FOCUSED EXPLICIT WRITTEN CORRECTIVE FEEDBACK: IMPROVING EFL LEARNERS' WRITTEN PRODUCTION

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ABSTRACT

This study investigates the effects of Focused Explicit Written Corrective Feedback (WCF) on the written production of 10th-grade EFL students at Liceo Femenino Mercedes Nariño. Through a mixed-methods approach, the research analyzes both quantitative data from students' writing tasks and qualitative data from questionnaires and interviews. The study involved 16 students, who completed a series of writing tasks over three months. Each task received feedback focusing on specific grammatical issues such as modal verbs, quantifiers, and simple past tense. The results demonstrated a reduction in the number of grammatical errors over time, with most students showing improvement in their writing accuracy. Interviews and questionnaires revealed that WCF impacted students' self-perception and motivation towards writing in English mostly in a positive way. The study highlights the benefits of providing Focused Explicit Written Corrective Feedback, while also acknowledging the challenges some students face in fully integrating it into their learning processes.

Key words: Focused feedback, Explicit feedback, Grammar accuracy, Corrective feedback, language learning, language teaching, motivation, written production.

RESUMEN

Este estudio investiga los efectos de la Retroalimentación Correctiva Escrita Explícita y Enfocada (WCF, por sus siglas en inglés) en la producción escrita de estudiantes de inglés de décimo grado en el Liceo Femenino Mercedes Nariño. A través de un enfoque de métodos mixtos, la investigación analiza tanto datos cuantitativos de las tareas escritas de los estudiantes como datos cualitativos de cuestionarios y entrevistas. El estudio incluyó a 16 estudiantes, quienes completaron una serie de tareas de escritura a lo largo de tres meses. Cada tarea recibió retroalimentación enfocándose en problemas gramaticales específicos como los verbos modales, cuantificadores y el tiempo pasado simple. Los resultados demostraron una reducción en la cantidad de errores gramaticales a lo largo del tiempo, con la mayoría de los estudiantes mostrando una mejora en la precisión de su escritura. Las entrevistas y cuestionarios revelaron que el WCF tuvo un impacto mayormente positivo en la autopercepción y la motivación de los estudiantes para mejorar su escritura. El estudio destaca los beneficios de proporcionar retroalimentación explícita y enfocada, al tiempo que

reconoce los desafíos que algunos estudiantes enfrentan para integrar plenamente la retroalimentación en sus procesos de aprendizaje.

Palabras clave: Retroalimentación enfocada, Retroalimentación explícita, Precisión gramatical, Retroalimentación correctiva, aprendizaje de idiomas, enseñanza de idiomas, motivación, producción escrita.

CHAPTER I
THE PROBLEM

Context.

Liceo Femenino Mercedes Nariño is a public girls' school situated in the south of Bogotá, Colombia. Founded in 1916, the school has provided educational services for women for over 108 years. The school operates with three shifts during the weekdays: a morning shift, an afternoon shift, and even an evening shift for people to carry out other activities during the day and study at night. In addition to its regular weekday schedule, the school has a valuable role in the educational development of the Restrepo neighborhood, where it is located. As of 2024, the Liceo Femenino offers opportunities for young people and adults who once deserted school to complete high school. Additionally, students can enroll in extracurricular classes to take second language courses in the school on Saturdays, such as French or English.

The school offers several educational and recreational facilities, including a room with didactic material to facilitate foreign language learning, an indoor gym for dance practice, a computer room, a central administrative building, and even a church. Outdoor areas include a large grass court with an athletics track, four volleyball courts, and a basketball court. There are also two cafeterias and a stationary shop. All students at Liceo Femenino are provided with lunch daily through a program run by the Bogotá district.

The school's Institutional educative project (PEI, for its Spanish spelling), "Critical, reflective, autonomous student, transformative of contexts for coexistence", emphasizes the institution's commitment to shaping students into independent and critical thinkers capable of positively impacting their surroundings. Similarly, the mission of Liceo Femenino Mercedes Nariño emphasizes fostering women's education by encouraging autonomy, creativity, responsibility, and critical thinking. Rooted in liberating ideas, the school aims to provide students with the skills needed to engage meaningfully and with empathy in all aspects of life. Through collaborative teaching and learning approaches focused on educational competencies, students are supported in shaping their personal projects and becoming active, effective members of society. This mission portrays the school's engagement towards fostering empowered, engaged citizens that can influence the society they are part of.

Participants

This research involved 16 students from a 10th-grade classroom at Liceo Femenino Mercedes Nariño, one of the limited number of girls' schools in Bogotá. All participants have been enrolled at the school for at least three years at the moment of the study implementation and are part of the International Baccalaureate (IB) program, a globally recognized initiative present in 162 countries and implemented in over 5,800 schools. The IB program is designed to foster 21st-century skills, including critical thinking, collaboration, cultural awareness, and bilingualism. In Colombia, 68 private and public schools participate in this program, which fosters rigorous academic skills and personal growth among students.

The students in this project, aged between 15 and 17, attend five hours of English instruction per week. While they demonstrate comprehension of both oral and written English, many experience difficulties with productive skills, that is, writing and speaking. This challenge requires immediate attention, as the IB program mandates a series of English writing assessments at the end of 2024, covering various text types. Therefore, improving the students' written production skills has been a priority throughout the academic year.

The students come from diverse socio-economic backgrounds, typical of a public school in Bogotá, and bring varying levels of English proficiency into the classroom. Despite their differences, all students show commitment to their academic performance and progress, in part driven by the demands of the IB program. The English classes take place in a 30-square-meter classroom, equipped with a 48-inch television used for sharing digital content, a large whiteboard, and desks that accommodate over 30 students, although typically no more than 20 students attend regularly. The room receives enough natural light due to large windows, and students can access electrical outlets for their devices. Though the physical classroom is well-equipped, the large class size and diverse skill levels present challenges for personalized instruction.

Statement of the Problem

One of the goals outlined in Colombia's future development agenda is to achieve bilingualism in English among a significant portion of its population. To do so, multiple programs and policies promoting English language learning have been designed, implemented, assessed and reassessed during the running century. Such is the case of the “Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras", the

program “Teach Challenge”, the “Programa Nacional de Inglés - Colombia Very Well”, as well as the “English, Please!” pedagogic model. Despite these initiatives, national English proficiency remains low, especially among high school students. According to a 2023 report by the Education Economics Laboratory (LEE) of the Pontifical Javeriana University, nearly half of colombian high school students (49.8%) scored at the lowest proficiency level (A-) on national exams, with only 2.1% reaching the B+ level.

At Liceo Femenino Mercedes Nariño, this national issue is reflected in the English language challenges faced by 10th-grade students. Despite receiving five hours of English instruction per week as part of the International Baccalaureate (IB) program, many students continue to struggle with productive language skills and demonstrate basic mistakes that do not align with the number of hours devoted to study English weekly. These students are expected to submit a series of written texts in English by the end of 2024 as part of their IB requirements, making their proficiency in writing in English one of the school's priorities for their curriculum during the ongoing academic year.

Currently, however, there is a discrepancy in how writing instruction and feedback are provided. Students are tasked with writing a variety of texts, including essays, letters, and summaries, yet the feedback they receive is often focused only on signaling their errors, without offering clear guidance on how to improve them. There is no consistent, evidence-based feedback strategy in place to help students progress in their writing. Teachers provide feedback based on individual considerations, but the lack of a systematic unified approach leaves students unsure of how to move forward in their writing development.

According to Colombia's Ministry of Education, as noted in the “Plan Nacional de Bilingüismo,” all Colombian kindergarten, primary, and secondary school students devote 2 to 4+ hours a week to studying English, totaling roughly 100 hours a year. This significant investment of time underscores the importance placed on English language education within the Colombian educational system. However, it also raises concerns about the effectiveness of the teaching and learning strategies used in the classroom. The Ministry states, “The hours allocated to English, theoretically, are sufficient to reach the desired levels if they were of the highest quality in a learning environment with good conditions.”

In response to this need, this case study aims to explore how Focused Explicit Written Corrective Feedback (WCF) can address the specific challenges these students face in

improving their written production. By concentrating on targeted feedback for common writing errors, this study seeks to assess whether a systematic approach to feedback can lead to measurable improvements in students' English writing skills. The findings of this research could contribute to a broader discussion on improving writing instruction and feedback practices at the school level, and potentially inform English teaching strategies within the Colombian educational context.

Rationale

In the pursuit of enhancing academic achievement, the provision of feedback has gathered significant interest from teachers and researchers across all academic subjects since the mid-20th century. In the field of language teaching, Kepner (1991) was one of the first to note that providing different types of written feedback to language learners yields varying results in their learning processes. Building on the ideas of Van Beuningen (2011), key considerations for teachers include the timing and means of feedback delivery, the specific errors corrected, and the type of feedback provided, all of which are crucial for fostering effective language learning.

Feedback is essential for addressing linguistic errors and promoting an accurate usage of the language, aligning with Colombia’s government goal of enhancing English language proficiency among its students. This research aims to explore the efficacy of feedback provision within the colombian English as a Foreign Language (EFL) context, contributing to educational outcomes and supporting the realization of the national bilingualism goals.

Numerous studies confirm that providing feedback on students' written work significantly benefits their learning outcomes compared to not offering corrections at all (Cinar, 2017; Ashwell, 2000; Van Beuningen, 2011). However, there remains a substantial debate regarding the most effective levels, methods, and types of feedback that positively influence students' language learning. By addressing this ongoing discussion, this study seeks to provide valuable insights and data that educators can utilize to enhance their teaching strategies and improve student performance.

Moreover, feedback's diverse types and modalities will continue to be researched across various educational levels, age groups, language proficiencies, linguistic backgrounds, and learning goals. The primary objective of this research is to identify specific feedback methods that most effectively enhance writing skills, ultimately benefiting students by

improving their language proficiency. As such, exploring feedback in diverse classroom settings is vital to developing the best practices that can be applied broadly in the educational field, ensuring that all learners receive the support they need to succeed.

Research Question.

How might using Focused Explicit Written Corrective Feedback affect the written production of EFL 10th grade students at Liceo Femenino Mercedes Nariño?

General Objective.

The following specific objectives have been set:

1. To describe the role of providing Explicit Written Corrective Feedback on the writing accuracy of 10th grade students at *Liceo Femenino Mercedes Nariño*.

2. To describe the students' perceptions in regard to the use of Explicit Written Corrective Feedback (WCF) on the EFL writing process.

CHAPTER II
THEORETICAL FRAMEWORK AND LITERATURE REVIEW

Chapter II provides an overview of the theoretical framework and literature relevant for the development of the study, focusing on covering recent, influential studies and defining key concepts such as feedback, error correction, and written production in second language teaching and learning.

Literature Review

The following section investigates recent language education studies focusing on feedback delivery and how it impacts students' learning process as well as other areas like learning engagement or academic motivation. I will highlight what I consider are key findings that allow teachers and researchers to understand how feedback works in language teaching and learning.

The first study, considered relevant for this proposal, is titled "The effectiveness of comprehensive corrective feedback in second language writing". It was implemented by Van Beuningen (2011) who assessed the effectiveness of direct and indirect written corrective feedback (WCF) on written production among Dutch language learners. The study population consisted of students from diverse linguistic backgrounds whose native language was not Dutch. Conducted across two schools, the research contained four distinct groups: one receiving direct corrective feedback, another receiving indirect corrective feedback, a group engaging in additional writing practice, and a control group receiving no feedback or additional practice at all. The reason for an additional practice group was to rule out the hypothesis that mere writing practice could lead to more effective results than providing feedback on students' texts.

The study was developed in two phases, each phase consisted of a pre-test and a post-test. Following each test, participants received corresponding feedback, engaged in additional practice, or underwent no intervention depending on the group they were in. For each phase students would have to re-write the same text after receiving feedback. Before starting every phase, the teacher lectured the students on the topic they had to write about to ensure all students had comparable knowledge of the topic. This is good practice I have taken from Van

Beuningen's study and implemented in mine to diminish the possibility of uneven knowledge affecting the results. This approach ensures that any improvements in writing are due to feedback rather than differing levels of understanding of the topic.

The study's findings validated an existing notion among language teaching and learning researchers: feedback, whether direct or indirect, has a more positive impact on students' writing than either no feedback or additional practice alone. The results obtained from the direct and indirect feedback group were not distant enough to affirm one had better effects than the other. As Van Beuningen (2011) noted, "it might not be feasible to come to a unidirectional conclusion on the relative merits of direct and indirect CF" (p. 125) because "the benefits of error correction may depend on factors such as the nature of the targeted error, learners' attitudes towards the feedback, or the teacher's goals in providing corrective feedback" (p. 125).

A second remarkable study is known as "The Efficacy of Corrective Feedback on L2 Writings of EFL Students". It was conducted by Cinar (2017), who investigated the efficacy of Implicit written corrective feedback on improving the accuracy of English as a foreign language (EFL) students' writing. Cinar formed two groups, each having 21 and 22 students, both groups took three writing tests during consecutive weeks. In these tests, students had to write a 120-word paragraph using simple past structures. The first two tests required students to narrate past experiences, while the third test consisted of writing a letter to a friend using the past tense.

The methodology involved one group receiving Implicit WCF on their texts, whereas the other group's errors were merely underlined. At the end of the three tests, the number of errors in the WCF group decreased from 144 in the pretest to 97 in the last test. Which leads to an improvement percentage of 32% over two correction rounds. In contrast, the control group's error count barely changed, starting at 139 errors in the pre-test, reducing to 133 in the post-test, and then increasing to 137 in the delayed test, reflecting only a 1.4% improvement across the same number of tests.

Cinar's (2017) research portrays the significant impact of feedback on students' writing production, particularly within a short timeframe. It also reaffirms the notion that feedback, whether direct, indirect or implicit, leads to better results than not providing

feedback of any kind. However, Cinar's research only measured feedback over a 3-test time, lacking a continuous assessment of the effects of students' prolonged exposure to this type of feedback. This is why further investigation was recommended to assess the long-term effects of providing WCF. Cinar's research is relevant to mine as we share a common methodology of utilizing student artifacts (which he termed pre-, post-, and delayed tests, and I refer to as writing tasks) to measure writing accuracy gains. However, my research expands upon this framework as I examine the long-term effectiveness of feedback incorporation. I do this by having my students write several texts in the lapse of three months (eight in total). I believe that feedback reception is like a habit that improves over time; significant changes may not occur during the first few instances, but with repeated feedback, students might be more likely to notice and correct their mistakes. Once feedback's positive impact on students' writing accuracy is corroborated, the focus shifts from whether it should be provided to *how* it should be delivered. Which leads us to the next study.

In this way, Abkari, Abdi, and Saeedakhatar (2021) wrote a project titled "The Effect of Focused and Unfocused Written Corrective Feedback on the Accuracy of Iranian learners' Simple Past Tense". With this study, they aimed to discern the differential effects of focused and unfocused WCF on the accuracy of Iranian EFL learners' simple past tense usage. They initially had 60 students pass a level homogeneity test before randomly assigning them into three groups of 20 individuals each: two experimental groups, one receiving focused CF and the other unfocused CF, and one control group receiving no feedback. One of their findings was the potential counter-producent effect associated with employing unfocused corrective feedback, attributed to the considerable cognitive demands it imposes on students when attempting to address multiple error types simultaneously. In their own words "The unfocused group of the present study who was overwhelmed with a large number of red-pen corrections failed to benefit from unfocused feedback due to high cognitive load" (p.48).

The findings by Abkari, Abdi, and Saeedakhatar demonstrate the importance of teachers embracing evidence-based practices within the classroom, rather than replicating commonly accepted beliefs or practices. As of today, many language teachers may still believe that correcting errors without discrimination is beneficial for their students. However, as scientific research discredits these practices, it is crucial for educators to abandon them and instead implement approaches supported by evidence. Moreover, this study was influential to the development of the present project as it described the remarkable efficiency of focused

feedback over unfocused feedback in the language classroom settings. This insight prompted me to adopt a focused feedback approach in correcting my students' writing tasks. While the studies discussed so far address the impact of feedback on written production in the target language, there is another dimension to consider, and that is how different types of feedback influence student motivation in language learning.

Another project that needs to be highlighted is Barabasheva's (2021) study, *Feedback as a Means of Motivation in Foreign Language Teaching*, aimed to explore the relationship between different types of educational feedback and various forms of motivation in foreign language learning, as well as its impact on students' performance in FL learning. Barasheva identified 3 key kinds of motivation playing a role in language learning: motivation for communicative competence, cognitive linguistic motivation, and instrumental motivation. To investigate this relationship, she used a survey questionnaire with closed-end, multiple choice and open-end questions taken by 300 Russian under-graduate and graduate students that allowed her to gather information about students' perceptions and attitudes towards receiving various kinds of feedback when learning a foreign language. These forms included Individual, group, positive, negative, Non-verbal, oral verbal, written verbal, implicit, explicit and metalinguistic feedback.

Barasheva's survey results indicated that negative feedback diminishes FL learners' motivation in terms of their communicative competence, while it increases motivation to engage in linguistic content and perform instrumental tasks. Additionally, implicit and explicit feedback both appeared to boost students' communicative competence motivation, but they did not improve cognitive linguistic and instrumental motivation. Moreover, the study suggested that verbal written feedback is effective to positively impact all three kinds of motivation. As a second stage of her research project, she went ahead and asked undergraduate and graduate students at Novosibirsk universities to analyze the most motivating and demotivating aspects of a teacher's performance in the FL classroom. Regarding feedback provisioning, she found that 42% of students considered systematic poor marks/grades and low scores as a demotivating factor. Also, 37% of contestants claimed that teachers' negative reaction to mistakes and errors of students were a motivation diminisher. Regarding teacher actions that increased motivation, she was able to find teachers' exacting attitude to students' academic performance, educational discipline guidelines and regulations, and teachers' engagement in subject study with 56%, 51% and 47% respectively. These are

some of Barasheva's research conclusions about feedback delivery and its effects on EFL learners' motivation: first, feedback on academic performance contributes to advancing motivation and negative feedback demotivates FL learners. Secondly, written feedback contributes to the development of motivation for FL learning if it is purely personal and not vocalized in the presence of other students. Finally, the author affirmed that metalinguistic feedback (detailed analysis of errors based on grammatical and lexical analysis) despite its regular use in the classroom environment is considered the least effective.

Barasheva's (2021) research is relevant to my study as it examines the correlation between subtypes of educational feedback and different varieties of motivation specific to FL learning. Even though she measured each kind of feedback's effect separately, her research does not provide insights on the providence of multiple kinds of feedback at the same time. For instance, she suggests that written verbal feedback is generally beneficial for motivation, while also indicating that explicit and implicit feedback may primarily have negative effects on students' cognitive linguistic motivation (p. 225). This raises questions about the potential outcomes of my research, where I explore the provision of focused explicit written corrective feedback. These are four characteristics of feedback combined.

In the same way, there is a notable study in the Latin American context named "The Impact of Explicit Feedback on EFL High School Students Engaged in Writing Tasks". It was carried out by Correa et al. (2013) who wanted to find out how explicit feedback, focused on content and organization of written messages, motivates students to carry out writing tasks. They adopted a descriptive, interpretative approach. The research population were six low intermediate English language students and two teachers from a public school in Concepcion, Chile. The participants were divided into two groups, so each teacher would review three students' written production and deliver feedback on it. Once feedback was delivered, Correa et al. (2013) conducted a structured six question interview to learn students' opinions and preferences on receiving feedback. Students then re-wrote their text.

The researchers stated "Some students report that the explicit comments made by the teacher help them. But, in general, students say that they do not understand comments in English because of their low level of competence" (p.158). This suggests the necessity for feedback, whether corrective or positive, to be delivered in a comprehensible manner. If feedback is not understood, it cannot benefit students or teachers. They also concluded that,

in general, students like receiving explicit feedback to improve their written tasks. Additionally, students mentioned they preferred receiving feedback from their peers. Explicit feedback motivates EFL learners as it helps them become aware of their writing process by identifying their strengths and weaknesses. Nonetheless, Correa's et al. (2013) study has some limitations. Although it aims to measure the effects of explicit feedback, the excerpts provided show that teachers also included various types of feedback, such as implicit feedback, which may have made it difficult to isolate the effects of explicit feedback alone. Additionally, the two teachers giving feedback did not coordinate on what to correct, which could have led to inconsistencies on the amount and kinds of feedback provided. The study also does not consider splitting the population into three-person groups and control variables with a control group.

Even so, this study is influential to mine because it lies on one of feedback's basic foundations: for it to be effective, it has to be understandable and understood. Additionally, their research population matches mine more than any other study I have reviewed. Both their study and mine focus on high school students in Latin America, whose mother tongue is Spanish, and who are low-intermediate level English language learners. However, unlike my study, where I serve as both the teacher and feedback provider, their role is interviewing students to measure their motivation towards receiving explicit feedback from other teachers. In my opinion, measuring feedback's effectiveness by having an external examiner for written production is beneficial as it reduces the likelihood of correction bias. Unfortunately, I was unable to afford an external examiner for my research, so I conducted the study independently following a set of steps that allowed me to correct all papers similarly, these procedures are described in chapter IV.

Theoretical Framework

In this section, I will present the theoretical constructs that underpin this research study. To do so, the first construct is feedback in education, followed by two major levels of feedback: positive and negative. Secondly, I will discuss the ways of providing feedback and the different approaches from feedback towards error correction such as implicit and explicit corrective feedback, and focused and unfocused corrective feedback. Thirdly, I will define writing as a communication skill in the context of language learning written production as well as accuracy in second language writing.

Feedback in Education

The first step to understanding feedback and its role in education is to define it. Gladly, there seems to be unanimity in its meaning since most theorists and researchers agree upon approximate definitions. Hattie and Timperley (2007) define feedback as "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of a learner's performance or understanding" (p.102). In the same way, Correa et al. (2013) broaden its meaning by stating that "feedback, in the context of teaching in general, is the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance" (p.150). Similarly, Ellis, Lowen & Erlam, (2006) claim that Corrective feedback takes the form of responses to learner utterances that contain an error. It is also defined as a teacher's response to students' writing in the form of oral or written comments that aim to help them improve their writing performance. Personally, I conceive feedback as information provided to a learner not only about their performance, but also their understanding and the effort put into performing a task or internalizing a concept. As will be explained below, enhancing or facilitating learning is just a desired effect that feedback can have in the classroom depending on the ways it is provided and interpreted, rather than being an instantaneous outcome of it.

One of the most influential papers when it comes to using feedback in the L2 classroom is the one published by Hattie and Timperley (2007). The authors present the history and perspectives that language teachers have had about "error treatment" since the 60's and 70's until the new century. They present a feedback model consisting of two major considerations, the first one is the definition of what they consider "effective feedback", and the second one describes the" four levels of feedback". The theorists argue that effective feedback is the one that provides the learner with information to answer the following questions: Where am I going? How am I doing? Where to next? About the levels of feedback, the authors propose 4 different categories to which feedback coming from the teacher can aim, those 4 levels are: Task level, process level, self-regulation level, and self-level. I adhered to Hattie and Timperley's effective feedback model by assuring that the feedback I provided to my students answered these questions as well as providing feedback on their task and process level. The following figure exemplifies Hattie and Timperley's feedback model:

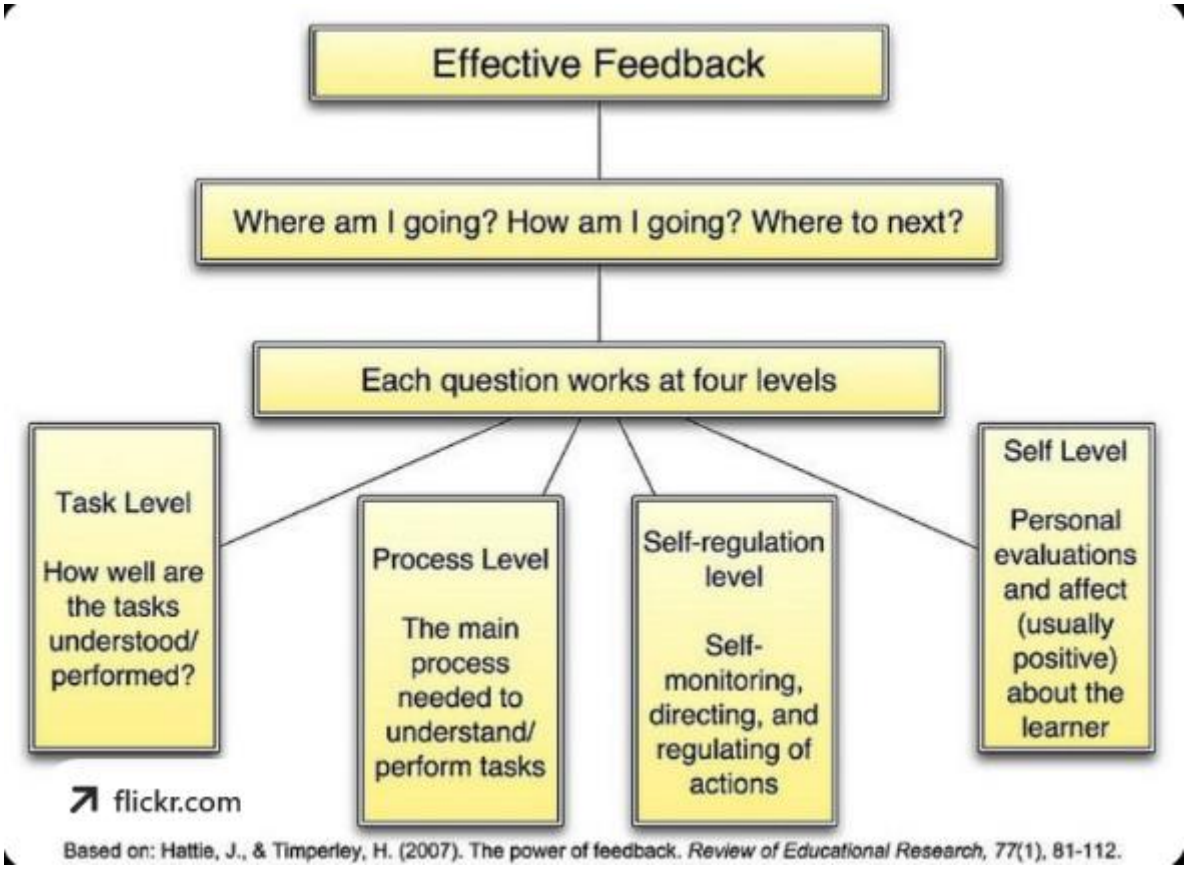


Figure 1. Effective Feedback. Adapted from *Effective Feedback* By Teachandlearn, (2009)

Positive & negative (corrective) feedback

There exist at least two levels of feedback: Positive and negative feedback (PF, CF) (van Beuningen, 2011, Brown, 2000). Positive feedback serves two main purposes: to let students know that they have had a correct performance and to increase their motivation (Nunan, 1995). It has been said that PF increases the likelihood of students repeating their behavior and showing higher interest in an activity. For instance, one could argue that PF has the power to reinforce correct performance on L2, and it also has a role in motivating students to continue learning the target language. Some researchers (Krashen, 1981, Truscott, 1996, and Schwartz, 1993) consider positive feedback to be enough to help students learn a second language, whilst Correa et al. (2013) affirm that 'providing only positive feedback is not advisable because students can think that they are doing well when they are not. Moreover, Barabasheva (2021) suggests that positive feedback when aimed at motivating students may shift educational goals from successful communication performance to gaining teacher's approval when completing a task.

Negative feedback, also referred to as corrective feedback (CF), is a teacher's overall attention towards mistakes (Brown, 2000). Van Beuningen (2011) defines it as "any indication to a learner that his use of a target language form is incorrect" (p. 3). Bitchener & Ferris (2012) argue that corrective feedback can play an important role in leading to automatization of aspects of the second language. For example, they describe the way that a second language learner can automatize the oral use of the third person singular –s marker on present tense verbs in English. The first step is when the instruction of the use of the third person-s- marker is given in the classroom. After that, the student has gained knowledge about the grammar, but it does not mean the learner is ready to use this knowledge in a spoken context. However, if a teacher corrects the bad use of the tense marker, or its absence every time that the student fails to include it in his speech, students can proceduralize its use and make it automatically. The distance between knowing a rule and applying it is then erased with the aid of practice and corrective feedback provided by the teacher.

However, the role and effectiveness of corrective feedback in language learning has been largely discussed by theorists and researchers. Krashen (1981, as cited in Van Beuningen, 2011 and Correa et al, 2013), argues that the use of CF may cause harmful effects on second language learners and should be utilized to the minimum extent possible. This is because he proposes a distinction between "learning" and "acquiring" a language, the former being a conscious process such as the one held in the classroom, whereas the latter is a "subconscious process identical in all important ways to the process children utilize in acquiring their first language" (Krashen, 1985, p. 1). He also mentions that knowledge of the target language "acquired" and "learned" by these different routes cannot become integrated into a unified whole (Hattie and Timperley, 2007). In this way, Krashen (1981) denies that CF has a role in second language acquisition because "learned knowledge" of a language cannot lead to "acquired knowledge", nonetheless, it is needed to mention Krashen admits CF could potentially help learners to monitor their second language production.

Whether CF influences students' motivation to learn a second language has also been a matter of discussion. Barabasheva (2021) affirms that negative feedback demotivates FL learners significantly. However, Srichanyachon (2012) states that corrective feedback that is done politely has the power to help students feel they understand what to do and why, and that leads them to develop a feeling of control over their own learning, which is beneficial for

the motivational factor. From my perspective, the fact that feedback is negative (corrective) does not imply that it must be delivered in a negative way. When it is aimed to help students grow in their understanding and improve their performance on any task, it should not be demotivating. As Ur (2006) claims, "negative feedback, if given supportively and warmly, will be recognized as constructive, and will not necessarily discourage" (p. 242). In other words, whether feedback has a positive or negative effect on students' motivation, it depends on the way it is delivered rather than the objective of feedback itself.

Explicit & Implicit corrective feedback

Feedback can be either explicit or implicit and the way it is provided can be differentially effective (Ellis, Lowen & Erlam, 2006). Implicit CF is a non-evident correction of students' errors, where they need to notice them and correct them themselves (Cambridge University Press, 2020). When teachers provide implicit CF to students, they let them know that an error has been committed without telling them exactly where or what the committed error was. Depending on the activity being held in the L2 classroom, Implicit feedback takes the form of recast, repetition, underlining, coding or even request for clarification like "Sorry, try again?" (Mashrah, 2017). On the other hand, explicit corrective feedback is an overt, explained, direct, detailed correction towards a non-target-like use of the L2 (Çinar, 2017) (Mashrah, 2017). For example, if a student were to say "I *goed* to an amusement park last weekend", the teacher would then reply "no, it is not *goed*, it is *went*". It is necessary to clarify that explicit and implicit are not two fixed categories that CF needs to belong to, they are more of a degree to determine the nature of feedback. On a scale where the more general, unspecific, covert the more implicit it is; and the more detailed, explanatory, direct and overt the more explicit it is.

Numerous studies have aimed to know what type of feedback works better in the L2 classroom (Tatawy, 2002, Mamad, 2020, Carroll & Swain, 1993). Ellis, Lowen & Erlam (2006) say that "for corrective feedback of any kind to have an effect on learning, the structures must be at least partially established in the learners' interlanguages" (p. 364). For feedback to be effective in students' learning of the target language, whether implicit or explicit, they need to recognize what that feedback is addressing or have prior knowledge of the subject. Moreover, For CF to be beneficial students need to notice the space between "their current output" of the target language and the "desired output" (Mashrah, 2017). In

view of the above said, feedback effectiveness is ascertainable when there is evidence that students' performance on the L2 has improved. The questions of whether explicit or implicit feedback work better than the other can only be answered through classroom-based research (Ellis, Lowen & Erlam, 2006).

Mashrah (2017) has exposed possible benefits of using implicit feedback in the L2 classroom. The researcher speaks about "modified output" in the classroom through negotiation, which is the fact of students reprocessing their output until they can produce it accurately. The role of the teacher in this scenario is to provide timed feedback that indicates to the learner when something needs to be modified in their output. He also argues that for modified output to take place teachers need to provide input with sufficient redundancy and quantity: teachers should also check that students have understood by asking them if they need more explanation or clarification by encouraging them to ask any question (Mashrah, 2017).

Focused & Unfocused Corrective Feedback

If the reason for providing CF is to correct mistakes, it is worth mentioning that the perception of "errors" in language learning has changed throughout the years. Back in the 1950's and 1960's, errors were seen as something negative that kept learning from taking place, almost a sin (Hattie & Timperley, 2007). It was believed that by not tolerating mistakes students would stop committing them and, thus, would learn more easily. Nowadays, we understand that errors are just an inevitable part of learning, and the focus of teaching has moved from error prevention to error treatment (Hattie & Timperley, 2007). This has led us to realize that different types of errors should be treated differently, more recently, researchers have moved away from broad correction of every error (what is termed "comprehensive" error correction) and turned their attention to focused correction of errors (Alimohammadi & Nejadansari, 2014). I will now define focused and unfocused corrective feedback in the language teaching and learning context.

Araghi & Sahebkheir (2014) define unfocused CF as "what might be considered normal practice in writing instruction; teachers correct all (or at least a range of) the errors in learners' work" (P. 721). In contrast, Ellis et Al (2008) say "focused CF is when a teacher selects specific errors to be corrected and ignores other errors". Saeed Akhtar, Abdi & Akbari

(2021) share both points of view by claiming that “in focused feedback, only one or two types of error (e.g., only past tense) are corrected while in unfocused feedback all errors related to grammar, punctuation, spelling, etc. are corrected by the teacher” (p. 44). Therefore, it can be stated that focused feedback gives all or at least most attention to correcting specific kinds of errors, whilst unfocused feedback corrects all errors with no specific focus.

The existing literature suggests that focused written CF has a more positive effect on second language learners’ integration of the targeted structures than unfocused written CF has (Saeedakhtar, Abdi & Akbari 2021, Araghi & Sahebkheir, 2014). Sheen et al. (2009) explain that unfocused CF is not as effective as focused CF because when corrections address many kinds of errors, learners are not able to process feedback as they do with focused feedback. This is why, when it comes to language learning, it is recommended that teachers provide learners with systematic focused written CF instead of unsystematic forms of it (Araghi & Sahebkheir, 2014). Unfocused CF runs the risk of providing CF in a confusing, inconsistent way and overburdening learners.

Written Production in the Context of Language Teaching and Learning

The Common European Framework of Reference for Language teaching, learning and assessment (CEFR, 2001) identifies four communicative language activities: production, reception, mediation, and interaction. "Writing" as a communicative language skill is classified under both productive and interactive activities. This classification is illustrated in the chart below:

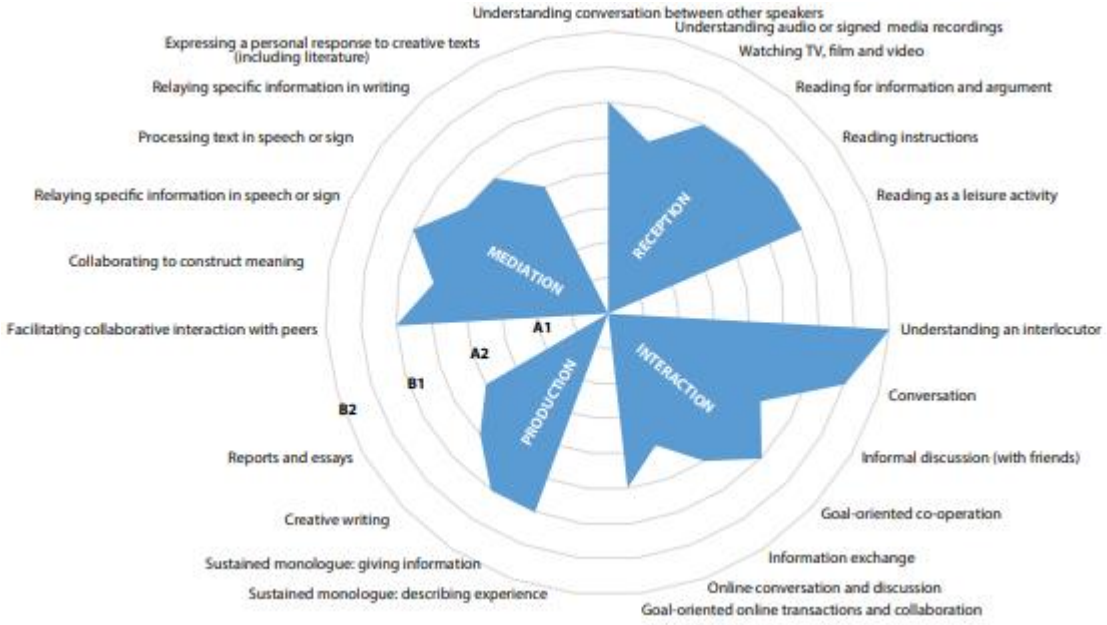


Figure 2. *Language activities proposed by the CERF (2001).* Taken from *CEFR companion* (2001)

Acknowledging that writing as a communication skill is one of the possible manifestations of written production, it is important to clarify that my study specifically focused on the impact of Explicit Focused Written Corrective Feedback (WCF) on improving students' accuracy in communicational written production. That includes essay, report, creative, descriptive and informative writing. However, it does not focus on interactive activities like conversational writing, discussion-based, or information exchange writing.

In the context of language learning, "written production" refers to students' ability to create diverse kinds of texts in the target language. According to Harmer (2004), written production involves a number of components: the first one is content, which encompasses the ideas in the text. Then there is organization, which ensures a smooth flow of information throughout the text. Next the author mentions grammar, which provides accuracy in sentence structure and verb use. The last element is vocabulary, this one allows for appropriate word choice, spelling and punctuation are also part of the writing process. Together, these elements contribute to students' overall ability to communicate effectively in writing (Harmer, 2004). In this study, feedback was aimed at improving specific aspects of my students' written production, which included grammatical accuracy, particularly in the use of modal verbs,

quantifiers, and simple past tense. The focus also extended to enhancing sentence structure, ensuring coherence and cohesion, and fostering a more precise use of connectors and prepositions.

Grammar Accuracy on L2 written Production

An accurate L2 writing is the one that has no errors, the language produced in writing should conform to the norms of the target language (Rahim & Jaganathan, 2022). Research about accuracy has identified: lexical accuracy, and grammatical accuracy (Agustin, 2011, Fashemian & Farhang, 2018). Lexical accuracy refers to accurate use of the L2 words and their meaning, and grammatical accuracy refers to proper use of the target language norms, conjugation, word order, correct tense. Van Beuningen (2011) summarizes it by saying "Even in one's native language, writing a good text has been claimed to be a cognitively demanding task, because one has to simultaneously pay attention to the text's content, its structure, its formulation, and its linguistic adequacy" (p. 2). Although written accuracy is often defined as a text with few or no errors, the difficulty lies upon defining what constitutes an "error." The perception of accuracy can vary based on how the evaluator interprets errors. Polio & Friedman (2017) highlighted this complexity by presenting a study that reviewed various methods used by linguists to measure accuracy in second language writing, each with a different approach to identifying and treating errors.

One method for defining errors in L2 writing is presented by Casanave (1994), who, in her research on language development in student journals, argues that certain linguistic elements should be classified as errors while others should not. She specifies, "I did not count spelling or typing mistakes as errors, but did count word endings, articles, prepositions, word usage, and tense. In a few cases, it was difficult to determine whether the writer had made an error or not" (p. 199). Another approach comes from Fischer (1984), who defines errors as "mistakes made in structures previously studied in class." In this perspective, errors like spelling and typing are considered only when they pertain to material that has been taught. Complementing these views, Corder (1967) distinguishes between *errors* and *mistakes*, suggesting that errors reveal gaps in learners' knowledge while mistakes reflect performance lapses. Corder mentions errors as informative indicators of the learner's current understanding of the language; these provide insights for educators in the language learning process.

The differing definitions of errors highlight the subjectivity involved in evaluating grammatical accuracy in L2 writing. Since evaluators may use different criteria, establishing a consistent measure of accuracy becomes challenging. This variability underscores the need for clearly defined parameters when assessing accuracy in second language learners' writing. In this research, accuracy was measured based on specific grammatical structures taught during the study, with errors identified only within the scope of the grammar previously instructed. The grammatical focus subject to correction as well as the error consideration exclusions are further detailed in Chapter IV.

CHAPTER III

RESEARCH DESIGN

The following chapter presents the study's research design, including the research paradigm and type of study. Additionally, it describes the data collection instruments and procedures followed, as well as the ethical considerations that guided the implementation of the study.

Research Paradigm

The present study uses a mixed-methods approach, combining both quantitative and qualitative paradigms to provide a comprehensive analysis of how Focused Explicit Written Corrective Feedback (WCF) impacts students' writing accuracy. This approach integrates statistical analysis with qualitative insights from students' perceptions and behaviors, enriching the understanding of Focused Explicit WCF's effects.

On the quantitative side, the study analyzes the frequency and types of errors across multiple written tasks to evaluate improvements in writing accuracy over time, using statistical comparisons of error counts before and after receiving WCF. On the other hand, the qualitative side of this study explores students' reactions, challenges, and perceptions of the feedback through the questionnaire and interviews, which allowed access to their personal experiences and how WCF influenced their writing process self-perception.

As Creswell and Plano (2017) point out: "mixed-methods research encourages the use of multiple worldviews, rather than confining certain paradigms to either quantitative or qualitative research. It allows for a more holistic exploration of the research problem, accommodating both empirical data and subjective experiences". By adopting mixed methods research, this study not only measures the effectiveness of WCF but also contextualizes the findings within the students' experiences, capturing the complexities of learning and applying writing skills in a real-world classroom setting.

In this way, it is important to highlight that the qualitative side of the present study aligns with the interpretive paradigm, which seeks to understand the meaning that individuals make of their contexts (Kivunja & Kuyini, 2017). This approach views knowledge as a social construct, valuable within specific contexts of social interaction rather than as a universal

truth (Lincoln & Guba, 1985). Recognizing the variability and interpretative nature of human behavior, the interpretive paradigm accepts that applying the same methods and procedures may not lead to identical results each time, as human experiences are fluid and context dependent.

Type of Study

This research can be classified as a collective exploratory case study, focusing on a specific group of 10th-grade students from Liceo Femenino Mercedes Nariño, Bogotá. The study aimed to follow these students closely, observing the effects of Focused Explicit WCF on their written production. An exploratory case study is characterized by an in-depth investigation of a specific phenomenon, often with the aim of gaining a deeper understanding of an issue or problem. Yin (2014) defines it as "a study whose purpose is to identify the research questions or procedures to be used in subsequent research studies" (p. 238). From that perspective, findings achieved in this type of research become the starting point for the development of further investigation.

Yin (2014) affirms the duality of single and multiple-case studies, recognizing the existence of phenomena that are socially shared and experienced by several individuals. On the other hand, Stake (2005) proposes the concept of a collective case study, focusing on multiple cases rather than individual participants. In this context, the present research is also a "collective" case study as it seeks to understand the role of WCF on the written production of students in a 10^{th} grade classroom.

In line with the interpretive paradigm that influences the study, the role of the researcher is to make meaning of the data by drawing on their knowledge and experience. Carr and Kemmis (1986) highlight that under this approach, the researcher becomes a participant observer, with interpretations of the collected data emerging from their interaction with the researched population in its natural setting.

Additionally, convenience sampling was employed to select students who could benefit from WCF. As Nikolopoulou (2022) explains, convenience sampling is often used in educational and social science research for its accessibility to target populations. It is practical for gathering perceptions, conducting pilot studies, and generating hypotheses (Koerber & McMichael, 2008). In this research, students were selected based on specific

inclusion criteria: those who completed at least two out of three writing tasks per round demonstrated errors in their writing, adhered to text-type instructions, and whose participation was consented to by their parents. However, as with any convenience sampling method, there are limitations such as potential biases, including non-coverage and self-selection, which may affect the generalizability of the findings (Acharya et al., 2013).

Data Collection Instruments and Procedures

To ensure the validity and reliability of the findings, this research gathered data using different artifacts: writing tasks, questionnaires, interviews and field notes. Data was triangulated based on Creswell's (2014) concurrent mixed methods design. As Creswell (2014) affirms, “In this design, the investigator collects both forms of data at the same time and then integrates the information in the interpretation of the overall results. Also, in this design, the researcher may embed one smaller form of data within another larger data collection to analyze different types of questions” (p. 31).

Furthermore, trustworthiness and authenticity, as outlined by Guba (1981) and widely accepted in educational research (Kivunja & Kuyini, 2017), were important considerations in using these instruments. Two criteria were considered when deciding how and what data collections instrument to employ. First, credibility was ensured by employing diverse data collection instruments to capture a comprehensive and accurate representation of students' writing accuracy and responses to feedback exposure. This approach aligns with Merriam’s (1998) view that credibility reflects the truthfulness of the findings. Second, transferability was supported by clearly detailing the purpose and design of each data collection instrument, as outlined in the annexes, to allow others to replicate the steps taken to achieve the study’s results.

Artifacts

Artifacts are essential tools in data collection, capturing reflections and products that participants create during a study (Kineshanko, 2016). In educational research, Borko et al. (2007) explain that artifacts encompass various instructional materials, assignments, assessments, and student work, which are naturally part of classroom activities. These artifacts serve as raw records of classroom practice, reflecting actual instructional efforts and learning outcomes rather than interpretations of those activities. In this study, artifacts took the form of writing tasks. Each task represented a spaced-out activity where students

produced written texts, which were analyzed to determine whether changes were happening in between writing tasks. These tasks followed the concept of spaced repetition (Carey, 2014), with each text being administered at one-week intervals. This timing allowed students to process feedback and integrate corrections into their work, providing evidence of their progress in writing accuracy and written productive competences. Students' artifacts can be found in annex #6.

Questionnaire

According to Burns (2010), questionnaires can provide educational researchers with three types of information: demographic, behavioral, and attitudinal. The latter two relate to students' actions and their beliefs or interests. Drawing on Burns' (2010) questionnaire layout (p. 87) and Hattie & Timperley (2007) effective feedback model detailed in the theoretical framework, the questionnaire for this study was developed. It was applied on April 16th, 2024, after my students had received Written Corrective Feedback (WCF) three times, to gather behavioral and attitudinal data.

The main goals were to assess how often students reviewed the feedback at home, as requested, and to determine whether the feedback was clear enough for their understanding, verifying its effectiveness according to Hattie and Timperley's criteria. Additionally, the questionnaire sought to collect students' perspectives on their writing process and progress in the target language, asking them to evaluate their experiences throughout this process. The full questionnaire can be found in annex #3.

Interviews

In this study, open-ended interviews were conducted after the sixth writing task to complement the data collected from the writing tasks and questionnaires. As Creswell (2014) notes, interviews serve as a flexible qualitative method that enables researchers to explore participants' views and experiences in depth. In line with this perspective, the interviews provided insight into how the feedback influenced my students' writing progress, revealing information beyond what was gathered through the writing tasks alone. Creswell (2017) supports this approach by stating that "instrument data may be augmented with open-ended observations, or census data may be followed by in-depth exploratory interviews" (p. 32), reinforcing the choice of interviews to enhance the findings.

Additionally, the interviews were designed to follow a semi-structured format, which encourages participants to share their perspectives more freely compared to rigidly structured formats (Mashuri et al., 2022). This approach fosters a relaxed environment, making individuals more likely to express their opinions openly, as opposed to the more constrained settings of questionnaires (Mashuri et al., 2022). The semi-structured interview format can be accessed in Annex #1.

Field notes

Field notes gave birth to this proposal. According to Creswell and Creswell (2018), field notes are a tool in qualitative observation, where the researcher records behavior and activities of individuals at the research site. These notes can be unstructured or semi-structured, guided by specific questions the researcher wants to explore. In this study, field notes were used at the beginning of the project to capture the participants' actions and responses in their natural setting. By allowing open-ended observations, the field notes facilitated a deeper understanding of the participants' views and behaviors, providing valuable insights for the research. The field notes format used in the study can be found in annex #4.

Procedures for Data Collection

To collect data, this proposal began with a diagnostic stage, where I acted as an observer in the classroom where I was going to carry out my intervention. During this phase, I used field notes to document my observations of the struggles the population had in the English class. Once the intervention was planned, I sent the informed consent to my students' parents so that the project could be carried out.

In the following semester, I began my interventions at Liceo Femenino. During March, my students completed three written tasks on different topics using modal verbs and connectors. After each task, I provided Focused Explicit Written Corrective Feedback. I then counted the number of errors in each task to compare this data against subsequent texts. Additionally, all my students completed the questionnaire found in annex #3, which was used to draw conclusions from their experiences with WCF after the first three writing tasks.

Next, I continued with the writing exercises, where students described a series of images I showed them. After each text, I delivered Focused Explicit Written Corrective Feedback and asked them to write again the following week, marking the start of round #2, in

which they produced three more texts. Following this, I conducted semi-structured interviews with ten students to explore their perceptions, challenges, and motivations after receiving feedback. This allowed me to ask them to give their opinion on their own progress, and to compare their results in the first round against those of the second.

Finally, after introducing a new grammar topic (simple past) and beginning the 3rd round of writing tasks, I assigned two more descriptive writing tasks. The first was a summary of their previous year titled "Highlights of My 2023," followed by another task called "My Autobiography," for which they received feedback after completion. At the end of this process, I not only had a record of error progression or regression following exposure to WCF, but I also gathered feedback from my students regarding their learning experience.

Ethical Considerations.

To comply with ethical research guidelines, such as those recommended by the British Educational Research Association [BERA] (2018), and the Colombian “Ley 1098 de 2006”, informed consent was obtained from the parents of participating students. The consent form provided information about the study, such as the research objectives, the nature of explicit, focused written corrective feedback their children would receive, and the researcher’s contact information for any inquiries. Parents were informed that participation in the study was voluntary and that they or their children could withdraw at any time without any negative consequences. The consent can be found in Annex #2.

Additionally, following recommendations from the BERA (2018) although students' writings were marked with their first and last names, their identity, voice sound, and other personal details were protected to ensure anonymity for readers of this study. For instance, interviews were transcribed to text, and students' real names were replaced with numbers. Parents were informed about this confidentiality in the written consent form. Moreover, student participation in this study was voluntary. Although all students were required by the school administration to enhance their overall writing skills, meaning all students were requested to undergo writing production practice, only the data from students whose parents provided informed consent were included in this study.

Finally, participating students and their parents were informed about the potential risks and benefits associated with the provision of focused, explicit WCF. Among these were

mentioned: Improvement on writing accuracy, tailored instruction and enhancement on learning motivation were signaled as possible improvements. Demotivation to learn the target language, as well as overwhelming due to frequent writing and not understanding the feedback provided were also informed to parents as potential disadvantages.

CHAPTER IV

PEDAGOGICAL DESIGN

This chapter outlines the pedagogical design of the study, presenting the study's visions of curriculum, language, learning, and classroom that shaped the development of the project. It also describes the procedures of the implementation of the project, including the design of writing tasks and the feedback delivery aimed at improving students' writing skills.

Curricular Vision

This study did not adhere to a specific curricular vision conceived by the researcher, as its primary focus was on providing feedback on students' writing accuracy, rather than developing curriculum content. According to Tanner and Tanner (1980), the curriculum is a planned and guided learning experience that is designed to achieve specific educational outcomes. In this study, the curriculum followed was shaped by the pre-established guidelines of the International Baccalaureate (IB) program. The IB curriculum for 10th graders focuses on developing academic skills through subject-specific content. Specifically, students engage in activities that reflect the core elements of the program, such as critical thinking, research, and the integration of language skills across various subjects. In English classes, the topics covered aligned with the IB's focus on areas like immigration and emigration, environmental care, travelling, and mental and body health care, amongst others. Rather than a specific instructional design by the researcher, the IB curriculum's structure, including subject content, and assignments, were a point of reference for the lectures and writing activities carried out in this study.

Vision of Language

Regarding the vision of language, it is viewed in this study as both a phylogenetic function and a tool developed by people for communication. As societies evolve and grow more complex, so do our languages. We assign meaning to words as new concepts, social practices, discoveries, and emotions emerge. Thus, language is essential for individuals to interpret and accommodate to their world, which is an explanation to why languages are in constant evolution (Coyne, 2009). Despite this ongoing evolution, all languages retain fundamental grammatical structures. That is, all languages have rules about how to put words

together (Blanco, 2022). These foundations enable the construction of countless expressions and sentences that, to some extent, follow the same structure.

Moreover, this study not only views language as a tool for communication, but also for the expression and exchange of meaning. In this sense, altering the order of words in a sentence can change its meaning or render it meaningless. This highlights the important role that grammatical accuracy plays in allowing effective communication; notably, it should always be considered alongside other contextual aspects of linguistic communication.

Vision of Learning

Learning, in this study, is seen as a continuous process that can be actively shaped and improved through correction and feedback. Based on Carey's (2014) ideas, learning is not only inevitable (since we are always unavoidably learning new information) but also something we can control by choosing what and how we learn. Correction plays an important role, helping learners refine their skills and deepen their understanding over time. In this view, feedback becomes essential for guiding improvement and achieving better learning outcomes.

Complementing these ideas, learning is also viewed in this study as an active process involving metacognitive strategies like self-monitoring and reflection. These strategies allow learners to plan, evaluate, and adjust their learning, leading to deeper understanding and improvement (Zeitlhofer et al., 2023). This perspective highlights how learners actively participate in their development, aligning with my study's objectives and methodology.

Vision of the Classroom

This study views the classroom as a space where effective teaching and meaningful learning occur through active engagement between teachers and students. The primary goal of the classroom is to foster student development by encouraging an exchange of knowledge, attitudes, and behaviors. This perspective draws on Jackson's (2009) concept of "classroom capital," which emphasizes the value of these elements in both teaching and learning. In this view, a classroom operates most effectively when there is a reciprocal exchange between teachers and students, in other words, the classroom is a place of cooperation. This vision of

the classroom therefore promotes accomplishments such as concept comprehension, and the development of desired behaviors, which include language acquisition.

Moreover, Jackson's (2009) focus on understanding students' starting points, setting clear learning objectives, and providing targeted support in the classroom resonates with the feedback model discussed by Halley and Timperley (2007). This model highlights the importance of recognizing students' initial knowledge levels, establishing achievable learning goals, and offering tailored feedback to support their progress. In this sense, I view the classroom as a space where teachers and students can see each other eye to eye with the goal of achieving educational outcomes. This study conceptualizes the classroom as a space where learning is structured, purposeful, and supported, ultimately contributing to improved student outcomes.

Instructional Design

The written tasks designed for my students were centered on descriptive, informative and narrative writing and were completed in three rounds. Each round introduced new grammar topics while reinforcing previously taught material. In total, students produced eight texts, with each round containing specific themes and tasks that incorporated the grammar lessons previously studied in class. The tasks were designed to align with grammar topics and content being covered in class, ensuring that students could apply the language structures within meaningful, context and content-based writing exercises. The following table illustrates the texts names, completion date and grammar focus as well as the order in which all texts were applied.

Table 1

Texts sorted by completion date. Text name and grammar focus are also included.

Completion date	Phase	Task Title	Grammar Focus
March 5th, 2024	Round 1	Shoulds and Shouldn’ts on Social Media	Connectors, Modal Verbs, Pronouns
March 12th, 2024		How to Live a Healthy Life	Connectors, Modal Verbs, Pronouns
March 19th, 2024		A Friend is Coming to Visit Bogotá	Connectors, Modal Verbs, Pronouns
April 23rd, 2024	Round 2	Beach Description	Quantifiers, Connectors, Modal Verbs
April 30th, 2024		Picnic Description	Quantifiers, Connectors, Modal Verbs
May 7th, 2024		Classroom Description	Quantifiers, Connectors, Modal Verbs
May 21st, 2024	Round 3	Highlights of My 2023	Simple Past, Connectors, Modal Verbs, Quantifiers
May 28th, 2024		Imaginative Autobiography	Simple Past, Connectors, Modal Verbs, Quantifiers

The previous table shows how in Round 1, students wrote three descriptive texts: “Shoulds and Shouldn’ts on Social Media,” “How to Live a Healthy Life,” and “A Friend is Coming to Visit Bogotá.” These tasks required students to use connectors, modal verbs, and pronouns, aligning with their IB program content. After a classroom lesson on these grammar points, students were asked to produce 60 to 70-word paragraphs that applied the learned grammar. Subsequently, in Round 2, a new grammar focus (quantifiers) was introduced. Students practiced this by describing a series of images. The first task involved describing a beach scene, the second a picnic, and the third their own classroom setting. As before, students were expected to write a 60 to 70-word paragraph incorporating quantifiers along with connectors and modal verbs. Finally, in round 3, I introduced the simple past tense as the new grammar topic. The first task in this phase was a reflection titled “Highlights of My 2023,” where students described their favorite moments of the year using simple past structures. The second task was an imaginative autobiography in which they described their hypothetical life events, further practicing the use of the simple past along with the previously taught grammar components.

To evaluate the writings, I first carefully read each text, identifying inaccuracies in areas that had already been taught in class. I then numbered these inaccuracies with a pen to determine both the number and type of errors my students had made. After numbering the

errors, I created a list beneath each text, providing Focused Explicit Written Corrective Feedback for each mistake. All the texts produced by my students were written on Tuesdays. I collected their papers and took them home for correction. The corrected texts were then returned on Thursdays, two days after they were handed to me. On Thursdays, students were given 10 minutes at the beginning or end of class to review their feedback, reflect on it, and ask any questions if clarification was needed. During this time, I would stay at my desk, available to address any feedback-related questions from students who approached me, as it was recommended by Mashrah (2017), I encouraged my students to ask any questions raised by the feedback delivered. Every time the class ended; I reminded my students to check the feedback I had delivered for them at home to ensure its retention. Examples of the texts and Focused Explicit Written Corrective Feedback provided can be found in Annex #6.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter describes the different procedures that were followed in order to analyze the data collected along the study implementation. Similarly, the categories of analysis emerging from the findings of this project are presented and explained. Most importantly, it presents the findings that illustrate the impact and effects of focused explicit WCF on students' writing accuracy and the students' self-perceptions towards their written production.

Procedures for Data Analysis

To store and organize the data collected from my students' texts. I created a table containing the number of errors they had scored across all 8 writing tasks and then observed if they had had a better, worse or even performance in terms of error number from text to text, and from round to round. I calculated an average error rate for the whole classroom during each text, as well as an individual follow up on the number of errors per student to get a broader view of the events following my feedback delivery. Moreover, I stapled every student's set of three written exercises into individual folders so I could have immediate access to comparison between them. This organization allowed me to quickly assess each student's progress, identifying which errors were corrected and which were repeated. I also attached my students' questionnaires and transcripts from their interviews to their writing tasks, so I could gain further insights into their perceptions and experiences with the feedback provided, comparing these against the quantitative results.

Since this research follows a mixed-methods approach, I analyzed my students' writing accuracy data using a quantitative method, while their perceptions from interviews and questionnaires were analyzed qualitatively. For the quantitative data, I employed descriptive statistics (McKinley & Rose, 2023), which involved calculating and comparing averages of error rates across multiple writing exercises at both the individual and group levels. This method allowed me to observe patterns and trends in students' performance over time, providing insights into improvements or regressions in writing from text to text. By focusing on average error counts, I was able to track progress and identify significant shifts in accuracy.

On the other hand, I used a Grounded Theory approach to analyze the qualitative data. “Grounded Theory involves generating theory based on the data itself, meaning the theory is "grounded" in the data” (Khan, 2014, p. 227). This approach enabled me to code and interpret students' perceptions, allowing themes and patterns to naturally emerge from their responses. By doing so, I gained a deeper understanding of how students viewed the feedback process and its impact on their writing. These qualitative insights complemented the quantitative findings, offering comprehensive explanations for the observed changes in accuracy.

As a complement to the above, the analysis perspective was guided by the emic or insider’s perspective. According to Harris (1976), the emic perspective focuses on examining the experiences, feelings, and perceptions of the participants themselves, rather than applying an external framework that might distort their insights. In this way, my analysis used this perspective when interpreting the students' reflections and responses from the questionnaire and interviews, ensuring that their personal experiences with WCF were represented in the conclusions drawn.

Categories of Analysis

The primary objective of this study was to describe the effect of Focused Explicit Written Corrective Feedback on the written production of 10th-grade English as a second language students at *Liceo Femenino Mercedes Nariño*. To achieve this, I examined the impact of this feedback on students' writing accuracy as well as their self-perception regarding their feedback integration and written production process, including factors such as motivation, engagement, and challenges in the context of writing in the target language. I developed a set of categories to analyze the data collected, which in turn respond to the research objectives outlined in chapter I.

The emerging categories describing the effect of the feedback were developed to evaluate various aspects of my students' writing. First, to understand the impact of delivering WCF on my students writing accuracy, I examined whole-group and individual error rates across all 8 writing tasks, these are detailed in the subcategory *"Feedback as a Means for Writing Accuracy Development."* Second, I analyzed patterns of repeated errors and error correction under the category *"Error Repetition and Overcoming as an Indicator of Feedback Reach and Limitations".* Next, to describe the perceptions of my students regarding WCF

exposure, I analyzed the data gathered from the questionnaires and interviews my students responded to. This analysis focused on two areas: the challenges my students reported as barriers to integrating feedback, discussed under *"Hinders towards Feedback Reception and integration"*. Finally, their engagement, perceived improvement, and motivation, were explored under the category *"Students' Reactions and Perceptions Towards Writing in English."* These categories and their connection to the research objectives are illustrated in the figure below:

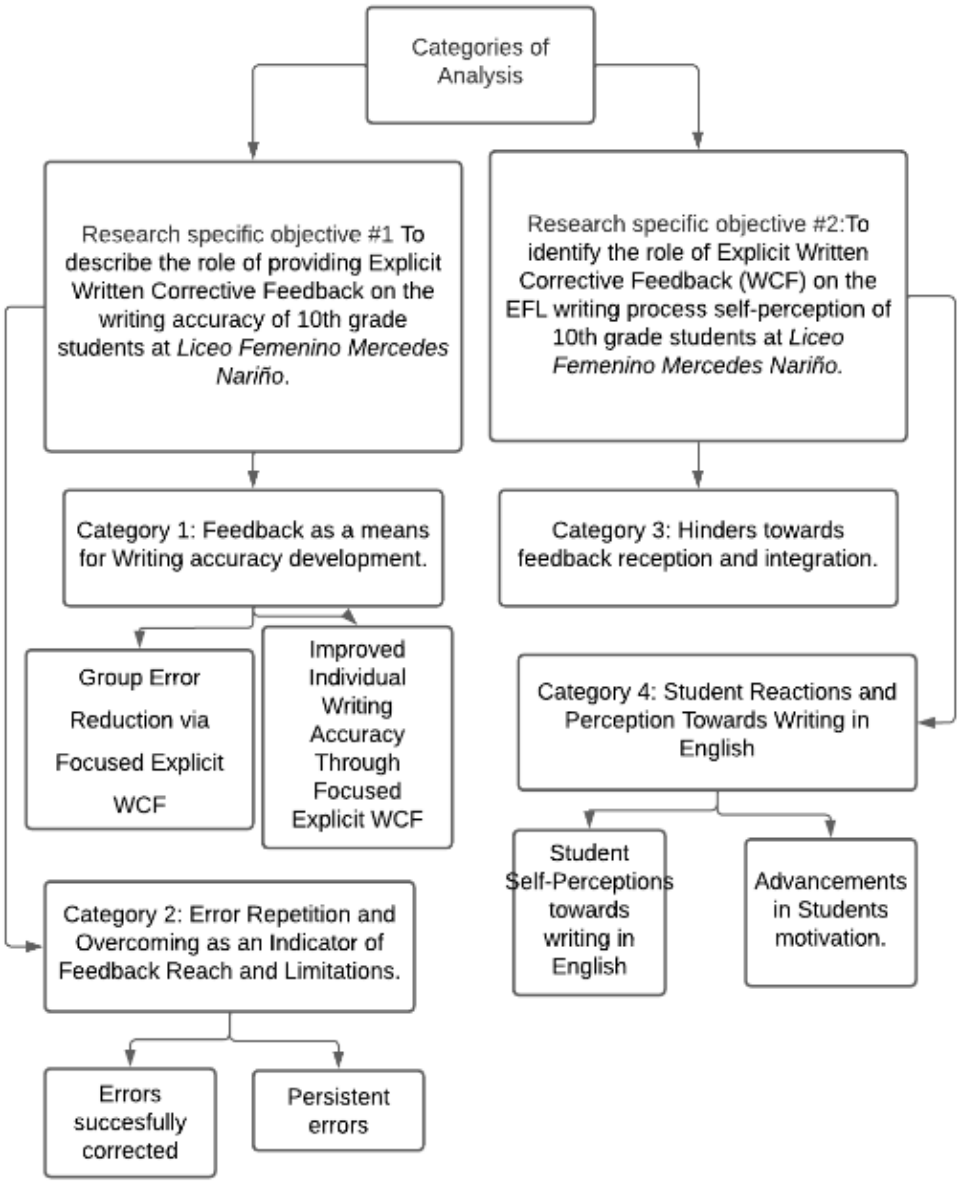


Figure 3. *Visual Representation of the Categories framing the analysis*

Category 1: Feedback as a means for Writing accuracy development.

This category aims to gather data concerning the whole group and each student's individual progress, which evidenced a reduction in writing errors over time as a result of receiving focused explicit written corrective feedback (WCF). By examining how error counts change across all 8 writing tasks, this category evaluates the role of the feedback in reducing the number of errors. Additionally, it evidences students' improvements, regressions, or unchanged performances. This analysis becomes evidence of how well students internalized and applied the feedback to improve their writing accuracy.

Group Error Reduction via Focused Explicit WCF. This subcategory provides an insight into the grammar accuracy improvement that the whole classroom experienced from text #1 through text #8. As will be detailed below, data revealed a consistent error reduction on the group's writing as they received more and more Focused Explicit Written Corrective Feedback. Table #1 displays percentual improvement changes in writing accuracy after receiving focused explicit written corrective feedback. Negative values indicate regression.

Table 2

Errors total and average by texts name and time

Text Subject	Total Errors	Average	Improvement %
Shoulds and shouldn'ts on social media	17	2.83	—
How to live a healthy life?	34	2.83	0%
Give advice to a friend who will visit Bogota	27	2.45	13.43%
Picture of people on the beach	27	2.07	15.51%
Picture of people on a picnic	18	1.38	33.33%
Describe your classroom!	8	0.8	42.03%
What are your 2023 Highlights?	15	1.67	-108.75%
Write your Autobiography	10	1.11	33.53%

Initially, students completed three writing exercises where they were asked to compose a 60 to 70-word paragraph using connectors and modal verbs. In the first text, *Shoulds and shouldn'ts on social media*, the average error rate per student was 2.83. The second text, *how to live a healthy life?* showed no change, maintaining the same error rate of

2.83 per student. It wasn't until the third text *give advice to a friend who will visit Bogota* that a slight improvement was observed, with the error rate decreasing to 2.45 per student. Not only do these early results reflect minor progress, but they are also far in terms of effectiveness from other feedback approaches aimed at improving students' writing accuracy. For instance, research carried out by Cinar (2017) reported more significant improvements using implicit corrective feedback, showing a 32.64% improvement in the lapse of 3 written tasks for 22 students.

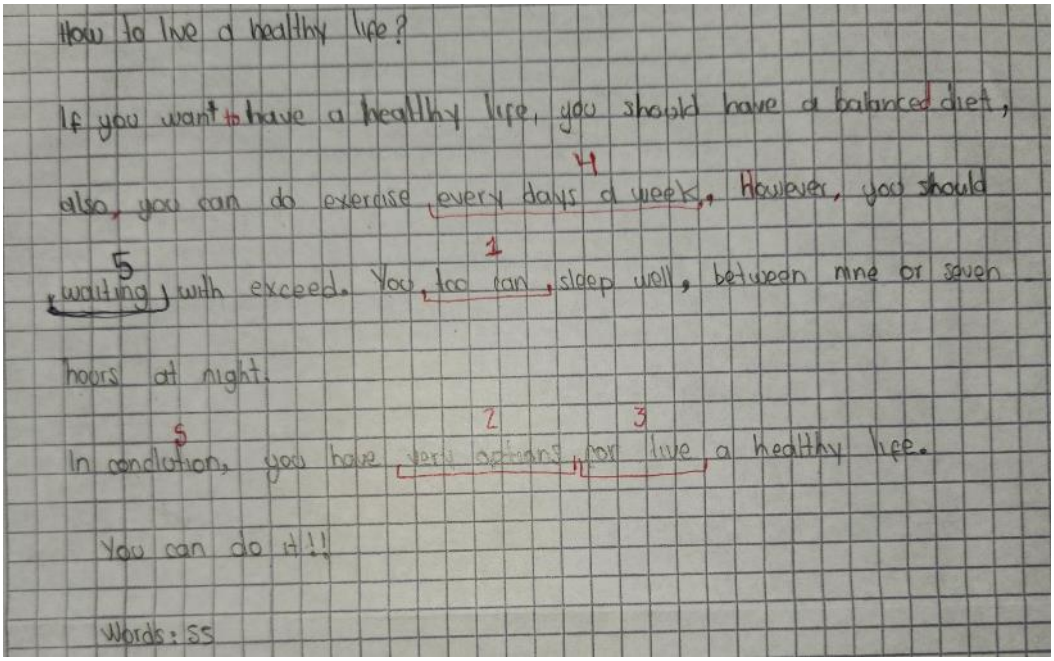
This suggests that in terms of effectiveness towards error reduction, the feedback I provided did not have a major impact during the first three writing tasks. One possible explanation for this event is that only six students completed the starting three writing tasks, as seen in annex #5, this means that most of students only received feedback once between the first and third writing task they redacted. Furthermore, this limited exposure to WCF may have hindered students' ability to internalize corrections and apply them in subsequent tasks

However, by the fourth, fifth, and sixth writing exercises, which were named *Picture of people on the beach*, *Picture of people on a picnic*, and *describe your classroom!* respectively—where students described various scenes using quantifiers, outstanding progress was seen. The error rate dropped from an initial 2.07 in the fourth text, to 1.38 in the fifth, ultimately reaching 0.80 in the sixth writing exercise. These results are highly significant when compared to those of the first round. They represent a solid improvement of 33% from text #4 to text #5, and a 42% improvement from text #5 to text #6.

Moreover, in the final two texts, *describe your 2023 Highlights?* and *Write your Autobiography*, where students used simple past structures, the average error rate decreased 33.53% from 1.67 in the former exercise to 1.11 in the latter. While the initial rate of 1.67 errors in writing task #7 indicates a regression compared to the 0.8 error rate in the previous task, this increase can be attributed to the introduction of a new grammar topic: the simple past. As students were required to incorporate this new grammar into their writing, the scope for potential inaccuracies expanded, leading to a higher error count.

Having said that, this maintained improvement is evidence of the effectiveness of continuingly providing Focused Explicit WCF to reduce writing inaccuracies in language learners' written production. In this context, one notable example of error reduction is that of student #5, who completed seven writing tasks. Below, I present her first and final text to

highlight the differences in writing accuracy that occurred because of exposure to WCF and my analysis of the differences between both texts.


How to live a healthy life?

If you want to have a healthy life, you should have a balanced diet, also, you can do exercise every days a week, However, you should waiting with exceed. You too can sleep well, between nine or seven hours at night.

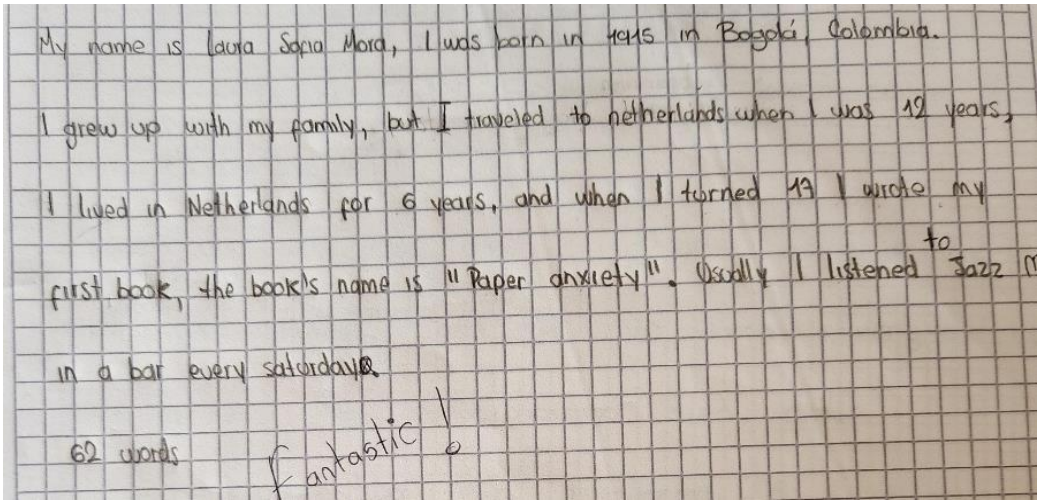
In conclution, you have very options for live a healthy life.

You can do it!!!

Words: 55

[Writing task #2, Modal verbs, March 12th, 2024. Student # 5,]

In this first text, several errors are evident: incorrect modal verb conjugation (e.g., adding “ing” after “should” in the verb “wait”), misuse of connectors (“you too can sleep well” instead of “you can sleep well too”), improper use of the preposition “for” instead of “to”, and the repeated misuse of the word 'very”. All these writing inaccuracies were addressed with the aid of WCF as well as additional errors present in subsequent texts. Now I present the student’s last text, where she was requested to write an imaginative autobiography:


My name is Laura Sofia Mora, I was born in 1915 in Bogotá, Colombia.

I grew up with my family, but I traveled to netherlands when I was 12 years, I lived in Netherlands for 6 years, and when I turned 17 I wrote my first book, the book's name is "Paper anxiety". Usually I listened to Jazz in a bar every saturdays.

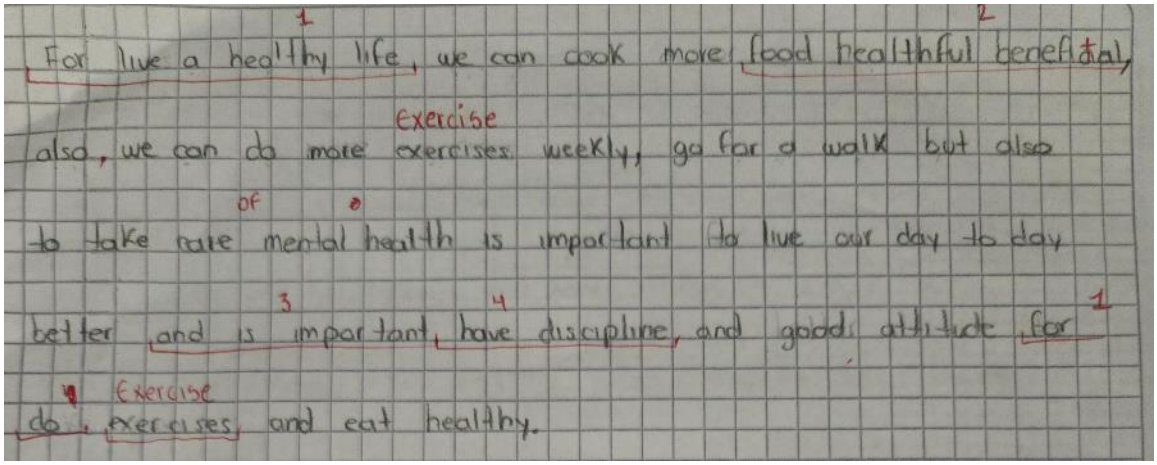
62 words

Fantastic !

[Writing task #8, Simple past, May 28th, 2024. Student #5]

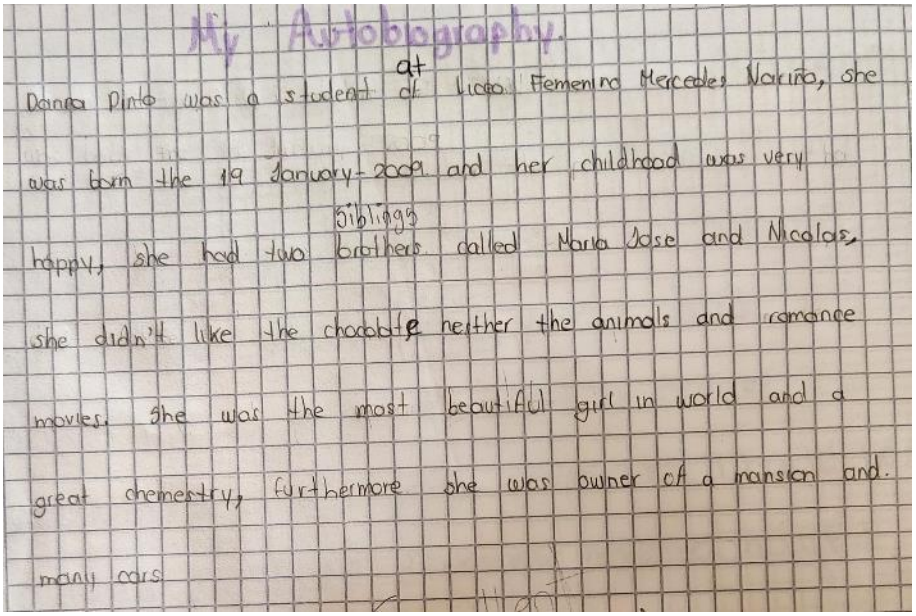
Unlike student #5's first text, this later writing task shows no conjugation errors, misuse of connectors, or coherence issues. This improvement serves as evidence of the impact of continuous corrective feedback on accuracy development, pointed out by Bitchener & Ferris (2012) as "automatization" of aspects of the target language. In this case, the student successfully reduced her error count to 0 in this final task, down from the 5 errors in her initial text. She was able to automate correct language production procedures such conjugating verbs and organizing ideas with connectors.

Another meaningful case that supports continuous WCF's benefits is the one of student #7, who initially held 4 writing errors in her first text, but eventually went on to have no errors on her last writing task. Below I present her first writing task where the errors addressed are numbered.



[Writing task #2, Modal verbs, March 12th, 2024. Student #7]

As shown above, her first writing task inaccuracies included pronoun omission, incorrect adjective + noun order phrasing, and a repeated incorrect use of the preposition "for" when having to use verbs in their infinitive form. With the aid of Focused Explicit written corrective Feedback, she managed to have a neat writing on her very last text where she wrote an imaginative autobiography. This text is presented below:


My Autobiography.

Danna Pinto was a student at Liceo Femenino Mercedes Navia, she was born the 19 January-2009 and her childhood was very happy, she had two brothers called Maria Jose and Nicolas, she didn't like the chocolate neither the animals and romance movies. She was the most beautiful girl in world and a great chemestry, furthermore she was owner of a mansion and many cars

[Writing task #8, Simple past, May 28th, 2024. Student #7]

The text of student #7 exemplifies another great improvement reached via Focused Explicit Written Corrective Feedback exposure. This later artifact, unlike the former one, does not show any pronoun omission, nor does it contain incorrect adjective + noun phrasing. On the contrary, this artifact evidence great redaction, connectors adequate usage, quantifiers correct use and a proper conjugation of every verb.

In conclusion, data discussed under this subcategory shows a consistent reduction in grammar errors across the classroom because of students receiving Focused Explicit Written Corrective Feedback. Early improvements were modest, but by the later tasks, significant gains in writing accuracy were evident. Increases in error number are expected whenever new grammar topics are introduced in the class. And Individual cases such as those of student #5 and Student #7 further support the positive impact of consistent feedback on improving writing accuracy.

Improved Individual Writing Accuracy Through Focused Explicit WCF. This subcategory demonstrates that individual performance across all 8 writing tasks shows a favorable pattern in terms of the number of students who responded positively to Focused Explicit Written Corrective Feedback. I organized the collected data in Figure 4, showing individual progress across the three stages of the project, from round 1 to round 3. The blue bars represent students who improved after receiving feedback, the green bars indicate those

whose performance remained unchanged, and the orange bars represent those who experienced a regression in their error count.

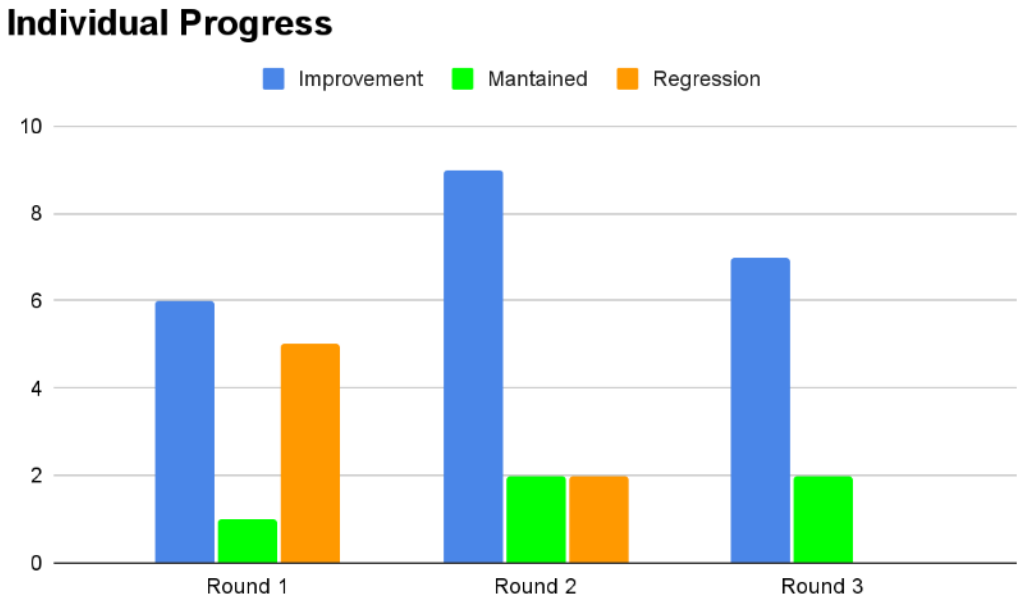


Figure 4. *Individual Progress*

The statistical description of the data shows that in *Round #1* Six students had a lower error count by the time they wrote their third text, which indicates that this group of students was able to apply the feedback to avoid repeating the same mistakes. However, one student's performance stayed the same, and five students saw their accuracy worsen. The negative results on the five students' performance could mean that they had difficulty understanding the feedback or integrating it into their writing.

Following *Round #2*, more students saw their writing accuracy improve with nine students having fewer errors, two maintaining an unchanged performance, and only two increasing their number of errors. These results suggest that as students became more familiar with the feedback process, they were better able to integrate the corrections. The feedback I provided seemed to have a greater effect, and the classroom students started to show more equitable progress. The following responses by my students on the interviews support these findings:

Student #2: "Well, honestly, I do feel that I improved a lot. Throughout all the writings, it was like following a technique I had never tried before, and honestly, thanks to that, I have seen a big improvement in my level of English..."

[Semi-structured interview, May 14th, 2024. S #2]

Student #3: "During the first writings we did in March about modal verbs, the number of errors I made kept increasing. I had one, then more, but then during these later texts, I had fewer and fewer mistakes, and that made me feel more confident. (...) I think the corrections and all that helped me. I mean, every time I wrote, I remembered those errors to rewrite it the correct way. So, I think all the corrections helped me overall."

[Semi-structured interview, May 14th, 2024. S #3]

Student #15: "In the first ones, I had a lot of errors... In the second round, I tried to improve my mistakes, but I still forgot the 's'... But well, it's okay. In the last text I did it with the most dedication possible because I wanted to have zero errors, and in the end, I only had one..."

[Semi-structured interview, May 14th, 2024. S #15]

These excerpts from the interviews support the observation that students began to apply feedback more effectively in Round 2. My students expressed increased motivation to reduce their errors and attributed their improvement to this feedback approach, which one of them described as something she had “never tried before.” They also demonstrated what I refer to as "error awareness", an understanding of their specific struggles. Lastly, I would like to highlight that student #2 mentioned that integrating the feedback felt like “following a technique,” resonating with the model of effective feedback proposed by Hattie and Timperley (2007) that explains that feedback must be provided with correct timing, focuses and levels of explicitness, which is what I did when providing the feedback. This observation suggests that the student was able to recognize consistent patterns in the timing and delivery methods of the feedback provided.

Finally, in *Round 3* the positive tendency continued with seven students improving, two maintaining their performance, and surprisingly none worsening. The fact that no students worsened in this last round implies that most of them got used to applying the corrections to their writing. These results can support the idea that over time, WCF has a positive impact on individual progress, helping students improve their accuracy in writing. The results in terms of reduced errors from the first simple past tense text to the subsequent

are supported by results from other research such as that of Saeedakhtar, Abdi & Akbari (2021) who found a focused WCF group “outperforming” an unfocused group when being instructed on simple past structures writing.

Figure 4 and table 2 above reveal that the most significant improvements occurred during the second round, both at the group and individual levels, with the highest reductions in errors and the greatest number of students correcting previous mistakes. This progress is also evidenced by my students during interviews about their writing development. For example, student #2 answered this when being asked about her writing progress:

"I honestly feel that I improved significantly... I kept in mind the feedback, and in the next writing task, I remembered not to make the same mistakes."

[Semi-structured interview, May 14th, 2024. S #2]

Additionally, another student, student #3 stated:

"I always look at those mistakes. I always try to see the previous errors you pointed out so that I don’t repeat them. So yes, I think that changed a bit."

[Semi-structured interview, May 14th, 2024. S #3]

In the same way, student #15 affirmed:

"I did my best in the last one because I wanted to make no errors... the feedback helped me focus on my mistakes and improve.

[Semi-structured interview, May 14th, 2024. S #15]

The interviews conducted with my students show motivation towards not repeating the same mistakes, they affirmed seeing the previous errors to not repeat them in subsequent text, as well as “doing their best to make no errors”. This motivation from my students towards reducing mistakes aligns with Barasheva's (2021) findings, where motivation for communicative competence is fostered through active participation of students in their learning process. She explains that tasks promoting autonomy, such as this feedback, help students become more engaged and motivated to enhance their communicative skills. This is a further explanation on why students’ writing showed gradual improvements from text to text that kept raising as they became more engaged with the feedback process.

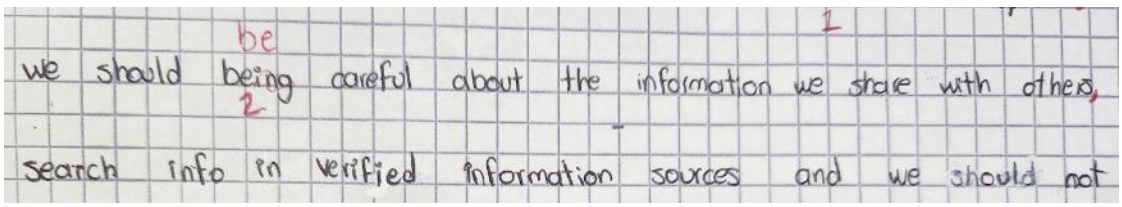
On the whole, the data showed that Focused Explicit Written Corrective Feedback led to notable improvements in the individual writing accuracy of students along the study implementation. Student interviews further support this finding, with participants acknowledging the role of feedback in keeping them engaged, being aware of their own errors, avoiding repeating them and improving their writing. Overall, it is possible to affirm that Explicit Focused WCF has a positive impact on students' writing accuracy both in group level and individually.

Category 2: Error Repetition and Overcoming as an Indicator of Feedback Reach and Limitations.

This category examines the impact of focused explicit written corrective feedback on my students' ability to avoid repeating the same mistakes in their following writing. To better explain this process, I have divided it into two subcategories: errors that were successfully assimilated and avoided in future writing, and those that were not. In other words, I analyzed those errors which my students did not correct despite receiving feedback about and those which my students corrected in subsequent writings to gain understanding of the differences on what made some errors be more susceptible to correction than others.

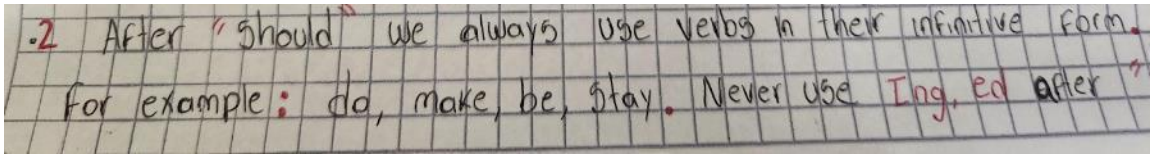
Errors Successfully Corrected. This subcategory focuses on mistakes that students were able to assimilate and rectify in later tasks after receiving WCF. These cases highlight the positive impact of the feedback on students' writing accuracy, showcasing how targeted corrections helped students avoid repeating certain errors.

One example was student #1, who received feedback on the correct usage of modal verbs. I specifically explained that after a modal verb, the following verb should be in its infinitive form. Her specific error was that she wrote “we should ***being*** careful about the information we share”. I present her artifact below:



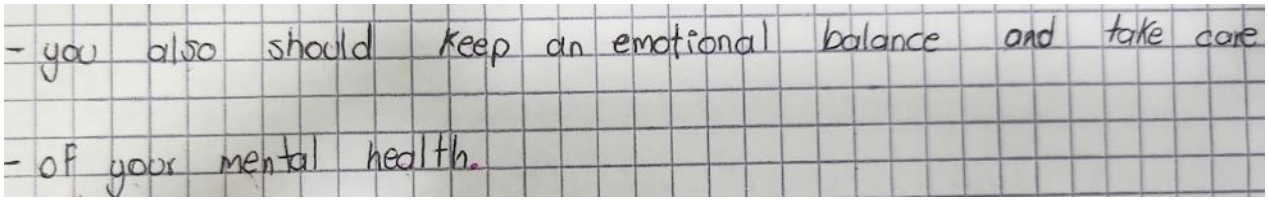
[Writing task #1, Modal Verbs, March 5th, 2024. Student #1]

My feedback is described in the following artifact:



[Teacher feedback on writing task #2, Modal verbs, March 12th, 2024. Student #1]

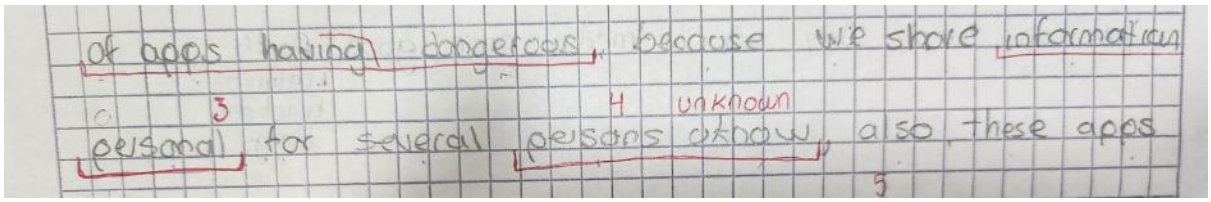
In the subsequent test, this student successfully applied the feedback and corrected the error in her writing.



[Writing task #2, Modal verbs, March 12th, 2024. Student #1]

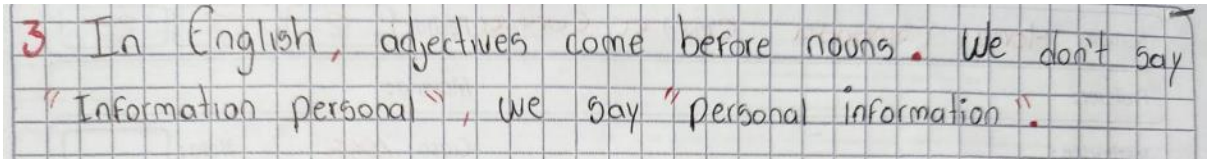
This example illustrates the effectiveness of feedback by showing how student #1 internalized the correct phrasing for modal verbs, removing “ing” from the verb “keep” after “should.” The fact my student improved this language usage demonstrates she had some sort of prior knowledge on what verbs, verbs form and conjugation are. It suggests that feedback is effective when it targets areas where students have some prior knowledge but have not yet fully mastered correct usage.

Another student, student #2, successfully corrected the order she gave to adjective-noun phrases after receiving focused explicit WCF. Initially, she had two errors on how to correctly place adjectives after nouns, her errors were that she wrote: "information personal" and "persons unknown."



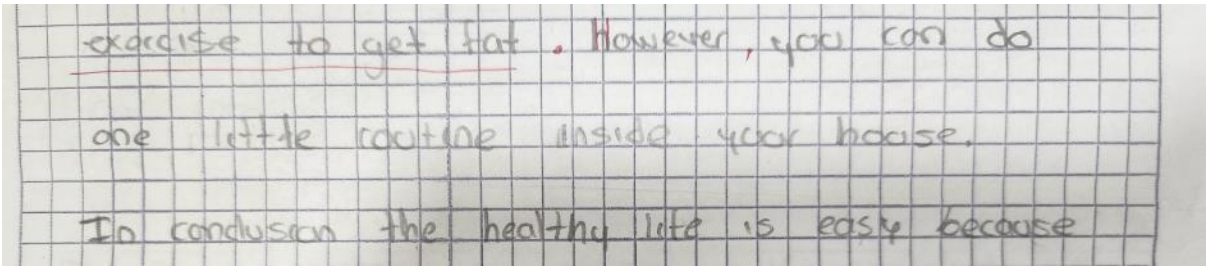
[Feedback Artifact # 1, Adjective+ Noun structure, March 5th, 2024. Student #2]

My feedback was:



[Teacher feedback on writing task #2, Modal verbs, March 12th, 2024. Student #1]

Data showed that the feedback had an immediate and positive impact on student #2's writing. In her next written task, she applied the rule, making two accurate usages of adjective-noun structures. This result shows how focused explicit feedback can be assimilated when understood and its positive effect on the student's written accuracy.



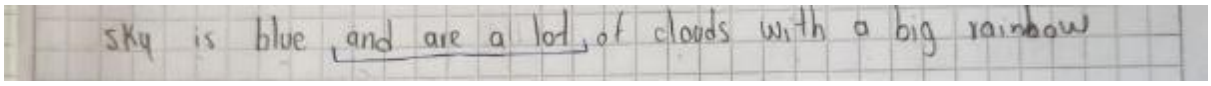
[Writing task # 2, Adjective+ Noun structure, March 12th, 2024. Student #2]

To sum up this subcategory, the examples show how focused explicit written corrective feedback can effectively help students correct and avoid repeating errors when the feedback is clear and targeted. Students demonstrated the ability to internalize and apply the corrections in future tasks, leading to immediate improvements in writing accuracy. These results highlight the value of WCF in addressing specific grammar issues.

Challenging or persistent errors. This subcategory focuses on the characteristics of those errors that students faced difficulties with when integrating feedback into their writing. It analyses inconsistencies or failures in applying the feedback. This subcategory seeks to understand where persistent errors arise, from lack of understanding of the feedback, and challenges in recalling specific rules during writing tasks, to insufficient reinforcement of the concepts taught.

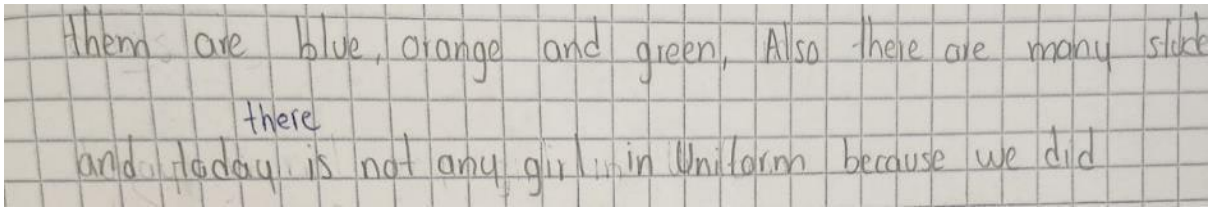
One of the most challenging aspects of feedback integration I noticed in my students was the inclusion of personal pronouns when conjugating verbs in simple present tense. For Instance, student #3 went through all 8 writing tasks, despite being provided with feedback

numerous times, she alternated between successfully including pronouns before verbs and failing to include pronouns when conjugating verbs. Here I present 3 excerpts taken from her texts:



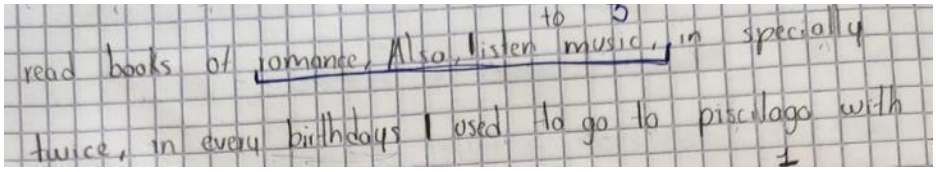
[Writing task # 5, Quantifiers, April 30th, 2024. Student #3]

In this first case, student #3 failed to include the pronoun “there” to indicate the existence of something, saying "*are* children playing" instead of "*there are* children playing."



[Writing task # 6, Quantifiers, May 7th, 2024. Student #3]

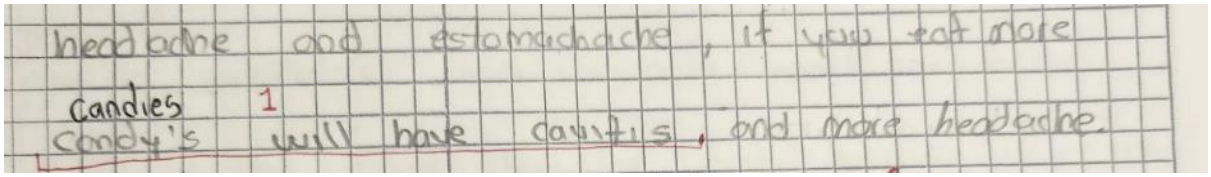
She also alternated between correct and incorrect usage within one same text, as seen when she accurately included the pronoun in one sentence, then omitted it in another.



[Writing task # 8, Simple Past, May 28th, 2024. Student #3]

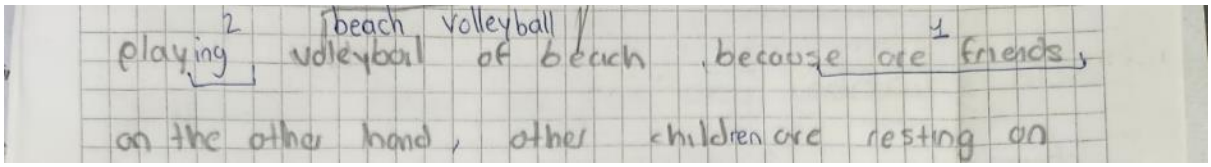
Another instance involved a double error, where she failed to use both the pronoun "I" and the correct verb conjugation (adding "-ed") to indicate past tense.

Student #3 case is not Isolated, other students, such as student #2 struggled to integrate feedback provided about the use of pronouns in English. Here is an example of a mistake, the feedback I provided, and the outcome:



[Writing task # 2, Modal verbs, March 12th, 2024. Student #2]

In this excerpt, student #2 succeeds in using the pronoun you after the conditional if, but then she omits it right before using the conditional verb. The feedback I provided was:



[Writing task # 4, Quantifiers, April 23rd, 2024. Student #2]

In this example, she says “Two children are playing because are friends”. She skipped the pronoun THEY. The feedback I provided was “student, remember in English we always use pronouns. So, you should say "Two kids are playing beach valley Because *they* are friends” Nonetheless, she repeated the same mistake on the following writing task. For that reason, I decided to follow up on her case and I asked her in the interview about it. The following excerpt contains a conversation held on May the 14th with student #2 about feedback integration.

Interviewer: Student, do you remember what feedback you received?
Student #2: Well, it was mostly about when to use pronouns. Sometimes with words like "should," I forget whom I'm referring to—whether it's you, me, or someone else.

[Semi-structured interview, May 14th, 2024. S #2]

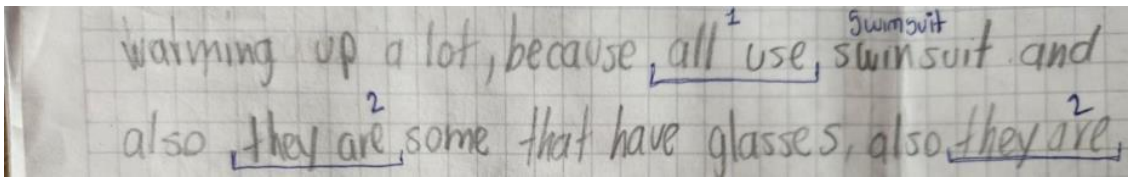
When asked for suggestions to improve feedback integration, she added:

Interviewer: Could you give a reason why you might not have integrated the feedback? I'm not implying you ignored it, but rather trying to understand what practices could help you better integrate feedback.
Student #2: I think it would help to reinforce it through reading. I feel that just giving feedback isn’t enough; it needs to be reinforced. For example, the way you used to give many examples on the board—that helped me a lot.

[Semi-structured interview, May 14th, 2024. S #2]

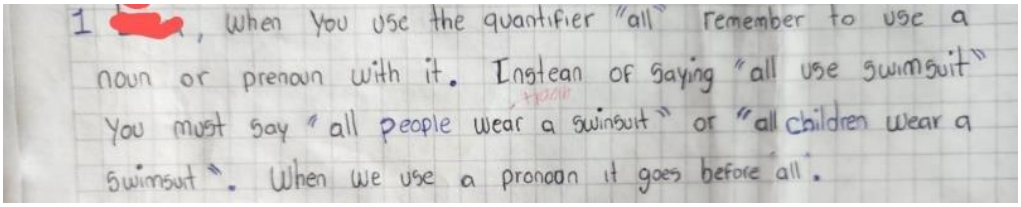
This interview to student #2 highlights an important aspect of feedback integration. While feedback is effective in helping students correct their mistakes, some learners may require more than written feedback alone to internalize these corrections. In the case of student #2, additional support through examples were requested to reinforce the grammatical concepts. This indicates that while feedback helps, it may need to be accompanied by further reinforcement strategies to address persistent errors.

One last example involved student # 16, this student had some trouble placing nouns after quantifiers. More specifically, she did not include any noun after the quantifier “all”, she was using this word as if it was a pronoun. Here is an excerpt from writing task #4 where she describes a picture of people on the beach:



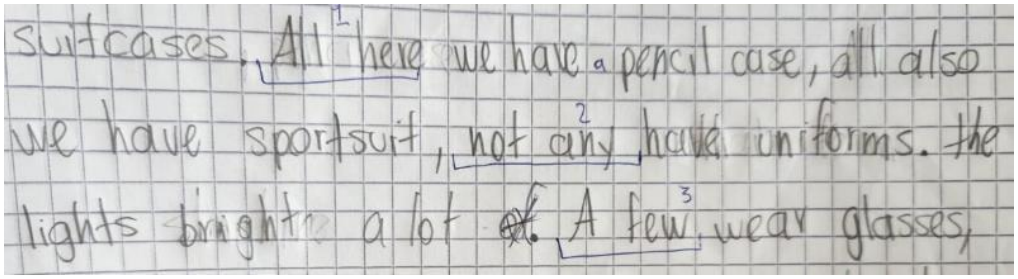
[Writing task # 4, Quantifiers, April 23rd, 2024. Student #16]

Once this error was identified I provided feedback for my student, letting her know that this kind of word always comes accompanied by a noun. The feedback I provided was the following:



[Teacher feedback on writing task # 4, Quantifiers, April 23rd, 2024. Student #16]

Despite the feedback delivered, the student made the same error on a latter writing task, although this time she started showing the same pattern with the quantifier “not any”. Below I present an excerpt taken from writing task #6:


suitcases. All here we have a pencil case, all also
we have sportsuit, not any have uniforms. the
lights brighter a lot of. A few wear glasses,

[Writing task # 6, Quantifiers, May 7th, 2024. Student #16]

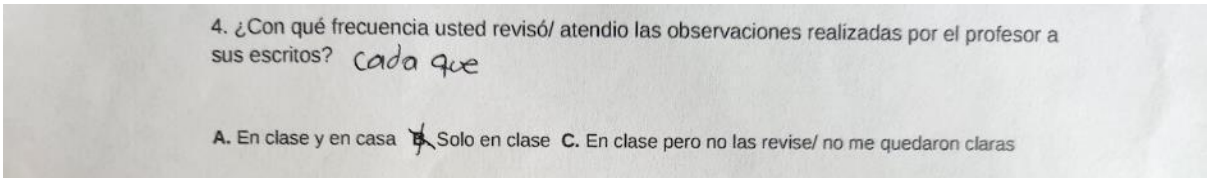
This artifact shows how my student externalized the error I had provided for her on quantifiers and nouns and went on to apply it on other quantifiers other than “all”, also including it on “a few”, having two errors of the same kind within the same text. My interpretation for this phenomenon is that the nature of these errors is directly related to the structure of my student’s native language, which is Spanish. Unlike in English, in Spanish, quantifies such as “all” and “a few” can work as pronouns and be used as such without accompanying them with a noun or pronoun. This is why I consider this type of error to be persistent, because it conflicted with my student’s understanding of language structure, which kept her from applying the feedback I had delivered.

In conclusion the analysis under this subcategory demonstrates that while focused explicit written corrective feedback can lead to improvement, its effectiveness is limited by several factors. These include the students’ understanding of the feedback, their ability to recall and apply grammatical rules during writing tasks, and potential interference from their native language structures. For example, students struggled with pronoun usage and quantifier-noun agreement, often reverting to patterns that align with Spanish rather than English. Cases like that of students #2 and #3 reveal that repeated exposure to feedback alone may not suffice; instead, additional reinforcement, such as contextualized examples or explicit practice might be needed to support their internalization of complex structures. This suggests that, while WCF is a tool for enhancing accuracy, it may need to be complemented with further instructional strategies to address persistent challenges and improve students' long-term writing accuracy.

Category 3: Hinders Towards Feedback Reception and Integration.

Category 3 explores the challenges, difficulties and obstacles that kept my students from integrating and understanding the feedback I provided for them, and thus, applying it to subsequent texts they wrote. Understanding these barriers is important to foster a more effective feedback process, ultimately enhancing students' writing skills and confidence.

First, the questionnaire revealed that although I had encouraged my students to review the corrections both in class and at home, only three of them actually took the time to study the corrections. The rest of them only reviewed the corrections when I handed them out and did not look at them again. I was able to observe this information from the following excerpt taken from questionnaire number #1, where I asked students with what frequency they reviewed the corrections provided and only 3 of them selected option B.

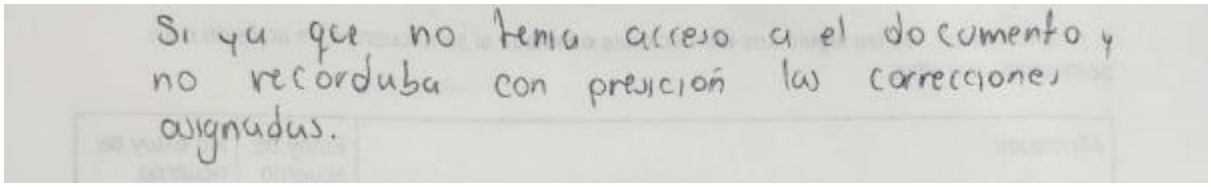

4. ¿Con qué frecuencia usted revisó/ atendio las observaciones realizadas por el profesor a sus escritos? cada que

A. En clase y en casa B. Solo en clase C. En clase pero no las revise/ no me quedaron claras

[Feedback Reception Questionnaire #1, Question #4, April 4th, 2024. Student #6]

This data revealed that although students were encouraged to review the corrections repeatedly, independently and at home, as Carey (2014) suggests, they acknowledged not having done so. This oversight likely influenced their performance and demonstrates a limitation: teachers cannot fully control every step of the feedback process. Autonomy on the students' part is essential for the process to succeed. This response, for example, comes from a question where I asked students how often they reviewed the provided corrections. Student #6 reported reviewing the feedback only in the classroom at the time of delivery, despite my request that they also revisit it at home. This suggests that while teachers are aware of the importance of revisiting feedback autonomously, fostering actual compliance may require either strategies to promote autonomous review or sufficient classroom time to ensure repeated engagement with the feedback.

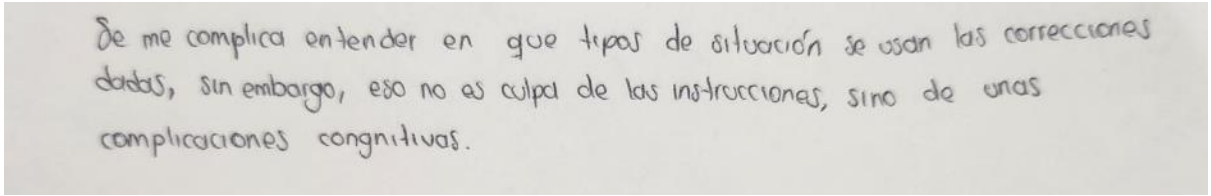
In this context, student #8 gave a reason for not reviewing her feedback, mentioning that she did not have access to the paper because she lost it after receiving it.


Si ya que no tenia acceso a el documento y no recorduba con precicion las correcciones asignadas.

[Feedback Reception questionnaire #1, Question #5, April 4th, 2024. Student #8]

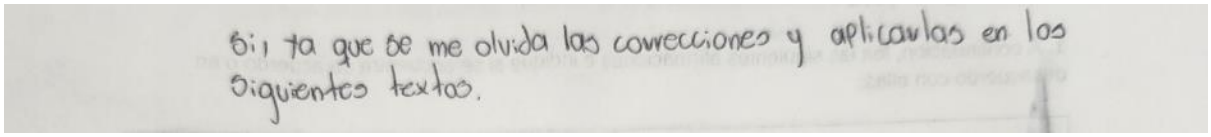
As seen above, in this excerpt the student mentions not fully remembering the feedback due not having access to the document. As in the first round I was delivering my students the corrected texts and assuming they would responsibly store them and review them, I had not expected them to lose them. This led me to think about how I could make the feedback more easily accessible to them. In this sense, Clear (2018), emphasizes that making things more accessible can encourage consistent behavior, such as reviewing feedback in class and at home. In consequence, in round 2 I started pasting every corrected text on my students' English notebook, so I could be sure they would not lose the paper, and they would see it each time their notebook was open.

Regarding the reception and integration of feedback into their own writing, data reported numerous obstacles that limited students' progress. Some of the most common challenges were forgetting the corrections they had received, not knowing how or where to apply those corrections in future writing tasks or struggling with the English language itself. The following excerpts showcase the situations experienced and described by my students; these examples were taken from question 5 on the questionnaire.


Se me complica entender en que tipos de situación se usan las correcciones dadas, sin embargo, eso no es culpa de las instrucciones, sino de unas complicaciones cognitivas.

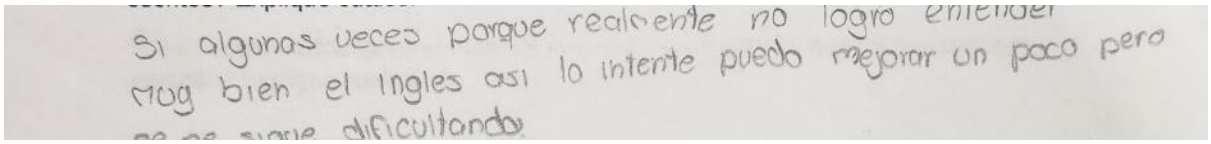
[Feedback Reception questionnaire #1, Question #5, April 4th, 2024. Student #5]

In this first example, the student acknowledges difficulty in understanding when to apply the corrections provided, attributing this challenge not to the instructions themselves but to cognitive factors. This example illustrates that while the feedback may be clear, individual cognitive challenges can affect the student's ability to internalize and utilize the corrections effectively.


Si ya que se me olvida las correcciones y aplicarlas en los siguientes textos.

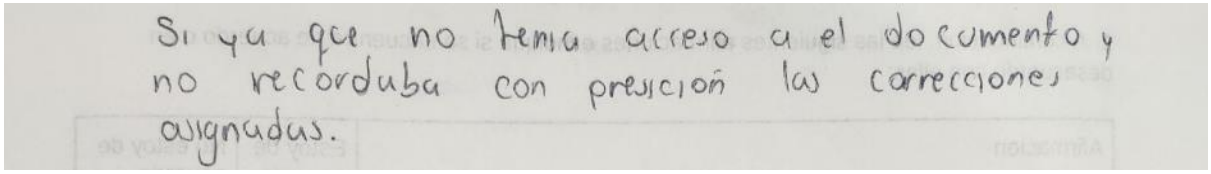
[Feedback Reception Questionnaire 1, Grammar topic, April 4th, 2024. Student #13]

Here, the student affirms having experienced difficulties since she sometimes forgot the corrections and how to subsequently apply them into her writing. This implies that for feedback to be integrated it also must be remembered or retained, which leads to current discussions towards the development of strategies that allow students to easily remember these corrections.


Si algunas veces porque realmente no logro entender muy bien el ingles asi lo intente puedo mejorar un poco pero se me sigue dificultando

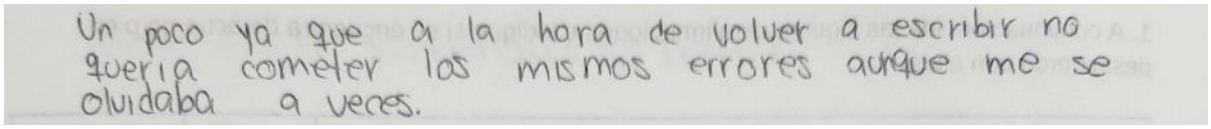
[Feedback Reception questionnaire #1, Question #5, April 4th, 2024. Student #11]

In this statement, the student relates her struggles integrating the feedback with a lack of understanding of English despite her efforts. She recognizes that while she can make some improvements, the language barrier remains there. This example highlights that although feedback is a valuable tool for enhancing accuracy in the target language, its effectiveness may depend on the student's level of proficiency. In other words, providing feedback in English may be counterproductive for someone who is already having trouble with the language.


Si ya que no tenia acceso a el documento y no recorduba con presicion las correcciones asignadas.

[Feedback Reception questionnaire #1, Question #5, April 4th, 2024. Student #8]

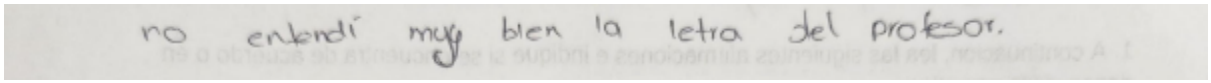
In this statement, the student explains that their inability to access the document hindered their memory of the specific corrections made. This example underscores the importance of having reference materials for students, as lacking access to feedback can impede their ability to apply corrections effectively in their writing.



[Feedback Reception questionnaire #1, Question #5, April 4th, 2024. Student #4]

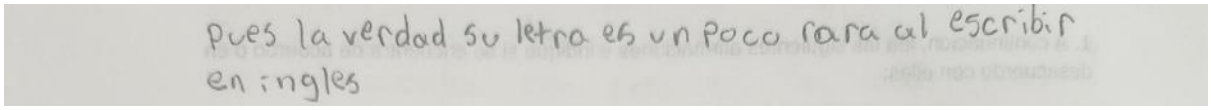
In this example, the student expresses a desire to avoid repeating mistakes when writing again, although she acknowledges that she sometimes forgets. This example illustrates the student's commitment to improvement and her awareness of past errors, highlighting the challenges of retaining corrections in their writing practice.

Additionally, some students referred to my handwriting as incomprehensible or "bizarre", which apparently complicated their ability to understand and apply the feedback. This finding is relevant because during the literature review stage of the project I was unable to identify the "teachers handwriting" as a relevant factor in feedback delivery for language teaching and learning. The following excerpts were taken and translated from questionnaire #1, applied on April the 4th, 2024.



[Feedback Reception questionnaire #1, Question #5, April 4th, 2024. Student # 9]

This excerpt shows the case of a student who mentioned my handwriting as an obstacle to fully understanding the feedback. This evidence suggests that the integration of feedback not only depends on the content of the message but also on its shape, and the way the message is delivered, including its physical presentation.



[Feedback Reception-questionnaire #1, Question #5, April 4th, 2024. Student #15]

This other sample aligns with the previous one, where the students express my handwriting to be "Bizarre" when in English, which makes it hard for her to understand the comments.

Some student entries, such as those expressing difficulties with understanding feedback due to handwriting issues or the use of English, align with the findings of Correa et

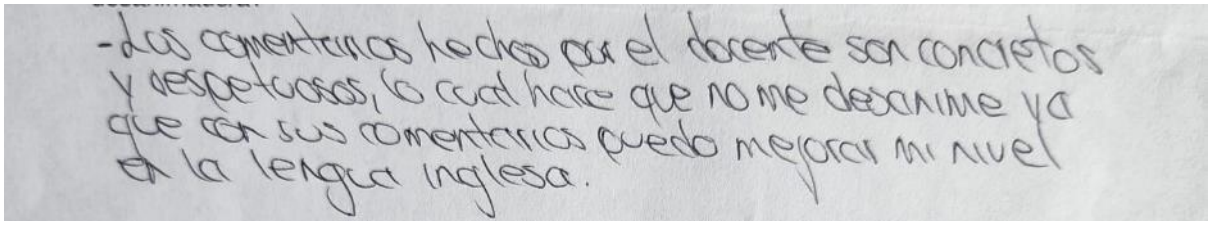
al. (2013). Their study emphasizes that students generally prefer feedback that is clear and provided in their native language, as overly complex feedback can result in confusion. These findings highlight the importance of clarity in feedback, whether through handwriting or typed comments, as well as the appropriate use of the target language to provide feedback. It is imperative for students to understand the message, otherwise, they will not have a chance to correct themselves. This raises an important question: at what stage in the learning process should teachers begin providing feedback in the target language to ensure it supports rather than hinders student understanding and progress?

Category 4: Students' Reactions and Perceptions Towards Writing in English.

This category aims to explore students' reactions and perceptions regarding the writing process and how they responded to the feedback received. It examines how students felt about the feedback, its influence on their motivation, and their perceived progress in writing skills and confidence. The analysis focuses on two main areas: advancements in student motivation and their self-perception of writing progress after receiving feedback. Through this lens, the category seeks to understand the overall impact of focused explicit written corrective feedback on students' attitudes and their writing accuracy development.

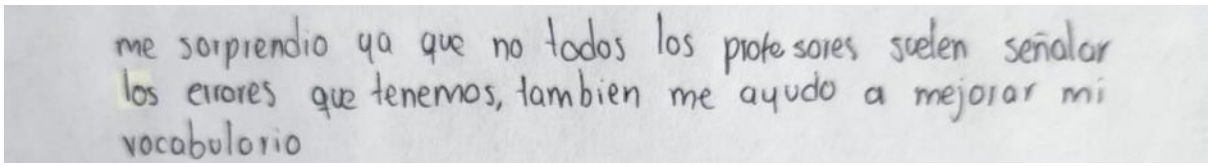
Advancements in Students motivation. This subcategory focuses on the data related to advancements and regressions the students showed and shared in terms of motivation when writing in the second language after being exposed to WCF. The answers submitted by my students reported that some of them felt surprised by the way feedback was delivered, as they were used to receiving corrections in the form of codes, such as underlining, X-marks, or error circling. Some of them even noted that this was the first time they had received feedback in such an explicit way.

One student particularly expressed that the teacher's concise and respectful comments helped prevent discouragement and allowed her to improve their level in the English language. Another student observed that this approach was unexpected, as not all teachers usually address students' mistakes, and it also helped her expand her vocabulary. Additionally, one student shared that her initial reaction to the feedback was one of surprise and satisfaction, as it was the first time a teacher had taken the time to correct and explain her errors. The excerpts below were taken from the students' questionnaire:



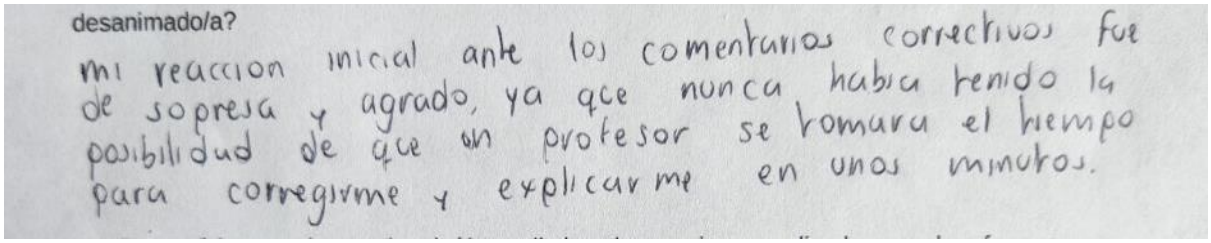
[Feedback Reception Questionnaire #1, Question #7, April 4th, 2024. Student #6]

Here, the student appreciates the teacher's concise and respectful comments, noting that this approach prevents them from feeling discouraged and helps them improve their English skills. This example illustrates how the tone and clarity of feedback play a key role in maintaining student motivation, while also supporting language improvement.



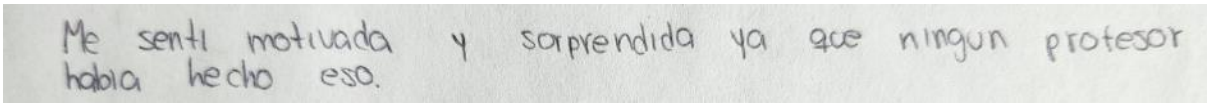
[Feedback Reception Questionnaire #1, Question #7, April 4th, 2024. Student #3]

In this statement, the student notes her surprise that not all teachers typically address their mistakes and mentions that the feedback helped improve her vocabulary. This example emphasizes how rare direct correction has been in her experience, while also showing the value of feedback in enhancing language development, particularly in expanding vocabulary.



[Feedback Reception Questionnaire #1, Question #7, April 4th, 2024. Student #8]

In this reflection, the student expresses surprise and appreciation for receiving corrective feedback, noting that it was the first time a teacher had taken the time to correct and explain things to them. This example highlights the student's positive response to individualized attention, suggesting that feedback is valued not only for its instructional benefit but also for the personalized care it represents.



[Feedback Reception Questionnaire #1, Question #7, April 4th, 2024. Student #4]

This other sample is relevant as it demonstrates that my students felt surprised since they had never received feedback in this way about their writing, my student specifically points out "I felt motivated and surprised since no other teacher had done that." Further supporting the assumption that Focused Explicit WCF has a beneficial effect on students' motivation in writing in the target language.

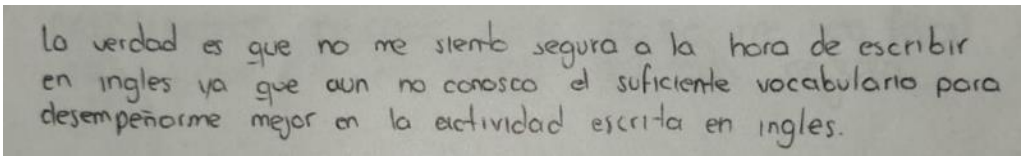
These advancements in student motivation are consistent with the findings of other researchers, such as Srichanyachon (2012) and Ur (2006), who are referenced in the theoretical framework supporting the idea that feedback, despite being corrective, when delivered politely, positively impacts student motivation. One student's response, more specifically from student #6, aligns with Srichanyachon's ideas, which reinforces the assumption that polite corrective feedback can enhance motivation.

Student Writing Progress Self-Perceptions. This subcategory focuses on students' reported perceptions of their writing process, progress and skills, as well as their emotional responses to writing in English after receiving the feedback. With this subcategory I sought to understand whether students considered their writing had improved, remained the same, or declined following the feedback reception. Additionally, I explored how the feedback impacted their confidence and motivation when writing in the target language.

The data revealed through the questionnaire that some students considered to have had improvements in their writing abilities and felt that the feedback helped them become more proficient. For instance, one student mentioned having significantly improved her writing, and having learned specific and basic things about the language, which made it easier for her to write. Others acknowledged improvements but still expressed a lack of confidence. One student said, "Despite not having complete confidence because it’s a language I don’t know very well, with the teacher’s recommendations, I can at least communicate ideas at a certain level." A few students noted that while they saw some benefits from the feedback, they continued to struggle with confidence. As one student explained, "The recommendations

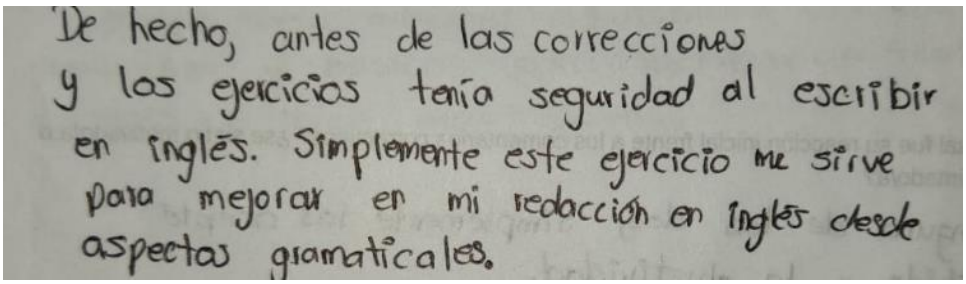
I've received can help me in the future, but I still find it quite challenging to feel confident when writing."

These responses indicate that while feedback can positively impact writing skills, confidence levels vary and remain a challenge for some students. Now I present excerpts taken from the questionnaire aiming to describe the effect that WCF had on my students self-perception towards their written production in terms of confidence.



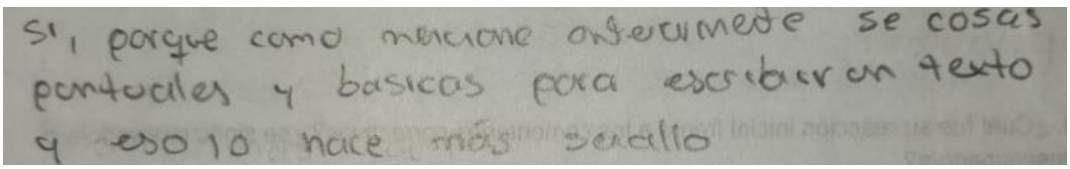
[Feedback Reception Questionnaire #1, Question #8, April 4th, 2024. Student #7]

This answer shows how the student did not feel confident when writing in English because she claimed not knowing enough vocabulary in the target language. This evidence shows that grammar structures, though important, are not sufficient for a learner to feel confident in written language production.



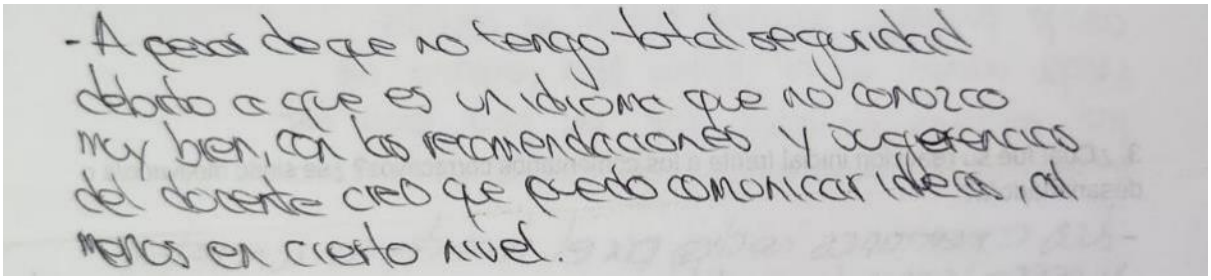
[Feedback Reception Questionnaire #1, Question #8, April 4th, 2024. Student #1]

In this example, the student affirms already feeling confident when writing in the target language before she even was exposed to WCF. However, she points out the exposure to help her improve her writing from a grammatical perspective.



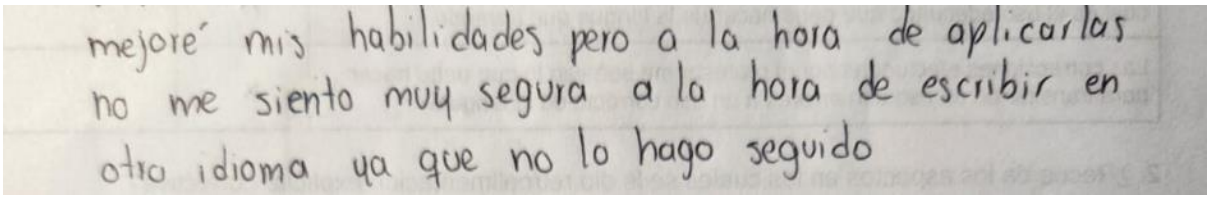
[Feedback Reception Questionnaire #1, Question #8, April 4th, 2024. Student #2]

This other sample illustrates how the student felt more confident when writing in English because of knowing what she described as “specific” and “basic” aspects of text writing that made it easier for her to write now.



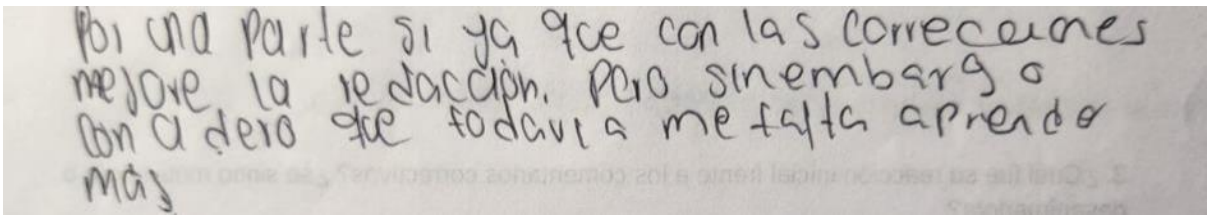
[Feedback Reception Questionnaire #1, Question #8, April 4th, 2024. Student #6]

In this excerpt, the student admits she still lacks full confidence in English but, with the teacher’s guidance, they can now express ideas to some extent. This example highlights how feedback helps the student overcome language barriers and boosts their confidence, even though she does not feel fully proficient.



[Feedback Reception Questionnaire #1, Question #8, April 4th, 2024. Student #3]

In this response, the student recognizes that her skills have improved but admits not to feel confident when applying them in writing due to not practicing the language often. This example shows that, despite noticeable progress, a lack of regular practice undermines the student's confidence in using the language effectively.



[Feedback Reception Questionnaire #1, Question #8, April 4th, 2024. Student #17]

In this excerpt, my student affirms improving her writing because of receiving "corrections" but then claims she considers she still has more to learn. Which is an indicator that students recognize that language learning is an ongoing process, influenced but not determined by how much feedback they receive, more specifically she mentions, "I" have more to learn which again puts some responsibility on the language learner and reassures the assumption that feedback delivery alone is insufficient as student engagement also plays a vital role in language integration and learning.

All in all, the analysis of students' self-perceptions after receiving Focused Explicit Written Corrective Feedback shows mixed results. While many students reported improvements in their writing skills, confidence levels remained uneven. Some felt more proficient in applying feedback, but others still struggled with insecurity due to limited vocabulary and the challenge that writing in English represents for them. Although WCF did enhance grammatical accuracy, its impact on building confidence was less evident when compared to the results of other studies (Waller, 2015, Barasheva, 2021)

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions resulting from the study on the effect of Focused Explicit Written Corrective Feedback on the written production of 10th-grade EFL students at *Liceo Femenino Mercedes Nariño*. In addition, it reveals the challenges encountered during the implementation of the study as well as the implications it has for pedagogical practice and second language educational research on feedback delivery, as well as those implications involving the institution where the study took place. It also provides recommendations for further research.

Conclusions

The present study aimed to describe the effect of Focused Explicit Written Corrective Feedback on the written production of 10th-grade English as a foreign language students at *Liceo Femenino Mercedes Nariño*. The results of this research help understand how specific types, frequencies, levels and ways of providing feedback affect students' grammar accuracy development, motivation advancements and regressions, and self-perception towards writing in English learners. These results, though independent on their own, might be considered and interpreted within the context of a larger body of evidence, particularly the studies discussed in the literature review which I consider to be valuable, well carried out studies for anyone who wants to be informed about the effects of feedback on second language teaching and learning.

In relation to the first specific objective which was to describe the role of providing Explicit Written Corrective Feedback on the writing accuracy of 10th-grade students at Liceo Femenino Mercedes Nariño, the study demonstrated a clear pattern of improvement in both individual and group-level writing accuracy. The quantitative data from the eight writing tasks showed a progressive decrease in overall error counts, with more significant improvements observed in later tasks. This suggests that frequent and repeated exposure to WCF allowed students to familiarize themselves with this approach and enabled them to gradually integrate corrections into their writing.

However, persistent errors, particularly in the use of personal pronouns and verb conjugations, were noted among a few students. These recurring issues indicate that while

WCF is effective in enhancing general writing accuracy, some students may require additional targeted support for certain grammar points. This finding highlights the importance of complementing WCF with additional instructional interventions to address more challenging grammatical areas.

With respect to the second specific objective which was “To describe the students’ perceptions in regard to the use of Explicit Written Corrective Feedback (WCF) on the EFL writing process.*”*, the qualitative data collected from student questionnaires and interviews revealed that most students perceived WCF as beneficial, although they also identified barriers towards its integration. They reported feeling motivated by the detailed and respectful nature of the corrections. Despite this positive reception, some students expressed difficulties in understanding or retaining the feedback, which impacted on their ability to apply corrections in subsequent tasks. Additionally, while several students gained confidence in their writing abilities, others still felt insecure, particularly due to vocabulary and language proficiency limitations. This suggests that while WCF plays a significant role in improving writing confidence, it is not the sole factor, vocabulary knowledge and language proficiency background also impact students' self-perception of their writing skills.

Finally, a number of barriers to the effective integration of WCF were identified in the category *Hinders towards feedback integration.* These barriers are also related to the second specific objective, since it explores my students' perceptions on how and why feedback was not fully integrated into their written production. First, most students reported only reviewing their feedback during class and did not engage with it outside of the classroom, limiting the long-term retention of corrections. Students’ engagement in actively reviewing corrections is an area of opportunity, where better practices and stimuli can play a major effect on feedback retention. Secondly, challenges like difficulties understanding the teacher's handwriting or the complexity of receiving feedback in a foreign language further hindered the integration process. These challenges give visibility to the need for us teachers to ensure feedback is accessible and clear, potentially through additional support mechanisms like digital platforms or reinforcement exercises for those students for whom this type of feedback pose difficulties.

All in all, this study illustrates the impact of Focused Explicit Written Corrective Feedback (WCF) on the written production of 10th-grade English learners at Liceo Femenino Mercedes Nariño. The findings demonstrate improvement in students' grammar accuracy and their writing self-perception, highlighting the motivational benefits of polite and precise

feedback. However, persistent errors indicate the need for additional targeted support in specific grammar areas. Furthermore, students reported barriers to effectively integrating feedback, such as limited engagement outside the classroom and challenges in comprehension. These insights suggest that while WCF is beneficial, enhancing feedback accessibility and encouraging consistent engagement could further empower students in their writing skills development. Overall, the study underscores the importance of this feedback approach in fostering language proficiency and confidence among learners.

Implications

Providing Focused Explicit Written Corrective Feedback carries implications for all subjects involved in the educational field. This feedback approach separates from traditional uninformed methods of error correction, it also requires continuous skill refinement from teachers and promotes reflective and evidence-based teaching practices. I will now describe some of the implications of using this feedback approach, focusing on the field of education, the institution *Liceo Femenino Mercedes Nariño,* and my personal experience as a teacher and researcher.

In the field of education, Focused Explicit WCF is a visible proof of the importance of implementing research-driven techniques to improve students' writing accuracy. Moving away from traditional methods like underlining or correction codes, which often prioritize convenience over effectiveness, this approach of feedback requires and encourages a deeper understanding of student errors. These errors not only can reveal cognitive processes, but also to a certain extent the influence of the first language on the foreign language learning.

At *Liceo Femenino,* where the project was conducted, this approach to feedback could influence how teachers and students approach writing. Implementing Focused Explicit WCF demands an individualized and thorough process, which could challenge the institution’s current methods but also lead to greater language learning outcomes. While this might increase the workload for teachers, it could also raise the quality teaching techniques as well as that of the class time and provide a more integral assessment of students' language development.

For me, as a preservice teacher and novice researcher, this experience has made me aware of how time-consuming it is to provide Focused Explicit Written Corrective Feedback. Each correction required carefully reading each text, it also took an effort to ensure that it

was understandable and provided a learning opportunity for every student to receive feedback. I came to learn that balancing the frequency and number of texts our students create is important not to affect our students' motivation to engage in the class. While some students initially expressed frustration with the frequency of writing tasks, they were generally pleased when they saw improvements in their work, but in the later writing tasks I was able to notice some of them were a little overwhelmed with the number of texts they had to produce. This reaffirmed the importance of timely and constructive feedback in maintaining students' motivation and promoting their growth.

In conclusion, the implications of delivering Focused Explicit WCF influence the subjects involved in the educational field, as well as educational and institutional practices, and the learning process of students. For the educational field, this method offers deeper insights into language learning and the cognitive processes involved. For institutions, it could lead to improved student outcomes but require thoughtful implementation. Personally, I've learned that this feedback method, while demanding, is essential for helping students develop their writing skills and their confidence. Providing feedback in a timely and balanced manner is key to ensuring that students not only correct their mistakes but also continue to feel motivated to improve

Limitations

Several challenges affected the implementation of the study. Firstly, as a preservice teacher, I was subordinated to the principal English teacher's approval for time usage and grammar topic development, which limited my control over the class times and activities. This lack of autonomy sometimes meant adjusting my plans to fit the main teacher's schedule or priorities, which were in turn determined by the IB program mentioned in chapter I.

Additionally, some students often missed class due to extracurricular activities or being absent on the day the writing exercise took place, which limited my intention of measuring the effects of Focused Explicit WCF on a broader range of students during each rounding. The writing process was structured so that students would complete their texts every Tuesday, and by Thursday, they received the corrected versions. With the following Tuesday designated for the next writing task, there was not any time available for students who were absent to catch up on the missed written exercise.

Time constraints were also a limitation. The study took place over approximately three months, during which various interruptions like holidays, teacher strikes, and schedule changes affected classroom time. I had only 30 minutes per week for students to complete writing tasks and another 10 minutes for them to review feedback and ask questions. These unforeseen circumstances made it difficult for me to implement my project as planned and, therefore, assess the effectiveness of the feedback on ideal circumstances.

Moreover, ethical concerns in the field of education, along with the perspectives of my university's faculty kept me from using control groups as a methodological element to gather comparative data on the effects of focused explicit WCF. Even though I initially considered this methodological tool at the start of the project, my thesis tutor discarded it, explaining that not providing feedback to one group while providing it to another could be considered educationally unethical as it might disadvantage certain students.

Further research

My research contributes to the existing body of evidence supporting two ideas. First, focused written corrective feedback has a more positive effect than unfocused written corrective feedback, and second, providing feedback is generally more beneficial than offering none. However, there is still room for further debate regarding the effectiveness of explicit versus implicit corrective feedback. While my results showed slightly greater improvements with explicit feedback, this area needs further exploration. For instance, there could be research exploring the impact of focused explicit corrective feedback vs Focused Implicit Corrective Feedback, and the researchers could find a number of different outcomes in terms of motivation advancement, error correction, feedback reach and limitations and its effects on a group and individual level.

Based on my experience as a feedback provider, I also recommend future research focusing on the following aspects. Considering the amount of time and effort I dedicated to hand-writing corrections for my students, I realized that providing Focused Explicit Written Corrective Feedback is, to some extent, a task that could be automated. In this context, I consider AI can be used for this purpose. If the result is positive, it could free up teachers' time, allowing them to focus on improving lesson plans and advancing student engagement and motivation rather than performing repetitive tasks. More specifically, I suggest further

research to explore the impact that AI generated Focused Explicit Written Corrective Feedback has on EFL students' written production. If the results are equitable or better, I would not see a reason for us teachers not relegating this task to AI.

From my experience, I consider control groups to be a valuable tool in educational research that offers valuable information into the actual impact of our actions. However, I agree they should only be used when the research does not worsen students' educative process, such as worsening their learning conditions or denying them guidance for a long period of time. In this case, not providing any feedback to a control group not only was not harmful to students, but it has also previously been done in other projects (Petchprasert, 2012, Fan, N & Ma, 2018, Van Beuningen, 2011). This is why I recommend future researchers in this matter to do as much as can be done to take advantage of this comparative tool research allows.

Finally, one of my findings involved the case of a student who often struggled with the adjective-noun phrase order due to a lack of knowledge of lexical categories such as what nouns and adjectives are. My student would always place nouns before adjectives, and I was able to determine that this was in part due to the influence my students ' mother tongue had on the target language. This observation raises two questions for further research: first, how does a student's knowledge and awareness of lexical categories impact their second language learning process? And second, to what extent does the grammar of the first language influence second language grammar acquisition? The answers to these questions could provide scientific reasons to encourage better and greater coordination between academic subjects like native and foreign languages in schools.

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ANNEXES

Annex #1: Interviews with students on the Impact of Explicit Written Corrective Feedback

Student #13 interview

Entrevistador:. Entonces, antes de empezar, quiero darte un reconocimiento porque en las pruebas que hicimos, tú pudiste pasar de tener errores en la primera ronda a no tener ninguno en la segunda. Educativamente hablando, es un éxito total.

Student #13: Gracias.

Entrevistador: Listo. Lo primero que yo te quiero preguntar es si recuerdas qué fue lo que se te corrigió.

Student #13: pues en las primeras se me corrigió mucho cuando utilizar 'are' y cuándo utilizar "is" o sea plural y singular, ya en las últimas, lo que más tenía errores es que confundía 'They are' y 'There are'

Entrevistador: Yo quiero preguntarte si tú revisabas la corrección solamente acá en el salón de clase o si les daba el tiempo también en la casa.

Student #13: Solo acá, profe.

Entrevistador: ¿Y cómo crees que eso pudo haber afectado, digamos, tu desempeño? Es decir, ¿tú consideras que tu escritura mejoró con las correcciones que se te dio?

Student #13: Sí, pues no creo que en gran parte, porque no son escritos difíciles. No son escritos complejos, pero en las cosas que estaba fallando, sí logré mejorar y sentí un avance en esas cosas mínimas y pequeñas que yo creo que ya debía de haber sabido diferenciar y haberlo hecho bien.

Entrevistador: ¿Crees que es diferente la forma en que se te dio corrección acá a cómo se te han corregido previamente los otros?

Student #13: Sí, porque siento que los profesores no se toman como, como el tiempo, por decirlo así, de explicar en qué estamos fallando. Sí, pueden decir brevemente en qué estamos fallando, pero no como tal de revisar y de hacer más escritos para no fallar en ella.

Entrevistador: Listo, esas eran todas las preguntas. Gracias por tus respuestas.

Student #13: bueno, profesor. Muchas gracias.

Entrevistador: Ya puedes volver al salón.

Annex #2 Informed Parental Consent

	FORMATO
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 2

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Departamento de Humanidades, Universidad Pedagógica		
Título del proyecto de investigación	El Efecto del Feedback Correctivo Escrito Explícito en la Precisión de la Producción Escrita de Estudiantes de Inglés como Lengua Extranjera		
Descripción breve y clara de la investigación	Los estudiantes realizarán textos en inglés de los cuales se les brindará retroalimentación explícita. Este proceso les ayudará a reconocer fácilmente sus áreas de mejora y contribuirá positivamente a su proceso de escritura en inglés		
Descripción de los posibles riesgos de participar en la investigación	Algunos posibles riesgos asociados a la provisión de la retroalimentación explícita correctiva son: • Que los estudiantes no entiendan la retroalimentación en inglés. • Que se desanimen por no recibir una calificación cuantitativa en sus trabajos. • La revisión de la retroalimentacion correctiva requiere tiempo y esfuerzo por parte de los estudiantes para su comprensio		
Descripción de los posibles beneficios de participar en la investigación.	El estudiante tendrá la oportunidad de mejorar sus competencias escritas en la lengua extranjera. El estudiante aprenderá vocabulario nuevo. El estudiante recibirá asesoría personalizada para superar sus dificultades en la lengua extranjera.		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Juan Ostos		
	N° de identificación: 1001201726	Teléfono:	3026586310
	Correo electrónico:jua23iego.0@gmail.com		
	Dirección:universidad pedagógica nacional calle 72		

•

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____mayor de edad, identificado con Cédula de Ciudadanía Nº_____ de_____, con domicilio en la ciudad de_____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____
Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
_____	_____	_____

	FORMATO
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 2

_____ _____ _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en:_____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

_____
Nombre del adulto responsable del niño o adolescente: _____
Nº Identificación: _____ Fecha: _____

Firma del Testigo:

_____
Nombre del testigo: _____
Nº de identificación: _____
Teléfono:

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Juan Ostos _____
Nº Identificación: 1001201726
Fecha: 09-27-2023

Annex #3 Feedback reception Questionnaire

1. A continuacion, lea las siguientes afirmaciones e indique si se encuentra de acuerdo o en desacuerdo con ellas:

Afirmacion	Estoy de acuerdo	No estoy de acuerdo
Las correcciones a mis textos por parte del profesor indican de manera clara cuáles son los aspectos en los cuales fallo/ me equivoco/ puedo mejorar al escribir un texto en inglés.	X	
Las correcciones realizadas por parte del docente a mis textos ejemplifican cual es el uso adecuado que debo hacer de la lengua que aprendo.	X	
Las correcciones efectuadas por el profesor me señalan lo que debo hacer para transitar de un uso con errores a un uso correcto de la lengua.	X	

2. ¿Recuerda los aspectos en los cuales se le dio retroalimentacion explícita correctiva? ¿Cuáles fueron?

Usar "the same" en vez de "loo" en casos especiales.

Usar "to" en vez de "for" en casos especiales.

Aumentar el uso de conectores

3. ¿Cuál fue su reacción inicial frente a los comentarios correctivos? ¿se sintio motivado/a o desanimado/a?

Me sentía un poco desanimada, sin embargo, leer los comentarios me hacian sentir más segura conocer más cosas para los proximos textos.

4. ¿Con qué frecuencia usted revisó/ atendio las observaciones realizadas por el profesor a sus escritos?

Solía leerlos antes de iniciar las clases de ingles, pero usualmente lo olvidaba muy rapido.

A. En clase y en casa **B. Solo en clase** C. En clase pero no las revise/ no me quedaron claras

5. ¿Existieron dificultades al tratar de entender la retroalimentacion dada sobre sus escritos? Explique cuales:

Se me complica entender en que tipos de situación se usan las correcciones dadas, sin embargo, eso no es culpa de las instrucciones, sino de unas complicaciones cognitivas.

6. ¿Existieron dificultades al tratar de integrar el la retroalimentacion en sus futuros escritos?

Uasomenos ya que no me daba a entender en los próximos textos o me quedaba bien que la anterior o mal

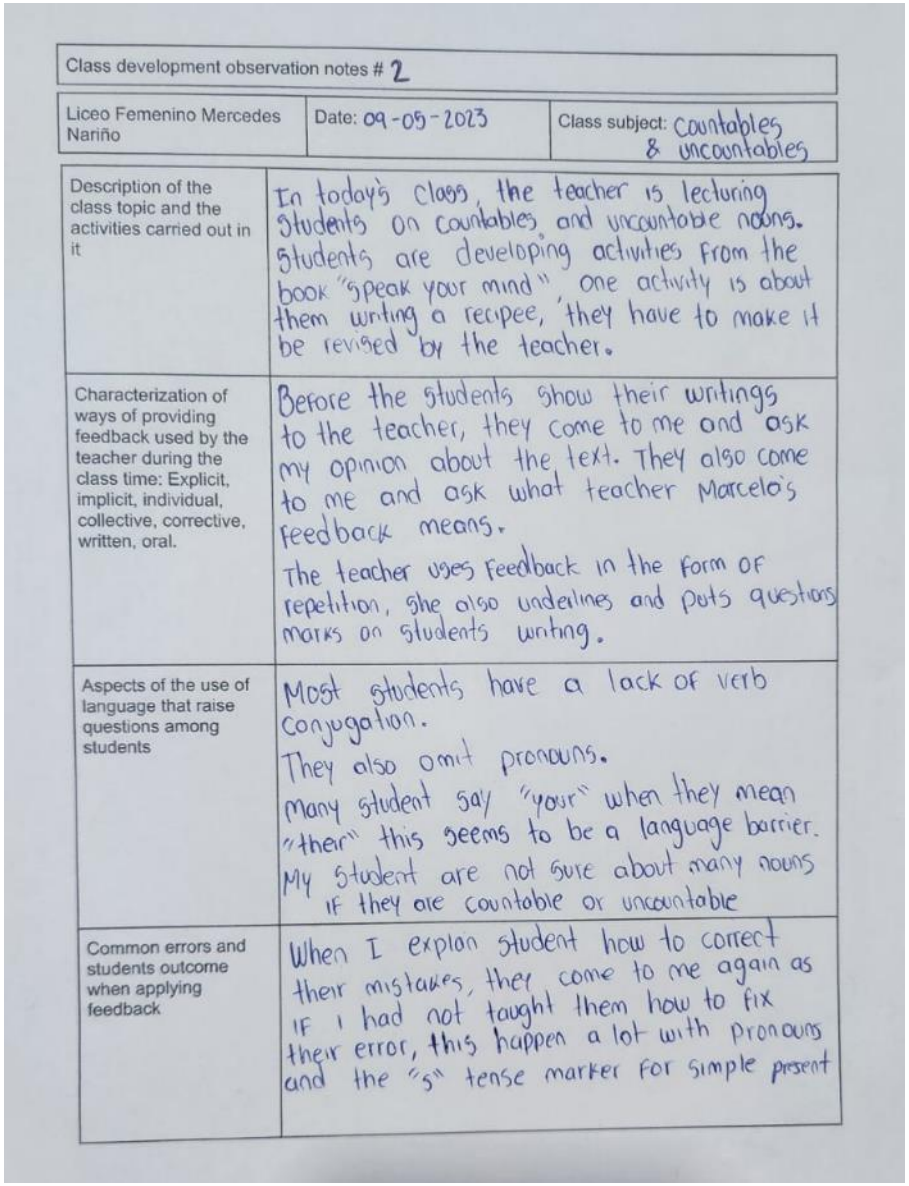
7. ¿Notó usted alguna mejora en sus habilidades comunicativas en inglés de manera escrita después de recibir y trabajar en la retroalimentacion correctiva? Si es así, ¿puedes dar ejemplos específicos?

Uasomenos ya que lo quería dar a expresar no lo podía dar a expresar bien por mis dificultades hacia los conectores

8. ¿Se siente más seguro/a ahora al escribir en inglés? ¿Por qué sí o por qué no?

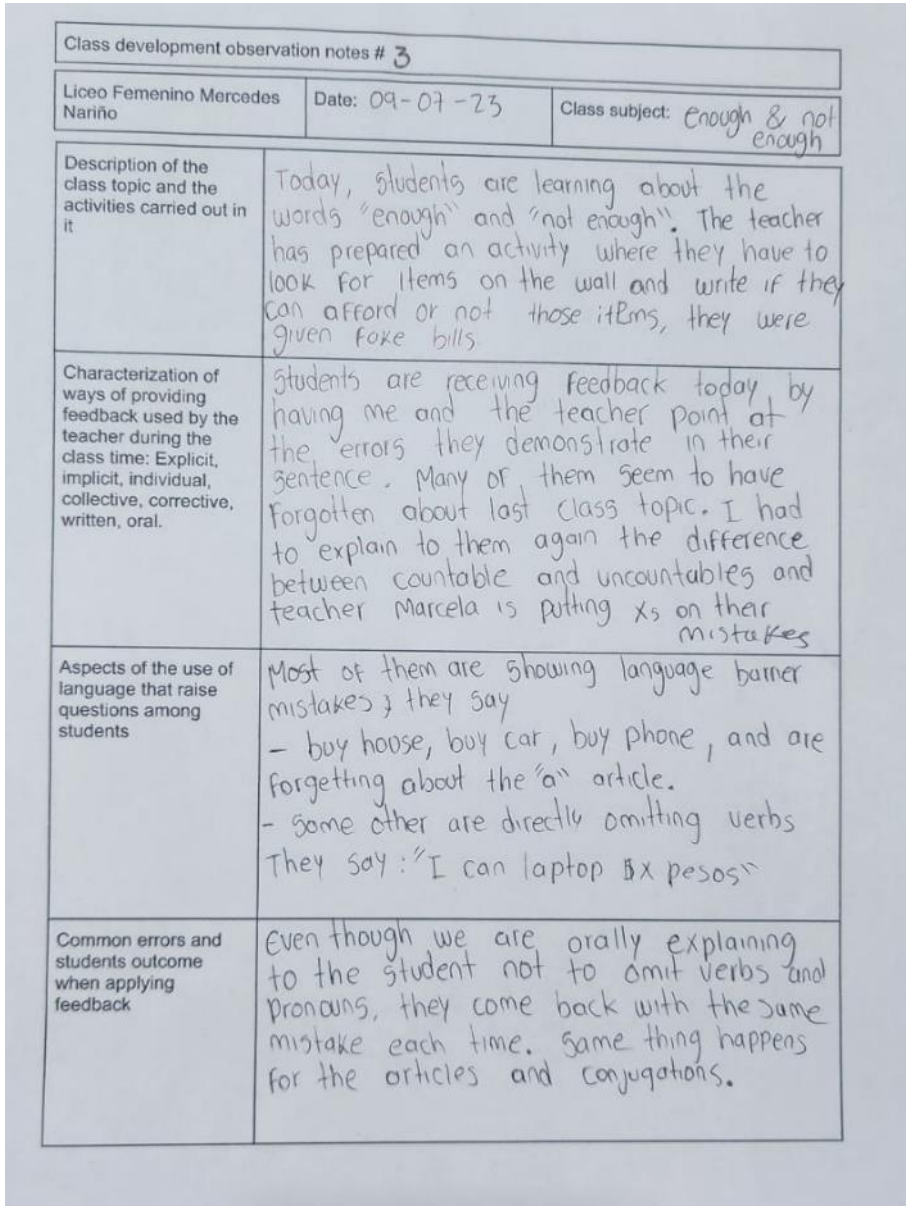
No, ya que no entiendo algunas cosas o no se como se escribe y los conectores

Annex #4 Field notes



Class development observation notes # 2		
Liceo Femenino Mercedes Nariño	Date: 09-05-2023	Class subject: Countables & uncountables

Description of the class topic and the activities carried out in it	In today's class, the teacher is lecturing students on countables and uncountable nouns. Students are developing activities from the book "speak your mind", one activity is about them writing a recipee, they have to make it be revised by the teacher.
Characterization of ways of providing feedback used by the teacher during the class time: Explicit, implicit, individual, collective, corrective, written, oral.	Before the students show their writings to the teacher, they come to me and ask my opinion about the text. They also come to me and ask what teacher Marcelo's feedback means. The teacher uses feedback in the form of repetition, she also underlines and puts questions marks on students writing.
Aspects of the use of language that raise questions among students	Most students have a lack of verb conjugation. They also omit pronouns. Many student say "your" when they mean "their" this seems to be a language barrier. My student are not sure about many nouns if they are countable or uncountable
Common errors and students outcome when applying feedback	When I explan student how to correct their mistakes, they come to me again as if I had not taught them how to fix their error, this happen a lot with pronouns and the "s" tense marker for simple present



Class development observation notes # 3		
Liceo Femenino Mercedes Nariño	Date: 09-07-23	Class subject: Enough & not enough

Description of the class topic and the activities carried out in it	Today, students are learning about the words "enough" and "not enough". The teacher has prepared an activity where they have to look for items on the wall and write if they can afford or not those items, they were given foke bills
Characterization of ways of providing feedback used by the teacher during the class time: Explicit, implicit, individual, collective, corrective, written, oral.	Students are receiving feedback today by having me and the teacher point at the errors they demonstrate in their sentence. Many of them seem to have forgotten about last class topic. I had to explain to them again the difference between countable and uncountables and teacher Marcela is putting Xs on their mistakes
Aspects of the use of language that raise questions among students	Most of them are showing language barrier mistakes ; they say - buy house, buy car, buy phone, and are forgetting about the "a" article. - some other are directly omitting verbs They say: "I can laptop 5x pesos"
Common errors and students outcome when applying feedback	Even though we are orally explaining to the student not to omit verbs and pronouns, they come back with the same mistake each time. Same thing happens for the articles and conjugations.

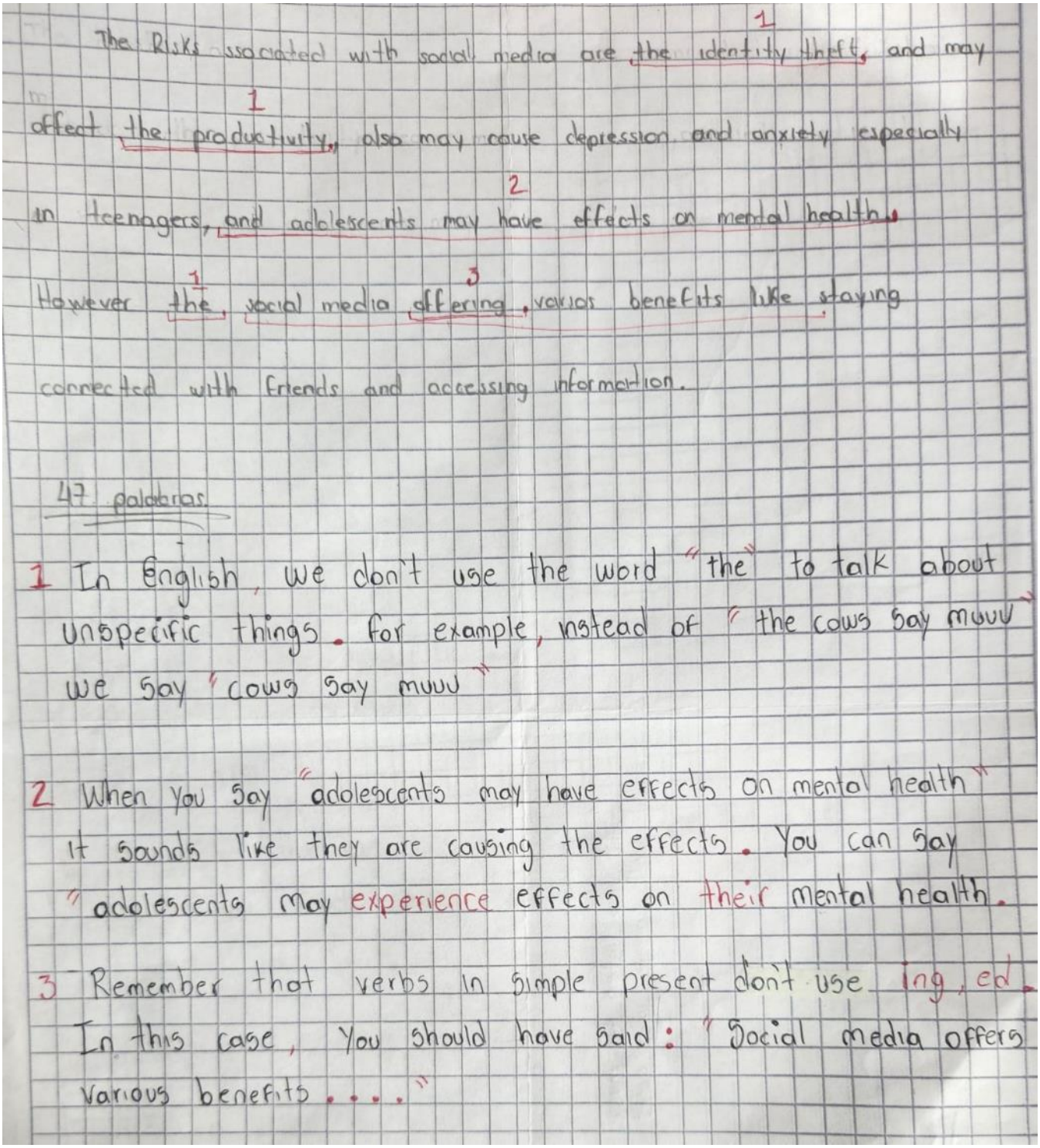
Annex #5: Writing tasks error count, sorted by name, and completion date.

	march 5	march 12	march 19	
Text Subject	Shoulds and shouldn'ts on social media	How to live a healthy life	A friend will visit Bogota	Outcome
Student #1	2	1	1	Fewer
Student # 2	6	4	4	Fewer
Student # 3	1	2	3	More
Student # 4	2	5	4	More
Student # 5	No data	4	0	Fewer
Student # 6	No data	3	1	Fewer
Student # 7	3	4	4	More
Student # 8	No data	3	7	More
Student # 9	No data	2	1	Fewer
Student # 10	No data	0	2	More
Student # 11	3	3	No data	Even
Student # 12	No data	3	0	Fewer
Questionnnaire	april 16			
	april 23	april 30	may 7	
Text Subject	People on the beach	People on a picnic	Classroom	Outcome
Student #1	1	0	0	Fewer
Student #2	3	2	1	Fewer
Student #3	2	1	0	Fewer
Student #4	2	2	2	Even
Student #5	2	1	0	Fewer
Student #6	1	3	1	Even
Student #7	1	2	No data	More
Student #8	3	1	No data	Fewer
Student #9	3	1	No data	Fewer

Student #13	3	2	0	Fewer
Student #14	1	0	0	Fewer
Student #15	3	2	1	Fewer
Student #16	2	1	3	More
Interviews	May 14			
	May 21	May 28		
Text Subject	**2023 Highlights**	**Autobiography**	Outcome	
Student #1	0	0	Even	
Student #2	2	1	Fewer	
Student #3	2	2	Even	
Student #5	1	0	Fewer	
Student #7	1	0	Fewer	
Student #8	3	2	Fewer	
Student #9	2	1	Fewer	
Student #13	4	2	Fewer	
Student #15	2	1	Fewer	

Annex #6 students' artifacts and teacher feedback

Writing task #1 Should and should not's on social media?



The Risks associated with social media are the identity theft, and may affect the productivity, also may cause depression and anxiety especially in teenagers, and adolescents may have effects on mental health. However the social media offering various benefits like staying connected with friends and accessing information.

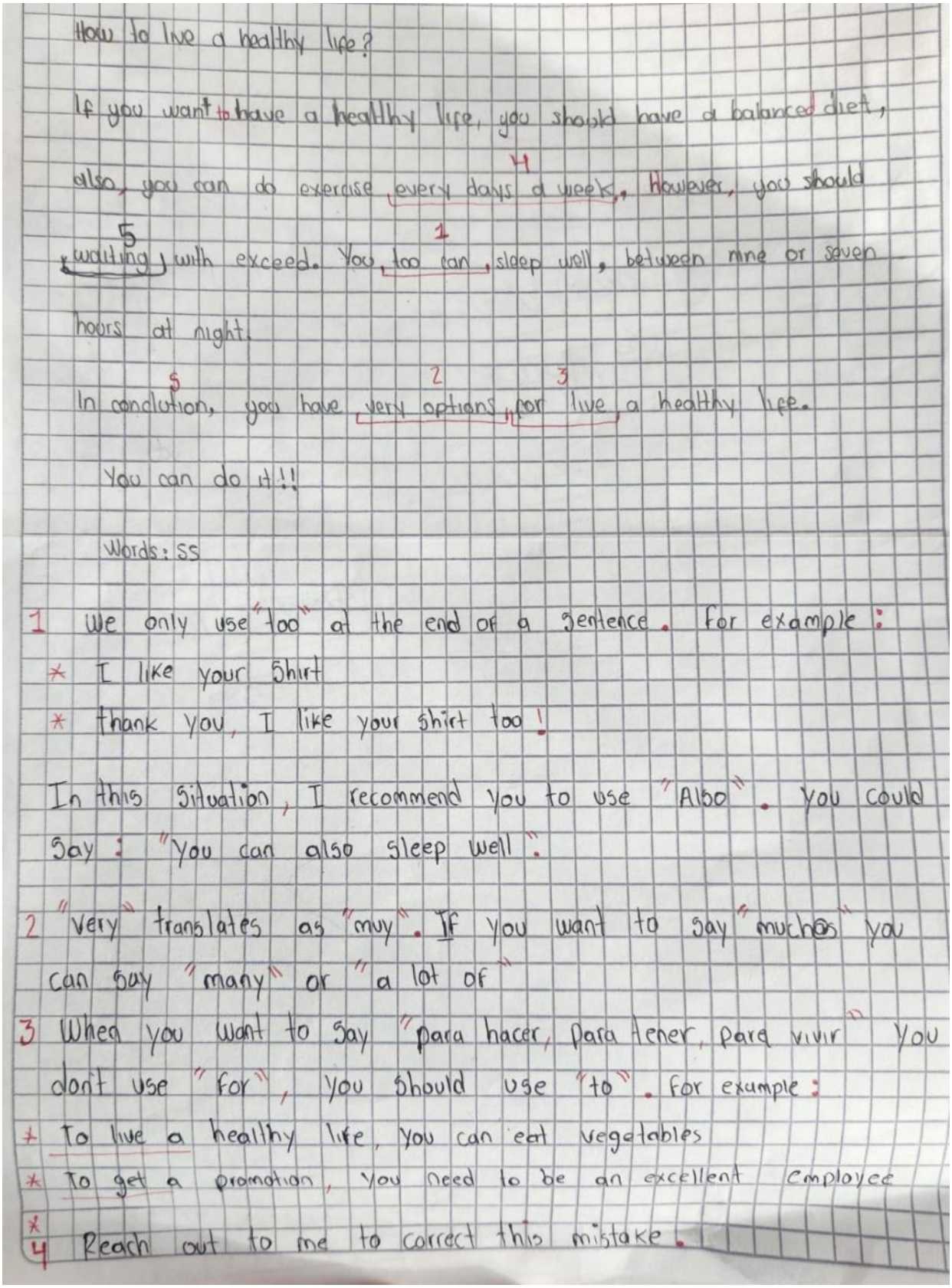
47 palabras

1 In English, we don't use the word "the" to talk about unspecific things. for example, instead of "the cows say muuu" we say "cows say muuu"

2 When you say "adolescents may have effects on mental health" it sounds like they are causing the effects. You can say "adolescents may experience effects on their mental health.

3 Remember that verbs in simple present don't use ing, ed. In this case, you should have said: "Social media offers various benefits ...."

Writing task #2 How to live a healthy life?



How to live a healthy life?

If you want to have a healthy life, you should have a balanced diet, also, you can do exercise every days 4 a weeks, However, you should waiting 5 with exceed. You too 1 can sleep well, between nine or seven hours at night.

In conclution 5, you have very 2 options 3 for live a healthy life.

You can do it!!

Words: 55

1 We only use "too" at the end of a sentence. For example:

* I like your shirt
* Thank you, I like your shirt too!

In this situation, I recommend you to use "Also". You could say: "You can also sleep well".

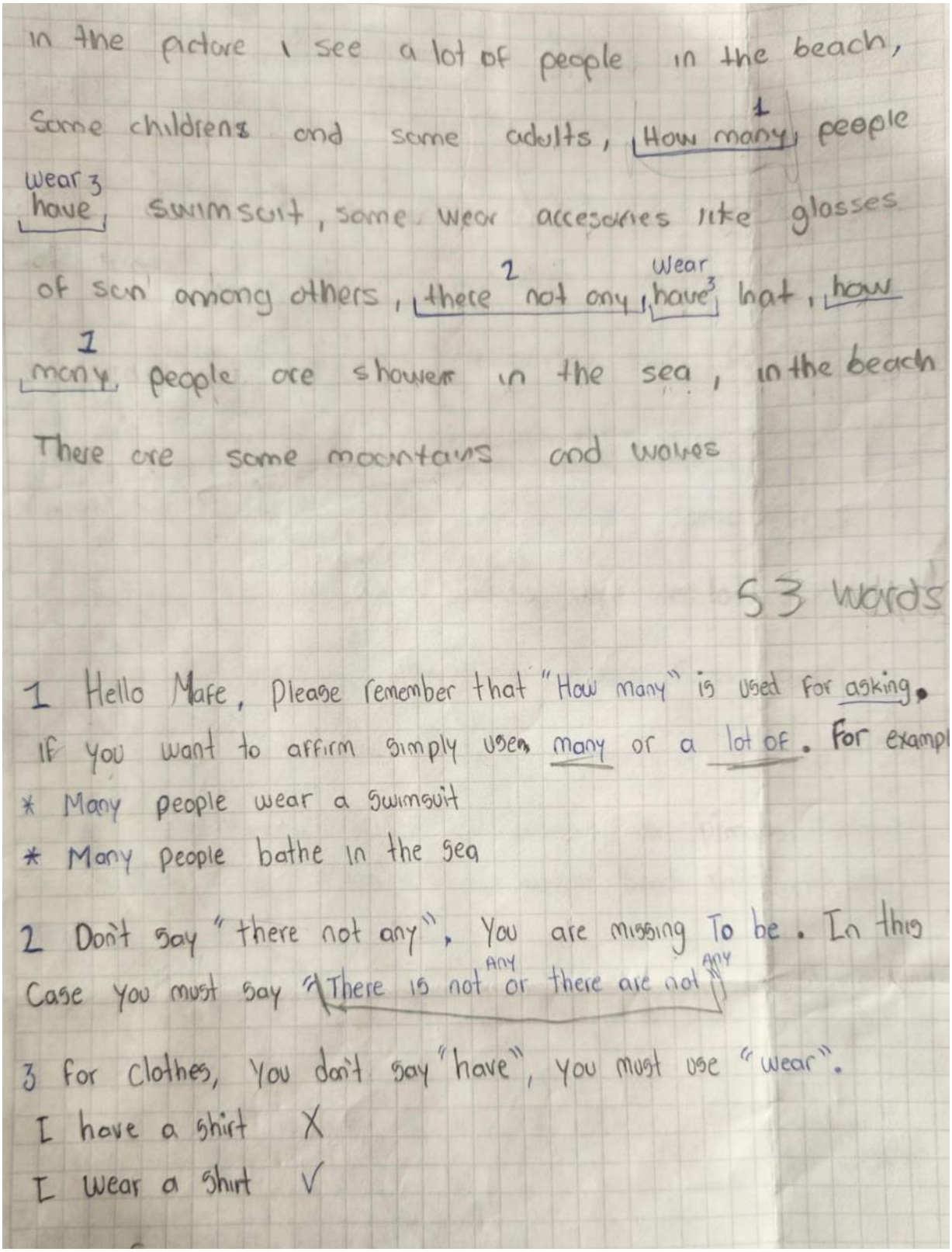
2 "very" translates as "muy". If you want to say "muchos" you can say "many" or "a lot of"

3 When you want to say "para hacer, para tener, para vivir" You don't use "for", you should use "to". For example:

* To live a healthy life, you can eat vegetables
* To get a promotion, you need to be an excellent employee

4 Reach out to me to correct this mistake.

Writing task #4 Describe the people on the beach!



In the picture I see a lot of people in the beach, some childrens and some adults, How many people wear have swimsuit, some wear accesories like glasses of sun among others, there not any, have hat, how many people are shower in the sea, in the beach There are some mountains and waves

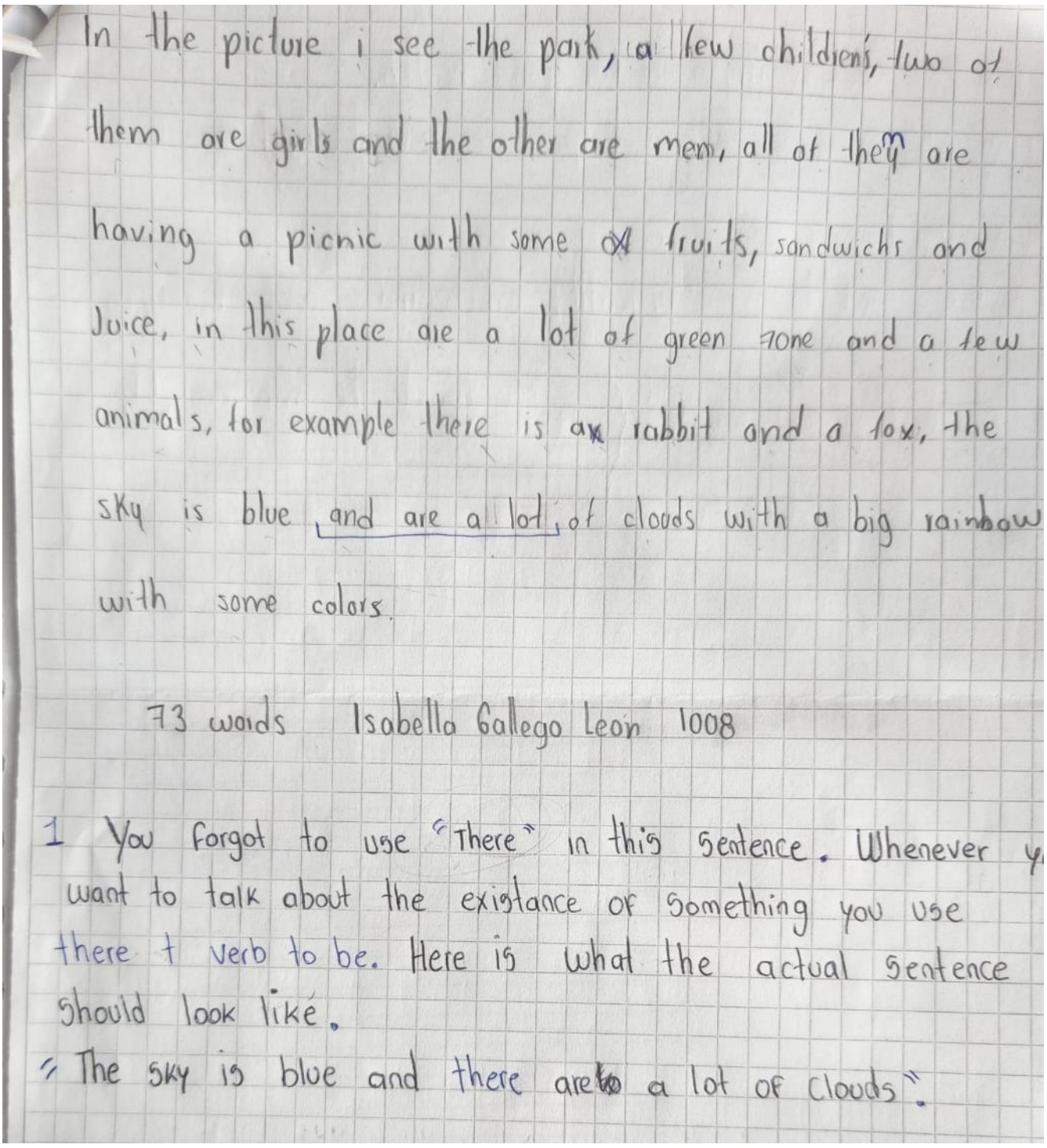
53 words

1 Hello Mafe, Please remember that "How many" is used for asking. If you want to affirm simply use many or a lot of. For examp
* Many people wear a swimsuit
* Many people bathe in the sea

2 Don't say "there not any". You are missing To be. In this Case you must say "There is not any or there are not any"

3 for clothes, you don't say "have", you must use "wear".
I have a shirt X
I wear a shirt ✓

Writing task #5 Describe the people having a picnic!



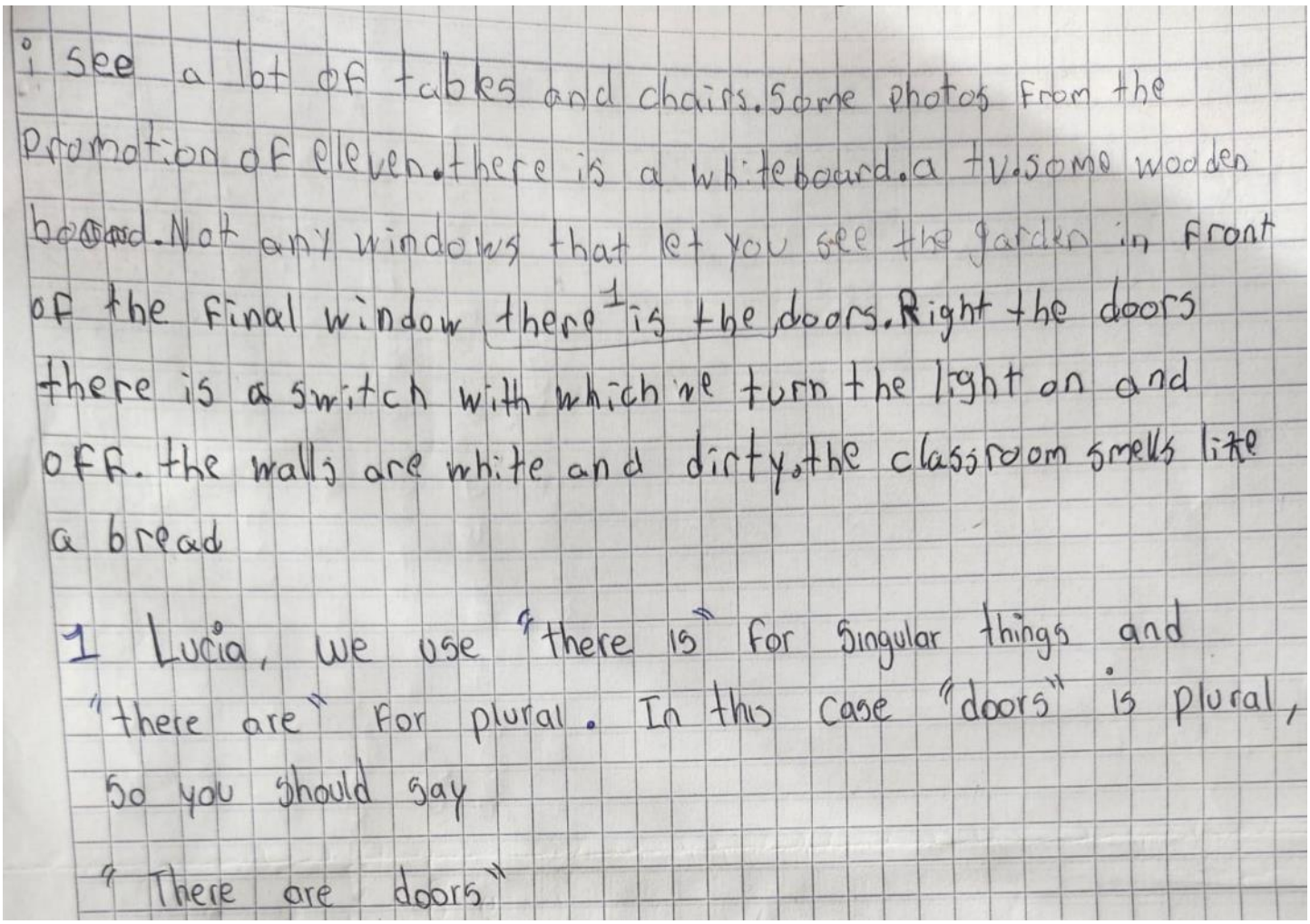
In the picture i see the park, a few childiens, two of them are girls and the other are men, all of they are having a picnic with some ~~of~~ fruits, sandwichs and Juice, in this place are a lot of green zone and a few animals, for example there is ~~an~~ rabbit and a fox, the sky is blue and are a lot of clouds with a big rainbow with some colors.

73 words Isabella Gallego Leon 1008

1 You forgot to use "There" in this sentence. Whenever y want to talk about the existance of something you use there + verb to be. Here is what the actual sentence should look like.

" The sky is blue and there are ~~to~~ a lot of clouds".

Writing task #6 Describe your classroom settings!

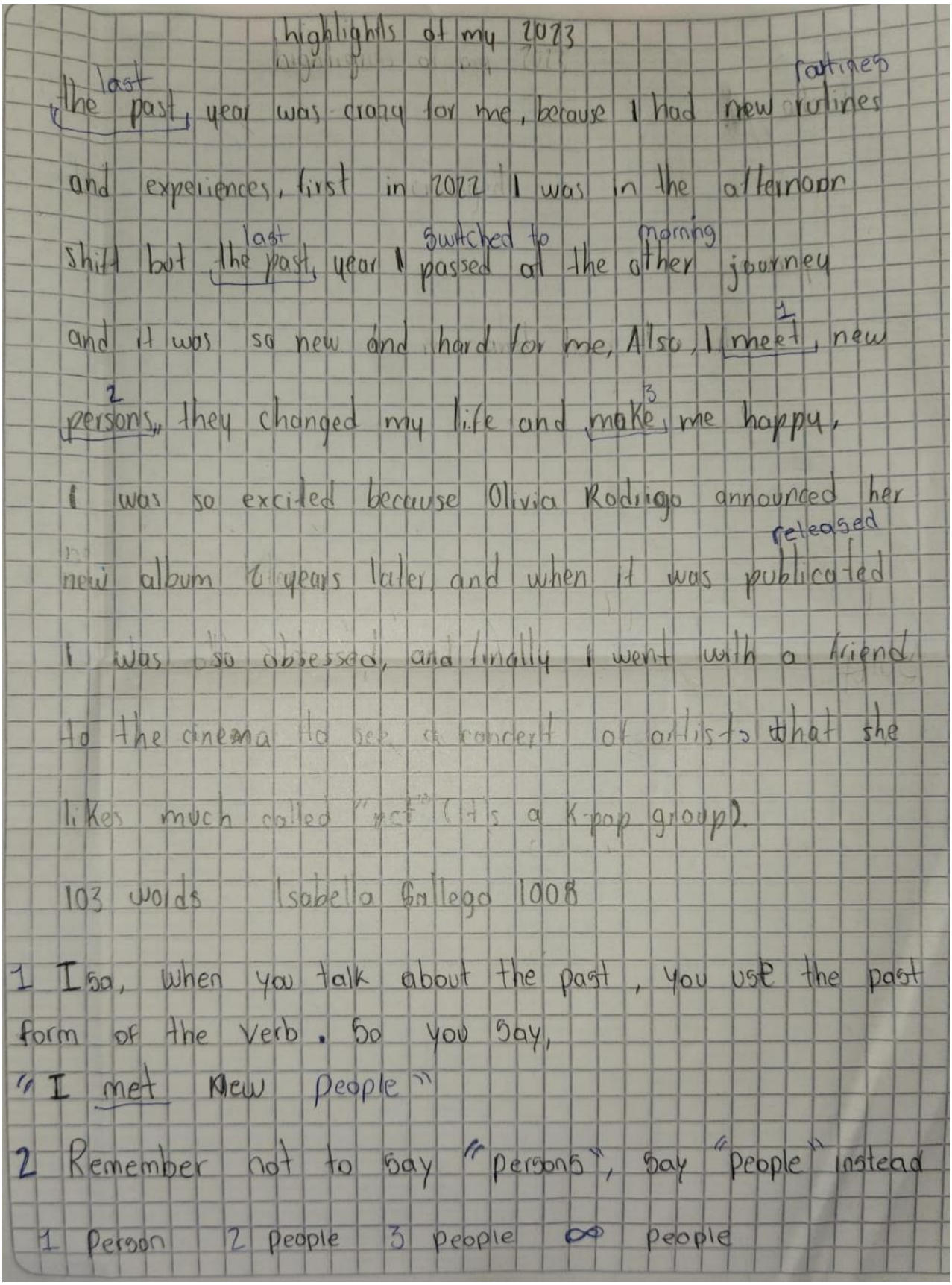


i see a lot of tables and chairs. Some photos from the promotion of eleven. there is a whiteboard. a tv. some wooden board. Not any windows that let you see the garden in front of the final window there[1] is the doors. Right the doors there is a switch with which we turn the light on and off. the walls are white and dirty. the classroom smells like a bread

1 Lucia, we use "there is" for singular things and "there are" for plural. In this case "doors" is plural, so you should say

"There are doors"

Writing task #7 Highlights of your 2023



highlights of my 2023

The last past year was crazy for me, because I had new routines and experiences, first in 2022 I was in the afternoon shift but the last past year I switched to passed at the morning other journey and it was so new and hard for me, Also, I meet 1, new persons 2, they changed my life and make 3, me happy,

I was so excited because Olivia Rodrigo announced her new album 2 years later, and when it was publicated released I was so obsessed, and finally I went with a friend to the cinema to see a concert of artists that she likes much called "nct" (it's a K-pop group).

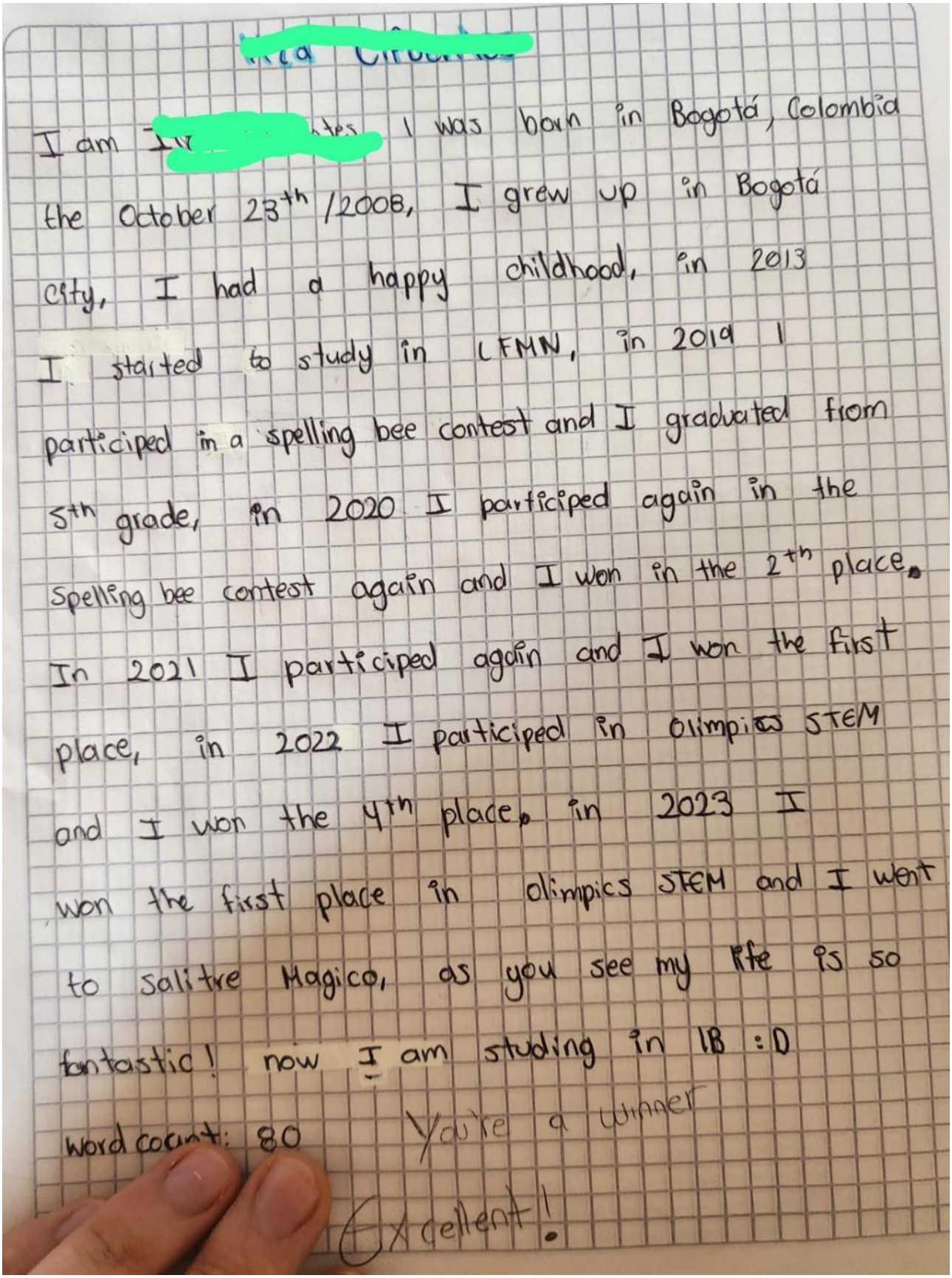
103 words Isabella Gallego 1008

1 Iso, when you talk about the past, you use the past form of the verb. So you say,
"I met New people"

2 Remember not to say "persons", say "people" instead

1 Person 2 people 3 people ∞ people

Writing task #8 write an autobiography!



I am [redacted] I was born in Bogotá, Colombia the October 23th /2008, I grew up in Bogotá city, I had a happy childhood, in 2013 I started to study in LFMN, in 2019 I participed in a spelling bee contest and I graduated from 5th grade, in 2020 I participed again in the spelling bee contest again and I won in the 2th place. In 2021 I participed again and I won the first place, in 2022 I participed in olimpics STEM and I won the 4th place, in 2023 I won the first place in olimpics STEM and I went to Salitre Magico, as you see my life is so fantastic! now I am studing in IB :D

word count: 80

You're a winner

Excellent!