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EXPLORING THE EFFECTS OF DYNAMIC WRITTEN CORRECTIVE FEEDBACK ON LEARNERS' PERCEPTIONS OF DEVELOPING WRITING SKILLS IN ENGLISH

Tesina de postgrado para optar al grado de Magíster en Enseñanza del Inglés como Lengua Extranjera

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"It is always a good mistake"

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ABSTRACT

This study aimed to investigate the perceptions of junior high students from a subsidized school in Chile in regards of the improvement of written skills through an instructional methodology called Dynamic Written Corrective Feedback. A sample of 13 students participated during two weeks under the implementation of this methodology. Before the application of DWCF, participants were asked to participate in a focus group in order to know the learners' background information towards learning English, as well as their experiences related to feedback. Afterwards, the students were required to write and rewrite paragraphs and record their errors in a tally sheet after each session until their written pieces were error free. Finally, the students participated in one-on-one interviews, so as to know their perceptions towards the implementation of this instructional methodology. The data collected from the instruments were analyzed by means of Content Analysis (Creswell, 2012). Main findings show that the students perceived an improvement of their writing skills through the implementation of Dynamic Written Corrective Feedback, as they could achieve written accuracy. A more in-depth and extended study is advised to obtain more insight into the learners' perceptions towards this instructional methodology at different school levels, with the purpose of obtaining a broader data collection in the implementation of this methodology.

RESUMEN

Este estudio pretende investigar las percepciones de alumnos pertenecientes a 3º medio de un colegio particular subvencionado en Chile, con respecto a la mejora de sus habilidades escritas, a través de una metodología llamada Dynamic Written Corrective Feedback. Una muestra de 13 alumnos participaron durante dos semanas bajo la implementación de esta metodología. Antes de la aplicación del DWCF, los estudiantes participaron en un grupo focal para poder recolectar información sobre sus distintos contextos relacionados a su aprendizaje del inglés y también sus experiencias relacionadas a la retroalimentación. Más tarde, se les pidió a los alumnos que re-escribieran sus párrafos y anotaran sus errores en una hoja de registro después de cada sesión hasta que sus párrafos estuvieran libres de error. Finalmente, los estudiantes participaron de entrevistas personales, para poder saber sus percepciones sobre la implementación de esta metodología instruccional. Los datos recolectados fueron analizados bajo un modelo descriptivo y de diseño exploratorio (Creswell, 2012). Los resultados muestran que los estudiantes pudieron percibir una mejora de sus habilidades escritas bajo la implementación del Dynamic Written Corrective Feedback, ya que pudieron alcanzar precisión en su escritura. Un estudio más profundo y amplio es necesario para obtener un mayor conocimiento de las percepciones de los alumnos en diferentes niveles educativos y al mismo tiempo obtener una recolección de datos más amplia a lo largo de la implementación de esta metodología.

CHAPTER 1: INTRODUCTION

Over the past decade, many studies have addressed the improvement of both writing skills in second language acquisition (SLA) and accuracy in a second language (L2) through different methodologies, being one of them Written Corrective Feedback (Ferris &

Roberts, 2001: Bitchner, 2008; Storch, 2010; Evans, Hartshorn, Collum & Wolfersberg, 2010; Evans, Hartshorn and Krause, 2011; Hartshorn and Evans, 2015; Kurzer, 2018).

Written corrective feedback finds its tenets in the cognitive process theory of writing (Flower & Hayes, 1981) where four key points should be considered in order to achieve effective written production. These points are related to the learners' capability of organizing ideas in a series of linear stages that include planning, translating and reviewing, as well as monitoring the written production through the whole writing process, with the purpose of anchoring these processes into the long term memory.

With the purpose of achieving written accuracy within the basis of the cognitive theory of writing, Dynamic Written Corrective Feedback (DWCF) proposes different stages to fulfill the learners' writing process expectations through different tasks and feedback. This process of production must reflect the learners' needs (Evans, Hartshorn, Collum & Wolfersberg, 2010). However, this instructional methodology needs further research in a school context environment in order to obtain the learners' impressions and experiences through this methodology as it has previously been applied at a university level only (Evans, Hartshorn & Krause, 2011; Hartshorn and Evans, 2015: Kurzer, 2018).

This is why this investigation has set out to explore the influence of dynamic written corrective feedback on students' perceptions of developing writing skills, as well as to determine if the effect of this methodology is sustainable in maintaining students' perceptions of developing writing skills.

1.1 Identification of the Problem

Error correction and feedback have been discussed extensively in current literature. Researchers have closely investigated several methods and approaches towards the improvement of written production and accuracy in different contexts throughout different cultures. However, this has not been done in the Chilean school context and this will be the focus of attention of this research.

Nowadays, the Ministry of Education, based on the current national curriculum, aims to teach English as a foreign language (EFL), giving the students an opportunity to learn the language and access different information given by the media and other information networks. The Chilean Ministry of Education has included several objectives in the curriculum, which include: the development of critical thinking, learning strategies, task-based language learning, connections (the need of establishing connection from what has been learnt to what is going to be learnt), culture, the use of ICTs and the process of writing. With these objectives, it is also expected that the students acquire different cognitive skills in order to internalize and organize the different information learnt through the language. In achieving these objectives, error correction seems to play a crucial role in the development of different skills.

Through the years, students have feared making mistakes, which is also presented in EFL classes when they are asked to produce the language through different instruments (tests, oral presentations, etc). As a consequence, Evans, Hartshorn, McCollum and Wolfersberger (2010) introduced the term Dynamic Written Corrective Feedback and defined it as a process in which feedback must be focused on the learners' specific errors. Additionally, they state that this process should be more effective through an interactive

strategy to ensure that feedback is meaningful, timely, constant and manageable for the instructor and the learner.

This instructional methodology consists of having students write brief paragraphs which are later corrected by their teacher, and finally given back to the learner with explicit feedback through a series of codes that can be written and organized in a tally sheet. This procedure allows a learner to both identify her errors and to improve her written accuracy. This kind of feedback also gives teachers the opportunity to observe and adapt their teaching practices with the purpose of improving the learners' written production.

DWCF finds its roots on the skill acquisition theory, which DeKeyser (2007) defines as a process of learning through a broad variety of skills from initial learning to advance proficiency. Fan and Ma (2018) add that practice plays an essential role and also develops the capability of improving the learners' knowledge through implicit feedback given by symbols, through which students' written accuracy can improve. Indeed, Taie (2014) relates the ability of learning a language to other abilities that can be develop through any learning process, which can even be compared with the learning ability of how to play a musical instrument. Due to this fact, practice and the guidance of an instructor play a key role through the learning process of the language, in order to strengthen cohesion in the development of written production.

DeKeyser (2007) explains that through instruction, practice and feedback, errors will eventually decline. These steps have been furthered developed in other areas of research, such as Neuroscience, which implies that going through the process of instruction, practice and feedback, they can be "meaningful and that meaningfulness is the most important criterion the brain uses to determine what material becomes encoded into long-term memory." (Hartshorn & Evans, 2015, p. 11). According to Hartshorn and Evans

(2012), activities should be carried through an explicit instruction so students are able to practice and acknowledge their purpose and, when they receive the feedback, they will, therefore, understand what to do with it. This study also concludes that this process must be constant in order to engage a cycle of teaching and feedback- based learning over an extended period.

Hartshorn and Evans (2015) carried out a 30-week study, which consisted of linguistic accuracy instruction, in the methodology of Dynamic Written Corrective Feedback. It was concluded that there was a development of linguistic accuracy with the participants who were exposed to DWCF. However, neither the control nor the experimental one presented differences in terms of rhetorical appropriateness, fluency and complexity. That is to say, DWCF can be effective if there is an appropriate accompaniment through the writing lessons in order to achieve written accuracy. This study also concluded that through the proper implementation of this methodology students could improve their writing skills as students "receive more meaningful and manageable practice and feedback as they continue to develop their L2 writing." (Hartshorn & Evans, 2015, p. 28).

In a more recent study, Kurzer (2018) examined three levels of ESL developmental writing program (beginning, intermediate and advanced) separated into treatment and control groups, having as a result improvements on those who experienced DWCF in their accuracy levels of written production. Kurzer (2018) also concluded that this methodology is crucial in the development of writing skills at university levels and, as a consequence, it will be an adequate method in order to develop accuracy in the written tasks. These outcomes demonstrate that DWCF is an effective methodology to pursue linguistic accuracy through written production which could be extrapolated to the Chilean context.

The studies previously mentioned show that there is a need in the implementation of an updated methodology in order to improve the learners' levels of accuracy, especially with schoolers, as they have been carried out in different settings; this means that the participants belong to university or institute levels and also they have been grounded in the quantitative analysis.

Storch (2010) proposes that more studies related to DWCF should be carried under a qualitative methodology, as most of the studies lack or have ignored the facts that they were not carried within authentic classrooms with "valid writing tasks, and were the revision is meaningful for the students because it has a clear purpose (e.g. assessment)" (Storch, 2010: p. 43) and also it is important to take into consideration the fact that if we want feedback to be efficient, it is important to reflect and reinforce this practice in classes (Straub, 2010; as cited in Storch, 2010: p.43). This study aims to fulfill the need for qualitative research, as it intends to investigate the learners' impressions towards DWCF and the influence of this methodology in the students' written skills.

All the above sets a clear niche for research, there is a clear opportunity for learners to improve their written accuracy towards this methodology that will allow them to notice their mistakes. On the other hand, the teacher will also have the opportunity to keep a record of the students' improvement and also of the effectiveness of this procedure. Most importantly, this investigation was conducted in the Chilean context and the secondary education context, which is fundamental to understand if this methodology is useful in our context.

1.2 Statement of Purpose

In the light of the above, this research aimed to apply DWCF through a qualitative approach with the purpose of analyzing Chilean senior class scholars' perceptions. This inquiry was carried out in an English-as-a-Foreign-Language (EFL) class in a subsidized school with 36 participants. To do this, the researcher conducted interviews in order to elicit the learners' perceptions of DWCF before and after the implementation of the study. The final aim of this research was to explore the impact of this methodology on learners' perceptions of their own writing development in relation to accuracy in written English.

During the implementation of the pedagogical intervention sessions, learners were provided with instruments, such as a teacher system of writing marking errors (Evans, Hartshorn, McCollum & Wolfersberger, 2010) and an error tally sheet implemented by Company (2017). This system identified the students' errors without providing the answer; additionally, the tally sheet allowed the students to keep a record of the errors made in each session. In order to gather the learners' perceptions about this methodology, the participants completed narratives which were later analyzed by means of Content Analysis.

1.3 Research Question and Objectives

This study intended to answer the following research question:

1. What is the impact of Dynamic Written Corrective Feedback on students' perceptions of their own development of writing skills in a Junior year class in Chile?

The main objectives of this investigation were:

- To understand the influence of dynamic written corrective feedback on students' perceptions of developing writing skills.
- To determine if the effect of this methodology is sustainable in maintaining students' perceptions of developing writing skills.

To fulfill the general objectives, the following specific ones were proposed:

1. To explore the participants' perceptions of their development of written skills in English and the strategies they use to accomplish accuracy in written English.
2. To explore the influence of dynamic written corrective feedback on students' perceptions of developing writing skills.

1.4 Overview of the Thesis

This thesis has been organized into 5 chapters. Chapter one introduces this investigation and presents the identification of the problem, as well as the research question

and study objectives. Chapter 2 describes the state of the art regarding Dynamic Corrective Feedback, as well as the theoretical framework which underlies this investigation. Chapter 3 is the methodological framework, which describes how the data has been collected, the participants of this study and the methodology of analysis of the qualitative data gathered. Chapter 4 is the analysis and discussion of the results of this investigation. Finally, Chapter 5 presents the conclusions of this study, along with its limitations and further study.

CHAPTER 2: REFERENTIAL AND THEORETICAL FRAMEWORK

2.1 Introduction

The aim of this chapter is to contextualize the reader through empirical evidence on: (a) the skill acquisition theory, which sets the bases for dynamic written corrective feedback; (b) the cognitive process theory of writing, which explains the steps towards the development of writing; (c) evidence to support written corrective feedback; and (d) Dynamic Written Corrective Feedback (DWCF), which is an instructional methodology that aims to achieve written accuracy. An allusion to these enquiries is fundamental to understand the bases of this methodology.

This chapter has been divided into two main sections: theoretical and referential framework. The former presents the underlying theory in relation to the main constructs of this investigation, and the latter describes the state of the art in relation to the same constructs.

2.2 Theoretical framework

2.2.1 Skill Acquisition Theory

According to DeKeyser (2007), the main claim behind the Skill Acquisition Theory is related to the development of a wide variety of skills, which takes the learner from initial stages of development or knowledge to higher levels of proficiency and performance. These stages are presentation, practice and production (Byrne, 1986: as cited in DeKeyser, 2007). The first stage is related to the students' observation and analysis of the skill intended to be acquired. The second stage is declarative knowledge ("knowledge that") that

represents the individual's previous knowledge. The third state is procedural knowledge ("knowledge how") and it refers to what an individual can do. However, according to Dekeyser (2007), once procedural knowledge is acquired, there still are several stages to go through before achieving fluency or accuracy, which is crucial to avoid errors. To achieve this, practice must be provided to decrease the number of errors and achieve automatization of knowledge.

Hartshorn et al. (2010) claim that these stages have not been fully investigated or applied to pedagogical practices or to the instruction of English as a foreign language. As a consequence, some of its basic ideas have not been taken advantage of to their fullest for the development of DWCF.

Indeed, Hartshorn et al., (2010) state that authentic tasks must be provided to have the learners achieve accuracy in any of the linguistics abilities--written in the case of this investigation. On the other hand, the same authors claim that procedural knowledge does not transfer well; therefore, practice must be frequent and authentic in order to create a balance with the purpose of creating written accuracy. This way, the aforementioned stages will be useful in the acquisition of, for instance, a foreign language and the development of the four linguistic abilities. .

2.2.2 Cognitive Process Theory of Writing

The Cognitive Process Theory of writing proposed by Flower and Hayes (1981) aims to answer the question "What guides the decisions writers make as they write?" (p. 365). This question will be answered through different stages explained through the implementation of a writing model, which will be further developed below. This theory is the fundamental principle for the development of Dynamic Written Corrective Feedback.

Most students have different types of problems when asked to write a paragraph, which can be related to the lack of vocabulary or grammar structures. This theory presents some of the problems learners may go through when they have to complete a written assignment.

In the production of a piece of writing, students go through different stages: In the first stage, Flower and Hayes (1981) explain that writing requires that the learner resources to and put together different mental processes which will allow her to organize her piece of writing. In this stage, writing is seen as a linear process which can be separated in different times and defined as a gradual improvement of the written product. This process, at the same time, is defined through a writing model which is divided into three sub stages. The first one is *pre-writing*; this is the stage in which the learner prepares its thoughts before she develops them on paper. The second one is *writing*; this is the moment in which the learner's ideas are put on paper. Finally, *re-writing* in which the learner revises and reconstructs the final product. These stages are described through a cognitive process which have a linear sequence, which has as the main unit of investigation different mental processes that can be related to the generation of ideas as well as the different thinking skills that the learners may develop in order to compare different compositions.

The Flower and Hayes (1981) model is divided into three momenta that include, first of all, the task environment, a description of all the things that are external to the learner, for example, the written assignment. Secondly, the learners' long-term memory or the place where writers store their knowledge and also different writing plans. Finally, the writing processes, which are planning, translating and reviewing (Flower & Hayes, 1981).

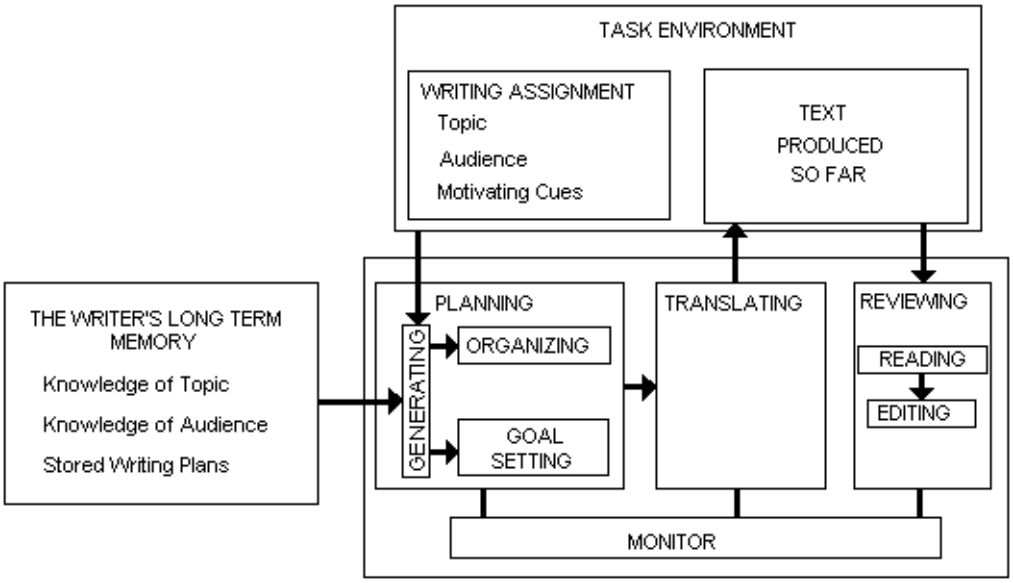


Figure 1: Structure of the writing model. Flower & Hayes (1981, p. 370).

2.2.3 Written corrective feedback (WCF)

Written corrective feedback has been a topic of debate in the last decades. However, most studies only address the way teachers correct grammar mistakes in relation to the learners' written production, which has led researchers to conduct investigations to put theory into practice and prove the effectiveness of the kind of feedback given to learners to improve accuracy in written English and other languages. In this regard, Truscott's (1996)

controversial article “The case against grammar correction in L2 writing classes” claims that grammar correction is ineffective through a series of different studies made in L2 learning. This study found that grammar correction has no place in writing courses and as a consequence it should be dismissed (Bitchner, Young & Cameron, 2005).

As a response to Truscott’s (1996) article, Ferris (1999) claimed that there are at least three main reasons to prove that error correction has an effective impact on learners’ writing. First, it is important to survey the learners’ opinion towards teacher feedback, as it has been proven that feedback is an important factor for L2 learners. Consequently, Ferris (1999) explains that instructors should leave behind some linguistic difficulties in order to “get over their unrealistic expectations” (p.8). The author also believes that through this process, students become self-sufficient in correcting their writing. This research aimed to prove the effectiveness of Dynamic Written Corrective Feedback within a Chilean school context, as expressed through the learners’ perceptions of this methodology. The methodology implemented for this investigation is based on Hartshorn et al., 2010 “Effects of Dynamic Written Corrective Feedback on ESL Writing Accuracy”, which will be further analyzed in this investigation.

Ellis (2008) explains that there are different types of corrective feedback and that learners benefit from them depending on the kinds of learners they are. The first type of feedback is called *Direct,* which is defined by Ellis (2008) as a strategy used by teachers to show the learner the correct form of a given grammatical or lexical structure. This can be presented as “crossing out an unnecessary word, phrase, or morpheme, inserting the missing word or morpheme and writing the correct form or near to the erroneous form.” (p. 99). This strategy helps the learners notice their own mistakes as it is an explicit guidance. The second kind of corrective feedback is *Indirect Feedback*, which indicates the error to

the learners without actually correcting it. This can be done under different techniques, such as underlying the error or by placing a cross next to the line that has the error.

These strategies and techniques are useful to comprehend the way feedback should be presented to the learners to improve their writing and avoid errors to the largest extent possible, decreasing the learners' errors and improving learners' accuracy in writing. Hartshorn et al., (2010) presented a new instructional methodology called Dynamic Written Corrective Feedback (DWCF) which aims to demonstrate what the learners' needs are in order to achieve accuracy through the feedback provided and also ensure that the writing tasks and feedback are "*meaningful, timely, constant and manageable* for both student and teacher" (p.87).

2.2.4 Types of written corrective feedback

For many years, written corrective feedback has been a topic of study which aims to prove the effectiveness or the inefficacy of this methodology. However, there are different types of written corrective feedback which aim to reach written accuracy. Research conducted by Ellis (2008) presents these types of feedback into categories: (a) Direct corrective Feedback, (b) Indirect corrective feedback, (c) Metalinguistic corrective feedback, (d) the focus on corrective feedback, (e) Electronic feedback and (f) Reformulation.

The first one, *Direct corrective feedback*, is a technique where the teacher gives the learner the correct answer. According to Ellis (2008), an advantage that this type of feedback has is that the learner is able to see and recognize the error. however, a clear disadvantage is that this process of error correction "requires minimal processing" (Ellis,

2008: p.99) and as a consequence, learners may not learn from their mistakes and might not see the advantages of learning from their own errors.

Second, *Indirect corrective feedback* is explained by Ellis (2008) as the development of writing skills through different methods in order to highlight the errors, these can be placed by highlighting the error or placing a cross next to the words. The main purpose of this type of feedback is to show the "precise location of the error" (p.100). This type of feedback has been proven to be effective for learners who are more active in their learning process, which means they can benefit from knowing where mistakes have been made so they can solve a problem through correcting their own mistakes.

Metalinguistic corrective feedback, on the other hand, gives the learner comments about the errors previously made. According to Ellis (2008) these errors can be given through labels or codes, being the last one the most common. The location of this type of feedback can be given in a margin or above the sentence, but the exact location of the error is not given.

It is highly relevant to explain these two types of corrective feedback, which are defined as *focused or unfocused.* According to Ellis et al., (2008), unfocused corrective feedback is related to a broader type of error correction, as it is treats "multiple errors" (p. 356) at the same time. This practice is recognized as the most common in written tasks. On the other hand, Ellis et al., (2008) explained that *unfocused corrective feedback* is the practice that corrects specific errors leaving aside other types of errors. The authors also claim that focused corrective feedback is more effective that unfocused corrective feedback, as the learner is "more likely to develop a clearer understanding of the nature of the error and the correction needed." (p. 356). This in particular is useful for this

investigation as it intends to demonstrate that the mixture of both can be beneficial for the learner's improvement of written accuracy.

Electronic feedback is defined by Ellis (2008) as assistance in writing provided by different electronic software programs, with the purpose of encouraging the student's self-correction.

Finally, *Reformulation* consists of giving the students different resources in order to correct their errors, but the learner has the final decision on whether or not correct them (Ellis, 2008). This process consists of highlighting the error and at the same time the teacher rewrites the error in native speaker version of the text, which intends to "preserve as many of the writer's ideas as possible, while expressing them in his/ her own words so as to make the piece sound native-like." (Cohen, 1989: as cited in Ellis, 2008, p.103).

Most of the debates concerning written corrective feedback (Bitchner, 2005; Bitchner et al., 2008; Ellis et al, 2008) aim to confront Truscott's (1996) claim related to error correction, which states that written feedback is not effective and at the same time is harmful.

In relation to this, the research conducted by Ellis et al., (2008) concludes that written corrective feedback does improve grammatical accuracy in different types of assessments such as a test or different pieces of writing. Additionally, a study carried by Bitchener et al., (2005) responds to Truscott's believe that error correction "does not have a significant effect on improving L2 students' writing" (p. 201); thus, this study revealed that this particular type of feedback given improved the students' written accuracy.

2.2.5 Dynamic Written Corrective Feedback (DWCF)

This theory was presented by Norman Evans and a group of professors from Brigham University in 2010. This research aimed to achieve linguistic written accuracy through the implementation of a new methodology called Dynamic Written Corrective Feedback (DWCF).

Theory on EFL has addressed several critical debates held in relation to error correction and feedback (Ferris & Roberts, 2001; Bitchener, Young & Cameron, 2005; Bitchner, 2010; Evans, Hartshorn, McCollum & Wolfersberg, 2010; Hartshorn et. al., 2010; Storch, 2010; Hartshorn & Evans, 2015; Ellis, 2008, Kurzer, 2017).

Error Correction and Feedback have primarily been investigated in terms of methods and approaches towards the improvement of oral and written production. In relation to this, Hartshorn et al. (2010) claim that the principal objective of this methodology should be focused on helping L2 students to achieve L2 accuracy and identifying the factors that help or block those efforts. Thus, several variables that may affect the learner's from improving their linguistic accuracy have been identified, which can be categorized into three groups: learning, situational, and methodological variables.

Learning variables are related to the student's learning background and they can consider the student's learning style, motivation, future goals, attitudes and beliefs. Hartshorn et al. (2010) explain that these variables usually influence the learners' learning context as some of them have great expectations of achieving accuracy. Guénette (2007; as cited in Hartshorn et. al., 2010) has highlighted the importance of motivation, as she believes that "if students are not committed to improving their writing skills, they will not improve, no matter what type of corrective feedback is provided." (p. 52).

Situational variables can also affect the implementation of written corrective feedback. These variables are focused on the learner or instructional methodology. Through this process, the teacher is also considered as a variable as it may affect the students' beliefs, motivation, personality, competences and instructional philosophies (Hartshorn et. al., 2010). Finally, *methodological variables* are related to the different methodologies used in order to promote learning. As stated by Hartshorn et al. (2010), these variables refer to the specific "design of instruction and include what is taught and how it is taught' (p. 14). The authors claim that even the most motivated student will miss the benefits of written corrective feedback when the instruction lacks the accurate "sequencing, effective pacing, or adequate practice and repetition"(p. 14) or, on the other hand, when the learners receive large amounts of feedback that they are unable to process.

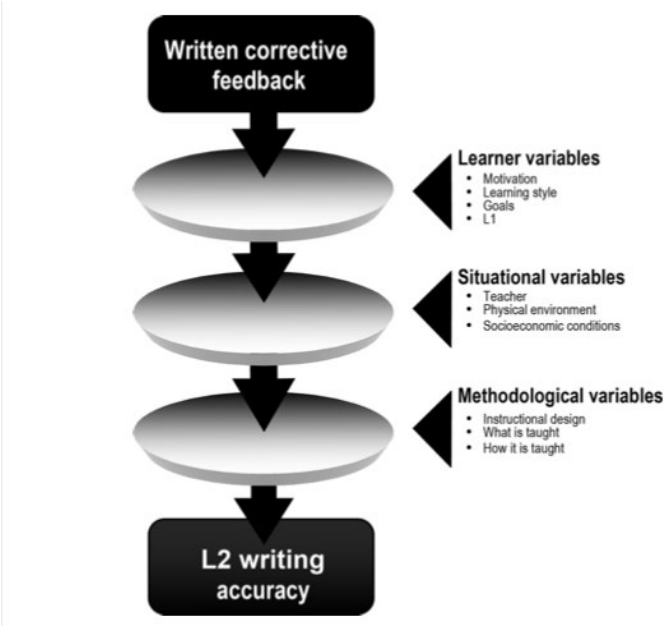


Figure 2: Contextual factors in L2 writing that impact the learner and research (Hartshorn et. al., 2010: 449).

To contribute to this debate, Hartshorn et al., (2010) introduced the term Dynamic Written Corrective Feedback (DWCF), which is an instructional methodology that has two core elements or principles to achieve written accuracy.

With the purpose of providing meaningful feedback, in the first place, Hartshorn et al., (2010) implemented indirect feedback through a set of coded symbols in order to identify the type of mistake made by a learner and its location in their text. The first step in this procedure consists of instructing students about the different symbols used to provide feedback. Learners then must keep a record of the errors on an Error List and Tally Sheet in order to classify high-frequency errors with the purpose of identifying the type of error and its location which, according to Hartshorn et. al., (2010), is "the basis for explicit instruction essential to the skill acquisition theory." (p.88).

In terms of timely and constant feedback, Hartshorn et al., (2010) ensure that feedback not only needs to be meaningful in order to be effective, but it also needs to be timely and constant. This is supported by the skills acquisition theory, which establishes that practice is essential to avoid errors. These authors demonstrate that DWCF is timely because through the writing process, students are given coded symbols in their pieces of writing and these are given back in the next session. Also, it is constant because every class session the students present new pieces of writing in which they receive feedback in most of the sessions of the course. This process is supported by the skill acquisition theory, which establishes that practice is essential in order to avoid errors

Thirdly, according to Hartshorn et al., (2010), feedback needs to be manageable for both student and teacher. First of all, students consider feedback manageable when the learner has the capability to process, learn and apply the required feedback from their teachers (Hartshorn et al., 2010, p. 88); this means that the learner should be given

manageable tasks in order to handle feedback adequately and also have an opportunity for practice. It is also essential to consider that "feedback is manageable for teachers when they have enough time to attend to the quality and completeness of what they communicate to the students." (p. 88); this means that teachers must consider time as the main factor in order to fulfill the learners' needs and also be given the opportunity to create manageable tasks which are essential when providing feedback because it avoids "information overload" (Hartshorn et al., 2010, p. 88). This overload of information experienced by the teacher can also be limited by the length of the students writing which can be helpful for teachers because it is easier to classify the students' errors. In this vein, the authors also recommend that this methodology be carried under a 10 - minute paragraph written every day because in this period of time students are able to hand over a meaningful sample of writing; this should also be manageable for the teacher to mark. In relation to this, Hartshorn et. al., (2010) explain that the cycle, divided into six steps, is the core of DWCF.

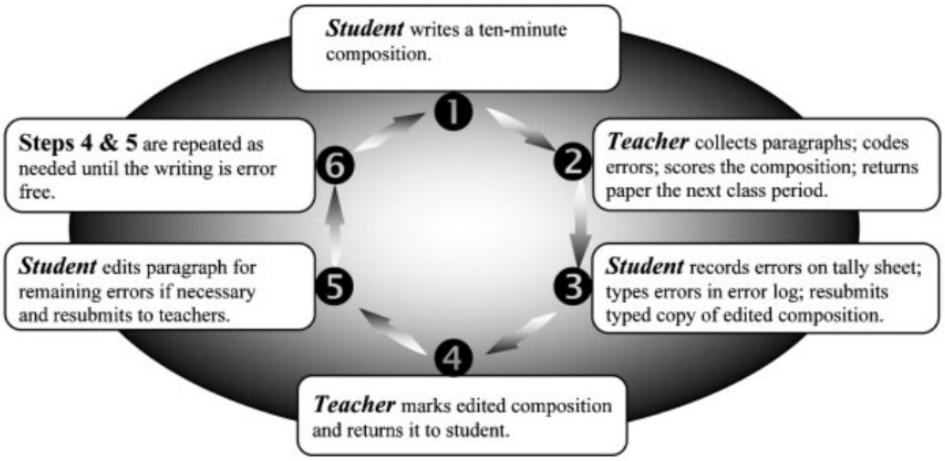


Figure 3. Feedback cycle of dynamic written corrective feedback (Hartshorn et al., 2010, p. 90).

These steps show the significance of dynamic written corrective feedback in order to achieve the learners' written accuracy. The first step explains that the students are able to write a paragraph within 10 minutes according to a topic given by the teacher or a topic related to their own interests. In this investigation, the students were asked to write a 10-minute paragraph with a topic of their concern so as to increase their levels of motivation. In a second step of this cycle, the teacher corrects the errors and marks them with coded symbols which show the type of error made by the learner with the purpose of identifying them. In this step, the students record their errors with a number in a tally sheet provided by the teacher, they also have the opportunity to rewrite the paragraph and give it back to the teacher. These steps are repeated until the written paragraph is error free. In this particular research, the students were able to write the same paragraph and also have the correction of them day by day, this was an exception as they do not have English lessons daily, and according to their school schedule they only have English two times a week.

2.3 Referential framework

The purpose of this section is to provide a framework in context for this research. To fulfill the objectives of this investigation, it is crucial to understand the significance of feedback given, which explains the different types of feedback that can be provided. Second, it is essential to understand the importance of written corrective feedback, as well as the impact that this methodology may have on students' written accuracy. Finally, we need to understand the nature of Dynamic Written Corrective Feedback, as well as the effects that this methodology has had within different studies carried through the past decade.

2.3.1 Studies concerning feedback in EFL

Studies concerning feedback in an EFL context are fundamental to understand how Dynamic Written Corrective Feedback might influence learners' development of writing skills. Research conducted in terms of written feedback in traditional classroom contexts within EFL have shed light on the need to address techniques and strategies for learners to develop written skills, such as cohesion and coherence in written discourse. In this line, Saito (1994) carried out research investigating the students' preferences related to feedback, as well as the teachers' practices when providing learners with comments on their work. The author explains that there is a range of types of feedback which can be classified into teacher's correction (giving comments), error identification, teacher and student conferences, peer correction and self-correction. This research has shed light on the most common techniques technique used by teachers in order to provide feedback, which is error identification; this can be given underlying or circling the errors, hence, it can help the learner to identify more easily the errors and improve them in order to achieve written accuracy. This technique is fundamental to consider for this investigation, as it proves that focused error identification can be relevant to improve the learners' accuracy through the implementation of dynamic written corrective feedback.

Other investigations in this same field have shown that written feedback, whatever the type, is necessary for learners to improve their written discourse, as they develop an ability to identify mistakes and thus notice when idiomatic correction is needed.

2.3.2 Studies concerning Dynamic written corrective feedback

This section will further explain the different studies carried by several authors through the last decade. These studies include the different settings in which dynamic written corrective feedback has been investigated and the conclusions that the authors have made in order to improve this methodology and whether the students are able to achieve written accuracy through this instructional strategy.

First of all, Dynamic Written Corrective Feedback was created by Hartshorn et al. in Brigham University in 2010 through research aimed at fulfilling the need for a better instructional methodology, which was thought to be useful to revise the instructional methodologies used for L2 writing. This study called *Effects of Dynamic Corrective Feedback on ESL Writing Accuracy* (Hartshorn et al., 2010) was intended to bring a fresh perspective on how to increase the opportunities of learners in order to write more accurately.

This methodology was primarily applied on 47 advanced-low and advanced-mid ESL students from Brigham Young University's English Language Center (ELC) in The United States, this study concluded that this dynamic methodology in writing helped ESL students to develop accuracy in writing, but further research is needed in different learning environments.

On the other hand, a study called *The Efficacy of dynamic written corrective feedback for Esl learners* was carried out under the bases of Truscott's claim that error correction was not an effective methodology. In addition to the previous study, Evans, Hartshorn and Strong-Krause (2011) carried a study on a pre-university IEP (Individualized Educational Plan), with an intensive English program, over a period of 15 weeks with an

advanced-low and an advanced-mid level of proficiency with students from different nationalities. This research aimed to test DWCF under a different scenario, which concluded that through the implementation of this methodology there was an improvement of the learners' accuracy to those who received DWCF.

However, Evans, Hartshorn and Strong-Krause (2011) highlight that there was a group of students that assumed that their writing was competent (even though they had fluctuating degrees of fossilization) they were not motivated in order to improve accuracy, opposite to other students who wanted to achieve written accuracy in their pieces of writing, "these could generate an interest in the specific kinds of tasks and feedback incorporated in this methodology." (Evans et al., 2010, p. 237).

According to Evans et al., (2011), this methodology may not be effective for all learners in different contexts, but it could be useful to improve written accuracy in similar contexts examined through this particular study. However, this study aimed to prove that dynamic written corrective feedback may be an effective methodology within a school context.

In the same line, Hartshorn and Evans (2015) carried out a 30-week study, which consisted of linguistic accuracy instruction where the methodology of Dynamic Written Corrective Feedback was provided on a traditional grammar class. The participants of this research were 27 students from an intensive English program in the United States, which were separated into a treatment group (n = 15) and a control group (n = 12), these groups were similar with an average age and also coming from different countries. Through this process, teacher focused their grammar lessons "on form, meaning, and use and expended a great effort to ensure the explanations were clear and accessible." (p. 19). Hartshorn and Evans (2015) concluded that there was a development of linguistic accuracy with the

participants who were exposed to DWCF, but there was no difference to the control group in terms of rhetorical appropriateness, fluency and complexity. This study also concluded that through the proper implementation of this methodology students could improve their writing skills as students "receive more meaningful and manageable practice and feedback as they continue to develop their L2 writing". (p. 28).

In a more recent study, Kurzer (2018) examined three levels of ESL developmental writing program (beginning, intermediate and advanced) separated into treatment and control groups, having as a result improvements on those who experienced DWCF in their accuracy levels of written production. Kurzer (2018), also stated that this methodology is crucial in the development of writing skills at university levels and as a consequence it will be an adequate method in order to develop such fact. The results of this investigation revealed that DWCF is an effective methodology to pursue linguistic accuracy through written production.

In relation to these studies, there is a niche that has not been explored, thus this inquiry aimed to explore the learners' impressions towards dynamic written corrective feedback in different scenery which is under an EFL approach of teaching and also in a school level in Chile. This investigation aimed to fulfill the expectations of Storch (2010), which expressed that that further research should be done in authentic classrooms with the purpose of giving feedback under an instructional program and also the revisions should be meaningful to students with a clear purpose and also makes a reference that qualitative approaches to research on written corrective feedback in order to know the students' attitudes and also how they react towards the feedback given.

Now that the main theories underlying this investigation and research regarding its main constructs have been described, the following chapter will present the methodology for this investigation.

CHAPTER 3: METHODOLOGICAL FRAMEWORK

3.1 Introduction

The aim of this chapter is to present the research methodology that was used in this study. First of all, the type of study will be specified. Second, the participants and the data collection instruments will be described. After that, the design of the pedagogical intervention will be explained. Finally, this chapter concludes with an account of the methodology used to analyze the data collected through the interview and focus group.

3.2 Type of Study

This research was conducted under a qualitative paradigm, following a descriptive and exploratory design. This was done considering the two data-collection instruments used in this study, namely, an interview and a focus group. Additionally, a qualitative research was selected because there was a need to describe and analyze Dynamic Written Corrective Feedback based on the participants' perceptions and not merely on numbers related to their improvement on written skills. Hence, this investigation sought to gather learners' perceptions of this methodology to contribute to the understanding of this kind of feedback from the learners' perspectives.

This study is descriptive because it attempted to describe what the impact of Dynamic Written Corrective Feedback was on the learners' perceptions of their own development of writing skills. According to Hernandez Sampieri et al. (2010), a descriptive study aims to look for different features, characteristics and profiles of a specific group of people that needs to be analyzed.

Secondly, this investigation is defined as an exploratory study, which according to Sampieri, Fernandez and Baptista (2014) is defined as a topic of investigation which has not been studied and there are many doubts in relation to the topic presented. Through this type of study, the researcher can carry a broader investigation of the topic identifying new topics of investigation. Accordingly, Storch (2010), in her study *Critical Feedback on Written Corrective Feedback Research,* makes a call for qualitative approaches to be carried on written corrective feedback in order to know the learners' attitudes towards this

methodology. This study aims to research this underdeveloped phenomenon investigating the perceptions specifically related to dynamic written corrective feedback

In order to conduct this investigation, the researcher followed three steps: planning, implementation and administration of data-collection instruments, and the analysis of the qualitative data through content analysis. In the first stage, the different objectives were identified within a school context. Second, different data collection instruments were carried with the purpose of investigating the learners' profile and experiences towards feedback and impressions towards dynamic written corrective feedback. Finally, the focus group and personal interviews were codified and analyzed in order to gather the impressions towards dynamic written corrective feedback.

3.3 Participants

A sample of 13 students from a junior high subsidized school in Chile participated in this research study. This school is located in the fifth region of Chile and it is a subsidized school, which has English lessons from 3rd elementary until senior year with an average of 5 pedagogical hours per week. The students are taught considering the content proposed by the school's own programs and Oxford texts are used in order to promote the development of skills within the classroom.

The aim of the English department in this school is that students are able to communicate with a broad range of vocabulary in different oral or written situations; this means that the school aims to achieve a B2 level of proficiency in senior year.

The participants of this study have been taught English as a Foreign Language (EFL) at different stages in their lives at school. This sample of participants was chosen

out of convenience, due to the Chilean social crisis the moment of this research. This means that this study could not be carried with the total number of students per class and only 13 students made a commitment to attend school for 2 weeks and take part in the different pedagogical interventions.

According to the Common European Framework of References for Languages (CEFR), the learners currently have a B1 level of proficiency in English, moving on to B2. That is to say, the participants of this study are basic users of English who can follow simple instructions, comprehend texts at simple-sentence level related to their daily lives or familiar topics (e.g. basic personal and family information, shopping, local geography, etc.).

These participants were chosen, first of all, because at the moment of this research, they were finishing their compulsory secondary studies; therefore, they have a much broader range of vocabulary and knowledge of grammatical structures than the rest of the students at lower grades in the same school. This level of proficiency would allow these participants to be able to write paragraphs and also to notice the errors they have made in order to correct them.

3.4 Data Collection Instruments

This investigation, as explained earlier, was of qualitative nature. This means that the data-collection instruments were designed to elicit perceptions and thus an interview and a focus group were used to collect the learners' perceptions of DWCF. These instruments were selected due to their usefulness to gather and identify the students' perceptions of their own development of writing skills in a junior-year class in Chile. The first instrument used in this study was a focus group to inquire into the learners' approaches towards English. This means the focus group was designed and implemented before the pedagogical intervention. Then, as a second instrument, one-on-one interviews were conducted. Each of the instruments are described below to provide further details of their use and validation.

3.4.1 Focus Group

In order to achieve the objectives of this research, a focus group was administered to investigate the learners' impressions and perceptions of written feedback and error correction, as well as their learning profiles. Kitzinger (1995) defines a focus group as a type of interview in which there is a group of participants and a researcher in order to develop data in order to be further analyzed. One of the benefits from this data collection instrument is that data can be collected simultaneously, as well as the researcher is able to explore different experiences or knowledge.

According to Cresswell (2012), a focus group can be implemented to obtain a "shared understanding from several individuals as well as to get views from specific

people" (p. 218) with the purpose of generating enough interaction among the participants in order to fulfill the main purpose of the investigation.

The focus group designed for this investigation was divided into three dimensions: learners' profile in relation to language learning, the development of writing skills and how the students have learnt the language and finally written feedback which they received before the pedagogical intervention design was implemented. The three dimensions pointed to the need to implement a data-collection instrument to know the students' background learning experiences towards learning English as a foreign language and specifically their experiences in developing writing skills in English. The table below is a description and a summary of the dimensions and questions for this focus group:

Dimension	Number of questions
DIMENSION 1: LEARNERS' PROFILE (LEARNING BACKGROUND)	5
DIMENSION 2: DEVELOPING WRITING SKILLS	4
DIMENSION 3: WRITTEN FEEDBACK	4

Table 1: Focus group

This focus group was designed by the researcher and underwent a process of validation which consisted of two stages: a pilot focus group and an expert's validation. First, the questions for this instrument were validated by an expert in teaching English as a foreign language (TEFL) who holds an MA in TEFL. Once the expert had validated the questions, the researcher implemented a pilot focus group in order to make any necessary changes. Finally, the focus group was administered with the group of participants for this investigation.

3.4.2 Interviews

After the focus group was administered and the learners had already participated in the pedagogical intervention sessions, a semi-structured interview was designed and administered to all participants in order to fulfill the objectives of this investigation. The one-on-one interviews are described by Cresswell (2012) as an instrument that is able to make the participants describe in detail their personal information, as well as their perceptions of a variety of subject matters. In this specific case, the interviews were fundamental to investigate and analyze the learners' impressions and perceptions which emerged from dynamic written corrective feedback. These interviews were created in order to fulfill the specific objectives of this investigation and look for the learners' impressions towards the development of writing skills through DWCF, as well as investigating if the learners maintained the effects of DWCF in their development of writing skills. This interview was designed especially for this research and it was validated by an expert. This expert gave feedback and the interview was improved in order to fulfill the specific objectives. After this process, the interview was administered in a period of three days.

The table below shows a summary and description of the questions and dimensions of the semi-structured interview:

Dimension	Number of questions
Dimension 1: Influence of DWCF on learners' perceptions of developing writing skills	5
Dimension 2: Effects of DWCF on maintaining learners' perceptions of developing writing skills	8

Table 2: Semi-structured interview

3.5 Data Collection Procedures

With the purpose of collecting the data required through the different instruments described in the preceding section, different steps were carried out, as will be presented below.

First of all, the principal of this school was invited to a meeting where the objectives of this investigation were explained and where authorization was granted to conduct this research. Second, the students who were part of this research were invited to participate in this study through an induction session where the objectives and methodology of this research were explained. For this, the parents' participants were required to sign a consent form where this investigation was explained, along with an explanation of the confidentiality of the data obtained. This way, the learners were authorized to be part of this investigation by their parents.

Then, the group of students was asked to participate in the designed focus group. This instrument consisted of a set of 13 questions, separated into three dimensions, as explained in the data-collection instruments section above. These questions were specifically designed to collect the background information to the students previous to the implementation of DWCF. This focus group was 45 minutes long and was carried out one week before the implementation of this instructional methodology. The focus group was recorded and later transcribed to be analyzed through Content Analysis.

In the second stage of this research, the Dynamic Written Corrective Feedback methodology was implemented during a 2-week period. Each of the lessons will be explained in the following section.

Finally, one-on-one interviews were designed in order to know the learners' perceptions towards this methodology. These interviews were designed in order to fulfill the principal objectives of this research, which is to know the learners' perceptions towards dynamic written corrective feedback. Each interview was transcribed and analyzed through Content Analysis.

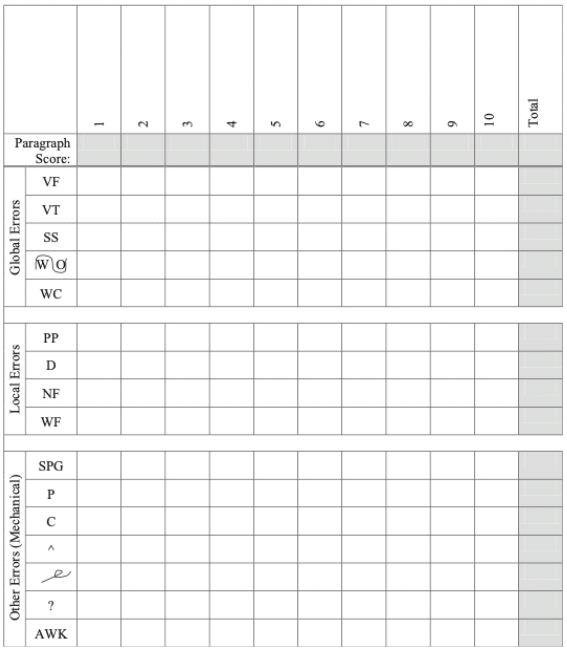
3.6 Pedagogical Intervention

As it was previously described, a 2-week intervention was designed and implemented with a junior high class in a subsidized school in the fifth region of Chile. This intervention consisted of having students write a paragraph in 10 minutes. In each lesson, the participants were required to write about a free topic for about ten minutes.

The participants were given a codification and tally sheet in order to have the participants familiarized with the codes given as feedback and their meaning. Besides, it was in this tally sheet where participants were to keep a record of the mistakes highlighted by the teacher. The next day, the students were asked to write a paragraph within 10 minutes; this paragraph was written according to a topic of their interest. In the following days, the students were given the paragraphs corrected with the symbols that indicated the type of errors made and then they had to read the paragraph and write down the numbers of errors in the tally sheet given. This process lasted for 2 weeks until each paragraph was error free.

The tally sheet used through the implementation of this methodology was taken from Kurzer (2018), which consisted of keeping a record of the students' errors made during the sessions. The usefulness of the tally sheet lies on the meaningfulness of dynamic written corrective feedback. According to Hartshorn et al (2010), the implementation of the tally

sheet raises students' awareness of the errors they have made and also helps to identify the frequency of the errors, in order to improve them.



		1	2	3	4	5	6	7	8	9	10	Total
Paragraph Score:												
Global Errors	VF											
	VT											
	SS											
	Ⓦ Ⓞ											
	WC											
Local Errors	PP											
	D											
	NF											
	WF											
Other Errors (Mechanical)	SPG											
	P											
	C											
	^											
	~											
	?											
	AWK											

Figure 3: Kurzer, K (2018, p. 31)

3.7 Data Analysis

This research was conducted under a qualitative paradigm, in which the researcher tried to look for the students' perceptions towards Dynamic Written Corrective Feedback, so no statistical analysis was required for the interpretation of outcomes.

The data obtained from the interview and focus group were analyzed through transcriptions and codifications following the analysis and interpretation of data explained by Creswell (2012), which helps the researcher to identify, describe, codify data, as well as construct a representation of findings, make an interpretation of them and finally validate the accuracy of findings.

The data obtained through this investigation was selected and separated into categories, which will be presented in the analysis and discussion section. The codification of the data-collection instruments helped reveal different categories during the data analysis. This means that the categories emerged from the coding process and were not preconceived.

3.7.1 Content Analysis

Holsti (1969: as cited in Stembler, 2001) defines content analysis as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages." (p.1). According to Stembler (2001), this type of analysis is effective to examine different types of documents and also reducing them into categories and those summarized into codes.

This content analysis was done through 5 steps which were necessary to organize the data collected for this investigation and finally to code them in order to obtain the categories to be analyzed. For this, a series of steps were carried out, as follows:

STAGE	Description
Stage 1: transcription of data from interviews and focus group	In this stage, the interviews and focus group were transcribed to a word document from the digital recording.
Stage 2: Coding	In this stage, the units of analysis (from the data-collection instruments) were coded. This means they were assigned a specific code depending on their nature. For example, D stands for Dimension, Q stands for Question, and P stands for Participant. Additionally, open codes were created based on the excerpts (episodes) from the interviews and focus group.
Stage 3: Categorizing	After the coding process was carried out, the researcher looked for repetition patterns among the codes to find core categories.
Stage 4: Comparing	The codes and categories which emerged from this process were contrasted and compared.
Stage 5: Concluding	The categories which emerged from this process were contrasted to the existing literature, as described in the referential and theoretical framework.

Table 3: Codification process for Content Analysis

Each episode (excerpts from the interviews and focus group was analyzed during the codification process. This means that the researcher divided the units of analysis into sections called episodes which were later coded and which were analyzed through an open code. The following table is a summary of the instruments, categories, subcategories and episodes which are part of this Content Analysis:

Objective	Categories	Episodes
1. To explore participants' perceptions of their development of written skills in English and the strategies they use to accomplish accuracy in written English	1. Interest in English. 2. Difficulties in learning English. 3. English language usefulness. 4. Strategies to develop writing skills. 5. Benefits of feedback in written production.	• 30 • 20 • 24 • 29 • 15
2. To explore the influence of dynamic written corrective feedback on students' perceptions of developing writing skills.	1. Benefits of the codes in dynamic written corrective feedback. 2. Positive aspects of dynamic written corrective	• 25 • 13 • 12 • 13 • 19 • 26

	feedback. 3. Improvement of writing skills through dynamic written corrective feedback. 4. Motivations and feelings emerged from dynamic written correct feedback. 5. Effectiveness of dynamic written corrective feedback.	• 20

Table 4: Objectives, categories and episodes

The following chapter presents the analysis and discussion of the data obtained from the instruments mentioned above.

CHAPTER 4: ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

As previously described in the referential framework, most of the studies carried through the Dynamic Written Corrective Feedback have aimed at helping students improve their ability to address their errors in writing and correcting them (Evans, et. al., 2010). In these studies, different authors have investigated whether their participants have improved their fluency, written complexity, lexical development (Hartshorn & Evans, 2015) or accuracy (Bitchener et al., 2005); however, neither of these studies has made an analysis of the learners' impressions towards this methodology. According to Storch (2010), there is a need to further investigate how this kind of feedback affects the learners' attitudes as well as the way they react to it.

Before presenting the analysis and the discussion of this study, it is necessary to remind the reader the specific objectives of this study: (a) to explore the participants' perceptions of their development of written skills in English and the strategies they use to accomplish accuracy in written English and (2) to explore the influence of dynamic written corrective feedback on students' perceptions of developing writing skills.

In order to fulfill the specific objectives presented above, first of all, a focus group was conducted with the purpose of collecting the learners' profile and their development of writing skills, as well as their experience with feedback and finally, a personal interview was conducted with the purpose of understanding the influence of Dynamic Written Corrective Feedback in students' perceptions in developing writing skills, as well as determining if the effect of this method is sustainable in maintaining students' perceptions of developing writing skills.

The categories which emerged from the focus group and the post interview will be analyzed and discussed. The analysis will be presented into two sections, which represent the specific objectives of this study. Hence, section 4.2.1 presents the analysis of the students' perceptions of their development of written skills in English and the strategies they use to accomplish accuracy in written English and section 4.2.2 explores the influence of dynamic written corrective feedback on students' perceptions of developing writing skills.

The following table is a summary of the categories which emerged from the data-collection instruments and which correspond to the first and second specific objectives of this research:

Objective	Categories	Instruments
Specific Objective 1: to explore	1. Interest in English.	Focus Group

participants' perceptions of their development of written skills in English and the strategies they use to accomplish accuracy in written English	2. Difficulties in learning English. 3. English language usefulness. 4. Strategies to develop writing skills. 5. Benefits of feedback in written production.	
Specific Objective 2: to explore the influence of dynamic written corrective feedback on students' perceptions of developing writing skills.	1. Benefits of the codes in dynamic written corrective feedback. 2. Positive aspects of dynamic written corrective feedback. 3. Improvement of writing skills through dynamic written corrective feedback. 4. Motivations and feelings emerged from dynamic written correct feedback. 5. Effectiveness of dynamic written corrective feedback.	Post intervention - Personal interviews

Table 6: Summary of the specific objectives of the research and the categories emerged from the data collection instruments.

4.2 Analysis and discussion

4.2.1 Participants' perceptions of their development of written skills in English and the strategies they use to accomplish accuracy in written English

In this section, the analysis of the data obtained from the focus group administered before the pedagogical intervention will be analyzed. From the codification process through Content Analysis, 5 categories emerged. This means that the categories were not preconceived. The categories were the following: (a) interest in learning English; (b)

difficulties of learning English; (c) English language usefulness; (d) strategies to develop language skills; and (e) benefits of feedback in written production.

4.2.1.1 Category 1: Interest in learning English

In this category, two subcategories were analyzed: interest in music and interest in English.

According to Engh (2010), for years, several authors have claimed the use of music regarding second language learning as a topic of interest. These investigations argue that music has linguistic benefits and motivational interest that can develop language learning.

Engh (2010) has explained that there are three major categories to be analyzed related to second language acquisition. The first one is the affective filters. In relation to this, Krashen (1982; as cited in Engh, 1982) believes learning can be favorable when it occurs under a setting of low anxiety, self-confidence and high motivation. Engh (2010) expands this idea and concludes that "music lowers affective barriers and assists in making students more relaxed, thereby more receptive to language learning." (p.117). The second category is motivation, which is related to the learners' affective states and attitudes. According to the author, this is related to the use of authentic and natural situations of the language which, according to Nunan (2004; as cited in Engh, 2010), are related to real world situations and through this process the learner can generate a sense of belonging and enhance the learning.

These categories can be clearly identified in the participants' perceptions, as the following excerpts show:

Focus Group (Student 1)

"When I was in 5th grade I began to be interested in music, because I wanted to understand the lyrics"

Focus Group (Student 8)

"I think that listening to music and afterwards writing them, If i remember one (phrase) … I am going to write it down, I learnt a lot of words like this."

Focus Group (Student 9)

"For example, when I don't understand a song, I write it immediately and I memorize it."

From these reflections, we can see that the students use music in order to learn new chunks of the language and also to comprehend the message behind the lyrics. According to Fonseca Mora (2000: as cited in Engh, 2013; p. 118) "songs have a positive outcome on the students' language acquisition and that lexical patterns stored in long-term musical memory with ease at a later date for mental rehearsal, memorization or during oral interaction". According to this research, students tend to write the lyrics of the songs with the purpose of memorizing them, and this is a useful technique for them to internalize chunks of language that they intentionally want to learn.

On the other hand, Saricoban and Metin (2000) see the use of songs as a positive impact on learners and teachers, especially when they are learning or practicing a specific grammar structure, through this process grammar can be more understandable and easy.

The second aspect to analyze is Interest in English**.** This subcategory emerged from the students' beliefs of learning a second language through motivation. According to Gardner (2007), motivation can play a crucial role in second language learning, which can be seen in the following excerpts:

***Focus Group (Participant 1*)**

> *"I am interested in learning English because of the video games; sometimes I don't understand a word and I look it up in the dictionary here at school or I ask my English teacher for the meaning."*

***Focus Group (Participant 4*)**

> "*I want to learn English because I want to understand literature or poems, it is nicer to write them in English, they look prettier like that.*"

***Focus Group (Participant 6*)**

> *"I also want to learn English because when you are in a concert or you see an artist posting on Facebook or Instagram, sometimes the singer speaks and you have to understand it, obviously and when I understand it and liked it, I post it back."*

In these excerpts, it can be seen that they have different interests in order to learn a second language, which can be related to understanding video games, books or social media. These topics give the learners motivation to understand English with the purpose of using this content afterwards, such as posting the same content on their social media. According to Gardner (2007), motivation in learning a foreign language can exist in a language class or any other language learning situation; thus, a person who is motivated is "goal directed, expends efforts, is persistent, is attentive, has desires (wants), and exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)." (p.10). All these characteristics can be seen in the fragments presented above. Nowadays, students use English to understand different contexts related to their daily lives, as well as their interest in the social media. This research shows that there is a necessity for teenagers to understand English in different contexts according to their own personal requirements. Thus, understanding English and being able to demonstrate that they are able to comprehend and communicate in a second language, can also be highly motivating for the learning process as they will be more willing to learn a language.

Another important element is that most students are in contact with English after school lessons, this means that they are able to practice the language and also look for vocabulary or different terms that may be helpful in the future for them, for example on different assignments, tasks or tests.

4.2.1.2 Category 2: Difficulties of learning English

This category emerged from the learners' perceptions regarding some obstacles to learn a foreign language, which they see as possible drawbacks in their learning process.

Language acquisition cannot be exempt from difficulties that can affect the learner through different circumstances. These difficulties are reflected in the following fragments:

Focus Group (Participant 2)

> *"Of course, because the teacher was good, but my classmates were not. So nobody paid attention to what was she doing, and I couldn't pay attention because I got distracted with my classmates."*

Focus Group (Participant 5)

> *"My English learning was discontinuous because I started in kindergarten until 2nd elementary, until then everything was good, but then I had many teachers and I didn't understand them, they pronounced the words very poorly, they traumatized me because they made me speak and I couldn't pronounce well(...)."*

This category emerged from the focus group prior to the implementation of the DWCF. In these excerpts, it is possible to observe two cases of difficulties that second language learners may encounter. On one hand, learners expressed that there is a difficulty in acquiring the language because of the physical environment problems. These problems may be associated to the number of students per classroom, noise and lack of motivation, which may lead to the students' discouragement towards learning a second language.

The second aspect that emerged from these research questions is that the Ministry of Education in Chile has developed different programs for the English subject. These programs are mostly used by subsidized and public schools since 5th grade elementary, as

most of the students interviewed in this research. According to the questions made in the focus group, most of the students who were taught under these programs claim that they felt more insecure and highly demotivated.

Finally, it can be concluded that students need to go through a constant learning process from a young age with a motivating environment which can encourage students to learn and practice the language in their lessons. Consequently, an adequate classroom atmosphere is essential as well to comprehend, practice and also produce the language, as some of the students only have the opportunity to learn English at school.

4.2.1.3 Category 3: English language usefulness

The third aspect considered to be analyzed is the usefulness of English language. Through this category we can consider the different objectives that each student may have regarding this topic, which are presented in the following excerpts:

Focus Group (Participant 3)

> *"When you try to translate or write a word that I don't understand, you have to look it up to see how it is written and then use it afterwards."*

Focus Group (Participant 4)

> *"I believe that is better to have lots of vocabulary in both English and Spanish, because it helps you complementing one language to another and like this you don't have gaps of words when you are writing on a test."*

From these excerpts, it can be seen that students understand that there is a need to learn a second language because they need to fulfill their own needs. In this case, students were asked about developing their writing skills, and so most of them concluded that they look up words in the dictionary and write the meaning on their copybooks, so as not to forget the word afterwards. These excerpts show the necessity that students have in order to learn more vocabulary and at the same time being more accurate in writing. As a consequence, these excerpts show that dynamic written corrective feedback would be an effective tool to ensure a meaningful learning process for the learners.

4.2.1.4 Category 4: Strategies to develop language skills

The fourth aspect to be analyzed is the *strategies to develop language skills*. This category emerged from the students' beliefs towards learning English as a foreign language. Through the following excerpts it can be seen that students look for different techniques with the purpose of developing their skills in the English language. According to DeKeyser (2007), author of the skill acquisition theory, three stages can be used in order to develop different skills, which are related to presentation, practice and production (Byrne, 1986; as cited in DeKeyser, 2007). This can be seen in the following excerpts presented:

Focus Group (Participant 3)

> *"I listen to the songs and then I write them down and when I have to write something I remember those words."*

Focus Group (Participant 6)

> *"I write the words I don't know, and then I memorize them and repeat the words."*

Focus Group (Participant 8)

> *"I try to think in English, that's the first step, even though many teachers don't recommend this, but I try to remember about the structure of the words and tense and then I start writing."*

Focus Group (Participant 10)

> *"I read what the teacher writes on the whiteboard and I write it immediately, and if something comes out wrong, I check it with the answers in the whiteboard and I say to myself "I failed on this" so I erase it immediately and correct it, because I feel terrible when I have mistakes."*

From these reflections, it is possible to observe the learners' inner motivation towards learning a second language, through this fragments it can be seen that the students develop different strategies in order to achieve their own goals towards developing accuracy in writing tasks. These strategies can be related to writing words in their copybooks, writing lyrics of a song or even remember structures, most of these students tried to find different methods to avoid errors in their tasks and with the clear purpose of achieving accuracy in their written tests and as a consequence have better marks in their English subject. According to Truscott (2006; as cited in Evans, Hartshorn & Strong-Krause, 2011), this error correction practice is a waste of time and potentially harmful to students. This response can be supported by the students' excerpts presented above. Truscott (1996) in his article "The Case of Grammar Correction", presents the problematic related to abandoning L2 writing lessons because of three reasons claimed by the author. First of all, research demonstrates that these lessons are ineffective and do not help to improve the learner's knowledge. Truscott (1996) also thinks that grammar correction is

ineffective within theoretical or practical reasons. Finally, this type of correction has harmful effects. These claims have caused a big impact with the authors that are in support of written corrective feedback (Ferris & Roberts, 2001; Bitchener, 2008; Ellis, 2008; Hartshorn et al, 2010; Evans et al, 2010; Storch, 2010; Evans et al, 2011; Kurzer, 2018) who have conducted studies in order to show the efficacy of written corrective feedback, especially Evans et al (2010), who developed dynamic written corrective feedback as a new methodology with the purpose of increasing the learners' written accuracy.

4.2.1.5 Category 5: Benefits of feedback in written production

This category presents the students' experiences that they have previously had towards written feedback. According to Bitchner (2008), written corrective feedback has two categories of error correction, these categories are classified into direct or indirect. On one hand, Direct written corrective feedback may be described as the "provision of the correct linguistic form or structure above or near the linguistic error." (Bitchner, 2008; p. 105) and indirect written corrective feedback indicates the error but with different characteristics, which are related to underline or cycling the error, record at the margin the amount of errors on a specific line or using a code to identify the error (Bitchner, 2008; p. 105). In the fragments presented below, it can be seen that teachers in this school use direct feedback in order to give the students the specific answer or on the other hand just use ticks or crosses, without giving a specific feedback of the error they have previously made.

Focus Group (Participant 2)

"I like the teachers' feedback because when we write something and we show it to her and the teacher indicates me what was wrong and where the mistake was. She doesn't say: "everything is wrong, do it yourself!". It is extremely different when they tell you where the mistake was, that you have to figure it out on your own, because if we did it wrong is because we don't know."

Focus Group (Participant 7)

"Feedback on tests is more concise, it's shorter and everything is in there: It's easier than finding the answers in the copybook."

Focus Group (Participant 13)

"I don't like feedback because they say it's wrong with a cross, but at the same time they don't tell you where the mistake was and that is not helpful. Or on the other hand the teacher writes the answers and at the end you don't make any effort to know the answer… they just give it to you"

Through these excerpts, it can be concluded that students prefer indirect feedback rather than direct feedback because it indicates them where the error is and they have the possibility to improve it.

According to Ferris and Roberts (2001), indirect feedback is recommendable for L2 learners with a lower level of proficiency and through this process students improve their accuracy more than with direct feedback. Consequently, Bitchner et. al., (2005) agree and conclude that indirect feedback is more effective than direct feedback, as it effectively helps the students to improve their levels of accuracy.

According to the students' excerpts, we can see that students would like to improve their errors, through a different methodology. Nowadays in most of their school subjects, written feedback is not effective, as teachers write the answers near the error and the student does not have the chance to correct it or on the other hand students' do not know where the error was or in what they have failed.

4.2.2 Influence of Dynamic Corrective Feedback on students' perceptions of developing writing skills

In this section, the second objective of this research will be analyzed in terms of the evidence obtained from personal interviews carried after the implementation of dynamic corrective feedback.

From the learners' reflections, five categories emerged: benefits of DWCF, positive aspects of DWCF, the improvement of writing skills, motivations and feelings towards DWCF and the effectiveness of DWCF.

Objective	Categories	Instruments
Specific Objective 2: to explore the influence of dynamic written corrective feedback on students' perceptions of developing writing skills.	1. Benefits of the codes in dynamic written corrective feedback. 2. Positive aspects of dynamic written corrective feedback. 3. Improvement of writing skills through dynamic written corrective feedback.	Post intervention personal interview.

	4. Motivations and feelings emerged from dynamic written correct feedback. 5. Effectiveness of dynamic written corrective feedback.	

Table 7: Summary of the specific objectives and the categories emerged from the post intervention interview.

4.2.2.1 Category 1: Benefits of the codes in DWCF

This category emerged from one of the principles of Dynamic Written Corrective Feedback. According to Evans et al. (2010), in order to achieve syntactic accuracy, error-correction symbols should be used. This indirect error correction symbology becomes direct when the student has noticed the error and corrected it afterwards. Hartshorn et. al., (2010) defines this type of indirect feedback as meaningful, because learners are able to identify the error and also locate it. Through the post intervention interview, the learners gave their impressions towards these symbols, concluding the following:

Post - Interview (Participant 1)

> *"I believe that symbols told me where the mistakes were, so you could think and go beyond the symbol and remember for example a tense or when you had to omit a word."*

Post - Interview (Participant 7)

> *"It helps you to find what is right or wrong or what is missing, what you have to omit and all that. I think that symbols are better because you can fix what is wrong. With a ticket or a cross you don't know what is wrong or in what part of the text I made the mistake"*

Post - interview (Participant 11)

> *"You focus your attention in the mistake and when you see the symbols, it's like you realize immediately what was incorrect. Sometimes you have exercises wrong and you get a cross for everything, so you don't know where the mistake was, however with this method you see the symbol and you know immediately what your mistake was and then you correct it."*

Through these excerpts, we conclude that scholars prefer codes instead of the common symbols used for checking different types of evaluation or assignments. According to Ferris and Roberts (2001), through several studies made in error correction within L2 classes, students prefer indirect feedback with error codes or labels attached over direct teacher corrections because errors are just simply being remarked or not labeled. Also, this methodology gives the student time to find the error, think and repair the problem (Ferris & Roberts, 2001), steps that are supported by the Cognitive Process of Writing. As a result of this research, it can be concluded that students felt more comfortable with this methodology because codes marked the error precisely because before the implementation of this methodology, most of the students received feedback with ticks or crosses and this type of assessment did not tell them what the error was, on the contrary, most of the students thought that the entire piece of writing was wrong. Through the implementation of codes, they were able to realize were the error was and gave them time to identify and correct the word or sentence that was wrong

4.2.2.2 Category 2: Positive aspects of DWCF

This category demonstrates the useful aspects of Dynamic Written Corrective Feedback emerged through this study. One of the features that this methodology considers is the use of a *tally sheet* with the purpose of keeping a record of the errors made in each session. According to Hartshorn et al. (2010), this process is related to written fluency; thus, it is necessary to keep a record of the number of words of the learners' writing in a particular period of time. This record of errors help the student to carry a record of their improvement made day by day. This can be highly motivating because the students are able to see specifically the type of error they have made and also the amount of errors that they have had, but on the other hand, it can be demotivating as well if the methodology is not effective.

The students' impressions towards the positive aspects of Dynamic written corrective feedback can be observed in the following excerpts taken from the students' post intervention interview:

Post intervention Interview (Participant 1)

> *"Yes, it was useful because I saw it every day (the tally sheet), I saw and I realized the mistake that I had on the previous day. And yes, it worked because every day I noticed that I had fewer errors."*

Post Intervention Interview (Participant 2)

> *"Yes, I think it works because you were realizing of your own improvement or the opposite, it was good because it is awesome to see how you are doing, just like that, making progress and decreasing with your errors."*

Post intervention Interview (Participant 3)

"Yes, it was good because I could write down the amount of errors that I had, it's like it helped me to improve myself and I don't know, it's like you have a personal record, to have less errors than the last time, so it was worth having the errors there"

In regard of this excerpt, we can conclude that it is extremely useful for learners to keep a record of their own mistakes, as it enhances self-confidence and motivation. Through this process, learners can notice their own mistakes trying to improve their written accuracy afterwards.

Another important aspect of DWCF is *time*. One of the characteristics of Dynamic Written Corrective Feedback is the amount of time given to the students in order to produce writing samples. In this methodology, students are given 10 minutes to write compositions, which must be at the beginning of every session. According to Evans et al. (2010) 10 minutes is a sufficient amount of time in order to develop a representative sample of a learner's writing and it is also long enough to keep manageable tasks and feedback. This amount of time was enough to complete the daily paragraphs within the school context. Through the implementation of this methodology, there was no need to add additional minutes to complete each task.

Through this research, we can observe the benefits of writing within this amount of time, which can be seen in the following excerpts:

Post Intervention Interview (Participant 2)

"Yes, I believe that that amount of time is enough even though there were times in which I had to write fast, because sometimes I was stuck in things that I could write, what word could it be."

Post intervention Interview (Participant 3)

> *"Yes. I think the time was enough, because the paragraph didn't have an established length, so I could write whatever came to my mind in that time and also it was the perfect amount of time to fix my errors. It is good to be under pressure, that you have a limit, because I only had one focus."*

Post Intervention Interview (Participant 5)

> *"Yes, I believe it was necessary because it helped me, it was like the proper amount of time because I had to think fast and at the same time don't think too much, for example, I couldn't think about making a mistake. At the beginning I tried to think very fast, but then I got used to identifying my errors, and they were decreasing, until I finished error free."*

Post intervention Interview (Participant 12)

> *"I believe it was good, you get faster and it is also motivating, it's like you have more adrenaline, and I like it."*

We can conclude that the amount of time given by this methodology is enough to write the paragraph, the students felt challenged and also motivated to create a piece of writing with a topic of their interest within 10-minutes. One of the most important aspects is that students did not have time to think about making a mistake, this amount of time kept them focused on writing and expressing their ideas, instead of distracting themselves from writing.

4.2.2.3 Category 3: Improvement of writing skills through DWCF

In this section, the principles of Dynamic Written Corrective Feedback will be analyzed according to one of its characteristics. According to Evans et al. (2010), tasks and feedback should be "manageable, meaningful, timely and constant". These fundamentals will be further developed in this category.

The third principle of Dynamic written corrective feedback is related to provide *meaningful* feedback to the learner, which is given through coded symbols with the purpose of identifying the type of error and the location. Moreover, the students are taught to interpret the coded symbols and also they are asked to record the errors in a tally sheet to exhibit the frequency of the errors. According to Heartshorn et al (2010) meaningful feedback increments the students' awareness in order to identify high - frequency errors, which is fundamental to the Skill Acquisition Theory.

Post intervention interview (Participant 11)

> *"This (methodology) has many positive aspects, because I realized that I had made different mistakes, but the paragraph didn't have a cross, the symbols would tell me where the mistake was and I was able to correct it when I had to write the text again and again, but every time it was easier to correct it."*

Post intervention interview (Participant 13)

> *"The best thing of this (methodology) is that we had to practice and having my errors identified in my tally sheet."*

The extracts above indicate why DWCF is *meaningful* as the students were able to recognize the symbols and do the cognitive process of identifying the errors and correct them every class. This made the students internalize their errors and practice as many times as possible in order to achieve written accuracy.

The second aspect emerged from this category, is that most of the students felt confident and motivated because their paragraphs were not marked with ticks or crosses, this was extremely meaningful for them as they thought that all the effort they have put into this writing paragraph was not in vain. Through this research we can conclude that symbols are a good approach in order to correct students' written assignments.

According to Hartshorn et al (2010) this principle is based on the skill acquisition theory of which purposes that feedback should be meaningful when it is *Timely and Constant.* This methodology claims that feedback is *timely* because the student's writing is marked with the coded symbols and it's given back in the following class and it is also *constant* because the learners create new paragraphs and receive feedback almost every lesson from the course.

In the following excerpt we can see the importance of this principle:

Post intervention interview (Participant 1)

> *"When I Practiced, just like anything else, I mean anything that you practice will end being great."*

Post intervention interview (Participant 3)

> *"I believe that knowing where your error is and don't let the error there it helps because many times I said "I made a mistake on that word, but whatever because nobody will correct it, so I didn't do anything about it", but in this case I started*

reading the paragraph and I had to correct it every day and I could remember (the mistake).”

Post intervention interview (Participant 5)

“(...) when I write every day, I got home and I remembered the mistake and I tried to think about it, I didn’t go online and look for the words, I just tried to figure it out by myself”

Post intervention interview (Participant 9)

“It’s good because I saw the error and I had to change it, I was constantly thinking about the error, and as I had to correct it the next day, I didn’t forget about it .”

Post intervention interview (Participant 13)

“The best thing about this is having the opportunity to practice.”

Through these excerpts it can be observed that students support constant feedback, which is one characteristic of dynamic written corrective feedback, which claims that teachers should give constant feedback into their students with short lapses of time in order to make meaningful changes in their accuracy levels. This can be supported with the learners’ impressions, which claimed that through this constant feedback they could remember their mistakes and through that process they were able to look for the missing words at home.

In order to provide manageable feedback Hartshorn et al. (2010) indicate that students have manageable tasks when they have the ability and time to “process, learn from and apply the needed feedback from their teachers”. Through this process, it is highly important to provide manageable feedback in order to avoid “information overload” (p.89).

This means that this methodology has two main objectives within the definition of manageable, which are to prevent large amount of feedback and also to limit with time the students' length of the written compositions. This can be evidenced in the following extracts taken from the post intervention interviews:

Post Intervention Interview (Participant 10)

> *"I believe that this methodology is a good strategy because I got to write about whatever I wanted and I think that you learn from writing paragraphs and correcting the words day by day and you could do this every day."*

Post Intervention Interview (Participant 11)

> *"Now I can write faster because of the time given, I can identify my errors and correct them on my own. On the other hand, I could write about any topic I wanted and that was good."*

Thus, according to Hartshorn et al. (2010) feedback is manageable to students "when they have the time and the ability to process, learn from and apply the needed feedback from their teachers" (p. 88). Over this research questions students supported the fact that clear and precise instructions in error correction are easily to identify and at the same time prevents the students from not understanding the messages that are usually written by their teachers at the end of an assignment or tests.

4.2.2.4 Category 4: Motivation and feelings emerged from DWCF

As previously stated in chapter 3, according to Evans et al. (2010) Dynamic Written Corrective Feedback has three main variables to achieve L2 writing accuracy. One of them is the Learner Variables, which is related to the students' learning experience which includes, their motivation, learning styles, goals and their native language.

Motivation is an important aspect to be analyzed when we talk about error correction in this specific methodology. According to Hamidun et al. (2012) feedback is essential to encourage the students' writing and increase their levels of motivation. Brophy (2003; as cited in Hamidun, 2012) explains that learners need specific and detailed feedback to realize about their strengths or weaknesses. These facts are supported by the students' impressions towards DWCF in the following excerpts:

Post intervention interview (Participant 3)

> *"I felt so good when I received feedback, because I love learning English, so I thought that this methodology was something that was going to help me afterwards."*

Post intervention interview (Participant 9)

> *"I felt incredible because I knew I was getting better, I like English, (through this methodology) I was able to know more words and I knew that this was something that I could have benefits in the future."*

According to Hamidun et al. (2012) in his study, he concluded that students' writing improved in coherence and as a consequence the students felt more motivated on the assignments given and they even asked the teacher to give comments on the comments on

their writing. A similar situation happen through the implementation of DWCF, while the students were improving their levels of accuracy they felt highly motivated as their errors were decreasing.

4.2.2.5 Category 5: Effectiveness of DWCF

Over the past decade studies have proven the effectiveness of Dynamic Written Corrective Feedback related to the levels of accuracy and the impact that this methodology has in terms of rhetorical competence, writing fluency and writing complexity (Evans et al, 2010; Hartshorn et al. 2010; Kurzer, 2018), but there was a need for further research on the learners' impressions towards DWCF. In order to achieve highly levels of written accuracy many variables are important to consider, which have been previously described in chapter 3, some of these variables are related to motivation, learning styles, the teacher, the instructional design and what or how is this methodology taught (Evans, 2010) in order to be effective. This effectiveness of Dynamic Written Corrective Feedback can be seen in the following extracts:

Post intervention interview (Participant 5)

> *"I believe that many people should do this, because when you don't make a mistake, it's awesome because you have the motivation to learn more, to want to know why did I make those mistakes. So, when you realize that you what to look for information to learn more, then you correct yourself and you don't feel sad or demotivated, so that makes you improve in the topic of "not quitting" you have to be optimistic."*

Post intervention interview (Participant 9)

> *I think this methodology works because I saw the results of it, I mean you start looking the answers in your head, I don't know how, because I didn't want to make a mistake, I thought "I have three errors, I have to do something to make them disappear", I really wanted to improve."*

Post intervention interview (Participant 11)

> *"I believe that this methodology is effective because you focus on a mistake and when you see the symbols, you immediately realize what was wrong."*

These aspects represent the students' impressions towards the effectiveness of codes. To this regard, students were able to realize their own mistakes and effectively improve their levels of accuracy through the instructional design of this methodology. In spite of these findings, we can also conclude that students feel highly motivated as they are able to find their own mistakes and correct them. As a consequence, it is very important that teachers should find other strategies in order to improve the learners' motivation towards learning, this means that crosses and tickets are outdated and at the same time discouraging, this finding can be seen in the following excerpts:

Post intervention interview (Participant 1)

> *"Codes are better because they tell you the specific mistake, because when teachers use a cross they don't tell what the mistake was, it's like you have to figure it out by yourself. This is better you only have to read it"*

Post intervention interview (Participant 4)

> *"You can see where the mistakes were and you also realize on your own, its like you feel more independent."*

Post intervention interview (Participant 6)

> *"The difference between the tickets and the cross, is that when you get a cross, it is more general, instead of the codes, they tell you specifically where the mistake was"*

The effectiveness of dynamic written corrective feedback lays on the constant feedback given to the students as well as the time given to improve their written accuracy. However, its main positive feature is that feedback is given through codes, as students feel highly discouraged when they are given just the common symbols to assess the assignments, which are tickets or crosses. Certainly students feel more comfortable and it is also challenging to know where the errors were, because they are realizing exactly where they are failing and this gives them time to look for words and improve their pieces of writing.

CHAPTER 6: CONCLUSIONS

This research was conducted with the purpose of identifying the impact of Dynamic Written Corrective Feedback on students' perceptions of their own development of writing skills within a junior year class in Chile. It also aimed to explore the participants' perceptions of their development of written skills in English and the strategies the students used to accomplish accuracy in written English through the implementation of Dynamic Written Corrective Feedback. The final aim of this study was to explore the influence of DWCF on students' perceptions of written skill development.

The results of this study indicate that students have a positive perception of the improvement of their writing skills through Dynamic Written Corrective Feedback (DWCF). First of all, the implementation of this methodology helped the students improve their written accuracy, as they were able to notice their errors so as to correct them and, therefore, improve their levels of accuracy. Additionally, other aspects that emerged from this research are related to motivation and the outdated symbols used for error correction. Concerning the first aspect, Hyland and Hyland (2006) claim that feedback is fundamental for the development of written skills in a second language for it could foster students' motivation. Based on this research`s findings, it can be concluded that students increased their levels of motivation as they expressed, as they were able to notice day by day that their errors decreased and also to produce error-free paragraphs at the end of the pedagogical interventions of this research.

As for the specific objectives of this study, through the analysis of the focus group and the personal interview data, it was possible to identify (1) the participants' perceptions of their development of written skills in English, (2) the strategies they used to achieve accuracy in written English, and (3) the influence of Dynamic Written Corrective Feedback on students' perceptions of developing writing skills. Through this process, five categories emerged which reflect the learners' perceptions towards this methodology. These categories are, first of all, the benefits of the codes in Dynamic Written Corrective Feedback, then the positive aspects of DWCF, followed by the improvement of writing skills through DWCF, and finally the motivations and feelings which emerged from DWCF and the effectiveness of this methodology. In relation to this, the participants of this investigation were able to notice their errors and improve their levels of accuracy through the implementation of this methodology. This is evidenced through the use of the tally

sheet and also by the everyday feedback provided by the researcher. In addition, the learners' perceptions of their improvement were positive; they expressed this methodology helped them improve, from their viewpoint, their written accuracy. This statement is in stark contrast to Truscott's (1996) point of view, as he claims that grammar correction is ineffective and harmful; however, in this study, students perceived that written feedback did allow them to know the precise location of the errors in their writings. This helped them to realize that their written tasks were not completely wrong. Consequently, the participants increased their levels of motivation, as they felt challenged and willing to fulfill the main goal of this methodology that was to produce an error-free piece of writing.

Additionally, this research data analysis revealed the effectiveness of the principles of Dynamic Written Corrective Feedback presented by Hartshorn et al., (2010) who suggest that feedback should be manageable, meaningful as well as timely and constant. The students recognized different aspects related to the implementation of this methodology, which are in line with the principles previously mentioned. This is because learners were able to recognize and improve their errors with the use of the symbols given; they concluded that feedback should be constant and should be given within a short time span with the purpose of improving their written accuracy; they finally concluded that through precise instructions, the errors they made were easier to identify and correct. These findings are supported by authors who have claimed that corrective feedback has a positive impact on the learners' accuracy (Bitchener et al., 2005; Evans et al., 2010; Hartshorn, 2010; Evans, 2011; Kurzer, 2018).

Additionally, the findings of this research have revealed that it is crucial to consider different aspects regarding motivation. Through this research, students felt that they were able to complete this task and achieve written accuracy through the implementation of the

tally sheet used to record their errors, as they noticed that their errors decreased day after day. On the other hand, it is advised that teachers should implement a more focused feedback on their written assignments, as most of the students felt that tickets and crosses are outdated and old fashioned and they do not indicate the error they have previously made and as a consequence they think that they have failed in most of the assignment.

From this research, more inquiries arise for further research: (a) what is the impact of dynamic written corrective feedback on low proficiency students of English? (b) what are the learners' perceptions towards improving their motivation through this methodology?

This study revealed the perceptions of junior high students learning English as a foreign language under the implementation of Dynamic Written Corrective Feedback; therefore, further studies could be carried in order to know the students' perceptions within a bigger group of students, this could allow deeper research of the learners' impressions towards DWCF as well as the effectiveness of this methodology in achieving written accuracy.

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APPENDICES

APPENDIX A: CORRECTION MARKS (DWCF)

	Code	Error Type		Example
Global Errors	VF	Verb form		It was happened yesterday. Psychology expose you to behavior.
	VT	Verb time		It happen yesterday.
	SS	Sentence structure (including run-on and incomplete)		They brought the man who them him found. Because they thought it was good. Because friendship takes effort, so it is time-consuming.
	WO	Word order		Especially, I miss home.
	WC	Word choice		She says that raising a pet needs responsibility.
Local Errors	PP	Prepositions		I was responsible of everything.
	D	Determiner (articles)		The trip to United States was enjoyable.
	NF	Noun form		All family member are supposed to get along. She limited the amount of candies I could eat.
	WF	Word form		Money brings themselves more opportunities.
Other Errors (Mechanical)	SPG	Spelling		I never worried about my teech getting bad.
	P	Punctuation		When I was visiting; one morning scared me.
	C	Capital letter		Students love to party. they also love to eat pizza.
	^	Use with SS	Insert something	A good major helps you earn a lot money.
		Use with SS	Omit something	I chose this major is because it is interesting.
	?	Use with SS	Meaning is not clear	He borrowed some smoke.
	AWK	Use with SS	Awkward wording	Candy makes children feel a sweet taste.

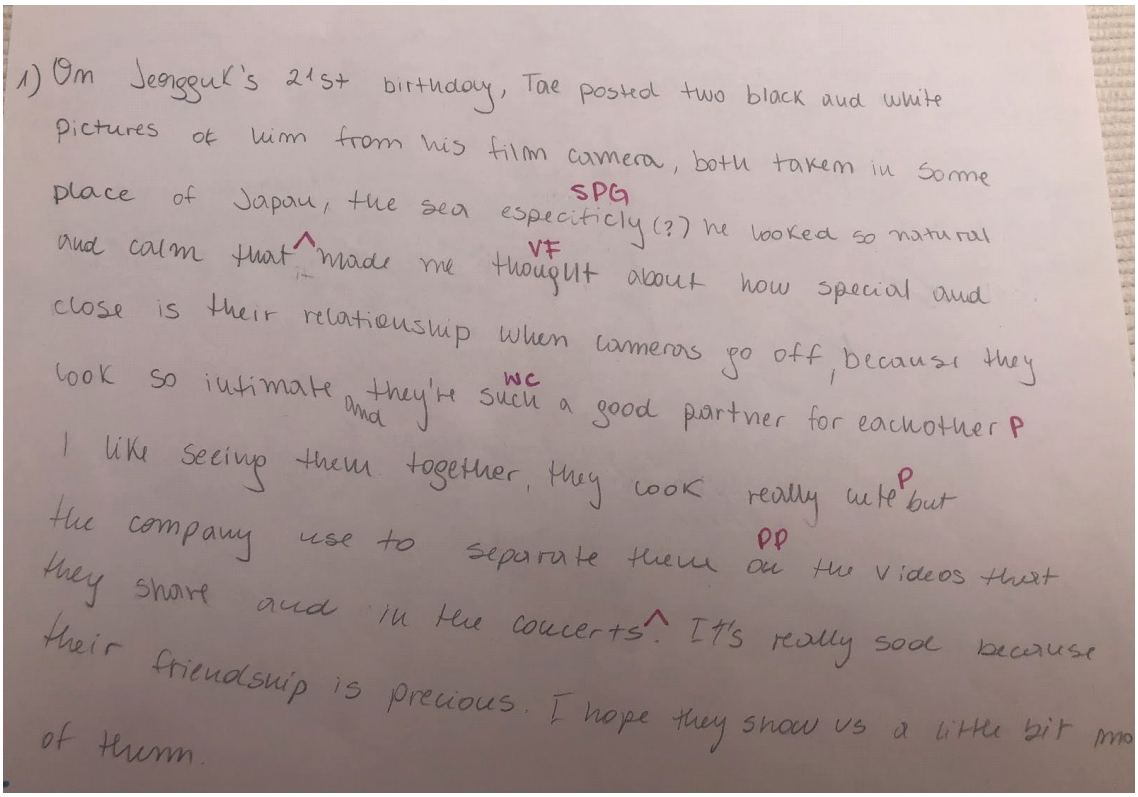
Kurzer, K. (2018). Dynamic written corrective feedback in developmental multilingual writing classes. TESOL Quarterly, 52(1), 5-33.

APPENDIX B: TALLY SHEET

		1	2	3	4	5	6	7	8	9	10	Total
Paragraph Score:												
Global Errors	VF											
	VT											
	SS											
	WO											
	WC											
Local Errors	PP											
	D											
	NF											
	WF											
Other Errors (Mechanical)	SPG											
	P											
	C											
	^											
												
	?											
	AWK											

Kurzer, K. (2018). Dynamic written corrective feedback in developmental multilingual writing classes. TESOL Quarterly, 52(1), 5-33.

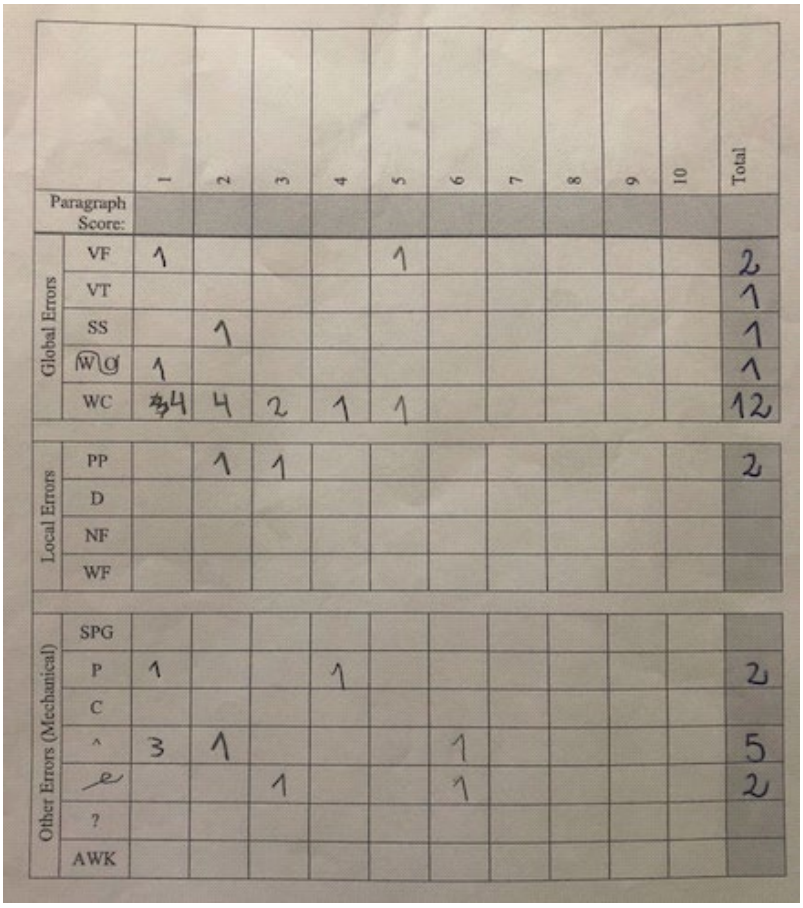
APPENDIX C: SAMPLE OF PARTICPANT'S PARAGRAPH



1) On Jeongguk's 21st birthday, Tae posted two black and white pictures of him from his film camera, both taken in some place of Japan, the sea especiticly (?) he looked so natural and calm that made me thought about how special and close is their relationship when cameras go off, because they look so intimate and they're such a good partner for eachother I like seeing them together, they look really cute but the company use to separate them on the videos that they share and in the concerts. It's really sad because their friendship is precious. I hope they show us a little bit mo of them.

SPG
VF
WC
P
P
PP

APPENDIX D: SAMPLE OF PARTICIPANT'S TALLY SHEET



		1	2	3	4	5	6	7	8	9	10	Total
Paragraph Score:												
Global Errors	VF	1				1						2
	VT											1
	SS		1									1
	WO	1										1
	WC	34	4	2	1	1						12
Local Errors	PP		1	1								2
	D											
	NF											
	WF											
Other Errors (Mechanical)	SPG											
	P	1			1							2
	C											
	^	3	1				1					5
	~			1			1					2
	?											
	AWK											

APPENDIX E: PRE-INTERVENTION FOCUS GROUP

OBJECTIVE OF THE INTERVIEW: This interview aims to know the students' impressions and attitudes towards written feedback and error correction.

SECTION 1: LEARNER'S PROFILE

- When was the first time he/she approached learning English as a foreign language?
- Have you had any experience learning English outside school?
- What are your perceptions of developing written skills in English?
- Do you ever use written English in your everyday life outside school?
- Do you enjoy learning English? What motivates you to learn the language and to develop writing skills?

SECTION 2: DEVELOPING WRITING SKILLS

- What strategies do you use to develop your writing skills?
- In your English lessons, what has been your experience in terms of learning how to write in English?
- Is writing something you find easy or difficult?
- When you have to write in English, what do you do first? How do you begin writing?

SECTION 3: FEEDBACK TO DEVELOP WRITING SKILLS

- Do you read the feedback given by the teacher? Is it helpful? Why? Why not?
- What kind of feedback do you usually get from your teachers of English when you work on writing? Do you think this feedback is effective? Why or why not?
- What do you think would be the most effective way to give students feedback for writing?
- In your opinion, is feedback effective to develop your writing skills? How so?
- In your opinion, do students benefit from the kind of feedback given by teachers to improve writing skills? Why? Why not?

APPENDIX F: POST INTERVENTION INTERVIEW

Objective: The main objective of this interview is to know the learners' impressions towards Dynamic Written Corrective Feedback.

Section 1: To understand the influence of Dynamic Written Corrective Feedback in students' perceptions in developing writing skills.

- What codes were easier to identify? Why?
- What codes were more difficult to identify? Why?
- How keeping a record of your own mistakes has helped you in developing your writing skills?
- In what ways did writing a paragraph every day help you improve your levels of accuracy?
- In your opinion were 10 minutes enough to rewrite your paragraph? Why? Why not?

Section 2: To determine if the effect of this method is sustainable in maintaining students' perceptions of developing writing skills.

- In which ways do you think you have improved your writing skills?
- How did you feel about receiving feedback every day?
- According to your point of view, was this method effective? Why or why not?
- Do you think it would be effective to receive feedback only in the scheduled lessons and not every day? Why? Why not?
- In your opinion, is this methodology a good strategy to improve your writing skills?
- How did you feel when you noticed that your errors were decreasing?
- In which ways are codes better than a tick or a cross?
- In your own words, do you consider that this methodology has helped you improve your current writing skills?