis et al., (2008) state that to foster students' reflection, teachers can implement follow-up activities, such as peer review lessons, or revision tasks. Also, it is relevant that teachers can adapt feedback to their students' needs. To achieve an effective WCF, teachers must be aware of their learners' abilities and provide feedback tailored that is both achievable and appropriate (Bitchener & Knoch, 2010). All of these features help teachers create a feedback culture, which means that feedback will be valued and considered as a tool to accomplish their learning outcomes. This also involves fostering a collaborative environment where students feel comfortable and safe when providing and receiving feedback (Hyland & Hyland, 2001).

2.6 Students' preferences

Regarding students' preferences toward WCF, studies have shown that they tend to value WCF that is direct, clear, and specific since it helps them understand and apply corrections more effectively. For example, Ellis (2017) conducted a survey and interviews with ESL learners to collect data on their preferences for different types of WCF. This study found that the vast majority of students preferred direct feedback over indirect one, this is because they appreciated clarity and immediate directions. Chen et al. (2018) analyzed EFL students' preferences and perceptions regarding different WCF techniques; this study revealed that implicit and indirect feedback was less favored because it left learners uncertain about how to correct their mistakes.

Zheng and Yu (2018) applied an experimental design where Chinese EFL students were provided with either direct or indirect WCF on their writing pieces. This research showed that learners who received direct feedback had considerable progress in their writing accuracy; participants also expressed their preference for direct feedback because it was easy to understand and straightforward.

These studies indicate that high-school ESL students consistently prefer direct and explicit WCF, highlighting the relevance of specific guidance they need to comprehend and correct their errors. However, a study conducted by Ferris (2021) examined ESL university students' perceptions of indirect corrective feedback in a writing course; the researcher found that high-proficiency students declared that indirect feedback was more beneficial since it allowed

them to engage in problem-solving and self-correction situations. Additionally, a study by Suzuki (2020) explored the impact of indirect corrective feedback on Japanese EFL students' writing, in which the majority of the participants found it helpful for enhancing their self-editing skills and grammar awareness.

Nevertheless, some research found students sometimes prefer a balance between direct and indirect feedback, in order to reinforce learning and provide reassurance, especially for more complex linguistic issues. For example, Harsthorn et al., (2021) noticed that while learners valued the role of indirect feedback in fostering autonomy and critical thinking, they also acknowledged the relevance of occasional direct feedback to confirm their corrections and build their confidence.

Preference for direct or indirect corrective feedback, the most used by teachers, is shaped by different factors such as individual learning styles, learner autonomy, and error awareness. It is important to take into consideration students' needs and diversity to tailor feedback and apply a balanced approach to maximize the benefits of both techniques and support an effective learning process.

2.7 State-of-the-art

WFC not only contributes to the correction of mistakenly used patterns but also serves as an encouragement for students during their learning process (Hyland & Hyland, 2019). Regarding the types of WCF, in a recent study from

Aliakbari et al. (2023), it has been expressed that focused feedback had a greater impact on the learners' learning of a second language. The authors described the usefulness of focused written corrective feedback as efficient and durable.

Research done by Nawaz et al. (2023) revealed that students in Pakistan preferred the use of Focused and Metalinguistic feedback by their teachers; in other words, secondary school students in Pakistan expressed their preference for correction on specific linguistic elements in their texts followed by the identification of the mistake by the teacher. The authors inferred that the students could not spot the nature of the error most of the time, leading them to strive for guidance from the teacher to define it and then learn from it.

According to research by Kloss and Quintanilla (2024), second language learners have a positive perception of feedback since it has a positive impact on the quality of the writing they produce. One of the reasons is the lack of grammatical accuracy on their part being complemented by the guidance of their teachers.

Regarding the Chilean scenario, there is little evidence on the topic, some authors such as Muñoz, et al., (2023) have researched this topic as a case study in a Chilean university. In addition, Quintanilla et al. (2018) have explored how Chilean pre-service teachers correct errors in writing, however, the sample only involved 33 pre-service teachers of English. Quintanilla and Kloss (2024) also researched ESL learners' experiences with written feedback. Nevertheless, it is believed that not enough research has been done covering WCF, even less regarding pre-service teacher's perspectives and opinions,

hence the importance of our study. The majority of research on WCF has been done in Asian countries, probably due to the access to bigger samples to work with.

CHAPTER 3: RESEARCH DESIGN

3.1 Type of research, approach, and design

To conduct this study a mixed-method approach is going to be used. In other words, we aim to look at the subject of WCF much more in detail by garnering data from qualitative and quantitative sources. A mixed-method approach allows the researchers to generalize their findings while also deepening the understanding of these generalizations (Taherdoost, 2022). Conclusions and results are drawn through the integration of both qualitative and quantitative approaches in the same study (Tashakkori & Creswell, 2007)

In this case, a questionnaire was run to gather quantitative data about the participant's preferences, perceptions, and experiences with WCF to analyze it at a macro level according to their university year. Moreover, open questions were asked to garner qualitative data to deepen the understanding of the different opinions about their preferences. This way, not only objective data will be showcased but also subjective from the same instrument, transforming the findings into knowledge through "dialectical discovery" (Creswell et al., 2011).

A quantitative method was used to extract numeric information in the research. Statistical analysis is used after collecting the data to answer the questions that guide the study to be able to have a general view and perception of the participants (Bhandari, 2023). Transforming words from the answers to

numeric data is commonly done in studies to get a gist of the common view of a certain topic.

In contrast, a qualitative method accompanies the objective part of the study, extending and giving reason to the data by adding subjective visions from the participants. According to Mujis (2010), visions transform depending on different contexts and experiences. That is why a qualitative method will be used to take a look at different participants' realities and reasons to give an appreciation to different points given during the study.

In addition, this study is descriptive research. It focuses on observing, recording, and assessing a population, situation, or phenomenon without manipulating any variables (McCombes, 2019). In these circumstances, the participants will answer a questionnaire to collect data on their perceptions toward WCF. The objective of this research is to analyze pre-service teachers' perceptions, preferences, and experiences regarding WCF. In this line, the analysis of the results will help English teachers determine which aspects to consider when giving WCF to their students by taking into consideration their context and opinions.

Furthermore, this research has a non-experimental design as it lacks intervention of variables and the arbitrary allocation of participants (Chiang, Jhangiani & Price, 2015). This means that non-experimental research only analyzes variables as they normally occur. In this case, the researchers will measure and analyze the questionnaire's answers to obtain quantitative and

qualitative data on pre-service English teachers' preferences, perceptions, and experience with written corrective feedback.

3.1 Population and sample

The population consisted of 195 students registered to the English Teaching Program of different universities in the Bio Bio region. However, the sample consists of 190 participants since some of them chose not to share their answers for analysis.

The sample participants belong to different university levels, which means they might bring diverse linguistic levels to the study. It is also important to consider that Teaching English programs vary in schedule from one university to another. Thus, the number of English hours might be varied.

According to the first item of the questionnaire, pre-service teachers had to answer in which university of the Bio-Bio region they are enrolled in.

Table 1

University in which participants are enrolled in

University	Number of participants
Universidad de Concepción	121
Universidad San Sebastián	61

Universidad del Bío-Bío	9

Table 2

Participants' year of university they are coursing

Study Year	Number of participants
First year	54
Second Year	49
Third year	21
Fourth year	33
Fifth year	33

This table shows how the sample is distributed in terms of subjects' year of study, which can give an insight into their English linguistic level. This will help to determine if there is any difference in the technique that pre-service teachers prefer when receiving WCF while considering in which year of university they are enrolled.

3.2 Conceptualization and operationalization of variables or categories

From the quantitative point of view, the study comprises the following variables:

Independent:

a. **Year of study - linguistic level**

Since the participants were students from different years within the program, they should have different linguistic levels. The term "linguistic level" refers to

a person's capacity for both receiving and expressing language, taking into account the phonology, morphology, syntax, and semantics of the target language (Wing, 2019). Thus, it was expected that the subjects could possess diverse preferences toward the WCF provided considering their linguistic level.

Dependent:

b. Strategy preference

Different strategies might be used to give feedback depending on the teachers' preferences and perception of usefulness. However, pre-service teachers who participated in the study might discern or agree with them. In order to examine the participants' propensity for each technique, statistics were taken from the questionnaire table.

On the other hand, from the qualitative perspective, this research covers the following categories:

a. Type of correction

The different participants' teachers might use distinct types of corrections when assessing their writing tasks. During this study, they will be classified depending on if the mistake was explicitly corrected or the mistake was just implied and mentioned, making it implicit to the learner. This way could be understood if the teacher would be encouraging self-correction so they can develop discerning abilities to spot and correct their own mistakes (Emelda & Miftah, 2019). The research aimed to investigate what type of correction teachers use and what the perception was regarding their own experiences.

b. Teacher's correction focus

Some of the questions asked to the participants revolved around the focus their teacher gave to the correction. This was to know whether the participant's teachers assessed on a macro or micro-level, focusing on grammar, spelling, punctuation, vocabulary, understanding of ideas, or organization of paragraphs.

c. Preference of correction focus

The instrument used to collect data comprised questions aimed at the participants to give personal opinions toward their preferences regarding the focus of the correction that the teacher provided. Thus, a difference might be observed between the teachers' correction focus and students', this means, learners could take advantage of the feedback given differently if they were given the type of WCF of their choice.

d. Reaction and use of feedback

Within the questionnaire, the participants were asked what their reaction was regarding the feedback given by their mentors, in other words, how would they use the feedback after receiving it. The purpose of this was to localize to what extent the feedback was useful to be given and the level of importance learners give to the corrections their teachers gave them. Understanding the extension of the feedback enables the capacity to understand its usefulness depending on the way it is given.

e. Beliefs of feedback

During the study, the participants were asked to give their opinions about their beliefs on how they think feedback should be given. This way, a deeper understanding of their perceptions may be extracted from their answers, also analyzing the usefulness perceived of the different types of feedback depending on their education level. Sasan and Saeid (2010) emphasized the research of beliefs learners have regarding feedback received to understand if there is a match between them and the behavior inside the classroom.

f. Teaching experience with feedback

Regarding their teaching experience with feedback, the subjects were asked if they had instances where they would be the ones assessing others' written tasks and what the focus of their feedback was. Thus, analyzing further the perception of feedback of pre-service teachers on a higher education level, closer to being professionals. Alongside this, comparing answers about their perceived usefulness of different strategies and the ones that they chose to use when correcting themselves.

3.3 Ethical considerations

To implement the instrument, an informed consent form was designed for pre-service teachers to provide their authorization for the analysis of their answers once they have answered the questionnaire. Participation in this study is voluntary for pre-service teachers, meaning they can refuse to participate if

they do not feel comfortable with sharing their opinions and preferences toward WCF. (see Appendix 1).

3.4 Data gathering

For the data collection process, a questionnaire was administered to gather information about the participants' preferences for WCF. Bhandari (2023) states that a questionnaire is a list of questions or items used to gather quantitative and/or qualitative data from respondents about their attitudes, experiences, or opinions. Since this study aimed to gather data from diverse pre-service teachers with different educational contexts and linguistic levels, the list of questions was expected to collect vast possibilities of answers according to the participants' years of study.

The instrument was adapted from Chen, Nassaji, and Liu's research (2016) and evolved after being revised and validated by four experts from the English Teaching Program of the University of Concepción (see Appendix 3). The main purpose of the questionnaire was to obtain participants' preferences toward WCF and their reasons behind it, as well as their experience as pre-service teachers when providing feedback.

3.5 Methodological triangulation

This research applies to a mixed methodology, signifying that quantitative and qualitative data were collected and analyzed. Thus, numerical data was compiled through the questionnaire since the instrument provided a certain number of participants from each level and their preferred WCF strategy. This

quantitative information supported the analysis of any difference present in pre-service teachers' preferences regarding WCF strategies according to the year of the program to which they belong. At the same time, qualitative data was collected through the diverse opinions the participants elaborated by answering the questionnaire's open-ended questions. Their answers supplied with rich understanding of participants' interaction with WCF. This information could further support teachers' decisions within their lessons when providing WCF, by considering their students' linguistic level, classroom environment, and general preferences toward WCF.

Moreover, alongside the mixed methodology, methodological triangulation was also used in this research. Methodological triangulation is a tool that applies diverse methods, angles, and data sources to contrast results by analyzing their similarities and differences to obtain a deeper understanding of a research topic (Aguilar & Barroso, 2015). Applying this type of tool to combine the quantitative and qualitative data supported the validity and reliability of the research's findings which further helped the comprehension of the research topic. At the same time, it enhanced the authenticity of the study's conclusions.

3.6 Instrument

The questionnaire comprised twelve multiple-choice and open-ended questions that revolved around pre-service English teachers' preferences regarding the focus and type of error correction, their inclination toward the different feedback techniques and strategies, and their experience with WCF. This questionnaire was administered to pre-service teachers from diverse

universities in the Bio-Bio region (see Appendix 2). The questionnaire took between ten to twenty minutes to answer.

The procedure to implement the questionnaire had two modalities. On the one hand, pre-service teachers enrolled in the University of Concepción answered the questions on paper to ensure their participation, they were assisted by one of the students in charge of the case in case of doubts or questions when answering the instrument. On the other hand, pre-service teachers from other universities were sent a digital form of the questionnaire via Google form.

The questionnaire was written in Spanish to allow the participants to provide a deep and elaborate insight into their preferences and the reasons behind them. It was open to being answered for approximately three weeks to ensure the participation of as many participants as possible.

3.7 Data Analysis

After administering the instrument to gather the participants' preferences and experiences regarding WCF, the data collected was analyzed using statistical methods, using the software SPSS (Statistical Package for Social Sciences). Following the same line, data from the table was taken to build a quantitative database to be analyzed. Regarding qualitative data, the information was taken from the open-ended questions from the same instrument.

Quantitative

The SPSS software allowed us to contrast the data gathered from across the different university levels. Therefore, the following tests were applied: Shapiro-Wilk to assess the normality of data distribution; then, the Levene test to evaluate homogeneity of variances across groups; next, the MANOVA test helped to identify global differences in perceptions of WCF strategies within the years of study; later, the ANOVA test was applied to identify specific differences in pre-service teachers; lastly, the post hoc (Tukey HSD) made specific comparisons between university levels regarding their perceptions on WCF techniques.

Charts, such as pie charts, were used to understand and showcase the trends on the different indicators in a more visual way, showcasing the different preferences depending on the different levels in a more organized and clearer way. Furthermore, box and whisker charts were also utilized to illustrate the variability in pre-service teachers' preferences regarding the type of WCF techniques. Thus, the quantitative data was well-structured and could support easier understatement of the numeric information.

Methods

1) The Shapiro-Wilk test was conducted to assess the normality of the data distribution.

2) The Levene test was used to evaluate the homogeneity of variances across groups.

3) MANOVA was employed to identify global differences in perceptions of strategies across different years of study.

4) ANOVA was performed to identify significant differences.

5) A post hoc analysis (Tukey HSD) was conducted to make specific comparisons between years of study.

This analysis was made to obtain a fundamental focus, which combines multiple statistical methods to guarantee robust and reliable results.

Qualitative

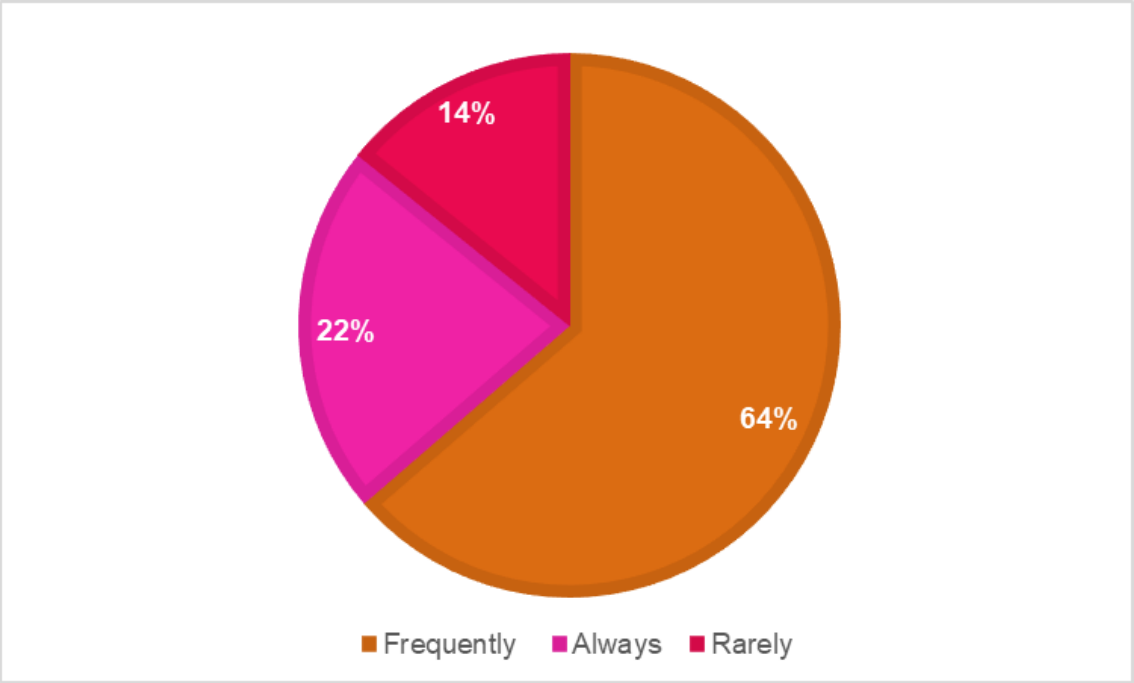
Additionally, the data obtained from the open-ended questions was analyzed by using content and frequency analysis techniques to spot any patterns in the participants' responses, making visible any inclination from each group. This information was organized in tables that indicate the tendency that pre-service teachers had of certain WCF aspects, and their experiences with them. Finally, the study included figures, such as a visual map and world cloud to represent repetitive terms and strategies mentioned in the instrument.

CHAPTER 4: RESULTS

4.1 Frequency in which pre-service teachers receive WCF

Figure 1

Frequency in which pre-service teachers receive WCF

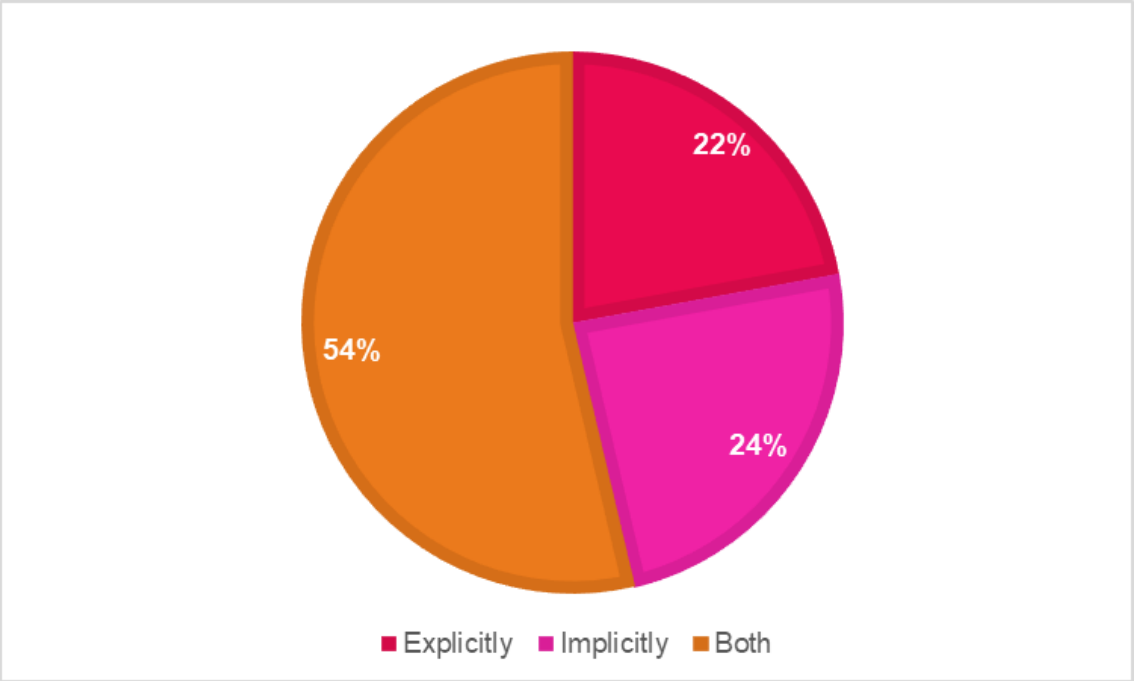


According to question 3 of the questionnaire, students had to answer with what frequency their university professors deliver feedback regarding their writing. As shown in *Figure 1,* 64% of the participants stated that they receive feedback from their professors “Frequently”. “Always” and “Rarely” account for 22% and 14% of responses, respectively. This indicates that the smallest proportion of pre-service teachers rarely receive WCF.

4.2 Pre-service teachers' way of receiving WCF

Figure 2

How do university professors give WCF according to pre-service teachers



In the questionnaire, pre-service teachers had to answer how their professors deliver WCF in their writing, explicitly, implicitly, or a mixture of both. According to this pie chart with data extracted from the responses, the predominant response was "Both", with 54% of participants stating their professor used both explicit and implicit strategies to correct their texts. Other answers indicate that smaller proportions of university professors give strictly only explicit or implicit feedback to a writing task, with 22,1% and 24,2% respectively.

4.3 Focus of university professors when giving WCF

Table 3

Aspects of writing in which pre-service teachers receive most feedback

Aspects of writing	Number of pre-service teachers
Grammatical structures	171
Use of vocabulary	141
Orthography	146
Organization of ideas	128
Text organization (type of text)	86
Punctuation	121

Pre-service teachers had to select which aspects their university professors focus on when giving WCF. They could select as many aspects as they wanted from the range of options that were given in the instrument. As shown in *Table 3*, most participants said that their trainers focus on grammatical structures. The aspect they least focus on is text organization, which means, the type of text. The table also illustrates that university professors also aim to give feedback on the use of vocabulary and orthography.

4.4 Usefulness WCF techniques

Table 4

Results of the normality test Shapiro-Wilk

Strategy	First year	Second year	Third year	Fourth year	Fifth year
a. Highlight the error without correcting it. Example: He drive home every day.	0.0003	0.0003	0.0531	0.0197	0.0054
b.Highlight the error and indicating where there is information about it. Example: He drive home every day. (see section two in grammar book)	0.0001	0.0001	0.0010	0.0000	0.0045
c.Indicate the error without marking or correcting it. Example: He drive home every day.	0.0000	0.0000	0.0002	0.0000	0.0020

(subject-verb agreement)					
d.Mark the error (e.g. underlining it) and indicate the type of error. Example: He drive home every day. (subject verb-agreement)	0.0000	0.0000	0.0007	0.0000	0.0000
e.Underline the type of error with correction. Example: He drive home every day. (drives)	0.0000	0.0000	0.0004	0.0006	0.0011

f.Correct the error and provide an explation of the correction. Example: He drive home every day. (drives) you need to add a third person singular “s” to the verb. The verb must agree with its subject.	0.0000	0.0000	0.0000	0.0000	0.0000
g. Indicate there is an error with an (X), without marking or correcting it. Example: ‘He drive home every day.’ ×	0.0000	0.0000	0.0000	0.0000	0.0000

According to the instrument, in question number 8, pre-service teachers had to select, from a scale of 1 to 5, how useful each technique was to give WCF; 1 being the least useful and 5 being the most.

The normality test (Shapiro-Wilk) assesses if the selections of each WCF strategy follow a normal distribution. This is essential to determine the application of parametric tests such as ANOVA. The p-value > 0.05 indicates

that the data do not significantly differ from a normal distribution. In this analysis, most of the techniques showed no normal data.

Table 5

Homogeneity of variances across groups according to the Levene test

Strategy	p-value
a. Highlight the error without correcting it. Example: He drive home every day.	0.5868
b.Highlight the error and indicating where there is information about it. Example: He drive home every day. (see section two in grammar book)	0.2669
c. Indicate the error without marking or correcting it. Example: He drive home every day. (subject-verb agreement)	0.6536
d. Mark the error (e.g. underlining it) and indicate the type of error. Example: He drive home every day. (subject verb-agreement)	0.3220
e. Underlining the type of error with correction. Example: He drive home every day. (drives)	0.3718
f. Correcting the error and providing an explanation of the correction. Example: He drive home every day. (drives) you need to add a third person singular “s” to the verb. The verb must agree with its subject.	0.3835

g.Indicate there is an error with an (X), without marking or correcting it. Example: ‘He drive home every day.’ ×	0.0028

The homogeneous test (Levene) verifies if the variance between each grade is homogeneous, a key supposition to ANOVA. The p-value > 0.05 indicates that the variances are homogeneous and comply with this supposition. In this analysis, all of the techniques showed variance homogeneity.

Table 6

Global differences in perceptions of WCF strategies across various years of study according to the MANOVA test

Test	Statistic	Value	Num DF	Den DF	F Value	Pr > F
Wilks' lambda	0.9008	7.0000	182.0000	2.8637	0.0074	
Pillai's trace	0.0992	7.0000	182.0000	2.8637	0.0074	
Hotelling-Lawley trace	0.1101	7.0000	182.0000	2.8637	0.0074	
Roy's greatest root	0.1101	7.0000	182.0000	2.8637	0.0074	

The MANOVA analysis assesses global differences among different years of study regarding the perceptions of strategies. The results include multivariate statistics such as Wilks’ lambda, Pillai’s Trace, Hotelling-Lawley, and Roy’s Greatest Root. A valor \(p \leq 0.05\) value indicates significant global differences among years of study. Wilks’ Lambda (p = 0.007) indicates

significant general differences. To explore these in detail, analysis ANOVA and post hoc were made.

Table 7

Significant differences according to the ANOVA test

Strategy	p-value
a.Highlight the error without correcting it. Example: He drive home every day.	0.2262
b.Highlight the error and indicate where there is information about it. Example: He drive home every day. (see section two in grammar book)	0.0470
c.Indicate the error without marking or correcting it. Example: He drive home every day. (subject-verb agreement)	0.0001
d.Mark the error (e.g. underlining it) and indicate the type of error. Example: He drive home every day. (subject verb-agreement)	0.0777
e.Underline the type of error with correction. Example: He drive home every day. (drives)	0.3768
f.Correct the error and provide an explanation of the correction. Example: He drive home every day. (drives) you need to add a third person singular “s” to the verb. The verb must agree with its subject.	0.3835
g.Indicate there is an error with an (X), without marking or correcting it. Example: ‘He drive home every day.’ ×	0.0028

ANOVA tests whether the mean scores differ significantly between groups. A p-value ≤ 0.05 indicates significant differences. In this analysis, three strategies showed important discrepancies between years of study: “Underline the error and indicate where there is information about it”, “Indicate the type of error without marking or correcting it”, and “Indicate there is an error with an (X) without marking or correcting it”.

Analysis Post Hoc (Tukey HSD) results

The post hoc analysis provides specific comparisons between university years for the strategies that showed significant contrast in the ANOVA. The p-values indicate if the differences among groups of years are statistically powerful.

Table 8

Comparisons between years of study regarding the strategy “Underline the error and indicate where there is information about it.”

Group 1	Group 2	Meandiff	p-adj	Lower	Upper	Reject
1st year	2nd year	0.0215	1.0	-0.5532	0.5963	False
1st year	3rd year	0.3413	0.719	-0.4079	1.0905	False
1st year	4th year	0.601	0.0798	-0.0427	1.2447	False
1st year	5th year	-0.0657	0.9986	-0.7093	0.578	False

2nd year	3rd year	0.3197	0.7745	-0.4401	1.0795	False
2nd year	4th year	0.5795	0.1111	-0.0766	1.2355	False
2nd year	5th year	-0.0872	0.9961	-0.7432	0.5688	False
3rd year	4th year	0.2597	0.904	-0.5535	1.0729	False
3rd year	5th year	-0.4069	0.6422	-1.2201	0.4063	False
4th year	5th year	-0.6667	0.0821	-1.3838	0.0505	False

**Note: Multiple Comparison of Means - Tukey HSD, FWER=0.05*

No meaningful differences were observed among the years of study for this strategy. This indicates uniform usefulness within all academic levels.

Table 9

Comparisons between years of study regarding the strategy "Indicate the type of error without marking or correcting it."

Group 1	Group 2	Meandiff	p-adj	Lower	Upper	Reject
1st year	2nd year	-0.0461	0.9995	-0.6223	0.5301	False
1st year	3rd year	-0.1481	0.9826	-0.8992	0.6029	False
1st year	4th year	-0.2391	0.8456	-0.8844	0.4062	False
1st year	5th year	0.9125	0.0013	0.2672	1.5578	True
2nd year	3rd year	-0.102	0.996	-0.8638	0.6597	False

2nd year	4th year	-0.1929	0.9278	-0.8506	0.4647	False
2nd year	5th year	0.9586	0.0008	0.3009	1.6162	True
3rd year	4th year	-0.0909	0.998	-0.9061	0.7243	False
3rd year	5th year	1.0606	0.0039	0.2454	1.8758	True
4th year	5th year	1.1515	0.0002	0.4325	1.8705	True

**Note: Multiple Comparison of Means - Tukey HSD, FWER=0.05*

Significant disagreements are observed among students from 1st and 5th year, 2nd and 5th year, 3rd and 5th year, and 4th and 5th year. This suggests changes in the perceptions about techniques depending on the academic level.

Table 10

Comparisons between years of study regarding the strategy "Indicate if there is an error in the sentence with an (X), without marking or correcting it."

Group 1	**Group 2**	**Meandiff**	**p-adj**	**Lower**	**Upper**	**Reject**
1st year	2nd year	-0.5922	0.0059	-1.0632	-0.1213	True
1st year	3rd year	-0.3677	0.4674	-0.9816	0.2461	False
1st year	4th year	-0.5539	0.0343	-1.0813	-0.0264	True

1st year	5th year	-0.0993	0.9854	-0.6267	0.4281	False
2nd year	3rd year	0.2245	0.8581	-0.3981	0.8471	False
2nd year	4th year	0.0383	0.9997	-0.4992	0.5759	False
2nd year	5th year	0.4929	0.0893	-0.0446	1.0304	False
3rd year	4th year	-0.1861	0.939	-0.8525	0.4802	False
3rd year	5th year	0.2684	0.8013	-0.3979	0.9347	False
4th year	5th year	0.4545	0.2115	-0.1331	1.0422	False

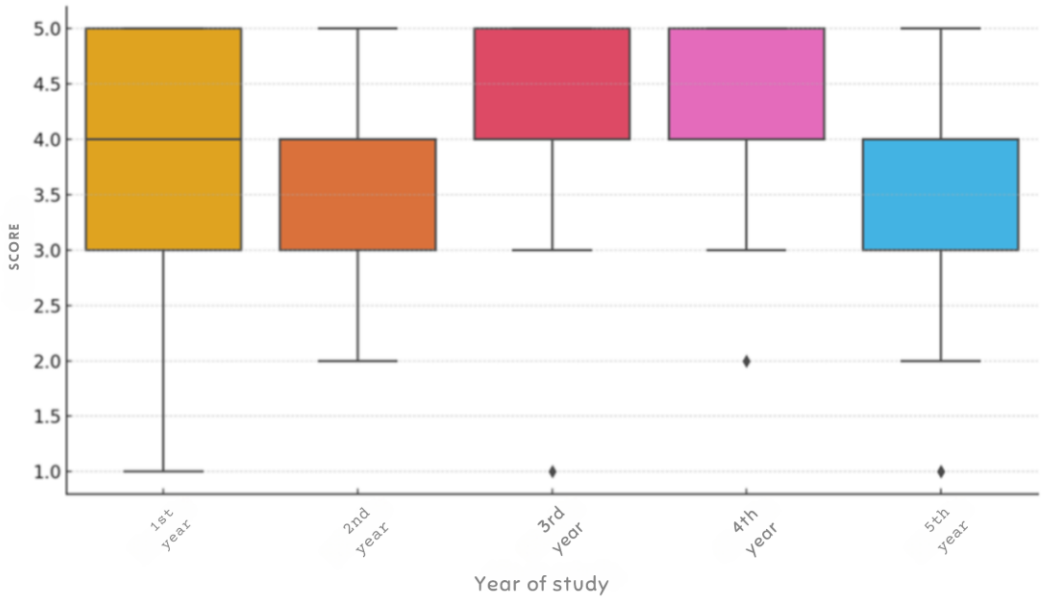
**Note: Multiple Comparison of Means - Tukey HSD, FWER=0.05*

Prominent differences can be observed between pre-service teachers between the first and second years of university, as well as participants from the first and fourth years. This suggests that perceptions of strategies drastically change among these academic levels, while the differences between the other groups are not significant.

4.5 Comparative charts

Figure 3

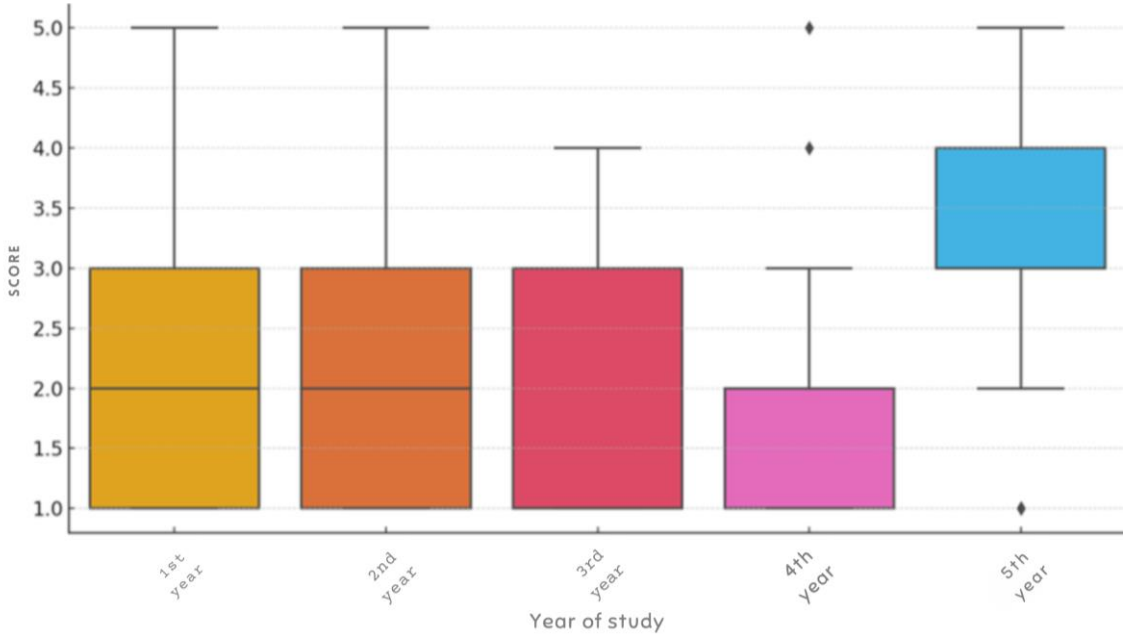
Score comparisons for the strategy "Underline the error and indicate where there is information about it"



This chart shows how students from different years of study perceive the usefulness of this strategy. Statistically significant differences between groups, if present, reflect variations in feedback preferences throughout their academic training.

Figure 4

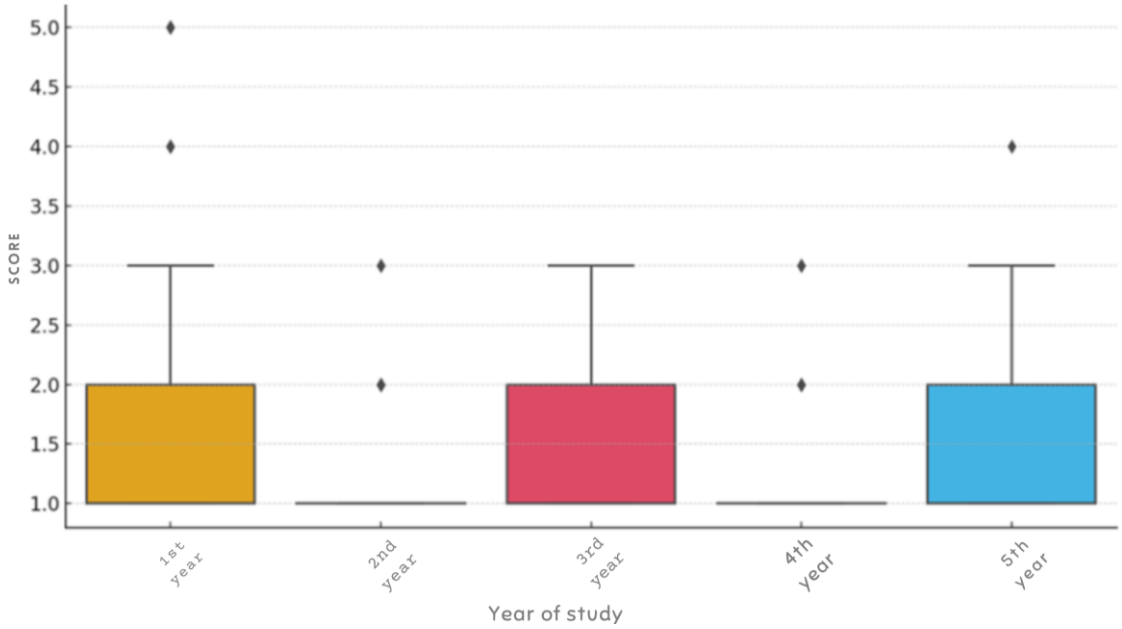
Score comparisons for the strategy "Indicate the type of error without marking or correcting it.



This chart illustrates how pre-service teachers at different stages of their university programs view the effectiveness of this technique. Any statistically predominant discrepancies between years of study highlight changes in feedback preferences over the course of their academic journey.

Figure 5

Score comparisons for the strategy "Indicate there is an error in the sentences with an (X), without marking or correcting it."



This chart presents how pre-service teachers from various academic years perceive this strategy's usefulness. If observed, statistically significant differences between groups indicate shifts in feedback preferences through their university progression.

4.6 What pre-service teachers do after receiving WCF

Table 11

What pre-service teachers do after receiving WCF from their university professors

Actions	Number of pre-service teachers
I like to read each mark/comment my professor makes on my writing	159

I am mostly worried about my grade	27
I ask my professor for help	105
I ask another professor for help	15
I search for more references online	105
I search for bibliographic references (grammar books, dictionaries, etc.)	26
I ask my classmates for help	130
I do the corrections myself	130
I ignore the corrections because I do not know how to correct the mistake	3
I ignore the corrections because I do not understand them	4
I do not like to review the writing after my professor has marked it	8

According to the table, a significant number of pre-service teachers have a positive engagement with the feedback. That means, 159 participants actively involved with the feedback provided, indicating a willingness to learn and improve their writing performance. A similar number of subjects tend to seek help from professors and classmates, which demonstrates a proactive and autonomous approach to learning. In the same vein, many pre-service teachers independently seek additional resources online and consult reference materials, indicating a self-directed learning approach. At the same time, 130

participants attempt to correct mistakes on their own, highlighting their sense of autonomy.

4.7 Pre-service teachers' perception towards the given WCF

Table 12

Positive pre-service teachers' perceptions toward their professors WCF

	Category	Frequency	Statement examples
Positive	Clarity of feedback	30	"I like the use of clear and concise language when correcting my writings, pointing to the problem directly, without too many distractions" (Participant 48)
	Promotion of reflection	14	"As I advanced in the program, I started to like that professors made questions that appealed to the reflective component of each student" (Participant 58)
	Detailed feedback	29	"I like that there usually is an explanation behind the right answer depending on the situation" (Participant 91)
	Use of codes	4	"What I really enjoy about my teacher's way of giving feedback, is when she highlights the mistake and writes an acronym of the mistake made by me." (Participant 71)
	Praising	6	"Something I highlight is that some of the teachers also take the time to point out when something is correct and the reason" (Participant 65)

Pre-service teachers were asked what aspects they liked and disliked about the feedback given by their teachers or professors, and many different opinions arose. Looking at the positive aspects teacher trainees pointed out, the most

repeated ones were regarding detailed feedback. When receiving feedback, students usually appreciate that the corrections are specific and explain in detail the mistakes made to be corrected. Moreover, 13 responses pointed out that clarity of feedback corresponds to an aspect learners appreciate when their professors correct them. In other words, the feedback given was explicit and could be easily understood, technicalities were left behind and it was very accessible to them.

Another positive aspect extracted from the answers of the study is the "promotion of reflection". Teacher trainees, on a smaller scale, seemed to appreciate that not only the feedback serves as a method to correct mistakes but also as an instant to reflect on the learning and actively apply past knowledge. A smaller portion of the teachers in formation questions expressed two positive aspects of their professors: "Praising" and "Use of codes". The former category refers to the encouragement the professor gives to its students by also addressing the positive aspects of their tasks. The latter category refers to the use of a system created by the teacher and shared with the student to address the mistake more simply in order to be economical with words.

Table 13

Negative pre-service teachers' perceptions toward their professors' WCF

	Category	Frequency	Statement examples
Negative	Unclear feedback	44	“Sometimes the comments can be very unclear, making difficult the identification of my mistake and how to improve it.” (Participant 62)
	Unspecific feedback	43	“Sometimes, I just know I have something wrong, I just don’t know what.” (Participant 18)
	Negative comments	7	“Some professors do not use the right words, making students feel like the correction is something humiliating.” (Participant 60)
	Lack of praise	4	“A lot of times my professor only focuses on the mistakes and doesn’t highlight positive aspects of the work.” (Participant 43)
	Time-related	9	“I would appreciate that the feedback was given in a more opportune way.” (Participant 68)

On the contrary, other students highlighted negative aspects of their professors' feedback. The most repeated topic when giving their opinions was that the corrections were too broad and unspecific. Some other participants consider it important to point out unclear and unspecific feedback as a negative aspect. Another aspect participants pointed out was the lack of praise in the feedback given, in other words, the professors only highlight mistakes and leave out any positive aspects of the work done. On the extreme of the same point, some subjects stated that some professors even wrote negative comments in their tasks which leads them to demotivate. Lastly, a few subjects indicated that their professors took more time than expected to deliver feedback.

4.8 Students' opinions towards WCF

Table 14

Pre-service teachers' perceptions on how errors should be corrected

Category	Frequency	Example
Clear and direct	69	"Pointing out the mistake and explain the reason so no more doubts arise." (Participant 59)
Autonomous	33	"Marking the part that requires improvement, but without giving the answer so I can look for it." (Participant 92)
Personalized feedback	20	"Ideally, I believe that feedback should be personalized to each student, focusing on specific aspects of writing." (Participant 26)
Collaboratively	14	"As a group." (Participant 11)
Alongside support material	16	"I would like that material was given to improve." (Participant 37)
Simplified	10	"Simplifying as best as possible the explanation." (Participant 18)
Differentiated correction	12	"I believe that majority mistakes must be corrected directly, however, the most important ones should be explained." (Participant 44)
Full correction and attention	11	"It could be given the whole period or during the majority of the time so every student can receive a correction from the professor in the class." (Participant 122)
Satisfied	5	"The current form of correcting mistakes is okay." (Participant 19).

Participants were asked about their preferences regarding the correction of their errors to which most of them were of the opinion that feedback and correction should be direct and clear. Another great part of the sample highlighted the importance of not giving away the answer so quickly so

autonomous work is also done. Some other participants mentioned that feedback given should be personalized rather than generalized for the whole group. However, some others prefer a more collaborative correction of mistakes given and solved as a group. Other responses included the significance of using simplified language when correcting mistakes so it could be easily understood by the receiver.

A small portion of the participants mentioned the accompaniment of supporting material along with the correction of the mistakes; Nevertheless, some other portion pointed out that depending on the mistake, the strategy used to correct it and to give feedback should be different. There was also a small number of teacher trainees who believed that their professors should extend the feedback as much as possible, so every student would have no doubts about the feedback received and every item is thoroughly analyzed and corrected. The smallest portion of the responses showcased satisfaction with the current correction of mistakes they are receiving and made no further comments on it.

4.9 Pre-service teachers' experiences

Table 15

Pre-service teachers' experiences giving feedback

Category	Frequency	Example
Directive feedback	22	"Circling the mistake and writing the right way next to it." (Participant 40)
Guided or collaborative	10	"I ask the student to find the mistake, if it is not possible, I mention that there is one."

		(Participant 60)
Academic and structured	12	“Yes, inside the classroom. I have highlighted the grammatical mistake and asked them if they remember certain rules.” (Participant 67).
Digital	3	“I have had experience giving feedback in Canvas discussion forums.” (Participant 91).
Balanced	7	“I include both positive and negative feedback, not to demotive the student.” (Participant 85).
Limited experience	15	“I would say I have had a pretty basic experience and simply giving feedback, since I have just corrected my classmates at the moment of doing activities.” (Participant 18).
No experience	50	“I haven’t had any experience at the moment.” (Participant 4).

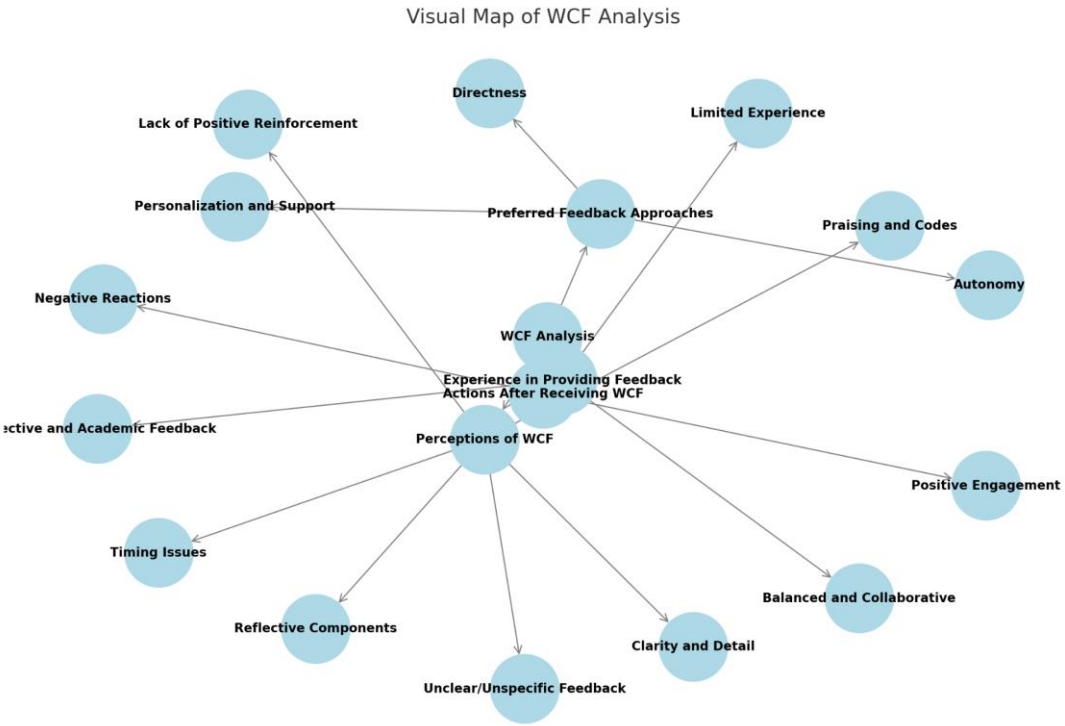
Pre-service teachers from the Bio Bio region were asked about their experiences, giving feedback on written tasks and describing them shortly. The different points of view were separated into categories to group similar responses. The majority of the participants expressed that they yet have to experience giving feedback. Along the same line, a smaller section pointed out that their experience was limited and gave no more description of the feedback given. An important portion of the group indicated that they gave directive feedback; however, indirective was not mentioned. Another part of the responses talked about giving feedback in a more academic way, appealing directly to the rules, and following a structure inside the classroom.

The less-mentioned categories include digital, balanced, and collaborative feedback. The first one refers to experiences giving feedback on an online platform. Few others indicated that their feedback was balanced in terms of

the positive and negative aspects mentioned. Lastly, some other fragments of the sample responded that the feedback given had a collaborative approach, in which the answer was not given directly but rather found through guidance.

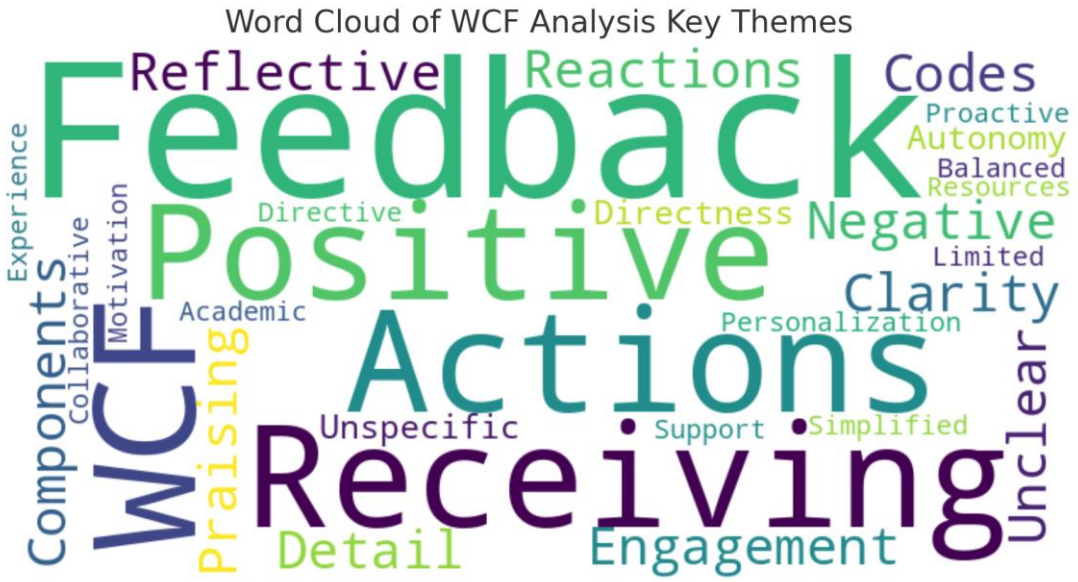
4.10 Visual representation of WCF analysis

Figure 6



In Figure 6, a visual map represents the interrelation of key themes derived from the WCF analysis. This map illustrates how concepts such as positive engagement, clarity, personalization, and challenges (e.g., unclear feedback or timing issues) are interconnected within the experiences of pre-service teachers. The map emphasizes the multi-dimensionality of feedback perceptions, linking cognitive, emotional, and behavioral components.

Figure 7



**Note: The larger and bolder words indicate more significant or frequently mentioned concepts, while smaller words represent less emphasized ideas.*

In Figure 7, a word cloud highlights the most frequently mentioned themes in the analysis. Words like 'Feedback,' 'Positive,' and 'Receiving' dominate, underscoring the emphasis on constructive engagement and clarity in WCF practices. Less prominent terms like 'Autonomy' and 'Reflective' suggest the gradual shift toward self-regulated learning as pre-service teachers progress academically.

4.10 Discussion

This research objective was to analyze pre-service teachers' perceptions regarding written corrective feedback. Aiming to provide a clear response to the general objective, the conclusions obtained from this study were organized on each specific objective.

Specific objective 1: To identify pre-service teachers' preferences concerning written corrective feedback.

Analyzing perceptions towards professors' WCF

Results from the open question showcase pre-service teachers' value for feedback that is clear and detailed. This relates to explicit feedback strategies, where the error is clearly marked and then addressed, usually in a metalinguistic way (Kim & Mathes, 2001). This method of correcting mistakes is often seen as more beneficial than implicit correction since it targets the source of the error directly to avoid it in the future (Pinker, 1989 as cited in Kim & Mathes, 2001).

Another common answer to positive aspects regarding professors' WCF was the reflective component. Nicol and Macfarlane- Dick (2006) explain how reflection lends to self-regulation in further learning instances which makes the knowledge concise since the learner is able to use the feedback in a better way. Thus, explain why some of the participants point it out as an important aspect of feedback. Not only to develop self-regulation, but to have an active

role during the correction of a task and not just receiving answers or explicit corrections.

On the less mentioned categories we found “praising” as a positive aspect to highlight. Illustrated by 6 pre-service teachers, praise serves as the accentuation of positive aspects of a task when correcting it. In Hyland and Hyland (2006), they explain how feedback is believed to boost confidence in students by focusing attention on strong areas, but sometimes it can also be seen as unuseful to some because it lacks the constructive aspect and it just focuses on areas that do not need improvement. Maybe explaining why so few responses pointed out the importance of it.

Regarding the negative aspects, findings showcase a disapproval of unclear and unspecific feedback. Bitchener and Storch, (2016) explained how feedback needs to be clear and specific so then learners can automate the process of correction and precisely avoid the mistake. Without an explanation of the mistake, EFL learners will not understand the source of the error; Thus, keep repeating it over time.

On the least commented, time-related calls the attention negatively of 9 participants when it comes to receiving feedback. In a study done by Li et al. in 2016, they found that WCF should be delayed creating concise knowledge and be consolidated over time. Along the same line, they discovered that feedback should be given gradually, so the students have time to do autonomous work and find the mistakes by themselves.

Analyzing Preferences for WCF methods

When pre-service teachers were asked the methods they believed were more effective for corrective feedback many perspectives arose, as captured in Table 14. The most repeated answer was regarding the feedback being clear and direct, which means explicit WCF. Clearly stated in Participant 75's response: "Marking where the error is and give a clear annotation of what was the mistake and how to correct it". Distinctly echoing Ellis (2009) speaking about the different types of feedback and how explicit metalinguistic and detailed feedback was the type that had the most positive impact on learners. Providing them with the tools necessary to learn from the mistake and acquire the knowledge to correct it themselves later.

The rest of the answers were balanced in terms of repetition. Pre-service teachers also prefer feedback that potentiates autonomous work and has a personalized nature. In other words, corrective feedback appealed more to the reflection, so mistakes were not directly corrected by the teacher and also were given more individually, avoiding generalization of mistakes made with the whole group. Following the same line, some of them also thought that feedback should be differentiated depending on the type of exercise. Something quite similar is what Hyland (2003) mentioned that even though mistakes might occur in patterns, marks of good written pieces do not always follow a pattern, but rather depend on the context of the writing; thus, emphasizing the importance of giving different feedback according to the type of writing, not standardizing practices.

Specific objetive 2: To examine pre-service teachers' experience with written corrective feedback.

Analyzing the frequency of WCF

Figure 1 provides valuable insights into the frequency in which English pre-service teachers receive WCF from their university educators. A substantial majority of the participants indicated that they receive feedback "Frequently", which suggests that WCF is a relatively common practice in the Chilean universities that were part of this project. Research has consistently shown that regular and constructive feedback is an essential aspect of students' learning process and development (Hattie & Timperley, 2007).

To optimize the impact of WCF, it is crucial to ensure that all pre-service have equal access to feedback opportunities. This may involve applying standardized guidelines to provide feedback, contributing training for professors and teachers on effective feedback strategies and practices, as well as encouraging open communication between students and educators.

Analyzing the modes of WCF delivery

Figure 2 offers valuable insights into the favorite methods of WCF delivery employed by university professors. Notably, 54% of pre-service teachers reported receiving a combination of explicit and implicit feedback. These findings suggest that a balanced approach, incorporating both direct and indirect guidance, is widely used when giving WCF. While explicit feedback can provide clear guidance, implicit feedback involves only highlighting errors or providing general comments, thus encouraging learners' autonomy and critical thinking. A combination of both approaches could be particularly

effective in promoting language learning and writing development. Therefore, it is extremely important to encourage instructors to adopt a more balanced approach that incorporates both explicit and implicit feedback techniques.

Analyzing the focus of WCF

Table 3 illustrates the primary aspects of writing that pre-service teachers receive feedback on from their professors. The data indicates that grammatical structures are the most frequent focus of correction, followed by vocabulary, orthography, and punctuation. This emphasis on linguistic accuracy is consistent with more traditional approaches to language teaching, which often prioritize error correction and form-focused instruction.

However, while paying attention to grammatical accuracy is vital, it is also essential to consider the broader context of writing skills development. Research has shown that focusing solely on linguistic errors can hinder the development of higher-order skills and creativity (Ferris, 2003). To promote a more holistic language development, a more balanced approach that incorporates feedback in content, organization and text styles is needed.

Analyzing pre-service teachers' responses to WCF

Table 11 gives relevant data on the actions that pre-service teachers take after receiving WCF. The insights reveal a complex interplay of engagement, self-directed learning, and reliance on external support. The majority of the participants stated that they actively engage with the feedback, suggesting that they are willing to learn about their mistakes and errors and how to improve.

These findings align with research indicating that effective feedback can enhance student motivation and learning (Hattie & Timperley, 2007).

Furthermore, the results also align with research on the importance of social learning and peer feedback (Topping, 2017). Many pre-service teachers seek help from their professors and classmates, demonstrating a proactive and autonomous approach to learning. Thus, highlighting a sense of self-efficacy and desire for self-directed learning.

Specific objective 3: To explore if there is any difference in pre-service teachers' beliefs regarding written corrective feedback according to the year of the prograr to which they belong to.

Analyzing the usefulness of WCF techniques according to different university years.

The results indicate that perceptions of WCF strategies vary depending on the year of study. For example, advanced-year pre-service teachers, that means, teachers in training from the fourth and fifth year, value more techniques that promote autonomy, such as "Indicating the type of error without marking or correcting it." This suggests a development in their capacity for self-regulation and critical reflection on their own mistakes as they progress academically. This shift toward more autonomous feedback in advanced years aligns with the development of self-regulated skills. As students become more experienced, they are better equipped to identify and correct their errors. Self-regulated learning theory postulates learners can take control of their own learning process through metacognitive strategies, such as planning,

monitoring, and self-evaluation (Zimmerman, 2002). Effective WCF can enhance self-regulated learning by providing opportunities for reflection and self-assessment.

On the other hand, more explicit strategies, such as “Underlining the error with correction”, did not show significant differences, suggesting that their usefulness is perceived uniformly at all levels. This could be because these types of techniques do not require advanced analysis skills from the person who receives the feedback. However, it highlights the fact that effective WCF can help learners develop metacognitive skills. By providing clear, directive, specific, and actionable feedback educators can empower, in this case, pre-service teachers, to identify their strengths and points of improvement, set goals, and develop strategies to achieve said goals.

These findings highlight the importance of adapting feedback strategies to the developmental and linguistic levels of pre-service teachers. Providing more explicit techniques in the initial stages and encouraging autonomous ones at advanced levels may be key to maximizing the pedagogical impact.

CHAPTER 5: CONCLUSION

5.1 Conclusion

The analysis of pre-service teachers' perceptions and opinions regarding WCF has revealed a complex interplay of factors that influence its effectiveness. While a serious number of participants engage positively with feedback, there is a need for a more balanced approach to WCF delivery and interpretation. The findings suggest that a balance between explicit and implicit feedback is needed since both contribute to language learning and writing development in different ways. However, it is essential to ensure that the feedback provided is clear, specific, and actionable. In addition, addressing the diverse learners' needs requires a flexible approach, one that considers individual differences and learning styles. Thus, it is also relevant to tailor feedback strategies to learners' academic levels. It was noted that while explicit techniques are consistently valued, autonomous ones become more powerful in advanced stages of their academic process. The different sets of questions answered gave a new perspective on the Chilean context. Pre-service teachers have varied opinions and perspectives regarding WCF; however, their aim is not different at all. Looking for a strategy that can both benefit them when being corrected and that also works when giving feedback to others. For example, the visual representations provide additional insights into how feedback is perceived and utilized by pre-service teachers. The interconnected themes in the visual map suggest that feedback practices must address not only linguistic accuracy but also motivational and reflective aspects. The emphasis on terms like 'Positive' and 'Engagement' in the word cloud reinforces the importance of

feedback as a motivational tool, while terms like 'Autonomy' and 'Reflective' advocate for strategies that foster self-regulated learning.

Furthermore, it is important to note that by fostering a supportive learning environment and providing instances for self-directed learning, educators can empower pre-service teachers to become effective learners and teachers, who can further execute efficient feedback practices into their own teaching strategies. Lastly, implementing these adaptations can enhance the effectiveness of teaching and learning in foreign language contexts, fostering self-regulation and critical thinking as learners progress throughout their academic journey.

5.2 Limitations

Although this research had interesting results that can further support the improvement and reinforcement of WCF techniques, there are some limitations that should be address.

Regardless the large size of the sample, which gathered vital and interesting information about pre-service English teachers, it can generalize results to other regions aside from the Bio Bio area or other learning contexts. Secondly, since this is a non-experimental research, and only focuses on analysing perceptions and opinions, it restricts the opportunity to establish correlation between teacher trainees preferences and external factors.

Moreover, there is focus in a specific area of English language teaching, leaving behind any other domain where WCF could be used. For example maths, in which the necessity of coherent terminology to state a mathematical problem is high. Thus, the use of WCF could be beneficial to learners and other pre-service teachers. Their preferences might also vary depending on the area of expertise.

Lastly, the questionnaire used as the only instrument to collect data could only deliver superficial information about the participants' perceptions. Another method could be applied, such as interviews to deepen and enrich the findings.

5.3 Further implications

The findings in the study about pre-service teachers' perceptions and opinions regarding WCF bring up several future implications:

Enhancing Teaching Education Programs syllabus

Provided with the results from the research, it is ideal to align the teacher trainees' preferences of correction into the curriculum of the program to enhance the learning process. Programs to balance explicit and autonomous strategies to provide feedback when preparing for future educators.

Contributing to national and international research

This study contributes to increasing the Chilean context when talking about pre-service perceptions of WFC. The findings might serve as a comparison

point for further investigations in similar areas or for contrast with different cultural or academic challenges.

Improving classroom practice

By emphasizing the preferred WCF techniques, this research may influence and inspire other professors to use and adapt their classroom practices to the strategies presented. Providing reflection practice, autonomous work, and praise.

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Appendix 1

Consentimiento informado

Has sido invitado/a a participar en el estudio de "Percepciones y opiniones de profesores en formación sobre feedback correctivo escrito" a cargo de los estudiantes Daniela Román Núñez y Tomás Romero Castro de Pedagogía en Inglés de la Universidad de Concepción para optar al título de Profesor/a de Inglés. Este estudio se enmarca en el Fondecyt de iniciación 11240175, liderado por la Dra. Angie Quintanilla Espinoza, profesora e investigadora de la Universidad de Concepción y profesora guía de este estudio.

Si aceptas participar en esta investigación, se requerirá que respondas un cuestionario de 12 preguntas de alternativas y de desarrollo. Este cuestionario tiene por objetivo "Analizar las percepciones de los profesores

en formación sobre el feedback correctivo escrito en la escritura de una segunda lengua".

Está actividad se llevará a cabo de manera individual, de forma virtual y el tiempo estipulado para su aplicación es de 10 a 20 minutos aproximadamente.

Tu participación es completamente voluntaria y podrás abandonar las respuestas del instrumento, sin la obligación de entregar explicaciones o excusas y sin consecuencias o perjuicios para ti.

La información obtenida a través del cuestionario será confidencial, por lo que los participantes serán identificados con un número, sin que la identidad de ellos sea requerida al momento de responder.

Los datos recogidos serán analizados en el marco de la presente investigación, su presentación y difusión será llevada a cabo de forma que los usuarios no puedan ser individualizados. Tus datos serán protegidos y resguardados en la plataforma virtual, bajo la custodia de los estudiantes Daniela Román y Tomás Romero, así como también de la Dra. Angie Quintanilla.

Tu participación en este estudio no te beneficiará personalmente. Sin embargo, los resultados de la investigación formarán un aporte al conocimiento y literatura en torno al desarrollo del área de investigación.

Ante cualquier consulta sobre este estudio, puedes contactarte con los estudiantes a cargo: Daniela Román Núñez (droman2020@udec.cl); Tomás Romero Castro (tromero2020@udec.cl)

¿Aceptas participar en el estudio?
- Si.
- No.

Appendix 2

INFORMACIÓN DEL PARTICIPANTE
Dirección correo electrónico*

1. ¿A qué universidad perteneces?

2. ¿Qué año de universidad estás cursando?
- 1ro
- 2do

- 3ro
- 4to
- 5to

3. ¿Con qué frecuencia tus docentes te entregan retroalimentación sobre la calidad de tus escritos?

- Siempre
- Con frecuencia
- Rara vez
- Nunca

4. ¿Cómo corrige tu docente la escritura? ¿Explícitamente o implícitamente?

- Explícitamente (tu docente corrige el error)
- Implícitamente (tu docente te indica el error para que tú lo corrijas).
- Ambas

5. ¿En qué se enfocan tus profesores al corregir tus escritos? Marca todas las que apliquen.

- Estructuras gramaticales
- Uso de vocabulario
- Ortografía
- Organización de ideas
- Organización textual (tipo de texto)
- Puntuación

6. ¿En qué aspecto preferirías que tu docente se enfocara al corregir? Por favor, ordena los siguientes aspectos de mayor a menor preferencia. Escribe sólo el número.

1. Estructuras gramaticales; 2. Uso de vocabulario; 3.Ortografía; 4.Organización de ideas; 5. Organización textual; 6. Puntuación

Orden:

_____

7 . Si hay muchos errores en tu escrito ¿qué prefieres que tu profesor haga? Marca una respuesta.

- Mi profesor debería corregir todos los errores.
- Mi profesor sólo debería corregir los errores más importantes.
- Mi profesor sólo debería corregir errores que interfieran con la comunicación clara de ideas.
- Mi profesor no debería corregir errores gramaticales, sólo debería enfocarse en el contenido/ideas del escrito.

¿Por qué?

8. Por favor, indica tu opinión asignando un nivel de que tan útiles son las siguientes estrategias.
1= Muy inúltil; 2= inútil; 3= Ni útil ni inútil; 4= Útil; 5= Muy útil

	1	2	3	4	5
a. Subrayar el error sin corrección. Example: He drive home every day.					
b. Subrayar el error e indicar dónde hay información sobre este. Example: He drive home every day. (*see section two in grammar book*)					
c. Indicar el tipo de error sin marcar o corregir. Example: He drive home every day. *(subject verb agreement)*					
d. Marcar el tipo de error (ej. subrayando) e indicar el tipo de error. Example: He drive home every day. *(subject verb agreement)*					
e. Subrayar el tipo de error con corrección. Example: He drive home every day. *(drives)*					
f. Corregir el error y entregar explicación de la corrección. Example: He drive home every day. *(drives) you need to add a third person singular "s" to the verb. The verb must agree with its subject.*					
g. Indicar que hay un error en la oración sólo con una equis (X), sin marcar o corregir. Example: 'He drive home every day.' ×					

h. Pedirle a un(os) compañero(s) que identifiquen si hay algún error.					

9. ¿Qué haces usualmente después de leer la corrección y los comentarios de tu profesor? Marca todas las que apliquen.

- Me gusta leer cada marca/comentario que mi profesor hace en mi escrito.
- Estoy mayormente preocupado/a por mi nota.
- Le pido ayuda a mi profesor.
- Le pido ayuda a otro profesor.
- Busco más referencias en internet.
- Busco referencias en alguna biblioteca (libros de gramática, diccionario, etc.).
- Le pido ayuda a mis compañeros.
- Hago las correcciones yo mismo.
- Ignoro las correcciones porque no sé cómo corregir el error.
- Ignoro las correcciones porque no las entiendo.
- No me gusta leer el escrito de nuevo después de que mi profesor lo haya marcado.

10. ¿Crees que tu profesor debería pedirte que identifiques tus errores por ti mismo una vez que te entrega un texto corregido?

- Si
- No

11. ¿Qué es lo que te gusta o no te gusta sobre las correcciones de tu docente?
12. ¿Cómo crees que los errores deberían ser corregidos?
13. ¿Has tenido experiencia dando retroalimentación escrita? ¿Cómo lo realizaste?

Appendix 3

Concepción, 17/06/2024

Dear Academic,

Our names are Daniela Román Núñez and Tomás Romero Castro, fifth-year students from the English Teaching program at Universidad de Concepción. We are in the process of writing our thesis project, guided by Professor Angie Quintanilla, titled “Pre-service teachers’ opinions and preferences regarding written corrective feedback” to obtain our teaching degree. We have created an instrument to collect data about pre-service teachers’ preferences regarding WCF for our study on the same matter; the questions are based on the following objectives:

GENERAL OBJECTIVE:

- To analyze pre-service teachers’ perceptions regarding corrective feedback in L2 writing.

SPECIFIC OBJECTIVES:

1. To identify pre-service teachers’ preferences concerning written corrective feedback.
2. To know pre-service teachers’ *knowledge/experience* about written corrective feedback.
3. To explore if there is any difference in pre-service teachers’ beliefs regarding WCF considering their level of English.

INSTRUMENT

¿Aceptas participar en el estudio?

- Si
- No

INFORMACIÓN DEL PARTICIPANTE

Dirección correo electrónico

1. ¿Qué año de universidad estás cursando?
   - 1ro
   - 2do

- 3ro
- 4to
- 5to

2. ¿Con qué frecuencia tus docentes te entregan retroalimentación sobre la calidad de tus escritos?
   - Siempre
   - Con frecuencia
   - Rara vez
   - Nunca

3. ¿Cómo corrige tu docente? Explícitamente, es decir, tu profesor corrige el error, o implícitamente, eso es el profesor le indica el error para que tú lo corrijas.
   - Explícitamente
   - Implícitamente

4. ¿En qué se enfocan tus profesores al corregir sus escritos?
   - Estructuras gramaticales
   - Uso de vocabulario
   - Ortografía
   - Organización de ideas
   - Organización textual (tipo de texto)

5. ¿En qué aspecto preferirías que tu docente se enfocara al corregir? Por favor, ordena los siguientes aspectos de mayor a menor preferencia.

   1. Estructuras gramaticales; 2. Uso de vocabulario; 3. Ortografía; 4. Organización de ideas; 5. Organización textual

Orden:

_____

6. Si hay muchos errores en tu escrito ¿qué prefieres que tu profesor haga? Marca una respuesta.

- Mi profesor debería corregir todos los errores.
- Mi profesor sólo debería corregir los errores más importantes.
- Mi profesor sólo debería corregir errores que interfieran con la comunicación clara de ideas.
- Mi profesor no debería corregir errores gramaticales, sólo debería enfocarse el contenido/ideas del escrito.

¿Por qué?

7. Por favor, indica tu opinión asignando un nivel de qué tan útil son las siguientes estrategias.

1= Muy inútil; 2= inútil; 3= Ni útil ni inútil; 4= Útil; 5= Muy útil

	1	2	3	4	5
a. Subrayar el error sin corrección. Example: He <u>drive</u> home every day.					
b. Subrayar el error e indicar donde hay información sobre este. Example: He <u>drive</u> home every day. (*see session two in grammar book*)					
c. Indicar el tipo de error sin marcar o corrección. Example: He drive home every day.*(subject verb agreement)*					
d. Marcar el tipo de error (ej. subrayándolo) e indicar el tipo de error.					

Example: He <u>drive</u> home every day.*(subject verb agreement)*					
e. Subrayar el tipo de error con corrección. Example: He <u>drive</u> home every day. *(drives)*					
f. Corregir el error y entregar explicación de la corrección. Example: He <u>drive</u> home every day. *(drives) you need to add a third person singular "s" to the verb must agree with its subject.*					
g. Indicar que hay un error en la oración sólo con una equis (X), sin marcar o corregir. Example: 'He drive home every day.' ×					
h. Pedirle a un(os) compañero(s) que corrijan el error.					

8. ¿Qué haces usualmente después de leer la corrección y los comentarios de tu docente? Marca todas las que apliquen.

- Me gusta leer cada marca/comentario que mi profesor hizo en mi escrito.
- Estoy mayormente preocupado/a por mi nota.
- Le pido ayuda a mi profesor.
- Le pido ayuda a otro profesor.
- Busco más referencias en internet.
- Busco referencias en alguna biblioteca (libros de gramática, diccionario, etc.)

- Le pido ayuda a mis compañeros.
- Hago las correcciones yo mismo.
- Ignoro las correcciones porque no sé cómo corregir el error.
- Ignoro las correcciones porque no las entiendo.
- No me gusta leer el escrito de nuevo después de que mi profesor lo haya marcado.

9. ¿Crees que tu profesor debería pedirte que identifiques tus errores?

- Si
- No

10. ¿Qué es lo que te gusta o no te gusta sobre las correcciones?

11. ¿Cómo crees que los errores deberían ser corregidos?

12. ¿Has tenido experiencia dando retroalimentación escrita?

In this line, we would appreciate your valuable contribution to validating said instrument. For this, we kindly request you to use the next scale while assessing:

1= strongly disagree 2= disagree 3=neutral 4=agree 5=strongly agree

Any comments and/or suggestions on how to improve the designed instrument would be greatly appreciated.

Many thanks for considering our request.

Kind regards,

Daniela Román Núñez

Tomás Romero Castro

Name: Gemalli Ulloa Salazar

	1 Strongly Disgaree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	Suggestions for each question
1. The socio-demographic questions adequately categorize participants according to their English Level. • **Question 1**					X	

2. The following question allows us to extract information regarding participants' experiences with feedback on error type: • **Question 4**					X	
3. The following question allows us to extract information regarding participants preferences about					X	I suggest you order this with bullet points for the sake of clarity.

feedback on error type: • **Question 5**						
4. The following questions allow us to extract information regarding participants preferences about type of correction: • **Question 6**					X	
• **Question 10**					X	

• **Question 11**					X	
5. The following questions allow us to extract information regarding participants' preferences on feedback strategy: • **Question 7 (a-h)**					X	
• **Question 9**						

6. The following question allows us to extract information regarding participants' experiences with the use of feedback received: • **Question 8**					X	
7. The following question allows us to extract information regarding participants' experie					X	

nce giving written correct ive feedba ck. • **Que stion 12**						
The instrument answers the specific objectives: • **Spe cific Objecti ve 1**					X	
• **Spe cific Objecti ve 2**					X	
• **Spe cific Objecti ve 3**					X	

If you wish to express any observations, suggestions, and/or comments to improve the instrument, please write them here:

I left two comments regarding format for you to address. Apart from that, the instrument is pertinent and suitable for your objectives.