About the Use and Effectiveness of Written Corrective Feedback in and EFL Distant Learning Context: A Case Study during the Covid-19 Crisis

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MÁSTERES
DE LA UAM

2019 – 2020

UAM Universidad Autónoma
de Madrid

UAM

UNIVERSIDAD AUTONOMA
DE MADRID

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Máster de Formación de Profesorado en
Educación Secundaria Obligatoria y Bachillerato

ABOUT THE USE AND EFFECTIVENESS OF WRITTEN CORRECTIVE FEEDBACK IN AN EFL DISTANT LEARNING CONTEXT:

A CASE STUDY DURING THE COVID-19 CRISIS

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TRABAJO FIN DE MÁSTER

Curso 2019-2020

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ABSTRACT

This paper explores the types of written corrective feedback (CF) used by an English as a Foreign Language (EFL) teacher in a distant learning context in Secondary Education. Data for this study come from the analysis of 23 persuasive texts written by students of 1st ESO and then corrected by their teacher in Google Classroom. In total, 259 instances of written CF were identified, classified according to Ellis's typology (2009) and then correlated with the results of an in-depth interview with the EFL teacher who explained her reasons. Results show that the EFL teacher chose to use direct CF because she believes that her students are not ready to self-correct yet, even though according to the most recent literature on written CF (Chandler, 2003; Maleki & Eslami, 2013) her corrective practices should progressively move towards a type of written CF that enhances independent learning and certain level of autonomy for self-correction. Findings also show how teacher's corrective practices were somehow modified and adapted to the new distance learning context caused by the COVID-19 crisis.

Key words: written CF, effectiveness, direct CF, online teaching, teacher's beliefs, L2 writing.

RESUMEN

Este artículo explora los tipos de retroalimentación correctiva (RC) escrita utilizados por una profesora de inglés como lengua extranjera en un contexto de aprendizaje a distancia en Educación Secundaria. Los datos para este estudio provienen del análisis de 23 textos persuasivos escritos por estudiantes de 1º de ESO y luego corregidos por su profesora en Google Classroom. En total, se identificaron 259 casos de RC escrita que fueron clasificados según la tipología de Ellis (2009) y luego comparados con los resultados de una entrevista en profundidad con la profesora donde explicó sus razones. Los resultados muestran que esta eligió usar RC directa porque cree que sus estudiantes aún no están listos para autocorregirse, aunque, de acuerdo con Chandler (2003) y Maleki & Eslami (2013), sus prácticas correctivas deberían promover progresivamente el aprendizaje independiente y un cierto nivel de autonomía para la autocorrección. Los resultados también muestran cómo la profesora modificó y adaptó sus prácticas correctivas al nuevo contexto de aprendizaje a distancia causado por la crisis sanitaria del COVID-19.

Palabras clave: RC escrita, efectividad, RC directa, enseñanza online, creencias del profesor, escritura en una segunda lengua

ABBREVIATIONS

CF   Corrective Feedback

EFL   English as a Foreign Language

L1   First Language

L2   Second Language

L3   Third Language

SLA   Second Language Acquisition

1. INTRODUCTION

Corrective feedback (CF), understood here as the response given by teachers on their students' non-target productions in a second language (L2), is considered an important topic in Second Language Acquisition (SLA). However, throughout the last decades, there has been a division in opinions among SLA theorists as some claimed that CF was not effective for students (see Truscott, 1996). Nevertheless, several researchers have recently reacted against these ideas and proved that both oral and written CF benefit the development of the learner's interlanguage, although a consensus regarding which type of CF is the most effective has not been reached yet. As cited in Ellis, Hyland and Hyland pointed out: "it is difficult to draw any clear conclusions and generalizations from the literature as a result of varied populations, treatments and research designs", a statement which infers "that contextual factors influence the extent to which CF is effective" (2009a: 5)

As a matter of fact, the present study is contextualized under unusual circumstances because of the global pandemic for the Coronavirus (COVID-19) disease. Following the instructions provided by the City of Madrid, every educational centre in the Community of Madrid was closed on the 11th of March of 2020 and ever since, online teaching has substituted face-to face instruction. The main reason why I got involved in this project was because during my online Practicum, I observed that EFL teachers had been forced to rely mainly on written CF to deal with their students' errors as no oral interaction was taking place. However, while I was reading on the topic of CF, I discovered that the number of studies destined to do research on the effectiveness of oral CF types outnumber those which had investigated the efficiency of the different types of written CF, a fact that could indicate that there is less interest in this modality of CF although it is essential in some contexts such as the one of the present study. Therefore, I decided to focus my research on the types of written CF that one EFL teacher is providing to her students through a Google App named Google Classroom to discover if they are effective according to previous studies. Since education is facing great challenges and practices have radically changed, it seemed interesting to take a deep look inside an EFL distant learning context and observe if the ways to provide written CF were changing and so, benefiting or worsening the language acquisition of students in 1st year of compulsory secondary education.

Moreover, this present study is also focused on exploring the reasons and motivations of the students' EFL teacher when using one type of written CF or the other because "what teachers think, know, and believe" (Borg, 2003: 81) have an impact on the way they correct, which can be beneficial or detrimental. As it has been previously mentioned, there is no agreement among researchers on which can be the most effective type of written CF but "uncovering the beliefs that underlie teachers' practices can help identify the factors that contribute to effective feedback" (Lee, 2009: 14). Among these factors it can be found the teachers' "positive or negative experiences of these respective strategies as learners" (Borg, 2003: 88); as well as "instructional focus, time constraints, the frequency of occurrence of errors, student personality, and the level of student communication ability" (Mori, 2011: 464). As a result, teachers' beliefs are varied and constantly in change and for this reason they do not usually match with their practices "as a teacher's practice may reflect at one time one belief and at another time a belief that is at odds with the former belief" (Basturkmen, 2012: 284). Therefore, uncovering the reasons why this EFL teacher chooses one type of written CF over the other could help me to have a more solid idea about the effectiveness of her corrective practice.

Hence, what I have attempted in this study is to answer three questions concerning the types of written CF that one EFL teacher uses in a distant learning context. More specifically, I first wanted to know the types of written CF that this teacher uses the most and whether they are effective according to previous studies (Chandler, 2003; Sachs & Polio, 2007; Sheen, 2007; Maleki & Eslami, 2013). Secondly, I was interested in discovering whether what she said coincided with what she did in order to find if she was making conscious decisions when facing her students' erroneous productions. Finally, I was intrigued about the claims that could justify her practices regarding written CF because I wanted to know if she had needed to adjust them to the new situation. For this reason, what makes this study particularly interesting, in my view, is that it can make other teachers reflect on their own assessment practices and their effectiveness. Moreover, it also offers the opportunity to take an insight into new and changing teaching practices that online teaching brings with it, which may have pedagogical implications for the teaching community.

As regards the structure of the paper, section 2 presents the theoretical framework within which the relevant aspects of the topic are presented. Section 3 presents the aims of this study, where the research questions that I would like to answer are stated. Section

4 displays a detailed explanation of the subjects who participated in the present study, as well as the procedure followed to collect and analyse the data. Following, section 5 exposes the results obtained both from the analysis of the students' written texts in which percentages corresponding to the different types of written CF are included, as well as from the interview that was conducted with the EFL teacher. Afterwards, section 6 presents the discussion of the results compared to findings from previous studies. Finally, section 7 includes the conclusions drawn from the study, its limitations and suggested areas for further research.

2. THEORETICAL FRAMEWORK

Students making errors during the process of learning an L2 is inevitable. For such reason, during the revision of students' written output, teachers pay attention to a wide range of aspects that have to do with style, organization or content, among others. However, the type of revision that has to do with non-target productions, which receives the name of corrective feedback, is probably the most common one. The reason why it has received more attention may reside on the importance of making students know the point in which they find themselves as learners of the target language and how further they need to go to reach higher levels of proficiency in it. Hence, language teachers are the ones in charge of correcting their students' errors in an explicit or implicit manner as well as during oral interaction or through written texts in order to help learners improve their interlanguage.

Nevertheless, in past years, whereas researchers investigating oral CF proved that this modality of CF could improve the students' interlanguages (see Lyster & Ranta, 1997; Lyster & Saito, 2010), those investigating written CF did not recognise the importance of this modality in the development of the students' fluency and accuracy in the L2. As a matter of fact, Truscott pointed out that "the fact that students are able to revise their papers does not constitute evidence that they will be able to transfer this skill to a new piece of writing" (Sheen, 2010a: 172). A reason that may explain Truscott's thoughts has to do with the fact that "written CF research has suffered from a number of methodological limitations" such as "the lack of a control group" (Sheen, 2010a: 172). Therefore, it has been difficult to determine whether students who were given written CF did better in subsequent writings than those who did not. For this reason, recent studies

(see Ellis et al., 2008; Sheen et al., 2009) have changed their methodology and have proved "that written CF can promote interlanguage development" (Sheen, 2010a: 172). Hence, nowadays, studies on written CF have shifted their focus towards SLA theory, within which the literature review of the present paper is contextualised.

2.1.About the notion of CF

In order to introduce written CF as an instrument that allows the acquisition of a second language, some SLA basis and the relation that they bear with CF are explained in the following lines. First, as the Critical Period hypothesis suggests, "children who are not given access to language in infancy and early childhood (because of deafness or extreme isolation) will never acquire language if these deprivations go on for too long" (Lightbown & Spada, 2013: 22). Therefore, there is a moment in which the brain changes and humans cannot learn languages in the same way. This information leads us to conclude that learning a L2 is different from learning a L1 and so, an effective teaching practice should be carried out to achieve the purpose as successfully as possible. In fact,

> While children rarely receive such negative evidence in L1, and don't require it to achieve full native competence, corrective feedback is common in L2 and may indeed be necessary for most learners to ultimately reach native-like levels of proficiency when that is the desired goal. (Saville-Troike, 2012: 115, 116).

Hence, "the evidence suggests that, without corrective feedback and guidance, second language learners may persist in using certain ungrammatical forms for years." (Lightbown & Spada, 2013: 203).

However, along the decades there has been some controversy among SLA researchers regarding the role of CF in the L2 classroom. For instance, during the 1970s and 1980s, research focused on innateness and the nature of the innate system view L2 learners as "creators of language systems" (Gass & Selinker, 2008: 304). As a result, for these researchers "acquisition was seen as driven by positive evidence and CF as playing no role at all, or only a minor role" (Sheen, 2010a: 169). Krashen's input hypothesis explained that L2 learners should be exposed to comprehensible input if they wanted to acquire the target language. That is, learners were said to acquire an L2 only if the input was slightly more advanced than their current level (i+1). Therefore, from Krashen's statement it could be inferred that comprehensible input was "the necessary and sufficient condition for SLA" and that "L2 grammatical competence was believed to emerge automatically, without any need for negative evidence" (van Beuningen, 2010: 3).

Moreover, with Krashen's affective filter hypothesis (1982) the term *affect* was introduced, which referred to negative attitudes towards the target language and hence, he concluded that:

> if the Filter is up, input is prevented from passing through; if input is prevented from passing through, there can be no acquisition. If, on the other hand, the Filter is down, or low, and if the input is comprehensible, the input will reach the acquisition device and acquisition will take place. (Gass & Selinker, 2008: 402).

Therefore, with language errors being penalized or corrected, student's affective filter may go high and so, acquisition might be less likely to occur, a reason that led Krashen to argue that CF could be harmful for SLA.

Subsequently, in the 1980s decade, several SLA theories such as Swain's Output Hypothesis (1985), Long's Focus on Form (1988) or Schmidt's Noticing Hypothesis (1990) started to support the importance of CF in the development of the students' interlanguage. Swain's Output Hypothesis stated that output also played an important role in SLA and introduced the notion of comprehensible output, a concept which meant that "learners are "pushed" or "stretched" in their production as a necessary part of making themselves understood. In doing so, they might modify a previous utterance, or they might try out forms that they had not used before" (Gass & Selinker, 2008: 326). That is, when producing output, learners face a linguistic problem because they notice that there is a gap between what they want to say and what they can say in the L2, which is what triggers cognitive processes that generate new linguistic knowledge. For this reason, interaction is crucial for second language acquisition as it draws learners' attention towards "some element(s) of language with the possible consequence that that element/those elements will be incorporated into a learner's developing system." (Gass & Selinker, 2008: 330). Hence, output allows learners to be provided with CF and know whether they are succeeding or not in the way they are producing the language.

Long's Focus on Form approach stated that focussing on linguistic form was crucial to correctly acquire an L2 because "without it, L2 acquisition could be expected to be slower, more difficult, and less successful" (van Beuningen, 2010: 4). For such reason, "that aspects of the L2 input learners need to notice, but do not (for whatever reason), will require some kind of pedagogical intervention" (Doughty & Long: 2003: 289). The reason why some students may not be able to notice those linguistic problems may have to do with the fact that "they are not communicatively problematic, not

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conceptually similar to the L1, or perhaps not acoustically salient" (Doughty & Long: 2003: 289). Therefore, it is necessary to "draw learners' attention to these persistent problems when they arise incidentally during language use in the classroom" (Doughty & Long: 2003: 289). Van Beuningen argues that "one of the pedagogical tools identified as a potential focus-on-form instrument is error correction" (2010: 5) as it leads students to focus on the correct forms of the target language. Similarly, Schmidt's Noticing Hypothesis pointed out that being exposed to input alone may not guarantee L2 acquisition. Instead, students should notice it so that it could turn into intake. What is more, Schmidt argued that students should find "a mismatch or gap between what they can produce and what they need to produce, as well as between what they produce and what target language speakers produce" (2001: 6). Thus, a possible way to make learners notice the gap between what they know and what they do not know is through the input provided in the form of CF as that "could prompt destabilization and restructuring of learners' developing interlanguage grammar" (van Beuningen, 2010: 6).

2.2. Differences between oral and written CF

According to Saville-Troike, "writing is a common medium for testing knowledge in much of the world – including knowledge of the L2 itself, even within instructional programs that emphasize oral production" (2012: 174). Precisely, as it has been previously stated, one of the reasons why writing may have such an importance resides on the fact that it allows students to produce output. Therefore, while students produce written texts, they are "providing opportunities for others to comment on problems and give corrective feedback" (Saville-Troike, 2012: 173). That way, learners notice the gap between what they know and what they do not and can improve their interlanguage. Nevertheless, although speaking may also be a way of producing meaningful output, according to Sheen (2010a) the way of giving CF on written and spoken texts differs at least in three different aspects.

To begin with, "whereas oral CF typically occurs immediately after an error has been committed, written CF is delayed; that is, it is typically provided hours or days after the errors were committed" (Sheen, 2010a: 176). As a result, as learners receive written CF after they have delivered their message, they can have more time to process their errors and hopefully repair them. However, that is not the only advantage that written CF has over oral CF. The fact that during the production of written texts students do not receive CF can make them come "closer to the limits of their current level of linguistic

knowledge than can speech" (Saville-Troike, 2012: 173). What is more, "the reasons that some learners are more successful than others include their degree of access to social experiences which allow for negotiation of meaning and corrective feedback" (Saville-Troike, 2012: 118). That is, in oral interaction, those who participate more inside the classroom context receive more CF than those who do not. Hence, providing corrections on students' written productions may be a more equalitarian way to give feedback to everyone independently of how introvert or extrovert they are and so, a way to help them develop their fluency and accuracy in the L2.

Secondly, according to Sheen "written correction imposes less of a cognitive load on memory than oral CF, which typically demands an online cognitive comparison, which requires learners to rely heavily on their short-term memory" (2010a: 176). Van Beuningen also acknowledges this difference between written CF and oral CF and states that "when presented with an overwhelming number of stimuli at any given moment, the human brain might be unable to attend to them all due to a lack of available processing capacity" (2010:6). Therefore, it could be argued that during interactions, where oral CF is given simultaneously, the students' brain may have to process great amounts of information in little time and so, they may end up not understanding what the error was. However, in writing, as students have more time to process their errors, they also have the "cognitive resources – to compare their output with the CF they received, which increases the likelihood of learners noticing gaps in their interlanguage" (van Beuningen, 2010: 6).

Finally, Sheen pointed out that "written CF can be much more complex than oral CF" (Sheen, 2010a: 176). That is, the object of correction may vary depending on the different functions that L2 writing can fulfil, which can lead to a potential complexity. On the one hand, students in the EFL classroom may be asked to write an informal piece of writing in which it is practiced the "need to communicate with speakers of the language outside of an immediate interactional context" (Saville-Troike, 2012: 172). On the other hand, students may also be asked to write academic pieces of writing that focus on different aspects, not necessarily linguistics. Therefore, contrary to oral CF which mainly focuses on language form, written CF focuses on different ones and sometimes puts them as the first priority. In fact, that could explain why at the beginning SLA researchers proved the effectiveness of oral CF but were not "able to convincingly demonstrate that

written CF leads to improvement in grammatical accuracy in new pieces of writing" (Sheen, 2007: 257).

2.3. Different types of written CF

Until this point, some of the benefits that correcting written errors may bring to the development of the students' fluency and accuracy in the L2 have been portrayed. In order to show the different possibilities for correcting these written errors, in this subsection the types of written CF are introduced.

In 2009, Ellis, wrote "A typology of written corrective feedback types" in which he introduced six types of written CF. The first type was **direct CF** with which "the teacher provides the student with the correct form" (Ellis, 2009: 98). The second type was **indirect CF** and with it "the teacher indicates that an error exists but does not provide the correction" (Ellis, 2009: 98). To the third type, Ellis called it **metalinguistic CF** which, as well as its counterpart in oral CF, consisted on "providing learners with some form of explicit comment about the nature of the errors they have made" (Ellis, 2009: 100). Ellis also referred to the focus of the feedback as well and he distinguished among **focused CF**, which was addressed to correct a specific type of error, or **unfocused CF**, used by teachers when they wanted to correct every single error in the text. The fifth type of written CF receives the name of **electronic feedback.** Teachers use it to attach "a hyperlink to a concordance file that provides examples of correct usage" (Ellis, 2009: 98). Finally, the sixth type of CF is called **reformulation** and it "consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact" (Ellis, 2009: 98).

However, the absolute effectiveness of one type of written CF over the other remains controversial as no agreement has been reached among researchers regarding this topic. Nevertheless, the range of studies that exist in this field (some of them presented in the next subsection) were carried out as a reaction to Truscott's ideas in 1996 and prompted by Ferris' request related to the importance of researching on "ways of improving the practical issues" (Bitchener et al., 2005: 192).

2.4. Studies on the effectiveness of written CF

For this subsection, a number of studies that not only have sought to expand the base and confirm that written CF can be beneficial for second language acquisition, but

that also have proved the efficacy of one type of CF over the other will be reviewed with the purpose of shedding some light on the topic. These studies are Chandler (2003), Sachs & Polio (2007), Sheen (2007), Maleki & Eslami, (2013). The reason why these studies and not others have been chosen resides on the fact that they have been key to the elaboration of Ellis' typology (2009). Moreover, these four studies analyse different types of written CF and identify possible factors that may affect their effectiveness.

2.4.1. Chandler, 2003

In 2003, Jean Chandler wrote an article named "The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing" in which she included several studies with which she wanted to counterargue Truscott's statements and find out that written CF was better than none. Due to the purpose of this present paper, I will focus on the review of the second study in which she wanted to research on the effects of two different types of written CF: direct and indirect CF. This study was aimed at measuring whether students would improve their fluency and accuracy in the L2 throughout the writing of five assignments taking place at different moments of the academic course. Once the study reached its end, Chandler discovered that "Correction by the teacher was the best of the four methods used, as measured by the change in accuracy of the student writing which followed." (Chandler, 2003: 291).

Subsequently, Chandler gave possible ideas which could explained why direct CF was more effective when it came to accuracy in future pieces of writing. Thus, she argued that direct CF is perceived by students as a more straightforward method than indirect CF, which instead may create a kind of anxiousness in the learner impulse by not knowing whether her corrections were in fact correct until a further revision made by someone else. Besides, Chandler also stated that direct CF was "presumably the fastest way overall for the teacher to respond when multiple drafts were involved" (2003: 293). That is, this type of written CF was also the easiest way for teachers who have several essays to mark and not enough time to respond to each of their students' errors individually.

However, Chandler in this study also recognizes the validity of indirect CF for students who are "advanced enough to do self-correction" (Chandler, 2003: 293). Nonetheless, she also states that the decision to choose one type of feedback over the other depends on the teacher's goal. Therefore, as well as with oral CF, if when assigning a piece of writing the teacher is focused on content, it is probable that she will use a more

implict type of feedback (indirect CF). On the contrary, if her focus is on language, she will be more likely to use an explicit type of feedback (direct CF). In any case, Chandler concludes her article by arguing that for written CF to be effective, there needs to be some kind of participation in the process of correction done by the student because that is the only way for them to prove their hypothesis about the second language and hence, acquire it in a correct form.

2.4.2. Sachs & Polio, 2007

Sachs and Polio in their article "Learner's uses of two types of written feedback on a L2 writing revision task" wanted to compare the effectiveness of two different types of written CF: direct CF and reformulations. To do so, they led a "three-stage composition-comparison-revision" (Sachs & Polio, 2007: 67) and found that at the final stage, learners did better when they had been given direct CF than when their texts had been reformulated. Although both direct CF and reformulations are explicit forms of CF, these findings surprised both researchers as they believed that reformulations could be a better option to promote L2 development.

Some of the reasons why Sachs & Polio believed that reformulations were more effective than direct CF were influenced by Swain's output hypothesis, "which proposes that the struggles learners go through when they attempt to convey a particular message might promote awareness of holes in their linguistic knowledge and induce them to notice relevant language forms in future input" (Sachs & Polio, 2007: 70). Thus, it could also be argued that direct CF can also contribute to this the acquisition of new linguistic knowledge because, as learners see their errors explicitly, they test whether their hypothesis about the target language was right or not. However, a "positive modelling of native-like writing may be more helpful to the learner than error correction" (Qi and Lapkin as cited in Sachs and Polio, 2007: 70). That is, after having received CF on their outputs in the form of reformulations, learners test their hypothesis while they look for dissimilarities and so, this "along with any rehearsal processes that might facilitate incorporation - might lead to greater uptake than the (possibly automatic along or mechanical) noting and copying overt corrections" (Sachs & Polio, 2007: 70).

In the end, Sachs and Polio suggested that their study findings could be due to two facts. First, considering the role of saliency or explicitness in SLA, it could be argued that direct CF was more likely to have an impact in student's future writing and L2

development. Secondly, because as "participants in the error correction condition did not have to search for differences […] they might have been better able to devote cognitive resources to understanding and remembering the corrections" (Sachs & Polio, 2007: 86). That is, a great cognitive effort made by students when correcting their errors can be detrimental, which could explain why those students who had to look for mismatches than those who did not, performed worse in the following written assignment.

2.4.3. Sheen, 2007

In 2007, Sheen with his article named "The Effect of Focused Written Corrective Feedback and Language Aptitude on ESL Learners' Acquisition of Articles" wanted to expand Chandler's base on the efficacy of direct CF. To do so, three groups were formed: one was a control group which did not receive any type of feedback whereas the remaining two received direct CF and direct metalinguistic feedback. What is more, these two groups, unlike Chandler's students, were given focused feedback on articles. Thus, the aim was to prove if written CF promoted short or long-term gains, and whether direct CF when accompanied by metalinguistic CF was more effective than direct CF alone.

With his study, Sheen argued that focused feedback was more effective than unfocused feedback. According to him, as well as with the oral modality, when CF "focuses on a single linguistic feature and makes the error salient […] increases its effectiveness" (Sheen, 2007: 275). In the context of his study, "written CF proved effective in enabling the learners to improve their accuracy in article use in both the short and longer term" (Sheen, 2007: 275). Therefore, Sheen recommended teachers to "select a specific grammatical problem that they have observed in their students' writing rather than a whole range of linguistic errors" (Sheen, 2007: 278) if they wanted their pupils to do better in future writings. However, some researchers such as Ferris and Storch have stated that "a teacher's purpose in correcting his pupils' written work is (among other things) improving accuracy in general, not just the use of one grammatical feature" (Van Beuningen, 2010: 11). Hence, there are also opinions which support the importance of providing students with unfocused feedback as "observing that some of their errors have been corrected while others have not might be rather confusing for students" (Van Beuningen, 2010: 11), a fact which may lead to a postponed acquisition of several linguistic aspects of the target language.

Finally, Sheen also found that "direct metalinguistic feedback proved to be effective in improving students' accuracy in all three tests" (Sheen, 2007: 275). Thus, he added something new to the effect of direct CF that Chandler had previously acknowledged by proving that, when supported with metalinguistic comments, it was more effective than when it was not. According to Sheen, this fact could be supported by Schmidt's distinction between noticing and understanding as when students figure out how the language works, they are more likely to learn the correct form than if they do not. Interestingly, Sheen, who has also done research on the efficacy of different types of oral CF makes a comparison with it and his present findings and argues "that explicit feedback (in the form of metalinguistic comments) was superior to implicit feedback (in the form of recasts) in a study that investigated English regular past tense" (Sheen, 2007: 276). Therefore, the "degree of explicitness of both oral and written CF - rather than the medium in which the CF is provided - is the key factor that influences CF effectiveness" (Sheen, 2010: 204).

2.4.4. Maleki & Eslami, 2013

Approaching more recent papers, Maleki and Eslami published in 2013 a study named "The effects of written corrective feedback techniques on EFL students' control over grammatical construction of their written English". Their aim was to prove whether intermediate and above intermediate learners of English did better after receiving direct or indirect CF. To do so, they separated the participants into three groups (a direct CF group, an indirect CF group and a no-CF group) and asked them to write three pieces of writing. It could be argued that the researchers were approaching Chandler's study, which also researched on the difference between these two types of feedback. However, their results proved to be different from Chandler's, but in line with previous ones (Ferris & Roberts, 2001) as they stated that students who received indirect CF did better in subsequent writings than the others who did not. Moreover, they argued that, contrary to direct CF, indirect CF fostered long-term acquisition.

Maleki and Eslami justify their findings by suggesting that "using indirect feedback strategies which, according to the findings of the present study, has a more lasting effect may be suggested for the later stages of learning (probably intermediate and above intermediate levels)" (Maleki & Eslami, 2013: 1256). On the contrary, they stated that direct CF is only "desirable for low-level-of proficiency students who are unable to self-correct and cannot provide the correct form" (Maleki & Eslami, 2013: 1250).

Therefore, their results seemed to be in line with what Chandler argued regarding the role of the level of proficiency in the target language. However, they also acknowledged what Sheen (2007) stated regarding how "direct CF can be beneficial for learning only some specific grammatical features" (Maleki & Eslami, 2013: 1251). As in Maleki and Eslami's work the focus of correction was simple past tense errors, it could be argued that direct CF might have also benefit students' future writings. Nonetheless, since that was not the case, it seems that the students' level of English was key in positioning indirect CF effectiveness over the direct CF one.

2.4.5. Summary

As a summary of these four articles, it is remarkable the naming of two variables that have an impact on written CF effectiveness: the students' level of proficiency in the target language and the explicitness of the type of written CF chosen. For such reasons, Chandler argued about the importance of making corrections explicit for students whose level of English was not high enough to self-correct and so, she named direct CF as the most effective type of written CF in her study. Likewise, Sachs & Polio also found direct CF to be more efficient than reformulations because these were difficult to fully understand unless students had a higher level of English. Sheen in his study acknowledged that direct CF could be even more effective if accompanied by metalinguistic CF, precisely because it made it more explicit. Finally, Maleki and Eslami also referred to the level of English and highlighted the improvements that making intermediate and above intermediate students self-correct their errors could bring to them in the long term. Hence the main advances found in these articles seem to indicate that:

a. Explicit forms of CF are more effective for students.
b. Different learning stages may require the use of specific types of written CF.

3. AIMS OF THE PRESENT STUDY

This paper presents a case study analysis aimed at exploring the most frequent written CF practices of an EFL teacher working in remote teaching during the COVID-19 crisis at the Margarita Salas High School in Majadahonda, Madrid. These are the main research questions that guide my analysis:

1. Which are the types of written CF that this EFL teacher uses when correcting her student's writing? Are they effective according to previous studies?

2. Are there any differences between what the teacher says and what she does? If so, which ones?

3. What are the EFL teacher's reasons and motivations to provide her students with one type of written CF or the other?

4. METHODOLOGY

4.1. Method

This is a descriptive case study which follows a mixed-method design, in which "the quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case(s) or develop cases for comparative analysis" (Creswell & Plano Clarke, 2018: 116). Therefore, the present paper involves two processes: the first proposes a "quantitative data collection and analysis" that is "explained by" the second, which presents a "qualitative data collection and analysis" (Cook & Kamalodeen, 2019: 21). Finally, it is from the merging of these two processes that conclusions can be reached. The reason why these two parts work better together resides on the fact that a quantitative research alone poses an "inability to take into account contextual factors other than those that are codified within the variables being measured" and as a result "many additional variables that might also be contextually important are missed" (Starman, 2013: 37). Hence, in this present paper, whereas a descriptive analysis of the CF instances will allow me to discover whether the different types of written CF that the EFL teacher has used are effective or not, an interview with her will complement the quantitative analysis by portraying the reasons underlying her practices, which "cannot be understood merely as an act that is driven by a rule or a theory" (Starman, 2013: 38).

4.2. Participants

Participants in this study are 23 students enrolled in 1st year of compulsory secondary education and their EFL teacher. Regarding the students, they belong to the bilingual section of the Margarita Salas High School located in Majadahonda, Madrid. As a requirement for coursing this modality, students have to have a level in between an A2 "elementary" and a B1 "lower intermediate" according to the CEFRL (2001). This group of learners is quite homogeneous because it is made up of students of Spanish

nationality, with the exception of one who holds both Spanish and Dutch citizenship. Hence, they all share Spanish as their L1 and are learning English as an L2, except the learner whose L2 is Dutch, as in his case he is learning English as an L3. Moreover they all live in Majadahonda and according to the "Proyecto Directivo" of the high school that was provided to me during my Practicum, this fact determines that the families that take their children to this center are mostly middle class and with a high level of education since approximately 90% have a degree, which leads them to place high educational expectations on their children and on the educational community. As for the EFL teacher, she graduated in English Studies as well as in Translation and Interpreting at the Universidad Complutense de Madrid and she worked for over five years as an English teacher at a private language school. Afterwards, in 2010, she sat the competitive examination for becoming a secondary education teacher and ever since, she has been working as an EFL teacher in several state high schools that belong to the Community of Madrid.

4.3. Data collection and analysis procedure

Data collection involves two different processes: the gathering of 23 persuasive texts written by the students and the recording and the transcription of an in-depth interview with the EFL teacher who did the corrections in a remote teaching platform. Each process is described in detail below.

4.3.1. Sample texts collection and analysis

23 EFL students were asked to write a 150-200-word length persuasive writing on one of two controversial topics proposed by the teacher ("Should footballers earn more than doctors?" or "are mobiles good for students") or on a topic of their choice. These written assignments served as their final writing task for the second term and for this reason, they had to upload it to Google Classroom, a remote teaching platform they were using as a substitute for face-to-face instruction. Afterwards, using the option "Add Comment" their EFL teacher highlighted in yellow the students' errors and gave written CF on them, which appeared inside a box in the margin on the right. As a result, 259 instances of written CF were analysed and coded according to Ellis's typology (2009), which, as it has been previously mentioned, acknowledges the existence of six different types:

1. Direct CF.
2. Indirect CF
3. Metalinguistic CF (Use of error code/Brief grammatical descriptions)
4. Unfocused CF/Focused CF
5. Electronic CF
6. Reformulations.

One of Google Classroom's features is that teachers can provide CF through the platform itself without having to do it through the Word documents in which students write their texts. Therefore, even though next to each document the correction on different words or phrases can be seen, documents as such including teacher's provision of CF cannot be downloaded. For that reason, a process to code errors was devised which consisted of accessing the tabs that corresponded to each student and counting by means of tally marks the episodes of different types of written CF given by the teacher on language errors. Even though focused and unfocused CF are considered a type of written CF, that distinction is applied to the different types of written CF in Ellis typology. Hence, for this study, it was only observed whether instances of written CF were aimed at correcting specific errors or all of them. Once errors were classified, the total number of written CF instances was counted along with the total number for each of the different types. Finally, percentages were calculated to establish which were the types of written CF that the EFL teacher uses the most.

Despite every type of written CF was considered for this study, from the 259 instances of written CF analysed only episodes of direct CF, reformulations and metalinguistic CF of the type which adds grammatical descriptions to the corrections were observed. Below, examples of each of these three types in different written texts are shown:
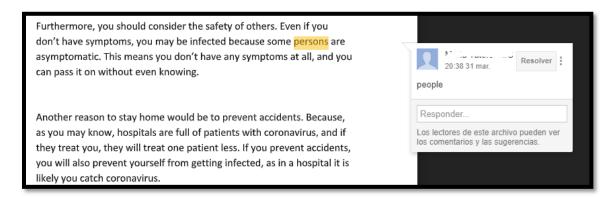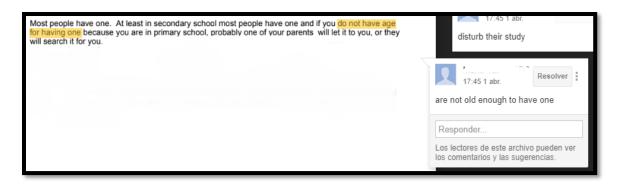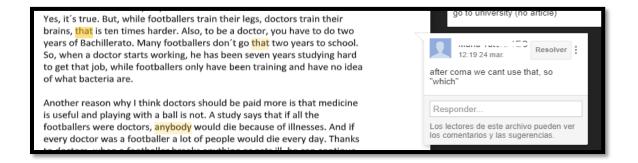
Figure 1: Example of direct CF

Furthermore, you should consider the safety of others. Even if you don't have symptoms, you may be infected because some persons are asymptomatic. This means you don't have any symptoms at all, and you can pass it on without even knowing.

Another reason to stay home would be to prevent accidents. Because, as you may know, hospitals are full of patients with coronavirus, and if they treat you, they will treat one patient less. If you prevent accidents, you will also prevent yourself from getting infected, as in a hospital it is likely you catch coronavirus.

20:38 31 mar. — Resolver
people
Responder...
Los lectores de este archivo pueden ver los comentarios y las sugerencias.

Figure 2: Example of reformulations

Most people have one. At least in secondary school most people have one and if you do not have age for having one because you are in primary school, probably one of your parents will let it to you, or they will search it for you.

17:45 1 abr.
disturb their study

17:45 1 abr. — Resolver
are not old enough to have one
Responder...
Los lectores de este archivo pueden ver los comentarios y las sugerencias.

Figure 3: Example of metalinguistic CF (brief grammatical description)

Yes, it´s true. But, while footballers train their legs, doctors train their brains, that is ten times harder. Also, to be a doctor, you have to do two years of Bachillerato. Many footballers don´t go that two years to school. So, when a doctor starts working, he has been seven years studying hard to get that job, while footballers only have been training and have no idea of what bacteria are.

Another reason why I think doctors should be paid more is that medicine is useful and playing with a ball is not. A study says that if all the footballers were doctors, anybody would die because of illnesses. And if every doctor was a footballer a lot of people would die every day. Thanks

go to university (no article)

12:19 24 mar. — Resolver
after coma we cant use that, so "which"
Responder...
Los lectores de este archivo pueden ver los comentarios y las sugerencias.

4.3.2. Interview recording and analysis

After the different written texts were analysed, an interview was conducted with the students' EFL teacher in order to discover if there were any differences between what she said and what she did when giving written CF, as well as to find possible claims that could justify her practices. The eight questions of the interview were designed based on the studies reviewed in the "Studies on the effectiveness of written CF" section. Nevertheless,

the semistructured nature of the interview did also allow to bring up new questions during the course of it as a response to what the interviewee responded.

Before this interview took place, a similar one was piloted with three teachers and as they did not mentioned any problems related to the intelligibility of the questions, it was decided to go forward with the questions proposed which were asked to the EFL teacher during a Skype meeting. With her permission, the conversation was recorded in order to transcribe it afterwards. To make it easier for her to see what she was being asked about, a Power Point presentation in which each slide corresponded to one of the questions was shared with her using the Skype option "Share Screen". Even though every question was formulated in English, she answered them in Spanish, therefore, the interview was transcribed in that language (see Annex 1). Similarly, as the interviewee was answering in Spanish, the questions that had not been previously fixed and that were asked by the interviewer were formulated in that language as well. However, in the "Results" and in the "Discussion" sections, her words will be translated into English.

Regarding the content of the interview, questions 2, 3, 4, 5 and 7 were aimed at collecting information regarding this EFL teacher's beliefs on how to give written CF to her 1st year of compulsory education students in order to compare them with her practices. For this reason, she was asked specific questions related to different types of written CF such as focused or unfocused CF in question 3, direct and indirect CF in questions 4 and 5, respectively and on metalinguistic CF in question 7. Question 2 was aimed at discovering which type of written CF she believed to be more effective when correcting the errors of the students who are the subjects of this study. On the other hand, questions 1, 6 and 8 were aimed at uncovering claims that could justify this EFL teacher's practices regarding the use of written CF. Question 1 was designed to determine if the teacher was familiarized with the different types of written CF that there exist as well as to find if she could give an example of each. The purpose of question 6 was to discover if there were any factors that could influence her decision on choosing one type of feedback over the other. Lastly, question 8 was aimed at bringing to light if the current situation in which online teaching has substituted face-to-face instruction has forced her to change her practices when it comes to the provision of written CF.

5. RESULTS

The results drawn from this study correspond to those obtained from the descriptive analysis of 23 students' written texts, which were later correlated with the answers given by their EFL teacher during the interview that was conducted.

5.1. Types of written CF provided by the EFL teacher

Table I shows the total number of written CF instances -both in value and percentages- that were observed in each of the 23 writings analysed for the present study, divided into the different types of written CF according to Ellis' (2009) typology.

Table I: written CF instances divided into different types

TYPE OF WRITTEN CF	NUMBER OF WRITTEN CF	% OF WRITTEN CF
Direct CF	149	57.53%
Reformulation	107	41.31%
Metalinguistic CF (brief grammatical descriptions)	3	1.16%
Indirect CF	0	0%
Metalinguistic CF (use of error code)	0	0%
Electronic Feedback	0	0%
TOTAL	**259**	**100%**

Considerable differences can be noted between the written CF types this EFL teacher uses: Direct CF is the most frequent type of CF used, comprising a 57.53% of the total of written CF instances. Following it, 41.31% of the total corresponds to the reformulation type, which is followed by a 1.16% of metalinguistic CF of the kind that adds brief grammatical descriptions to the errors. The remaining types of written CF (indirect CF, metalinguistic CF/error code and electronic feedback) were not observed (0%). Table I does not show whether the feedback was focused or unfocused as such differentiation applies to all the types of written CF described in it. As the teacher's

corrections were not aimed to correct only specific errors but all of them, the previously mentioned instances of written CF are examples of unfocused feedback.

5.2. Results from the interview

As to the results drawn from the interview conducted with the student's EFL teacher, in question 2 she was asked to choose the most effective type of written CF to correct her students' written texts. To answer this question, she made a distinction between younger and older students, but since the subjects of this present study are 1ˢᵗ year of compulsory secondary education students to whom she refers as *"the little ones"*, only her answers involving this profile of students are presented. Thus, for question 2 she expressed her preference to mainly give direct CF on her younger students' errors, as it is illustrated below:

> *For example, with the little ones I think you have to make it explicit. Before, I simply underlined the word and while older students quickly saw that they had written something wrong, younger ones still did not know why. Also, with longer structures I do not dare to just underline them. That is, unless it is something very obvious like when they lack the <e> in the word "doesn't" for example, because I know that they will notice it. But when it is spelling or grammar, I do write the correction myself.*

As a matter of fact, her beliefs match her practices because direct CF is the type of written CF that this teacher has used the most in the correction of the 23 written texts. Moreover, this answer can also be related to those she gives in questions 4 and 5 in which she states that she corrects the errors herself *"to the little ones"*, whereas she tries to promote self-correction *"with the older ones"*. Therefore, according to her responses, as self-correction is only promoted with older students, that could explain why no instances of indirect CF and metalinguistic CF of the type that uses error codes were observed in the 23 written texts.

Question 3 was aimed at discovering this EFL teacher's beliefs regarding the need to give written CF on all of her students' language errors or only on specific ones. In her answer, she stressed the importance of giving written CF on every possible error committed by the student, as portrayed below:

> *Yes, I always correct all errors. If they are asked to use for example the vocabulary of a topic that is when you look at those words especially, its spelling or whatever, you mark them so that they can go back to the unit in the textbook and see how it is written… but I correct them everything always. Why? Well, I really see writing*

as an opportunity to check the level of the students in general. Besides, it is also one of the few times that I can dedicate time individually, so I try to correct everything that can be improved in general, not just a specific aspect.

Therefore, once more her response to question 3 proved to match the results drawn from the analysis of the students' essays, which showed that she gave unfocused CF on the 259 errors that were found. However, her beliefs about adding metalinguistic information to her corrections are partly in line with what she did, as it is shown in question 7. In her answer to this question, she first made reference to the metalinguistic CF of the type that uses error codes and acknowledged to never use it, which coincides with what she did as 0% of the instances of written CF corresponded to this type: "*I progressively make them [the students] associate spelling to what it is to write in a specific way. But I don't give it as feedback to them on paper".* Nevertheless, she secondly referred to the metalinguistic CF of the type which adds brief grammatical explanations to the corrections and argued not to use it either, although 1.16 % of the episodes of written CF corresponded to this type. Here is what she said regarding it:

> *What I actually do is that when I give them back their writing, with the whole class, I do look at the most common errors because they are usually things like... if you have taught them the present continuous and you have asked them to use it in their writing, by system they fail and write "I are". So, that is when you review the verb "to be" or the structure or whatever, but I never write the norm in their writing.*

Therefore, although this EFL teacher acknowledged to never write grammatical norms next to her corrections, she may have this time to palliate the effects of not being able to communicate with her students orally via Google Classroom.

Due to the semistructured nature of the interview, some questions were asked in addition to the ones that had been previously fixed. Throughout the course of this meeting, the EFL teacher did not mention anything related to reformulations therefore, as results drawn from the analysis of the texts proved that she had used them in 41.31% of the occasions, she was asked about this type of written CF as well. To this question she aswered that in normal circumstances, she would have written down symbols which are normally used to give direct CF, but since online teaching prevents teachers from correcting errors on their students' printed copies, she found it easier to reformulate, as it is illustrated below:

> *Right now, since I can't cross out or add words, it's easier for me to reformulate. But if not, on a printed copy I would have put an arrow over two words, especially in word order errors or other symbols to erase or insert words. This situation has made him reformulate more.*

However, in a different situation she would not have done it as much as she did this time because, as she argues:

> *When you return a student a completely reformulated written text, they do not understand that the comments are suggestions, they understand that it is wrong [...]. I usually do it more with those who have a higher-level because they have the intelligence of the language and know that asking is not the same as saying and so, I can make suggestions.*

Hence, these reasons could explain why reformulations represent almost the 50% of the total of written CF episodes, but are still behind direct CF (57.53%).

Lastly, results drawn from questions 1, 6 and 8 were aimed at discovering possible claims that could justify this teacher's practices regarding her use of written CF. Question 1 was focused on uncovering whether this teacher was familiarized with every type of written CF because, if she was not, that could explain why she had not used indirect CF, error codes or electronic feedback. As a matter of fact, she answered that she was not familiarized *"with all of them"*. However, when asked to give an example of each, she demonstrated that she understood the rationale of all except that of electronic feedback, as it can be seen in her answer below:

> *I understand that direct feedback is when you directly correct the error, indirect feedback when you only mark it. Metalinguistic feedback I suppose it is when you write the type of error, that is: spelling, vocabulary but without marking the error, or doing both things. Unfocused feedback I understand that it is a mixture of everything you catch. Focused is the one you give if you were looking for specific things, such as checking that they have used the vocabulary of the topic correctly. In this case younger students usually underline the words themselves. Electronic the one we are using now and reformulation I understand that it is when you rewrite what you think they mean.*

Thus, it may be argued that she has other reasons for not using indirect CF or error codes with this group of students other than not understanding their purpose.

As to question 6 whose purpose was to see if there were any factors that intervene in this teacher's decision on correcting errors herself or promoting self-correction, she argued *"the level, mainly"* as the factor that influences her choice to explicitly correct the errors or promote self-correction. Nevertheless, in this answer it was discovered that this teacher relates the age of her students to their level of English, which does not necessarily coincide, and for that reason, she argues to progressively introduce exercises or teaching materials that help her younger students to correct the errors themselves.

> *I try to promote self-correction but in other types of exercises. That is, in those that can be corrected in a more mechanical way, such as those of grammar, in which they simply follow the solutions and mark what they got wrong [...]. But in their writing assignments… I promote it progressively, but with the little ones not yet, it is still very soon. It is true that I propose it, but at a planning level rather than self-correction. If you take a look, in the writing task in Google Classroom they have a checklist and so they have to see if they have written a specific number of paragraphs, if they have used connectors ... but it is rather for them to think about it before handing it in, not for them to think about it afterwards.*

As a second factor, the teacher mentioned the security that providing direct CF gives her: with this type of written CF she makes sure that students understand where the problem is. For this reason, she argues: *"if they write "I does" and I correct it and write "do", I know they understand why it is wrong, whereas if I write GR for grammar, the one who is savvy understands that it is due to the verb tense, but the one that does not, does not".* Finally, the teacher was asked if her decision was influenced by the time she could devote to correct assignments. According to her, it was more related to the time she could devote after returning the essays to her students because, as her younger students understood better direct CF than indirect CF, making the corrections explicit could save her future time or otherwise they would ask for further comments on their errors. This is illustrated as follows: *"it takes the same amount of time to write SP or do [...] it depends more on the time you can dedicate to each student individually as if they are thirty and each of them have committed fifteen errors, they are going to ask about all of them".*

The last question of the interview -question 8- was aimed at finding possible ways which may have influenced this teacher's practices regarding written CF during the current situation. As a matter of fact, as face-to-face instruction is no longer an option for what is left of the academic course, the teacher acknowledged to have modified her CF practices as now she gives direct CF to all of her group levels. As shown in Table I and

as portrayed in her answer regarding the most effective type of written CF for correcting her 1st year of compulsory secondary education students, direct CF is the one she uses the most. However, that is not the case with her older students who, under normal circumstances, would have had their errors corrected by means of indirect CF or error codes because they can self-correct their errors (as shown in question 5). But now, as well as younger students, they also receive direct CF on their errors, as the teacher states in this excerpt:

> *I think I am much more explicit with everyone now because if I was not, I could drive them crazy. So, since I can write comments in the margin, for every word I write its correction. I give them direct feedback because if not… well, many of them do not even know how to open the box of corrections and see what it says, imagine if I encrypt the corrections.*

Moreover this EFL teacher also acknowledged having missed the corrections that take place inside the classroom after returning the writing assignments to her students, a fact that could justify the 1.16% of metalinguistic CF that she has used this time. She illustrated her answer as follows: "*Besides, I miss the corrections that I usually make in class in which I explain the reason why something is wrong*".

6. DISCUSSION

Having analysed the results drawn from both the students' written texts and the interview, this section is aimed at discussing them in order to give answer to the three research questions proposed in this paper.

Regarding research question 1 "which are the types of written CF that this EFL teacher uses the most when correcting her student's writing? Are they effective according to previous studies?", the analysis of the different types of written CF used by this EFL teacher reveals a trend towards the use of unfocused direct CF for the correction of her students' essays. Even though there seems to be no agreement among researchers in the type of CF that could be the most efficient, the results of the present study are in concordance with Chandler's (2003) and Maleki & Eslami's (2013) findings: the subjects of this study are students whose level of English is between an elementary (A2) and lower intermediate (B1) and so, they still have not reached the intermediate (B2) or above

intermediate level proposed by both researchers to be given indirect CF. Thus, this EFL teacher's choice to mainly give them direct CF will benefit them because, contrary to higher-level students, they still lack the level to self-correct their errors. This factor could also explain why no instances of indirect CF or coded errors were observed during the analysis of the 259 instances of written CF. Moreover, the present study results also match Chandler's when it comes to the teacher's choice to give unfocused feedback. However, it contradicts Sheen's (2007) because as direct CF is not focused on a specific aspect of the language, according to him, it is not as effective as it could be and hence, it will not benefit students' future writing performance. Nevertheless, as "to date, there have been no studies comparing the relative effect of focused and unfocused CF" (Ellis, 2009: 102), it cannot be discussed that this teacher's use of unfocused CF is more effective in promoting accurate language use than if she had given focused CF.

With reformulations following direct CF, the results also match Sachs and Polio's (2007) study. Even though both direct CF and reformulations are explicit types of written CF, they differ in what concerns to the cognitive effort that they demand from the student in the moment of revision and so, students with a lower level of English will benefit more from direct CF as it makes the error more salient than reformulations. As a matter of fact, "several researchers argue that attentional processing needs to be accompanied by some (at a minimum) low-level cognitive effort" (Ryan et al., 2018: 189). Considering the level of English of the subjects of the present study, reformulations can still be confusing for them as they may not be prepared to make cognitive comparisons between their productions and the corrections yet. Therefore, according to the revised literature, the fact that direct CF outweighs reformulations proves that this teacher is using an effective type of written CF to make her 1st year of compulsory secondary education students correct their errors.

However, according to Sheen (2007), the low value of metalinguistic feedback of the kind which adds brief grammatical information to the correction (1.16%), in comparison to the high value of direct CF (57.53%), proves not to be as effective as it could be. In the case that direct CF had been added metalinguistic information about the error, this would have proved to be more beneficial than direct CF alone because the error would have been even more explicit, a factor that, as it has been reviewed in the "Studies on the effectiveness of written CF" section, makes both oral and written CF more effective. Thus, it can be argued that since the level of English of the subjects benefits from explicit

types of CF, students could do even better in future essays if attached to their corrections they received more information regarding the nature of their errors.

To sum up, results have shown that overall, according to the literature, this EFL teacher uses effective types of written CF for her 1st year of compulsory secondary education students, whose level of proficiency in English does not allow them to self-correct yet. For this reason, the teacher specifies where the error is and corrects it herself, a practice that is common to the three types of CF that she had used. However, according to Ellis this predominant use of direct CF "may not contribute to long-term learning" (2009: 99). On the contrary, indirect CF of which no instances have been found in this study data "helps students to make progress in accuracy over time more than direct feedback does" (Ferris & Roberts, 2001: 164). Thus, even though lower-level students may benefit from the direct CF that is provided by their teacher, her practices should progressively move towards a type of CF that allows students to self-correct in order to improve their interlanguage and avoid its stagnation. What is more, as the learners' level of proficiency gradually improves, reformulations will also work better than they do now as students will have a higher cognitive capacity to identify and understand the possible mismatches between their productions and the teacher's corrections, a process that could also foster long-term acquisition.

Regarding research question 2 "Are there any differences between what the teacher says and what she does? If so, which ones?", the correlation between the EFL teacher's self-reported practice and her corrections in the 23 sample texts prove that overall, she does what she says she does. Borg researched on how teachers' beliefs were transferred to their teaching practice, arguing that these are mainly "shaped by the experiences teachers accumulate" (2003: 95). Similarly, Basturkmen stated that "beliefs were reflected in the practices of more experienced teachers" (2010: 286). As a matter of fact, when this EFL teacher was asked to choose the most effective type of written CF to correct her students' written texts, she made a distinction between ages and argued that she used to underline students' errors in the past but that, although older students understood what the error was, younger students did not. As a result, she believed that younger students -subjects of this study- needed to have their errors corrected by means of direct CF. Thus, it could be argued that her previous experiences with different types of written CF have led her to identify the ones which, according to her, work better for one profile of students or another. Moreover, this conscious reflection about her previous

practices has made her shape the current ones and act accordingly to what she believes can be efficient. For this reason, her answer proves that there is a correlation between what the teacher says and what she does since descriptive statistics proved that direct CF was the most frequently used type of written CF.

Question 3 also showed that what this teacher does in terms of written CF coincides with her thoughts, proving once more that there is a conscious decision involved when dealing with the correction of her student's written errors. When asked whether she believed that it was necessary to focus on a specific error or to give an unfocused feedback instead, the teacher stated that she corrected every students' error, no matter its type. As a matter of fact, although not shown in Table I, since all the analysed instances of CF observed during the analysis of the texts were not addressed to a specific type of error, but to all of them, they were all classified as unfocused CF. Even though as stated in the discussion of research question 1, there are no studies where the effects of focused and unfocused feedback are compared, the reason that the teacher gives to explain her practices is interesting because she understands writing corrections as a way of generally check the level of English in her students.

Moreover, she sees written CF as an opportunity to dedicate time to each student individually and therefore, she tries to give a global correction on every aspect that could be improved, and not just on a specific one. Likewise, in the hope of making CF efficient, Penning de Vries et al. argue that "for each learner, CF must be unambiguous, understandable, detectable, and short. […] What is needed is individualized attention" (2010: 7). Therefore, not only this teacher's beliefs about unfocused CF match her practices, but also her thoughts about written CF seem to be effective as they prompt her to give individualized attention to each student. In her answer to the question regarding reformulations, she also argued to use this type of feedback with certain students, proving that she makes conscious decisions when giving CF based on the profile of student, which promotes inclusion and personalized attention in the English classroom. Besides, this possibility of providing individualized attention to each learner may also be influenced by the delayed nature of written CF, coinciding with what was stated by Sheen (2010a). That is, in the case of in-class interaction, personalizing oral CF may result difficult as "demands are hard to realize in classroom settings where teachers have to distribute their attention over a group of learners". (Penning de Vries et al., 2010: 7). Hence, the possibility offered by written formats to have a delayed focus on students' language errors

may be more efficient for every student at the end. As a result, even though no studies prove the preference of unfocused CF over focused CF or vice versa, the fact that her beliefs on individualized attention coincide with what is reviewed in the existing literature as well as with her practices is also positive in terms of written CF effectiveness.

Given the answers to questions 4 and 5 in which this EFL teacher argued to correct the errors herself in her younger students' written texts and to promote self-correction in her older students' texts respectively, it is proved once more that this teacher does what she says she does. That is, direct CF, reformulations and metalinguistic CF of the type which adds brief grammatical descriptions to the errors are instances of written CF which imply the teacher's explicit correction. According to statistics, these were the only types of written CF found in the analysis of the 23 texts written by her 1st year of compulsory secondary education students, to whom she refers as the younger ones. However, 0 instances of indirect CF and error codes, types of CF which promote self-correction, were observed in the texts. As it has been discussed in the previous subsection, the types of written CF chosen by this EFL teacher have been reviewed as effective by the existing literature for a specific profile of students, such as the subjects of the present study, whose level of English is below the intermediate (B2) (Chandler, 2003; Maleki & Eslami, 2013). Thus, the fact that this teacher acts accordingly to what she says, as well as that her choices are effective according to the literature is doubly beneficial for her elementary and lower intermediate students. Nevertheless, it should not be skipped that in her answer to question 6 it was discovered that this teacher relates the age of her students to their level of English. Therefore, although in this particular case there is a correlation between these two variables, her beliefs could also be considered arguable since that association is not always correct.

As to reformulations she made an interesting point and acknowledged that via Google Classroom she was reformulating more than ever because she was still trying to figure out how to add symbols which could allow her to insert a missing word or cross out another, among others. That is, the impossibility of correcting on a printed paper was preventing her from using "different forms" in which, according to Ellis, direct CF can occur such as "crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme" (2009: 99). Hence, once more, what this EFL teacher says matches what she does and so, the fact that she cannot use symbols to provide direct CF can explain the high percentage of reformulations observed in the 23 essays (41.31%).

However, it could also be argued that, even though both direct CF and reformulations are not very distanced in terms of frequency in the present study, in the in-class context, direct CF would outweigh reformulations even more. In any case, the fact that this EFL teacher has reflected in this new practice regarding reformulations is interesting for two reasons: First, because she acknowledges that under different circumstances she would have used direct CF to correct the errors, which coincides with both her beliefs on the most effective type of written CF and her practices; and second because as it is impossible for her to do so now, she has chosen a different type of written CF that still implies the teacher's correction, as she acknowledged in the answer to question 4.

However, her practices with metalinguistic CF partly reflect a mismatch between what she says and what she does. On the one hand, regarding the type of metalinguistic feedback of the kind which provides students with error codes, she acknowledged that although she progressively makes them understand what the codes mean she does not write the error code down in the paper. As a matter of fact, there is a correlation between her thoughts and her practices as no instances of error codes were found in any of the pieces of writing. Moreover, this also supports her answer to question 5 in which she stated that she only made older students self-correct their errors. On the other hand, she also argued that she never writes any grammatical rule along with the corrections, which does not match with the 1.16% of metalinguistic CF of the type which adds a brief grammatical explanation to the error. Thus, even though she only provided this type of metalinguistic CF in 3 occasions -a value very close to 0- it is also arguably that not all of her practices are in line with what she says she does. Nevertheless, this shall not be taken as a criticism because according to previous studies, the existence of differences between what teachers say and what they do are very common due to the fact that beliefs are constantly changing (Borg, 2003; Lee, 2009; Junqueira & Payant, 2015). Besides, since no mismatches were found between this teacher's practices and her thoughts except in the case of metalinguistic CF, which registered a low value, overall this EFL teacher has shown that not only she gives effective written CF in agreement with the existing literature, but also that she acts accordingly to what she says. Therefore, it can be concluded that she makes effective and conscious decisions when giving written CF to a specific profile of students, which is proved to be beneficial for the development of their interlanguage.

Regarding research question 3, "what are the EFL teacher's reasons and motivations to provide her students with one type of written CF or the other?", the statements that have justified the practices of this teacher are various and varied. Question 1 was aimed at discovering whether she knew about the existance and the rationale of the different types of written CF because her decision to implement a type of CF over the other could be influenced by it, as Ellis presents in his typoloy:

> "what is important, however, is for teachers to have a clear and explicit account of the options available to them, an understanding of the rationale for each option […] The typology provides teachers with a basis for examining the options and for systematically experimenting with them in their own teaching" (2009: 106-107).

Given the results that marked a 0% of implementation of electronic feedback, indirect CF and error codes, it could be argued that this EFL teacher does not know about the existence of these types of written CF or that she does not fully comprehend them. However, she was able to give an accurate definition of all, except of electronic feedback, which she believed to be the one she was implementing via Google Classrooms. Nevertheless, in a subsequent question she answered that this platform could be very interesting in terms of CF as it offered "*an option called comment repository where you can put direct links to grammar pages for each error*", which is exactly the main purpose of electronic feedback. Therefore, as she understands the purpose of each type of written CF, her decision of using specific types of written CF is not influenced by her ignorance, but by other factors.

As a matter of fact, question 6 proved that when it comes to identify possible factors that could influence this teacher's decision to give one type of CF over the other, she considers her student's level of English a central one around which her practices rotate. Therefore, her ideas also match those of Chandler's (2003) and Maleki & Eslami (2013) as she finds direct CF to be more effective for students whose level of English is below intermediate, which further explains why direct CF is the most used by this teacher in this present study (57.53%). However, as it has been previously mentioned in the discussion of research question 1, the type of CF provided by teachers should progressively move towards indirect types of CF in parallel to the students acquisition of higher proficiency in the target language. This teacher acknowledged to promote self-correction with her younger students in grammar exercises and also by giving them checklists as a way of training her students to reflect on their writings before they hand

them in. Therefore, the fact that she is somehow making her students self-correct some aspects of their writing beforehand may be beneficial for them in the future when having to face indirect CF or coded errors.

As other factors that may explain her decision to provide direct CF to her students' errors, this EFL teacher also argued that giving this type of written CF to her younger learners was an efficient way to respond to their errors because when marking them explicitly she knew that they understood where the error was, which coincides with Chandler's (2003) ideas about why teachers may prefer direct CF. However, contrary to what Chandler argued, she did not believe that giving direct CF was the fastest way to provide feedback. In her view, if her 1st year of compulsory secondary education students have their errors underlined or classified under an error code they do not understand them and subsequently they ask the teacher what is wrong. For this reason, her decision to give direct CF depends more on the time she can dedicate to each student individually when they are given their written assingments back. Hence, once more it is manifested this teacher's desire to give individualized attention to her students' mistakes, which is only better fulfilled through written texts as inside the classroom, the large number of students makes it impossible (Penning de Vries et al., 2010).

As to the responses to question 8, they provided information regarding this teacher's practices under the current circumstances, where face-to-face instruction is not an option anymore. Her answers proved to be interesting as they revealed some new trends that this teacher has adopted as a substitution of what was done in terms of CF before. The fact that this teacher acknowledges to be more explicit than ever with both her younger and older students proves that the way of giving written CF under this situation has changed, even though this modification can be detrimental for the students. That is, although she acknowledged to always correct herself the errors of the subjects of the present study, this time she is also doing so with her older ones and hence, probably reducing the occurrence of indirect CF, which proves to be beneficial with students with an intermediate or above intermediate level (Chandler, 2003; Maleki & Eslami, 2013). Moreover, in her answer to question 7 regarding her use of metalinguistic CF, she stated that in an in-class context, after returning back the written texts to her students, she usually reviewed the most common grammatical errors that they had commited. However, due to the new situation, in question 8 she argued that she missed that opportunity. As a result, although in the discussion of research question 1 was stated that according to Sheen

(2007) her direct corrections would have been more efficient if she had used metalinguisc CF in more occasions, it could be argued that under normal circumstances, where she accompanies her corrections with metalinguistic comments, she would have better succeed in making her students understand their errors. Moreover, as mentioned in the discussion of research question 2, her practices did not match her acts when it came to the use of metalinguistic CF of the type that adds brief grammatical descriptions to the errors. However, although she argues not to use this type of feedback, she may have this time (1.16%) to remedy the fact of not being able to give metalinguistic CF inside the classroom.

Finally, making her written CF more explicit than before or missing metalinguistic comments inside the classroom are not the only practices regarding the provision of written CF that this EFL teacher has changed due to the current situation: as argued in the discussion of research question 2, the impossibility of using different forms in which direct CF can occur is making her refomulate more. However, the fact that online teaching is making this teacher reformulate in nearly 50% of the occasions proves to be less efficient for the subjects of the present study who, according to Sachs & Polio (2007), may not be cognitively prepared to fully understand the mismatches between their productions and the corrections yet. As a matter of fact, under normal circumstances, the teacher argues to only use it with higher-level students. Hence, in a normal situation, where direct CF would surpass reformulations, there would be a major improvement in the students' interlanguage.

Moreover, this teacher also argued that even though she used to reformulate student's errors before, nowadays she does no longer do it as much because when students are given back a piece of paper reformulated, they usually understand that the corrections are not suggestions but a huge amount of errors instead, which may demotivate them. Hence, this teacher's reasons for not reformulating too much matches with Mori's findings as she highlighted the importance of keeping "a high confidence level in students in order to have a successful learning experience" (2011: 458). For all these reasons, it could be concluded that not only reformulations are not as efficient as direct CF for lower-level learners of English, but also as stated by Krashen in his affective filter hypothesis (1982), they could make students' affective filter go high and as a result, acquisition might be less likely to occur.

To sum up, there are several claims that have justified this teacher's practices regarding the use of written CF. All of them have demonstrated that she has a clear understanding of the different types of written CF rationales and that she applies them wisely, taking into account what is best for her students. However, it is also interesting the fact that this teacher has had to adjust some of her practices to face this new online teaching situation, although they could be considered detrimental for students. The global pandemic and the subsequent implementation of online teaching has forced teachers to change the way they teach but also students to change the way they learn. Even though they are thought to master technology, the truth is that they are trying to understand how it works for educational purposes as well. For this reason, in the hope of not confusing her students, this teacher argues to have expanded the number of direct CF intances that she gives both to her younger and older students, although these last ones already have the ability to self-correct. Moreover, if added the number of reformulations given to the subjects of this study, it could be argued that this teacher's new practices regarding written CF provision could be stopping or preventing her students' interlanguage development. Perhaps this teacher's online practices could benefit from the electronic feedback that she has never given before and that due to the current circumstances she is still trying to figure out how to use. Therefore, considering the importance of CF for SLA, hopefully this article can provide an impetus for teachers to explore new and efficient forms to give efficient written CF via online platforms in order to improve the student's interlanguage and avoid its stagnation or worsening.

7. CONCLUSIONS

This present study has investigated the provision of written CF given by one EFL teacher in a distant learning context that serves as a substitute for face-to-face instruction during the global pandemic for the Coronavirus disease. In this case study, students' written texts were analysed in terms of written CF and compared to the results obtained from an interview that was conducted with their teacher in order to better understand her practices when correcting her students' written productions. After the completion of this study, I believe that its findings have proved to be revealing for several reasons exposed below.

First, it has been uncovered that this teacher uses direct CF the most, an effective choice according to previous studies which state that this type of written CF is the most convenient for those students whose level of proficiency in the target language is still not intermediate or above intermediate, such as the ones who are the subjects of this study. Moreover, there has been an overall correlation between what the teacher said in the interview and what she did. Indeed, some of her thoughts were in line with what has been said in previous studies on the effectiveness of written CF. Hence, this has proved to be doubly effective as it implies that she makes informed and deliberated decisions when providing written CF. However, the current situation has implied the loss of in-class metalinguistic explanations as well as it has forced this teacher to also give direct CF to her older and higher-level students, although they already self-correct their errors. Besides, it has also forced her to reformulate more, even though her younger students may not be cognitively ready to find the mismatches of their productions and their teacher's corrections yet. Therefore, although it is possible that this would not have happened under normal circumstances, these new teaching practices in terms of written CF can be detrimental for the students' interlanguage development.

The main limitation is the small sample analysed as only 23 written texts could be collected due to the COVID-19 crisis. However, despite this fact, the present study can bring pedagogical implications for the teaching community as it implies the importance of keeping a balance between theory and practice in order to make written CF as effective as possible and help learners to improve their interlanguages. For this reason, this study must invite other teachers to reflect and revise their own beliefs about written CF as well as to make informed decisions when facing their students' written errors. On the other hand, it shall make them think of their online teaching practices as well. As pointed out by Yeh & Lo: "teachers should consider new and emerging technologies and the capabilities they add to approaches for teaching and supporting the distant learner" (2009: 884). Hence, I would like to encourage the teaching community to offer support to teachers by explaining them how to use electronic tools that could improve their online practices. But more specifically, in the frame of the present study, I would like to suggest further research on how new online teaching practices regarding the use of written CF can affect students' fluency and accuracy in the L2, as well as on the investigation of effective forms to provide this modality of CF in distant learning contexts.

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APPENDIX

TRANSCRIBED INTERVIEW

1. **Are you familiarized with the different types of written corrective feedback: direct CF, indirect CF, metalinguistic feedback, unfocused feedback, electronic feedback and reformulation? Could you give me an example of each?**

No con todos. Entiendo que *direct feedback* es cuando corriges directamente tú el error, *indirect feedback* cuando solo lo marcas. *Metalinguistic feedback* supongo que es cuando le pones el tipo de error, o sea: *speeling, vocabulary* pero sin ponerle el error, o ponerle las dos cosas. *Unfocused feedback* entiendo que es mezcla de todo lo que pilles. *Focused* es pues si estabas buscando cosas específicas, como puede ser ver si han utilizado el vocabulario del tema correctamente. Esto además los pequeños te suelen subrayar las palabras ellos mismos. *Electronic* el que estamos usando ahora y *reformulation* entiendo que es que reescribas tú lo que crees que quieren decir.

2. **Under your view, if you had to choose the most effective one to give feedback on your students writing, which one would you choose? Why?**

De nuevo vuelvo a comparar mayores con pequeños. Por ejemplo, con los pequeños creo que hay que ponérselo explícito. Yo antes simplemente les subrayaba con fosforito la palabra y mientras que los mayores veían rápidamente que habían escrito algo mal, ellos seguían sin saber el por qué. Además, con estructuras más largas no me atrevo. O sea, salvo que sea algo muy obvio que ponen escrito *doesn't* y les falta la <e> por ejemplo, que eso sí lo van a ver. Pero cuando es *spelling* o gramática sí que se lo escribo yo.

Con los mayores - también es verdad que trabajo con el grupo de nivel alto y con el grupo de excelencia - lo normal es que con marcarles la palabra ellos ya en seguida vean el error y si no, vienen y te preguntan y les explicas el por qué.

3. **Do you give CF on all of your students' language errors? If not, on what type of errors do you focus? Why?**

Sí, siempre corrijo todos los errores. Otra cosa es que se les pida que utilicen por ejemplo el vocabulario del tema y que al fijarte en esas palabras especialmente, con los *spelling* o

algo así, se los marques para que vayan al tema del libro y vean cómo se escribe… pero les corrijo todo siempre. ¿Por qué? Bueno, realmente yo veo los *writing* como una oportunidad de comprobar el nivel de los estudiantes en general. Además que también es de las pocas veces que les puedo dedicar tiempo individualmente, por eso intento corregir todo lo que sea mejorable en general, no solo un aspecto especifico.

4. **Do you correct your student's written mistakes yourself?**

Sí, a los pequeños.

5. **Do you try to promote self-correction?**

Sí, con los mayores.

6. **Does your decision on correcting the errors yourself or promoting self-correction depend on factors? Which ones?**

El nivel, principalmente. ¿Sabes qué pasa? Que yo hago un poco las dos cosas. O sea, intento promover la *self-correction* pero en otro tipo de ejercicios. O sea, en los que se pueden corregir de una manera más mecánica, como los de *grammar*, en los que ellos simplemente van siguiendo las soluciones y marcando lo que tengan mal. Luego al final les pregunto en clase: ¿qué habéis tenido mal? ¿Sabéis por qué es? A ver, explícame por qué lo has tenido mal y si no lo saben, ahí es donde refuerzas. Pero en un *writing* justo… Lo voy haciendo progresivamente, pero con los pequeños aún no, me parece muy pronto. Sí que es verdad que se lo propongo pero a nivel casi de *planning* más que de *self-correction.* Si te fijas, de hecho en la tarea de *writing* en Google Classroom tienen una *checklist* entonces ellos tienen que ver si han escrito X número de párrafos, si han usado conectores…pero es más bien para que lo piensen antes de entregar, no tanto para después.

- **¿Y por algún otro factor?**

Mhhh. Diría que porque cuando se lo corrijo yo misma me aseguro de que lo entienden. Es decir, yo sé que a los pequeños con ponérselo han entendido cual es el error. Si me ponen *I does* y les pongo *do,* sé que entienden por qué es, mientras que si les pongo GR de *grammar*, el que está espabilado entiende que es por el tiempo verbal, pero el que no, no. Mira por ejemplo, con los mayores lo que hago es que les marco los errores en el *writing* con subrayador y luego les doy una tablita en la que escribo: *grammar, vocabulary, spelling, punctuation* y les pongo un punto en la categoría a la que

corresponde cada error, pero al lado del error no les pongo de qué tipo es. Entonces ellos saben que tienen a lo largo del texto diez errores y de esos diez salen dos en *spelling*, tres en *grammar* y tal y los tienen que identificar. Pero eso lo hago con los mayores, con los pequeños ni se me ocurre. Entonces… diría que lo hago así porque me aseguro de que lo entienden. Es más fácil para mí pero también para ellos.

- **Is it sometimes influenced by the time you can devote to correct assignments?**

Bueno… creo que al final me iba a llevar lo mismo poner SP que *do.* Creo que más que al corregirlo tiene que ver con el tiempo que le puedas dar luego en clase a cada niño individualmente -con los pequeños hablo- porque si tienes treinta alumnos y cada uno tiene quince errores, te van a preguntar por los quince. Entonces, es un tema de tiempo. Pero no por el mío a la hora de corregir sino por el que podría luego dedicar a darles el feedback en clase y que lo entendieran bien.

7. **Do you provide metalinguistic information to your corrections? Why? Why not?**

A los mayores sí, a los pequeños no. Cuando comento los errores en clase sí que es verdad que les digo tipo: "a ver, chicos, esto es un error de *spelling*. ¿Cómo escribimos *writing* con una "T" o con dos?" Entonces, les voy haciendo asociar lo que es *spelling* a lo que es escribir de una manera, por ejemplo. Pero no se lo doy como *feedback* a ellos en el papel.

Lo que sí que hago es que cuando les he devuelto los *writing*, con la clase entera, sí que miro los errores más comunes porque suelen ser cosas del tipo… si has dado el presente continuo y se lo has pedido en el *writing*, por sistema te fallan y te escriben I are. Entonces ahí repasas con todos el verbo to be o la estructura o lo que sea, pero no les pongo nunca la norma en el *writing*.

8. **Has the current situation influenced the way you have given written corrective feedback? If so, how?**

Totalmente. Creo que ahora soy mucho más explícita con todos porque es que si no les puedo volver locos. Entonces, como al lado en el margen te deja poner comentarios, por cada palabra le pongo la corrección de la palabra. Entonces sí que lo hago directo porque si no ellos… bueno, si ya muchos no saben ni abrir el cuadradito de las correcciones y ver qué pone, como para encima encriptárselo, ¿sabes? A parte, se me pierden las correcciones que suelo hacer en clase en las que explico el porqué de las correcciones.

También te digo que no vuelvo a recoger un *writing* en mano. Tengo que aprender a usar Google Classroom bien, eso sí, porque he estado corrigiendo fotos a las que les incrustaba comentarios. Pero si eso lo sabemos utilizar profesores y estudiantes bien, puede ser muy interesante. De hecho es que hay una opción que se llama repositorio de comentarios donde puedes meter a cada error links directos a páginas de gramática. Aunque claro que si le buscas a cada error un link… Hay que verlo, hay que verlo, pero puede ser muy interesante.

- **Quería preguntarte por las reformulaciones que he visto que también usas mucho. ¿Con qué fin las usas?**

Pues aquí viene otra de las cosas que quiero bichear bien en Google Classroom porque seguro que permite añadir un símbolo en mitad de dos palabras para introducir otra y que ellos lo entiendan, porque alguna vez cuando hay que borrar una palabra, como no me deja tacharla, les he puesto una X para quitarla y eso para mí quedaba súper claro pero ellos decían ¿Por qué X? ¿Dónde va la X? Entonces ahora mismo, como no puedo tachar ni añadir, me es más fácil reformular. Pero si no, en escrito les pondría típica flecha encima de dos palabras, sobre todo en los errores de *word order* u otros símbolos para borrar palabras o insertarlas. Esta situación ha hecho que reformule más. De todas maneras, por otro lado creo que es positivo porque les das más opciones. Cuando reformulo, a lo mejor en papel soy más vaga en ese sentido y les pongo solo un par de palabras para que ellos consideren la frase, pero ahora es como: "podrías decir *that is Bob's cat* o *That is the cat of Bob*". Les doy más opción porque, yo no sé si es que tardo menos, o que al ocupar menos las correcciones me da menos impresión de corregido. Yo tiendo poco a dar muchísimo *feedback* escrito, lo hacía mucho antes fíjate, pero cuando le devuelves a un alumno una hoja toda reescrita, no entienden que sean sugerencias, ellos entienden que está mal. Mira que he probado a usar diferentes colores, pero aparte de por tiempo, les da una impresión de que la han liado muchísimo.

- **Claro, supongo que muchas veces los alumnos no saben diferenciar entre esto una sugerencia pero no está mal, y se fijan más en la nota que les han puesto.**

Claro, a ellos o les queda muy claro o te preguntan por qué está mal esto, y no está mal. A lo mejor yo hago correcciones de imprecisiones, o sea… en vez de: "*Sophie said to me when…*" les digo: "*Sophie asked me*" y no porque lo otro esté mal, de erróneo sino porque si tienes una manera más precisa de decir me preguntó en vez de me dijo… pero claro, en

el momento que se lo marcas ellos entienden que eso está mal ¿por qué está mal decir dijo? No, no está mal pero… Entonces alguna vez, sobre todo cuando son cosas de un tema en concreto como *reported speech*, conectores o tal, sí que he recurrido a marcarlos con otro color y luego en clase les digo: "chicos vamos a hacer un repaso de cómo se utiliza esto, porque hay formas más precisas de decirlo". Pero algo ya como muy a posteriori porque si lo ven en el papel se piensan que no han dado ni una. Además, se lo suelo hacer más a los que tienen más nivel porque tienen la inteligencia esa del lenguaje de que saben que *ask* no es lo mismo que *say* y les puedo ir haciendo sugerencias.

- **Muchas gracias. Gracias por tu tiempo e información.**