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METACOGNITIVE INSTRUCTION, CORRECTIVE FEEDBACK, AND FEEDBACK SEEKING BEHAVIOR: A CLASSROOM STUDY

Tesis de pregrado para optar al titulo de Profesor de Inglés para la Enseñanza Básica y Media.

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ABSTRACT

This quasi-experimental study examined how metacognitive instruction (MI), together with corrective feedback (CF), affected seventh-graders' feedback-seeking behavior (FSB). The current study was conducted in a private school located in Santiago, Chile. Seventy-five students participated in the study for over six weeks. The participants were divided into three groups, Group A and B were the experimental groups: Group A's treatment consisted of MI+CF, while Group B consisted of CF only. Group C was the control group and received no treatment on neither MI nor CF. The data was collected via (a) self-reported questionnaire on FSB+MI+CF (pre-test and post-test); (b) three intervention sessions carried out in the course of three weeks in 30 minutes each, (c) three classroom observations post the sessions of Group A and three observations in Group B and C; and (d) students' journals on their reflections after each session. The results suggested that CF and MI increased learners' FSB. However, CF (explicit corrections) alone decreased learners' FSB even though it increased learners' perceptions of CF. In terms of metacognition for oral communication, without instruction, learners lessened their appreciation of metacognition as a learning strategy. Additionally, the present study suggests pedagogical implications and ideas for further research.

Key Words: Feedback Seeking Behavior, Metacognitive Instruction, Corrective Feedback, Learners' Perceptions, Teaching Strategy, L2 Learning.

RESUMEN

Este estudio cuasi-experimental examinó cómo *metacognitive instruction* (MI), junto con *corrective feedback* (CF), afectó *feedback seeking behavior* (FSB) de alumnos de séptimo grado. El estudio se realizó en una escuela privada ubicada en Santiago, Chile. Setenta y cinco estudiantes participaron en el estudio durante seis semanas. Los participantes se dividieron en tres grupos, los Grupos A y B fueron los grupos experimentales: el tratamiento del Grupo A consistió en MI + CF, mientras que el Grupo B consistió solo en CF. El Grupo C fue el grupo de control y no recibió tratamiento ni en MI o CF. Los datos se recolectaron mediante (a) un cuestionario autoinformado sobre FSB + MI + CF (antes y después de la prueba); (b) tres sesiones realizadas en el Grupo A durante tres semanas durante 30 minutos cada una, (c) tres clases de observación después de las sesiones en el Grupo A y clases observadas sin intervención en los Grupos B y C ; y (d) reflexiones escritas de los estudiantes después de cada intervención. Los resultados sugirieron que CF y MI aumentó el FSB de los alumnos. Sin embargo, CF por sí sola, disminuyó el FSB de los alumnos a pesar de que aumentó la percepción sobre CF. En términos de metacognición para la comunicación oral, el grupo de estudiantes sin metacognición disminuyó su apreciación por la metacognición como estrategia de aprendizaje. Además, el presente estudio sugiere limitaciones e implicaciones pedagógicas para futuras investigaciones.

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1. Introduction

1.1 General background

One of the issues concerning the Chilean English-as-a-foreign-language (EFL) context is the proficiency level of the country's students. According to MINEDUC (2019), English is a fundamental tool for students to enter the globalized world. However, 7 out of 10 IIIº grades of high school students do not achieve the learning content expected to have by 8th grade (Agencia de la Calidad de la Educación, 2017). Moreover, 32% of the students from IIIº Medio achieve or surpasses the A2 level of the Common European Framework for Reference (CEFR) (Agencia de la Calidad de la Educación, 2017). Therefore, the latest results triggered the creation of a new program called 'English in English' in order to improve the students' proficiency in the L2. Clearly, there remains much to be improved in terms of Chilean EFL education.

Since English is not an L1 in the South American region, English classes tend to be the sole context where Chilean learners can develop their L2 skills. Nevertheless, a British Council study (2015) revealed that Chilean English students "feel that the biggest value of English is in being able to communicate with more people" (p. 8). In order to overcome this issue, exposing them to teaching strategies such as corrective feedback (CF) and metacognitive instruction (MI) could be useful. By combining these strategies in the Chilean context, students could notice feedback from their teachers more frequently and boost their productive skills in the L2. The current study was designed to increase the students' perceptions about the importance of developing their L2 proficiency by becoming more aware of CF and its benefits.

1.2 The present study

The primary purpose of the current study was to examine the effect of MI and CF on Chilean EFL students' feedback-seeking behavior (FSB). According to Sato and Loewen (2019), "it is reasonable to assume that if informed about the advantages of CF and prepared to receive it, learners will more likely notice and benefit from CF" (p. 32).

Also, by using MI as a teaching technique, students' perceptions regarding CF might be positively increased when integrated with MI as they promote L2 development better than CF alone (Sato & Loewen, 2018, p. 529). Regarding those mentioned above, the current study aimed to raise awareness about the impact of CF and MI on students' psychology related to FSB.

1.3 Structure of the thesis

In countering the previously discussed L2 teaching/learning issues, the present study focused on three main research areas: MI, CF, and FSB. In the first place, the introduction section was composed of three sections, in which the study's overall context is discussed, the main research issues are stated, and the thesis' outline is presented. Secondly, the literature review chapter examines the main concepts that are relevant to the current study. Thirdly, the methodology chapter describes the design of the study, the context, participants, and procedures, such as data collection and data analysis. Then, the results and discussion chapters entail the major findings obtained at the end of the classroom-based exploration and our interpretations of those findings. Finally, the conclusion section states the study's limitations and pedagogical implications.

2. Literature Review

2.1 Corrective feedback

CF grants EFL students the opportunity to improve their L2 proficiency through error identification, modification, and correction. Ellis, Loewen, and Erlam (2006) define CF as the "responses to learner utterances that contain an error" (p. 340). CF has been proven to be an effective teaching technique (Sheen, 2008; Erlam & Loewen, 2010; Sato & Lyster, 2012) through many studies in the development of an L2. For instance, Kartchava and Ammar (2014) stated that CF plays a pivotal role in second language acquisition (SLA) since "CF is an integral part of language study and allows teachers to provide information about the grammaticality of a learner's oral and written production" (p. 86). Therefore, CF is not only useful for teachers as a tool to enhance language learning, but it is also beneficial for students since it enables them to notice a language error, its nature, and its correction (Ellis et al., 2006).

2.1.1 Effectiveness of corrective feedback

Since CF is a teacher's response to L2 learners' errors, studies have shown its effectiveness in the educational context, focusing on explicit CF (ECF) (Lyster, Saito, & Sato, 2013). It has been demonstrated that CF is a reaction to learners' erroneous language forms or utterances that are acknowledged and corrected by their teachers (Zhang & Rahimi, 2014). On the one hand, when students are corrected in inaccurate production, they may apply the correction in their immediate answer. This action was coined as "uptake" by Ellis, Basturkmen, and Loewen (2001, p. 286). On the other hand, students could as well continue making an error, ignoring the teacher's session. For CF to be significant, learners need to understand their errors through uptake in order to improve their production (Sato & Lyster, 2012).

As stated by Kartchava and Ammar (2014), the effectiveness of CF depends on the students' recognition and understanding of the correction. Once the students have received feedback, they need to be able to recognize linguistic inaccuracies, and thus

correct it. This process is called “noticing” (Schmidt, 1990, p. 132), and it is an essential part of learning since a student becomes aware of the meaning behind the teacher’s corrections. Moreover, CF pushes learners to modify their errors while it allows them to analyze and compare their language schemata. In other words, CF enhances language modifications in production after a correction (Sato & Lyster, 2012). Therefore, CF has a direct relation to language learning processes and affects the development of L2 knowledge. As Lyster et al. (2013) summarized, “experimental classroom studies of CF consistently confirm that oral CF is significantly more effective than no CF” (p. 20). Consequently, the use of CF in classrooms helps learners to improve their L2 learning. For this reason, the importance of CF lies, first, in the type of source from which the correction comes (the teacher); and second, on the relevance, the correction has for the learner (uptake) (Sato & Lyster, 2012).

According to Baralt, Gurzynski-Weiss, & Kim (2016), learners’ attendance to the target language facilitates language development. However, not all researchers agree on the level in which learners need to pay attention to input to turn it into intake. On Schmidt (1990), multiple definitions of intake are given, and they mostly refer to it as the way learners notice the L2. Whether learners notice a language structure in input by “deliberately attending to form, or purely inadvertently” (p. 139), the author pointed out that this process still involves intake.

Different types of CF might lead to modifications of a learner’s production and affect their level of noticing the correction. The most common types of CF are Explicit and Implicit. In the educational community, several studies have “argued that explicit corrective feedback is superior to implicit because it is more salient” (Erlam & Loewen, 2010, p. 879). According to Lyster et al. (2013), examples of ECF are recasts, explicit correction, elicitation, clarification, repetition of error, and meta-linguistic feedback (see Table 1). All these types of CF are commonly used by teachers to make students aware of their inaccurate performance (Lyster et al., 2013). Schmidt (1990) describes the importance of learners’ noticing of CF as an explicit and conscious mixture of attention and awareness by which students can realize the gap between their errors and target

forms. As a consequence, in order for CF to be effective in L2 learning, the students need to notice the language first by recalling information from long-term memory (Sato & Lyster, 2012, p. 611).

	Implicit	Explicit
Reformulations	Conversational recasts • a reformulation of a student utterance in an attempt to resolve a communication breakdown • often take the form of confirmation checks	Didactic recasts • a reformulation of a student utterance in the absence of a communication problem Explicit correction • a reformulation of a student utterance plus a clear indication of an error Explicit correction with metalinguistic explanation • in addition to signalling an error and providing the correct form, there is also a metalinguistic comment
Prompts	Repetition • a verbatim repetition of a student utterance, often with adjusted intonation to highlight the error Clarification request • a phrase such as 'Pardon?' and 'I don't understand' following a student utterance to indirectly signal an error	Metalinguistic clue • a brief metalinguistic statement aimed at eliciting a self-correction from the student Elicitation • directly elicits a self-correction from the student, often in the form of a wh-question Paralinguistic signal • an attempt to non-verbally elicit the correct form from the learner

Table 1. CF types (Lyster et al., 2013, p. 4)

2.1.2 Learners' beliefs about corrective feedback

Learners' noticing of CF depends on the students' beliefs regarding the use of CF as a facilitator of their L2 learning. This latter claim, which explains the importance of learners' noticing component, is essential for our study since it illustrates how learners' beliefs have an impact on the effectiveness of CF on L2 learning. Quite possibly, "there could be a link between beliefs and noticing and between beliefs and learning" (Kartchava & Ammar, 2014, p. 89). In other words, learning depends on the learners' noticing of errors despite the fact that they may believe oral CF is vital for L2 performance improvement. Although learners may seek for CF in general, some learners express that they feel embarrassed when corrected in front of their classmates and prefer self-correction or the opportunity to choose if they want to be corrected and by whom (Kartchava, Gatbonton, Ammar & Trofimovich, 2018). These individual differences may influence students' perceptions or feelings when receiving feedback in front of their classmates (Lyster et al., 2013, p. 7). This situation is one of the concerns teachers have since learners may hesitate to speak up if they become afraid of receiving CF. Therefore,

it is important that teachers help learners understand that CF is helpful for everyone's L2 learning.

2.1.3 Teachers' concerns about corrective feedback

According to Baralt et al. (2016), even though CF is a pedagogical resource, research into teachers' CF beliefs is 'an understudied area in the descriptive CF research domain. However, recent studies (Kartchava et al., 2018; Lee, 2013) have focused on teachers' beliefs regarding CF effectiveness, types, and forms. These studies have explored teachers' beliefs about CF and only focused on the way teachers give it and what they think about its effectiveness to improve L2 learning (Brown, 2009; Lee, 2013; Kartchava et al., 2018). For example, in Jean and Simard's (2011) study, in order not to interrupt the communicative flow and not to diminish their students' confidence, teachers expressed a preference for correcting errors that impede communication. This type of belief shows that, overall, teachers believe that CF is essential for L2 learning. However, they are also concerned about CF's potential negative impacts on students' psychology, hence, L2 learning.

As Lyster et al. (2013, p. 7) stated:

> Teachers' concerns regarding CF tend to be twofold: first, they believe that CF can break the communicative flow and thus have an adverse effect on communicativeness (Brown 2009); second, they believe that CF can induce language anxiety because learners may lose face by being corrected in front of others (Lasagabaster & Sierra 2005).

Teachers are concerned about the possible negative implications of CF on students' willingness to participate during L2 lessons (Bernales, 2016). Sato and Oyanedel's (2019) survey study on teachers' beliefs showed that teachers were afraid that "corrective feedback may embarrass the student as they are corrected in front of their classmates" (p. 17). In contrast, Bodnar, Cucchiarini, de Vries, Strik, and van Hout (2017) claim the inevitability of learners making errors on their way to learning a language and often wanting to receive corrections on their inaccuracies. This discrepancy between learners' and teachers' beliefs needs further investigation in order to guide teachers in

regards to CF. Moreover, the discrepancy between teachers and learners conveys the importance of pedagogical intervention that potentially minimizes the divergence. That way, learners would not stop seeking CF from their teachers in a classroom setting.

2.2 Feedback-Seeking Behavior

2.2.1 The nature of Feedback Seeking Behavior

According to Crommelinck and Anseel (2013), “feedback can be sought through two methods: inquiry and monitoring” (p. 234). On the one hand, the inquiry method is when learners directly ask others for feedback. On the other hand, monitoring involves a thorough observation of the situation and other people’s behavior to collect information about their performance. FSB is considered as a psychological construct that relates to the individual differences held by individual learners (Papi, Rios, Pelt &, Ozdemir, 2019). In conclusion, FSB appeals to the basic human need for obtaining feedback on one’s strengths and weaknesses (Anseel, Beatty, Shen, Lievens, & Sackett, 2015).

FSB is a valuable resource for learners to improve their L2 learning processes and performances. However, learners struggle between the cost and value of FSB before asking for feedback (Anseel et al., 2015). On the one hand, value refers to the positive perceptions of the effectiveness of feedback, meaning that the correction received is worth the learner that required of it (Papi et al., 2019). Furthermore, according to Crommelinck and Anseel (2013), “through feedback-seeking, individuals aim to improve their chances of attaining valued end states, such as skill development, good performance or promotion” (p. 233). In this regard, learners are concerned about the possible outcomes of receiving feedback. On the other hand, the cost of FSB is associated with three dimensions: “ego cost”, the cost suffered from hearing negative feedback; “self-preservation cost”, the cost of exposing one’s uncertainty and need for help; and “effort cost”, the level of effort required to obtain feedback (Ashford & Cummings, 1983). This cost-value relationship is relevant to the learners’ FSB since studies have shown that the value of FSB increases once the cost of FSB decreases (Papi et al., 2019). Moreover, Papi et al. (2019) claimed that as the individual perceives more credibility on the source and a closer emotional relationship with it, the search for

feedback will be much more frequent (pp. 207-208). Thus, the importance of positive affective factors in L2 contexts depends on their facilitation of learner's evaluations of the value and cost of FSB.

2.2.2 Interventions to Feedback-Seeking Behavior

Research on FSB has been present in different fields of investigation, providing empirical evidence on the impact that it may have on learners' behavior inside classroom settings. Anseel et al.'s (2015) meta-analytical investigation on the antecedents and consequences of FSB demonstrated the importance of further investigation of this subject area. Said investigation showed that "feedback-seeking reduces uncertainty, which leads to increased job performance and more positive job attitudes" (p. 319). Moreover, Anseel et al. (2015) concluded that "research in this dominant view has shown that feedback-seeking enables individuals (...) to improve their task performance" (p. 319). In Choi et al.'s (2014) survey investigation, subordinates' cognition- and affect-based trust in supervisors influence their FSB by considering the different cost/value perception of FSB and goal orientation. Choi, Moon, and Nae's (2014) study also found that cognition-based trust increases when high levels of learning goal orientation are present. Simultaneously, affect-based trust decreases with low levels of performance goal orientation. This means that when learners have a clear goal for learning, it increases their cognition about the importance of feedback, leading to a more frequent search of it.

The previously presented studies pointed out the positive influence that FSB might have on the educational context. However, the research on FSB in L2 learning settings has not been sufficient, preserving the existing gaps in knowledge. Furthermore, according to Crommelinck and Anseel (2013), many studies have investigated the types of topics on which feedback is sought. For example, "for both managers and subordinates, negative feedback-seeking behavior tends to be associated with higher performance ratings" (p. 233). Therefore, there is a positive correlation between positive/negative feedback and FSB.

Additionally, in Ashford and Tsui's (1991) field study on the FSB of managers, the researchers found a positive relationship between the tendency to seek negative feedback, the accuracy of their peer assessment, and how favorable was the evaluation given by their peers. In other words, learners are responsible for intervening and seeking CF since it depends on the learners' self-regulation for achieving an optimal behavior based on the type of CF they seek. Furthermore, it seems that "FSB is an effective self-regulation strategy to improve performance" (Anseel et al., 2015, p. 319), and that opportunities for skill development can be unveiled alongside dominant behavior in a group of people. The findings, as mentioned above, demonstrate how relevant this psychological construct is concerning students' performance when they make use of it.

2.3 Metacognition

2.3.1 Metacognitive Knowledge

Knowledge about cognition or metacognitive knowledge "refers to the set of facts learners acquire about their cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations" (Wenden, 1987, p. 574). Also, metacognition is a type of knowledge that enhances learners' awareness regarding their learning processes and allows them to regulate them. Flavell (1979) states that "metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises" (p. 907). In short, understanding how personal cognition works leads learners to a strong understanding of their learning process by learning techniques that boost their improvement of L2 learning. Wenden (1987) defines metacognitive knowledge as "the set of facts learners acquire about their cognitive processes as they are applied and used to gain knowledge and acquire skills in various situations" (p. 574). Also, metacognition is a type of knowledge that enhances learners' awareness regarding their learning processes and allows them to regulate them. Besides, with the help of metacognitive knowledge, students get to know about personal cognition, the tasks they complete, and their learning strategies (Cotterall & Murray, 2009, p. 34). From this perspective, metacognitive knowledge is meaningful for the understanding of how cognitive processes interact in the student's learning.

Another factor is self-regulatory learning, which is present in every decision taken by the learner when facing a task that requires his abilities and skills. For Pintrich (2000), the general definition of self-regulatory learning is that it is an active and constructive process in which learners set goals for their learning. Students then pursuit monitoring, regulation, and control of their cognition, motivation, and behavior, guided and constrained by their goals and context where they participate. Self-regulated learning provides the necessary elements for a learner to complete and achieve the acquisition of knowledge (Pintrich, 2000, p. 452). Besides, metacognition accounts for learning outcomes in different areas. According to Sato (2019), "in educational psychology research, metacognition (...)has been found to account for learning outcomes, particularly after factoring in other variables such as attendance rates, motivation, and even instructional methods" (p. 2). Hence, metacognition in L2 learning provides learners with the necessary knowledge to improve their language performance.

Metacognitive knowledge is a concept that includes other elements that influence its effectiveness depending on the learner's needs. As stated by previous research, metacognitive knowledge is subdivided into three types of cognition that have an impact on learner's awareness about their skills (Flavell, 1979). There are three types of metacognitive knowledge described in Flavell's publications: person knowledge, task knowledge, and strategy knowledge. According to Flavell (1979), person knowledge "encompasses everything that you could come to believe about the nature of yourself and other people as cognitive processors" (p. 907). This insight implies the individual and their getting to self-knowledge on how to control emotional aspects and others that might influence their performances. Task knowledge involves "the information available to you during a cognitive enterprise" (p. 907). Alternatively stated, the packing of the task, its organization, and its delivery have a repercussion on the student's final performance (Flavell, 1979). This type of knowledge is dependable on external factors such as the complexity of the task and how the learner perceives it. Person knowledge and task knowledge depend on the individual's perceptions regarding the performance that they try to achieve and how it can be dealt with the elements to get there. Finally, strategy

knowledge is defined by Flavell (1979) as the knowledge that could be acquired concerning which strategies are likely to be effective in achieving goals and subgoals in contextualized cognitive tasks (p. 907). Thus, each aspect of metacognitive knowledge enables learners with the necessary skills to perform a task. All these categories for knowledge have been investigated and promoted for teaching, especially in L2 learning.

2.3.2 Metacognitive Instruction

Several studies have demonstrated the effectiveness of MI in the educational field (see de Bruin & van Gog, 2012; Donker, de Boer, Kostons, van Ewijk, & van der Werf, 2014; Zhang & Zhang, 2018). MI teaches learners how to use the resources that are available in their learning storage by considering the types of knowledge mentioned above. MI aims to teach students how to use their cognitive resources through these three relevant types that increase their perceptions regarding what is useful or not for their learning processes. Donker et al.'s (2014) study on MI demonstrated its effectiveness on students' L2 learning and performance by indicating its relationship with other learning strategies in classroom settings. It was discovered that an appropriate instruction of metacognition leads directly to an improvement in students' performance. Also, de Bruin and Van Gog (2012) exemplified that "an elaborate concept map instruction, combined with actual concept map construction improve metacomprehension in junior high school students" (p. 250). From this perspective, the importance of MI lays on its aim to teach learners how to use the available cognitive resources. Several studies, such as Sato and Loewen (2018) and Teng (2016), have demonstrated the effectiveness that MI has on students' final performance.

The application of MI, along with CF in the classroom environment, revealed to be valid based on a study conducted by Sato and Loewen (2018). Eighty-three adult EFL learners from intact classes were assigned to four settings, using two different CF techniques that might have had metacognition or not. For instance, one group received MI plus input-providing recasts, while the other group only received input-providing recasts. In the same way, a third group received MI plus output-prompting clarification requests, while the other received output-prompting clarification requests only. The study

demonstrated that MI increased the effect of conversational recasts as a response to the use of specific corrective feedback techniques.

In conclusion, based on the evidence presented regarding CF research, it is essential to point out that there is not much investigation focusing on the impact of CF on L2 learners' psychology. As stated by Bodnar et al. (2017), "at present, few studies have investigated the relationship between CF and affect" (p. 224). According to Kartchava and Ammar (2014), "investigation into learner beliefs about CF, in particular, is necessary because, to date, no published studies have considered learners' perceptions of what feedback is, how it is best delivered, and the factors that make it effective" (p. 88). Based on this gap in knowledge, the present study seeks to explore the FSB construct further since it "has attracted many researchers in different branches of psychology (...) but has not been investigated in the field of SLA" (Papi et al., 2019, p. 206). Moreover, "learning and performance goal orientation, external feedback propensity, frequent positive feedback, high self-esteem, a transformational leadership style, and a high-quality relationship were positively associated with FSB" (Anseel et al., 2015, p. 318). Bearing all these positive aspects of FSB, CF, and MI in mind, it has been hypothesized that MI+CF could increase FSB on EFL learners. In order to demonstrate the previously mentioned premise, the following research questions have been posed:

1. How does CF affect learners' FSB?
2. How do MI and CF affect learners' FSB?
3. How do learners perceive MI and CF as pedagogical techniques?

3. Methodology

3.1 Overall Design

The current study used an explanatory sequential mixed-methods design, which helped to explain and elaborate on the quantitative and qualitative instruments and their results. The purpose of this design was to obtain quantitative results from a population in the first phase, and a small qualitative component typically follows in the second phase of the research (Creswell, 2012, p. 542). According to Creswell (2012), first, quantitative data is collected and, then, qualitative data is gathered to help elaborate on the quantitative results.

Additionally, a quantitative quasi-experimental design was used since it presented the advantage of working with existing groups in educational settings. According to Creswell (2012), quasi-experimental designs are frequently used by educators because "it often uses intact groups (schools, colleges, or school districts) in the experiments" (p. 310). An example of it was found in Sato and Loewen's (2019) study about the benefits of MI and how CF impacts L2 development observed in spontaneous production. The chosen design helped explore the relationship between the cause and effect of the independent variables. Similarly, the current study sought to explore the effects of MI and CF as independent variables on FSB, the dependent variable.

The present experimental design was adapted from Sato's (2019) experimental design which in the case of the current study consisted of two experimental groups: Group A, which received MI of CF; Group B, which received CF only; and a control group with no treatment, Group C. Both experimental groups performed the same activities with the difference that Group B only received CF, and Group C received neither MI nor CF as part of the treatment (see Figure 1). Furthermore, the type of CF delivered differed from Groups A and B and Group C since the experimental groups received explicit CF, while Group C did not. In the case of Group C, the teachers were encouraged to avoid any ECF

type but to deliver implicit CF in case of being requested of CF. Following Creswell's (2012) guidelines, pre and post-tests were applied to measure the effects of the session.

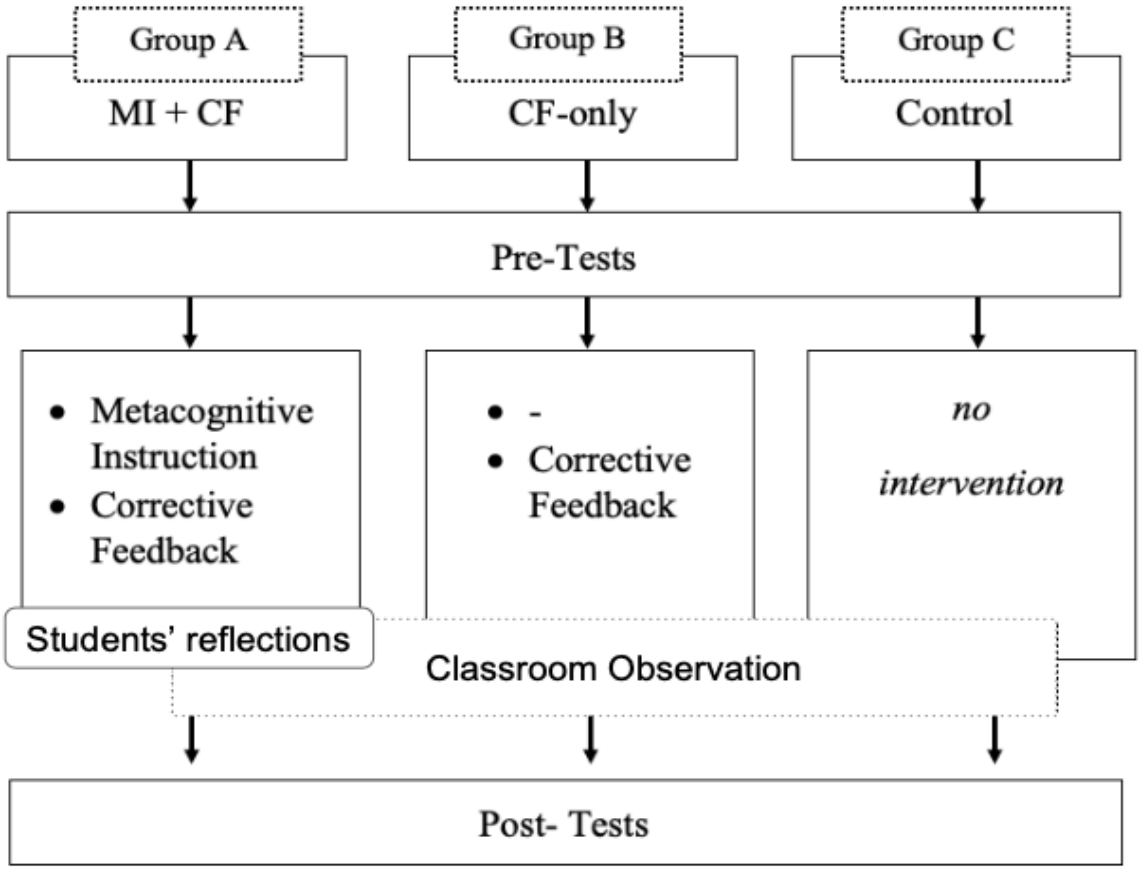


Figure 1. Overall design

Note. MI = Metacognitive instruction; CF = Corrective feedback; FSB = Feedback seeking behavior.

3.2 Context and Participants

The study was conducted in a private Chilean school context where English teaching is more oriented towards English as a second language (ESL). In general terms, the institution was characterized by its high levels of proficiency caused by the school's curriculum and policies. The school's curriculum was a blend of national and international programs that aimed to prepare students for future studies at the university level. First of all, the school's international curriculum was linked to the Cambridge IGCSE and A-Level

programs, which prepared the students for international examinations during their senior school year as they accomplished the national curriculum objectives. Furthermore, all the school's students were instructed in English since kindergarten and, by 8th grade, all students were expected to take the First Certificate Cambridge Exam (FCE) as the culmination of their L2 learning process after elementary and middle school.

The school's policies established that the students received bilingual instruction in both English and Spanish since pre-kinder. Moreover, from pre-kinder to 6th grade, the lessons were taught in English only, except for the Spanish (Lengua y Literatura), Religion, and Social Sciences (Historia y Geografía) lessons. Furthermore, after 7th grade, the use of Spanish was increased during school hours in order to integrate the national and international curriculum selected by the school. The school provided teachers with a selection of international and national materials and it offered them the chance to create their materials. Moreover, the English department had its library for both teachers and students, which had several books, CDs, DVDs, and other materials in English. The teaching approach was mostly a combination of the communicative, task-based, and skill-based approaches. The participants were selected for the current study based on the school's policy of no-assigned classes. In other words, the participants were randomly selected, without any categorization regarding their English proficiency. Indeed, the school's non-selective process was due to the scholar formation previously mentioned, which ensured that all students were at or above the level requested in each grade from elementary school onwards.

In the current investigation, the participants were 76 students (male = 42; female = 29) from three different 7th grade classes. The participants' ages ranged from 12 to 14 years old. 87.8% of them were Chilean students, while 11% were composed of international students from Non-English speaking countries, and 1.2% of the students were from an English-speaking country. Regarding the participants' first language, 89% of the participants' L1 was Spanish, 4.1% was English, 1.4 % was Portuguese, 2.7% was French, and 2.8% of the students were bilingual. Based on the participants' answers to the background questionnaire (see section 3.3 below), most participants had already

been studying English for nine years. The English teachers of each group were all native English speakers from the USA and Ireland.

While the study was conducted, the participants received lessons to prepare for the FCE exam since they were expected to take it in the following year. Additional to the English classes of FCE, the school also offered several extracurricular English workshops such as literature, a global perspective, and media studies, which completed seven hours of English instruction weekly. Therefore, the students were exposed to extra hours of EFL/ESL besides their regular English classes, which correlates with the information given by most participants regarding the number of hours they spent studying English ranging from none (39,4%) and 1-2 hours per week (39,4%). Finally, regarding other educational aspects, seven participants (8%) stated that they had previously studied abroad for at least one semester.

3.3 Procedure and Materials

The process of conducting the current study consisted of nine weeks and started on August 30th with the distribution of the consent forms (Appendix A). The researchers first scheduled a meeting with the pertinent members of the school to provide context and relevant information about the study. After meeting the head of the English department, the researchers were authorized to conduct the current study at the school. The first step was to give the consent forms to the three selected groups. After a week, the students returned the consent forms signed by their parents. On that same week, the students were asked to complete the background questionnaire (Appendix B) and the pre-questionnaires (Appendix C) about FSB, CF, and MI of oral communication.

Before the sessions, the researchers conducted two-class observations so that the students could get used to being observed. The class-observations were vital since it has been proven that when the participants are aware of the observations, they may change their behaviour from the regular one for better or worse (Cohen, Manion & Morrison, 2007). Therefore, according to Denscombe (2007), retaining the naturalness of the setting in systematic observation depends on the researchers fading into the background to

become invisible, which might seem implausible but possible if attention is put into the following criteria:

1. positioning, as it is critical to be as unobtrusive as possible while not missing the whole picture of the arena of action,
2. avoiding interaction or being be socially invisible,
3. time on site, meaning that the longer you are present on the site, the more will be taken for granted, which will assure you a more accurate observation of the participants' behaviour.

Furthermore, the class observations served to help the researchers identify the students' behaviour in the classroom setting as well as to select the most suitable and representative students for the classroom observations. Additionally, the two teachers who frequently provided ECF during regular lessons as part of their teaching practice were chosen for Groups A and B. After the assignment of the groups; the researchers provided the teachers with specific training to their assigned group. This procedure is explained in detail below.

After the accommodation sessions of observation, the data collection of the classroom observations rubrics (Appendix D) started. In the first two weeks of the pre-test, the data was collected; then, the three sessions of MI about CF were delivered for three weeks. Finally, during the last week, the post-tests were applied.

A metacognitive package for teachers was prepared for them to understand the primary purpose of the study, the interaction of each Group, and the main techniques used during the study. This package consisted of the instructions and materials used to explain, train, and facilitate the teachers' understanding of their role during the sessions. Within the elements of the information and training for teachers, a distinction between ECF and implicit corrective feedback was made. As explained by Ellis et al. (2006), "corrective feedback differs in terms of how implicit or explicit it is. In the case of implicit feedback, there is no overt indicator that an error has been committed, whereas, in explicit feedback types, there is" (pp. 340-341). The purpose of this differentiation was to make

teachers aware of the effectiveness of each type of CF as a teaching technique in the classroom.

First, the teachers were instructed on the objectives of the current investigation, the main concepts (such as MI, FSB, and both Explicit and Implicit CF), and the overall design of the study. In the same presentation, the teachers were instructed on their roles, and they were given a teachers' booklet with more specific information for further analysis and doubts, which was a summary of the current study's literature.

The teacher from Group A was instructed to use MI and CF based on Sato and Loewen's (2018) article, whose purpose was to increase learners' awareness about feedback. This article was selected to help the teacher understand how useful MI and CF can be as a pedagogical technique. First, the Group A teacher was instructed to practice delivering ECF to other classes (not the ones in the experiment) and to avoid giving implicit CF. Then, the teacher was asked to meet again in order to clarify any questions about ECF. Finally, once the sessions started, the teacher was reminded about ECF before each lesson and was encouraged to ask the researchers in case of any doubts.

Meanwhile, the teachers and school requested the researchers that the sessions and materials were related to the topics of the lessons. Hence, the teacher was invited to work together with the researchers in the creation of the materials to be used in each session.

During the individual meetings with Group A's teacher, the researchers explained the teacher about Favell's (1979) view of MI and its three types of metacognitive knowledge: person, task, and strategy knowledge in order to provide a further understanding of the topic and answer questions from the teacher.

Regarding Groups B and C, the teacher from Group B was asked to provide ECF whenever she noticed an L2 error during any communicative activities. The teacher was instructed to use and practice delivering ECF and to avoid implicit CF. Contrary to Groups

A and B, the teacher from Group C was asked to avoid delivering ECF and to use other types of CF, such as implicit CF. As well as the teachers from Groups A and B, the teacher was instructed to practice CF delivery in other grades. Both groups' teachers were continuously reminded that MI was exclusively for Group A and that none of it was to be incorporated into Group B's and C's lessons.

3.3.1 Corrective feedback

The effectiveness of the treatment was ensured by training the teachers of the experimental Groups A and B about ECF and the teacher from Group C about Implicit CF. Additionally, the teachers from the Groups A and B were asked to add emphasis to their explicit corrections, but not to interrupt the communicative flow. The teachers were encouraged to provide ECF every time a student made a mistake not only during the session under the researchers' watch but also during the regular lesson of the weeks. In order to ensure the teachers' understanding of CF, the teachers were instructed on its different types.

In the case of the teachers from Groups A and B, the instruction focused on 'Input-providing CF,' which provides learners with "reformulations of their errors, hence providing positive evidence, that is, linguistic information about what is allowed in the target language" (Sato & Loewen, 2018, p. 512). On the one hand, ECF "has been argued to promote noticing of CF more than implicit CF through overt negative evidence (e.g., an indication of the error and-or metalinguistic comments)" (Sato & Loewen, 2018, p. 32), which was the main focus of the teachers' instruction. On the other hand, Lyster et al.'s study (2013) was used to describe the different types of ECF to the teachers:

1. Didactic recasts: A reformulation of a student utterance in the absence of a communication problem.
2. Explicit correction: A reformulation of a student utterance plus a clear indication of an error.
3. Explicit correction with metalinguistic explanation: In addition to signaling an error and providing the correct form, there is also metalinguistic comments.

4. Elicitation: Directly elicits a self-correction from the student, often in the form of a wh-question.

3.3.2 Metacognitive instruction

A set of activities (see Appendix E) was designed to be done for three weeks since the group class only had classes once a week. There were three sessions of 30 minutes each, conducted at the beginning of each English lesson. While developing the session materials, the teachers shared concern about the flow of contents between the session activities and the teacher's class. Therefore, the activities were planned together with the teacher and based on the teacher's syllabus. For example, for Session 1 (see Table 2), the teachers suggested to hand out the material to the students (see Appendix F), to show the same-handed material in a PowerPoint with images, and to contextualize the situation with their family relatives and friends' experiences. Therefore, the students were able to make meaningful connections to the content of the session as well as to connect with the content of the teacher's class. Because the syllabus for the three classes focused on "study abroad" as a topic, the current study's materials integrated the topic into the MI.

Session I - Group A	
Time	30 min. approx.
Topic	Cultural differences while studying abroad.
Objective	To increase awareness about cultural differences. To increase awareness about the manner in which CF can be given and asked. To increase awareness regarding the importance of seeking corrective feedback as a learning strategy to improve their performance at school. To understand that making languages errors is good for learning

Materials	PPT, Allusive images for the scenario.
Introduction 5 min.	The teacher asks the students about their general performance at school, how do they feel about their lessons, and particularly about their performance at the L2. Encourage the students to discuss their weaknesses and strengths in English.
Development 20 min.	The teacher presents students with a scenario where they travel to the UK for an exchange program. After a few days, they realize there are many things that the British do differently and that they do not comprehend given the cultural differences. Weeks later, they become stressed because they cannot comprehend the differences between the two cultures. Later, they become depressed because of the lack of understanding and decide to leave the program. The students share why it would be stressful trying to understand other cultures when there is a language barrier. The teacher explains how important it is to seek advice/feedback from people around them. The teacher lists potential people who could give the students feedback and explain how feedback would help them improve their study abroad experience
Close up 5 min.	Students' Reflection On a different sheet of paper, the teacher will ask the students to write about: (1) Things I learned about Corrective Feedback; (2) things I found interesting about CF; (3) questions I still have about CF.

Table 2. Session 1 - MI activity for group A.

The objective of the MI activities was to increase learners' FSB by raising their awareness of CF as a learning strategy for their L2 learning. Three activities were developed. For example, the first session's objectives were to increase awareness about cultural differences; to increase awareness regarding the importance of seeking CF as a learning strategy to improve their performance at school; and, to understand that making language errors is good for learning. The next sessions' objectives were continuations of the same objectives target. On the one hand, session 2 sought to increase awareness regarding the importance of making language errors for learning; and to seek feedback as a learning strategy to improve their performance. On the other hand, session 3 sought to focus on language errors for CF; to avoid the practice of discouraging making errors; to use inquiry and monitoring as a learning strategy; and to seek for CF in classroom settings.

3.4 Data Collection

The current study used two quantitative and qualitative instruments in order to collect the necessary data to answer our research questions. On the one hand, the quantitative instruments consisted of the self-reported questionnaires: the pre- and post-questionnaires whose purpose was to compare the participants' self-reported behaviors and thoughts regarding CF, FBS, and MI. On the other hand, the qualitative instruments used were the classroom observation rubric and the diary entry (journals). These instruments were developed to provide a further understanding of the effects of the session in Group A. The following sections detail each instrument.

3.4.1 Pre-post questionnaires

The pre and post-questionnaires were the same questionnaire, which was a compilation of the three questionnaires used in previous studies (Vandergrift, Goh, and Mareschal, 2006; Kartchava et al., 2018; Papi et al., 2019). The following sections detail each part of the questionnaire (Appendix C), which contains 53 questions in total (FSB =

18; MI = 20; CF = 15) and took approximately 20 minutes for the participants to complete it.

3.4.1.1 FSB section

Section 1 was composed of the questionnaire created by Papi et al. (2019) about FSB in L2 learning. The questionnaire was requested to the original authors since it was not attached to the published study. Then, it was modified to fit the objectives of the current study and the students' profile and language proficiency. Moreover, in order to meet our investigation variables and participants' language proficiency, twenty-eight items were deleted from the third part of the original version. Parts one, two, and four from the original questionnaire were not included in our final questionnaire because they were not suitable for our context nor to our participants since they targeted other aspects of FSB such as Entity Theory of Intelligence, Incremental Theory of Intelligence, Development-approach Items, L2 Anxiety, L2 joy, among others.

Some of the questions selected and used were related to the students' inquiry for CF, such as the following questions:

1. I ask my English teachers to point out my speaking weaknesses.
5. I ask others to give me feedback on my English.
7. I ask others to correct me when I make a mistake speaking English.

These questions helped answer the research questions of the present study since they targeted aspects of CF and their influence, preference, and effect on learners.

3.4.1.2 Metacognition of oral communication section

Section 2 was composed of the 'Metacognitive Awareness Listening Questionnaire (MALQ) questionnaire of Vandergrift et al. (2006). This questionnaire was selected and modified to fit the participants' context and understanding. Additionally, the questionnaire can determine the students' awareness of their process of L2 and assess the degree of self-regulated use of learning strategies (Vandergrift et al., 2006). Moreover, as the original questionnaire was designed to investigate metacognition related to L2 listening,

the majority of the items were modified to fit the RQ intended for this research, which was oral CF. For instance, one of the original items was “After listening, I think back to how I listened, and about what I might do differently next time” which was modified to “After speaking in English, I think back to how I spoke and about what I might do differently next time”. This changed allowed us to address the aim of the item to this research. The MALQ “consists of 21 items that have been validated through rigorous statistical processes. The questionnaire “has high internal reliability and at the same time, is easy for language learners to understand and use it” (Goh, 2008, p. 205). The metacognition section of the pre and post-tests measured the participants’ awareness about metacognition without the formal name of metacognition. To fit the original questionnaire to the current study, only 15 items, which directly addressed CF, from a total of 43 were modified or kept. For instance, the original questionnaire poses an item referring to two languages which was modified to be directed only to one: “Errors are signals of what a learner CURRENTLY knows about his/her L2/FL” modified to “Errors are signals of what a learner CURRENTLY knows about his/her target language (English)”. Questions like “My teacher is helpful for improving the accuracy of my speaking skills” were also included since its answer targeted the RQ3 of the current study.

3.4.1.3 CF section

Section 3 was based on and adapted from the ‘Beliefs questionnaire’ part one of Kartchava et al. (2018). The Beliefs questionnaire indicates how well students agree with each of the forty-three statements by selecting from the Likert-scale: 1 (strongly disagree) to 9 (strongly agree). For the current study, twenty-eight items from the original questionnaire were deleted, and fifteen items were changed. These changes were made in order to meet our investigation RQ regarding learners’ perceptions or beliefs about CF. The remaining 15 items, which were selected for the current study, focused on the perceptions of the participants had regarding the person, timing, and the value of the correction received. Moreover, the questions excluded from the final questionnaire were deleted since they were grammar or teacher oriented. The remaining items were modified to answer our RQ3 ‘How do learners perceive CF as a pedagogical technique?’ such as,

41. Teachers should correct ALL errors that students make in class, so that they learn to speak accurately.

42. Teachers should systematically correct PERSISTENT errors in their learners' language production.

43. Teacher correction is useful in the learners' understanding of how their target language (English) works.

3.4.2 Classroom observation rubric

The classroom observation rubric was designed as another quantitative instrument to support the data obtained by the questionnaires. Since the purpose of the current study was to investigate FSB, actual observation in the classroom setting was essential. The few existing studies about FSB focused on self-reported questionnaires targeting FSB but not on the participants' actual behavior. For example, the survey study by Papi et al. (2019) sought to examine L2 learners' FSB and some of its motivational antecedents. For this reason, the creation of an observation rubric (see Appendix D) was necessary in order to measure the participants' actual FSB in the classroom setting. The criteria for the rubric were divided into two sections: FSB and CF. On the one hand, the FSB section addressed the type of CF sought by the participants: (1) general feedback (i.e., what is the best way of completing a task?) and, (2) L2 feedback (i.e., how do I say this in English?). On the other hand, the CF section focused on the learner's response to the feedback received. Therefore, it targeted observable learners' uptake. For instance, the four items described whether the learners produced utterances stating: (1) topic continuation/no response; (2) acknowledgment yes/no; (3) repetition of CF; or, (4) incorporation of CF. All the items described in the CF and FSB sections were actual learners' behaviors recorded and detailed on other studies such as in Sheen (2008) for CF; and, VandeWalle (2003) and Anseel et al. (2015) for FSB.

Based on Creswell's (2012) 'The Process of Observing' , two researchers were present inside the classroom in order to register the Participants' behaviour on the observation rubrics. The observation process consisted of two pre-observation sessions and three reported observations. Both pre-observations were conducted in order to

acclimate students to the presence of the researchers. Therefore, the changes in the participants' behavior due to the presence of the researchers were diminished. Furthermore, four participants were selected from each group (A-B-C) during the observations before the treatments and due to their high attendance records.

3.4.3 Students' reflections

The present study used diaries as a source of documentary data. "The diary is normally a retrospective account of things that have happened," and it has "three elements which, incidentally, are shared with the literary diary and the statesman's diary" (Denscombe, 2007, p. 216).

According to Denscombe (2007) these elements are the following:

> (1) Factual data: a log of things that happened, decisions made and people involved; (2) Significant incidents: the identification of things seen as particularly important and a description of the diary-writer's priorities; (3) Personal interpretation: a personal reflection and interpretation of happenings, plus an account of the personal feelings and emotions surrounding the events described. (p. 216)

In terms of the current study, the diary entries were used to understand the thoughts of the Group A participants regarding CF at the end of each MI session. Furthermore, the students' reflection instrument also sought to explore the effectiveness of the MI activities about CF and the participants' perceptions about CF.

As previously explained, the data about the learners' metacognition was collected via reflective writing after each session. A written piece of paper with metacognitive statements was delivered to the students to complete under the name of 'Journal' (Appendix G). However, the present study addresses them as 'Students' reflections' since they were made to gather the students' reflections on what they thought they learned about CF after each session. The students' reflection also served as a physical representation of metacognitive knowledge. They consisted of 3 statements: (1) things I learned about CF, (2) things I found interesting about CF; and, (3) questions I still have

about CF. The participants had 5 minutes to complete their journals after each session activity.

3.5 Data Analysis

3.5.1 Questionnaires

The pre and post-questionnaires were firstly divided into three sections: FSB (18 questions), metacognition of oral communication section (20 questions), and CF (15 questions). The FSB section was analyzed to provide an answer to the first research question. The metacognition of oral communication section was analyzed in order to answer the second and third research questions. The CF section was analyzed to provide an answer to the three research questions of the current study. Furthermore, According to Dörnyei (2007), since the questionnaire included both positively and negatively worded items, it was necessary to first reverse the scoring of the negative items before including them in multi-item scales. Once the reverse coding was used with negative statements from the sections of the questionnaire, it was possible to include them in the multi-scale, which exhibits the real tendency of the results. Also, the pre- and post-questionnaires results were analyzed in terms of time comparison and by group comparison of experimental groups (A and B) and the control group (C). Additionally, the analysis of the three sections was conducted by descriptive statistics, which will be further explained in the results chapter.

3.5.2 Classroom behavior

The observation rubrics were analyzed by quantifying the behavior of twelve students in total, which were selected because of their high attendance records. Four students were selected from each group, both experimental groups (A and B) and the Control group (C). The criteria were the type of CF sought general feedback or L2 CF; and, the students' response to the CF provided: topic continuation or no response, acknowledgment yes/no, repetition of CF, and the incorporation of the CF provided. Additionally, a section for the frequency of the previous criteria was noted in order to provide information about the number of times each student asked the teacher for any correction. This information was quantified by statistical analysis, and the results mean

the number for each interaction was compared among the treatment and control groups. The analysis served to answer the first and second research questions of the current study and are presented in the results chapter.

3.5.3 Students' reflections

The analysis of students' reflections was done to explore students' perceptions and knowledge about CF quantitatively, as well as to determine the effectiveness of MI and CF as a teaching technique. First, the students' written answers, which were written in English, were transcribed into an electronic document. Then, the data was coded using open coding or emerging codes, which was generated from the data (Sandelowski, 2000, p. 338). The data concerned whether there was an improvement or not in the perceptions that students had regarding CF.

The coding process of the students' reflections was done first by following Farber's (2006) coding data process. First, open coding was used since it is the process of initially perusing the data and noting evident themes. Then, two researchers did this first step. Then, a second sweep of data was done by the same researchers. After that, other researchers used open coding again as part of using a team of coders, which Farber (2006) describes. Finally, after sorting data into categories, and all the codes have been identified, the data were sorted into categories. These themes and patterns helped to support the data from the questionnaire data.

The codes that emerged after the analysis of the answers from the statement one (things you learned about CF) and two (things you found interested in CF) were the following: Learning strategy, uptake, CF positive perception, and CF negative perception. In addition to those codes, three more codes were found from the answers to the third statement (questions about CF): CF manner, MI positive effectiveness, and MI's negative effectiveness.

Codes	Statements			Example
	1	2	3	
Learning strategy	X	X	X	*Need to pay more attention in class.*
Uptake	X	X	X	*You accept your mistakes.*
CF positive perception	X	X		*It helps you improve.*
CF negative perception		X	X	*I didn't find anything interesting*
CF manner			X	*If you are not polite, will the teacher still help you?*
MI positive effectiveness			X	*I understood it perfectly.*
MI negative effectiveness			X	*Would the teacher help with personal problems?*

Table 3. Students' reflections codes

The codes emerged based on the participants' answers. Some written statements referred to the uses of CF as a learning strategy to fulfill a task in class. For instance, in the case of learning strategies, there were answers such as,

Student 18: "Need to pay more attention in class - need to complete tasks"

Regarding Uptake, some answers referred to the acknowledgment and acceptance of the CF received. For example,

Student 10: "Accepts the feedback"

Finally, some answers referred to the statements one and two and pointed out both learners' perceptions about CF, positive (Student 16), and negative (Student 10). Moreover, in the case of CF negative perception, there was only one occurrence among the total of responses, which was from the second statement, "things you found

interesting about CF.” The codes of CF positive and negative perception emerged from answers such as,

Student 16: “You learn from errors you do better after;
Student 10: “I didn’t find anything interesting”.

In addition to the third statement, three other codes emerged: CF manner, MI positive effectiveness, and MI negative effectiveness. For CF manner, the code emerged because of answers such as,

Student 9: “if you are not polite, will the teacher still help you?”

This answer was coded in this category because it referred to how CF is delivered, especially to the way and conditions for teachers’ CF delivering. Additionally, concerning the code of MI positive effectiveness, most students wrote “no questions.” These responses were interpreted as positive since they demonstrated that the MI treatment about CF worked, and the objectives of the sessions were met. Whereas the doubts from the students during the last session were interpreted negatively and under the code of’M I negative effectiveness’ since they can be understood as the objectives of the session were not met with those students. For example,

Student 19: “How can I ask for it?”

After the categorization of the emerging codes, the data was quantified and analyzed per each session, without comparison among them. This methodological decision was based on the different nature of each session, which, even though it was categorized under the same codes, targeted different objectives. Therefore, the data from the students’ reflections was analyzed by identifying codes in terms of the number of students’ answers.

4. Results

In this section, the results of the study are analyzed and explained. This section is organized to show the questionnaire data, observational data, and metacognitive data. Also, the results were organized to make a comparison between questionnaire data (RQs 1, 2, and 3) and behavioral data (RQ 3). The section is organized according to the three data collection instruments: pre- and post-questionnaires (FSB, metacognition of oral communication, and CF), observations (FSB), and students' reflections (CF and metacognition of oral communication). Additionally, one student was removed from the study since their pre-questionnaire was not completed. Therefore, the number of participants was reduced from 76 to 75 participants, precisely 24 to 23 participants in the experimental Group B. The remaining groups kept their number of participants (Group A = 26; Group C = 26).

4.1 Pre and Post Questionnaire

4.1.1 FSB section

Table 4 shows the results of the descriptive statistics conducted in the first section of the questionnaire (i.e. FSB) from both the pre- and post-questionnaire. Both Table 4 and Figure 2 reflect a comparison among the means obtained from the three groups and the participants' answers regarding FSB. The results show that Group A's responses increased positively, while those of Groups B and C decreased.

	Pre-test			Post-test		
	M	SD	Range	M	SD	Range
Group A (n = 26)	4.26	0.54	3.39-4.92	4.43	0.50	3.50-5.00
Group B (n = 23)	4.31	0.58	3.22-5.13	4.19	0.71	3.17-5.09

Group C (n = 26)	4.29	0.40	3.73-4.77	4.04	0.45	3.23-4.62

Table 4. Feedback seeking behaviour

Table 4 displays the total means and standard deviations obtained from the results of the pre- and post-questionnaires from the experimental groups (A and B) and control group (C). Figure 2 depicts the results graphically. With respect to the students' answers on the pre- and post-tests, it is shown that in Group A there is a significant increment at the time of the post-test (from the pre-test M = 4.26 to the post-test M = 4.43); Group B shows a decrease in the participants perception of FSB (from M = 4.31 to M = 4.19): and, Group C shows the most changes since it decreased 0.25 (from M = 4.29 to M = 4.04).

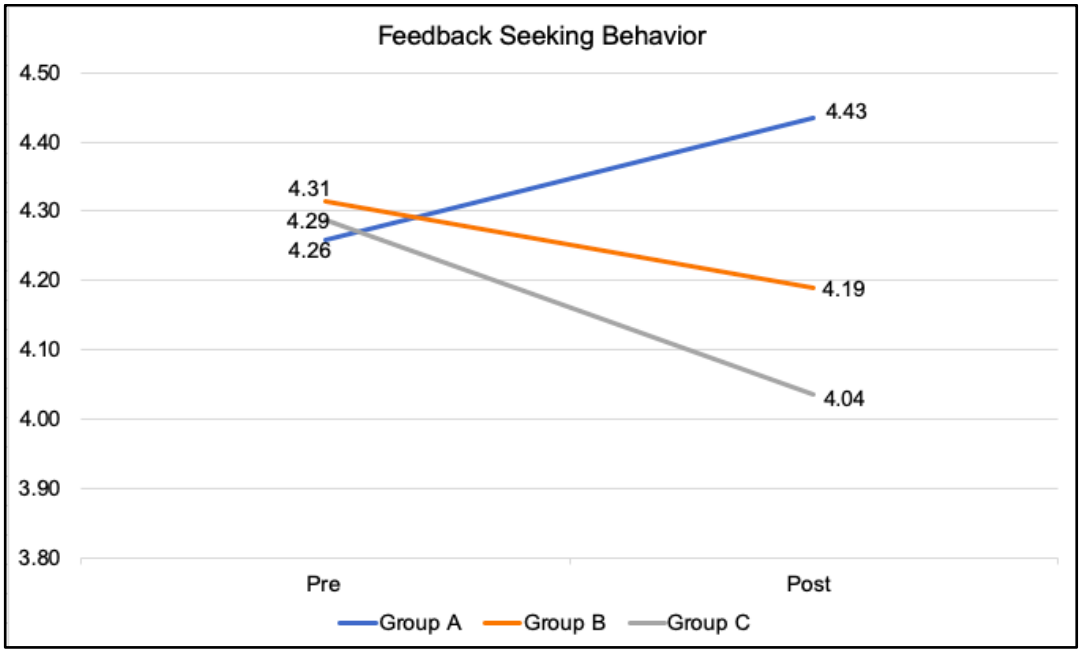


Figure 2. Feedback seeking behaviour section

4.1.2 Metacognition of oral communication

Table 5 shows the results from the statistical analysis conducted in the second section of the questionnaire, which is metacognition of oral communication from both the pre- and post-questionnaires. Both Table 5 and Figure 3 reflect a comparison among the means obtained from the three groups regarding their metacognition of oral

communication. Groups A and C did not show much change over time, while Group B significantly decreased from pre- to post-tests.

	Pre-test			Post-test		
	M	SD	Range	M	SD	Range
Group A (n = 26)	4.32	0.77	2.34-5.50	4.30	0.68	2.35-5.12
Group B (n = 23)	4.45	0.59	2.87-5.00	4.29	0.45	3.09-4.87
Group C (n = 26)	4.31	0.52	3.15-5.04	4.28	0.48	3.23-4.92

Table 5. Metacognition of oral communication section.

Table 5 displays the total means and standard deviations obtained from the results of the pre- and post-questionnaires from the experimental groups (A and B) and control group (C). Figure 3 depicts the results graphically. With respect to the students' answers on the pre and post-tests, it is shown that there are no significant changes in Group A (from the pre-test M = 4.32 to the post-test M = 4.30) nor in Group C (from M = 4.31 to M = 4.28); whereas, Group B shows the most changes since it decreased 0.25 (from M = 4.45 to M = 4.29). In terms of group comparison, Group B had the most significant decrease, while Groups A and C mostly maintained on their scores from the pre- to the post-test.

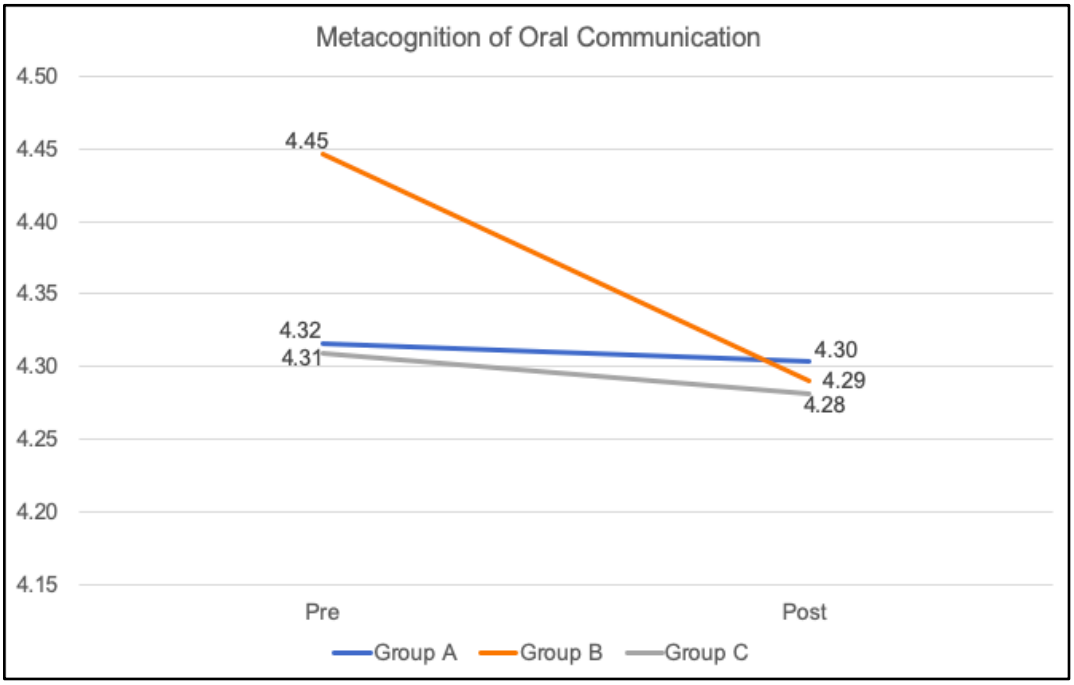


Figure 3. Metacognition of oral communication section.

4.1.3 CF section

Table 6 shows the results from the statistical analysis conducted on the third section of the questionnaire—perceptions of CF—from both the pre- and post-questionnaires. Both Table 6 and Figure 4 reflect a comparison among the means obtained from the three groups. It was shown that Groups A and B increased the most, while Group C decreased.

	Pre-test			Post-test		
	M	SD	Range	M	SD	Range
Group A (n = 26)	3.91	0.64	2.42- 4.69	3.94	0.57	2.96-4.85
Group B (n = 23)	3.87	0.59	2.74-4.83	3.96	0.50	3.00-4.61
Group C (n = 26)	3.85	0.53	2.81-4.65	3.82	0.54	3.12-4.73

Table 6. Corrective feedback

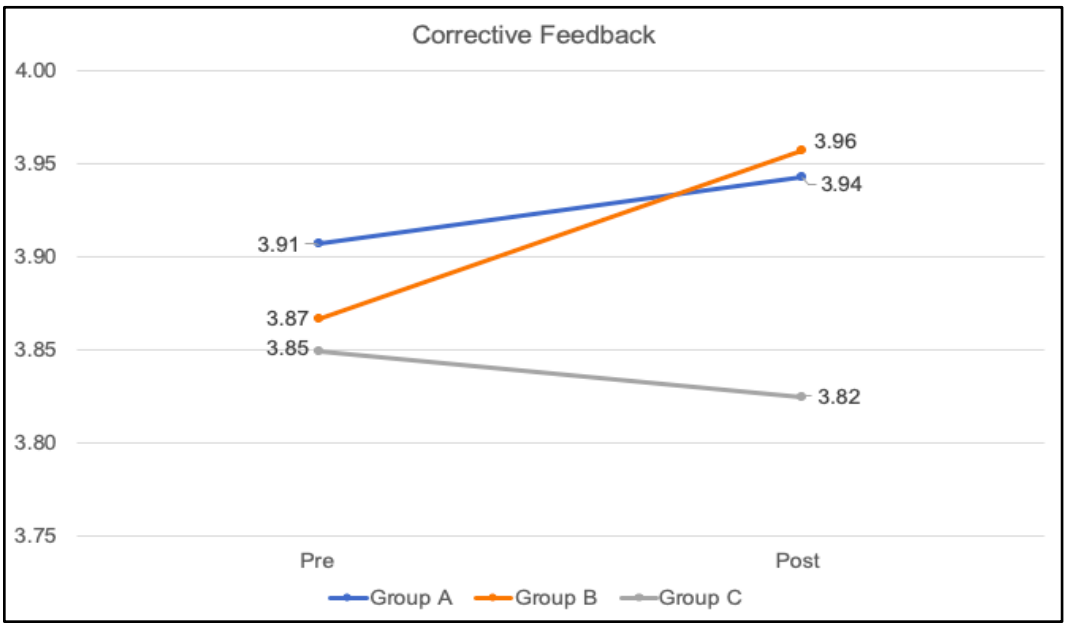


Figure 4. Corrective feedback

Table 6 displays the total means and standard deviations obtained from the results of the pre- and post-questionnaires from the experimental Groups (A and B) and control group (C). Figure 4 depicts the results graphically. Concerning the students' answers on the pre and post-tests, it is shown that Group B increased (from M = 3.87 to M = 3.96), and Group A increased (from M = 3.91 to M = 3.94), while Group C decreased (from M = 3.85 to M = 3.82). In terms of group comparison, Group B had the most significant decrease, while Groups B and C mostly maintained their scores from pre- to post-test.

In sum, it can be said that after the session, the students' perceptions of FSB and CF increased in the experimental Group A while it decreased in Groups B and C. Regarding the students' metacognition of oral communication, both experimental groups (A and B) and the Control group (C) decreased. Finally, regarding the student's perceptions of CF, it increased in both experimental groups A and B, while it decreased in the control group (C).

4.2 Classroom Observation

4.2.1 Feedback seeking behaviour

4.2.1.1 General feedback

The results from this section were about whether or not the students sought feedback in the classroom. In the case of Group A, the data was collected after each intervention session. In Session 1, there were no instances where students sought for general feedback from the teacher. However, in Session 2, the number of instances where students sought for general feedback increased five times from Group A; six times from Group B and no changes were noticed from Group C. Finally, in Session 3, the number of instances where students sought for general feedback increased ten times from Group A; one time from Group B and six times from Group C (see Table 7 below).

	FSB					
	General Feedback			L2 Feedback		
	Session 1	Session 2	Session 3	Session 1	Session 2	Session 3
Group A (n = 26)	0	5	10	2	8	10
Group B (n = 23)	0	6	1	0	3	3
Group C (n = 26)	0	0	6	1	0	1

Table 7. Feedback seeking behaviour observation

4.2.1.2 L2 feedback

The results from the current section were about whether or not the students sought for L2 CF. In Session 1, there were two instances in which students from Group A sought for L2 CF. In Group B, there were no changes, and in Group C, there was only one instance where L2 CF was sought. In Session 2, there was an increase in the students who seek for L2 CF, going from two to eight times in Group A. On the other hand, Group B and C stayed the same with no changes. Finally, in Session 3, Group A increased ten times in terms of instances where students sought for L2 CF. Group B increased from no

instances of L2 CF sought to three instances. However, Group C maintained one instance in which L2 CF was sought.

4.2.2 Corrective Feedback

4.2.2.1 Topic continuation

In this section, the results include the number of times students followed CF by 'Topic Continuation' as their response to the teacher's CF. In Session 1, Group A followed Topic Continuation five times while Group B and C did not follow it. Additionally, in Session 2, students followed Topic Continuation three times in Group A, two times in Group B, and Group C did not follow it. Finally, in Session 3, Group A followed Topic Continuation three times, Group B followed to five times, and Group C did not follow it (Table 8).

4.2.2.2 CF acknowledgement

In this section, the results showed the number of times students followed CF by 'CF Acknowledgement' as their response to the CF. In Session 1, CF Acknowledgment was followed two times in Group A and no times in Group B and C. In Session 2, Groups A and B followed CF acknowledgment four times each while Group C did not follow it. Finally, in Session 3, CF Acknowledgment was followed five times in Group A, seven times in Group B, and it was not followed in Group C.

4.2.2.3 CF repetition

In this section, the results showed the number of times students followed CF by 'CF Repetition' as their response to the CF. In Session 1, Group A followed CF Repetition ten times, while Group B and C did not use it. In Session 2, Group A used it two times while Group B and C did not use it. In Session 3, Group A followed it four times, Group B used it nine times, and Group C did not follow CF Repetition.

4.2.2.4 CF incorporation

In this section, the results showed the number of times students followed CF by 'CF Incorporation' as their response to the CF sought to the teacher in the previous

section. In Session 1, Group A followed it seven times; Group B did not follow it, and Group C followed it four times. In Session 2, Group A and B followed it three times, while Group C did not use it. Finally, in Session 3, Group A followed it three times, Group B used it six times, and Group C did not follow it.

	Corrective Feedback											
	Topic Cont.			**Acknowledge.**			**Repetition**			**Incorporation**		
Observation	**S1**	**S2**	**S3**	**S1**	**S2**	**S3**	**S1**	**S2**	**S3**	**S1**	**S2**	**S3**
Group A (n = 26)	5	3	3	2	4	5	10	2	4	7	3	4
Group B (n = 23)	0	2	5	0	4	7	0	0	9	0	3	6
Group C (n = 26)	0	0	0	0	0	0	0	0	0	4	0	0

Table 8. Corrective feedback

4.3 Students' Reflections (Journals)

The quantitative results presented in this section belong to the qualitative instrument of the reflections obtained from the participants' journals. The journals included the answers of the participants in Group A. Moreover, the answers were quantified per session into the emerging codes shown in Table 8. Furthermore, the codes were divided into two sets. First, from the statements (1) things you learned about CF and (2) things you found interesting about CF and (3) questions about CF (see Table 3 in section 3.5.3).

	Statement 1			Statement 2			Statement 3		
Codes	Session 1	Session 2	Session 3	Session 1	Session 2	Session 3	Session 1	Session 2	Session 3
Learning strategy	8	9	6	3	6	6	2	1	0
Uptake	5	1	7	0	1	6	1	0	0

CF Positive Perception	23	23	22	24	22	21	0	0	0
CF Negative Perception	0	0	0	0	1	0	5	1	0
CF manner*	-	-	-	-	-	-	2	1	1
MI positive* effectiveness	-	-	-	-	-	-	13	18	24
MI negative* effectiveness	-	-	-	-	-	-	4	4	1
Note. *The codes without numeration were not found as part of the statements one and two but only as part of statement three.									

Table 9. Journals' emerging codes

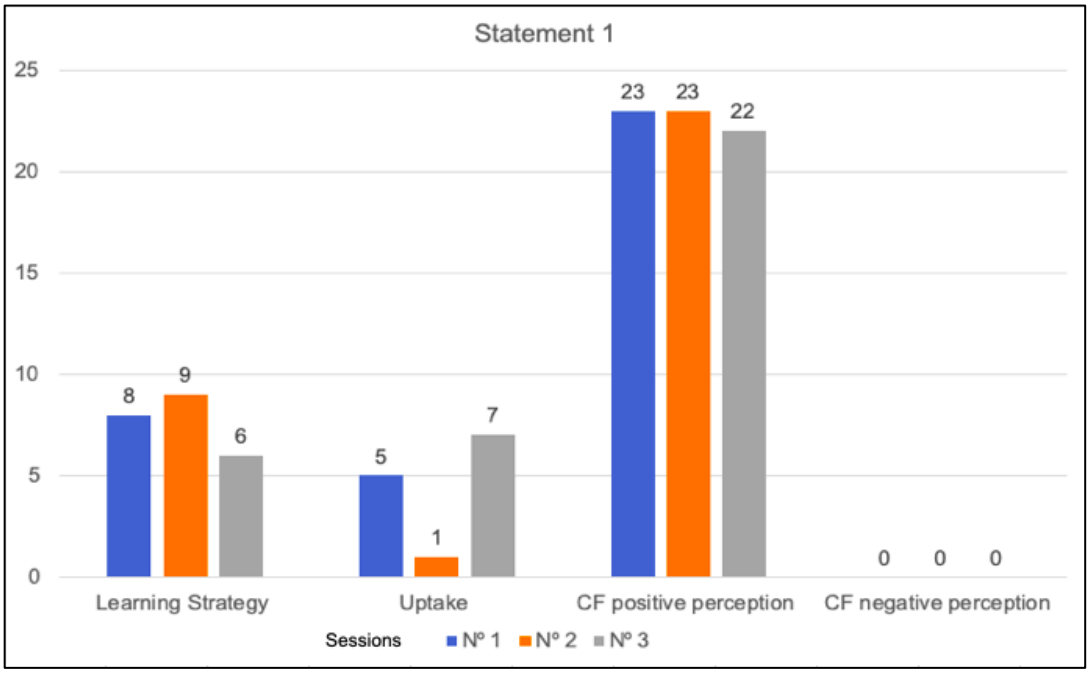


Figure 5. Statement 1 - Journals

The most prominent emerging code in the first statement of the students' reflections shown in Figure 5 is CF Positive Perception, with 23 participants answering under the code, as mentioned earlier in Session 1; 23 in Session 2; and 22 in Session 3. Some of the participants' answers were:

Student 5: "it can develop your skills; do not feel afraid when asking for feedback"

Additionally, the second most prominent code was Learning Strategy, especially in Session 2 (n = 9) and followed closely by sessions one (n = 8) and three (n = 6). Some of the answers that portrayed were the following:

Student 25: “to check my spelling”

Student 16: “you should always ask for feedback”

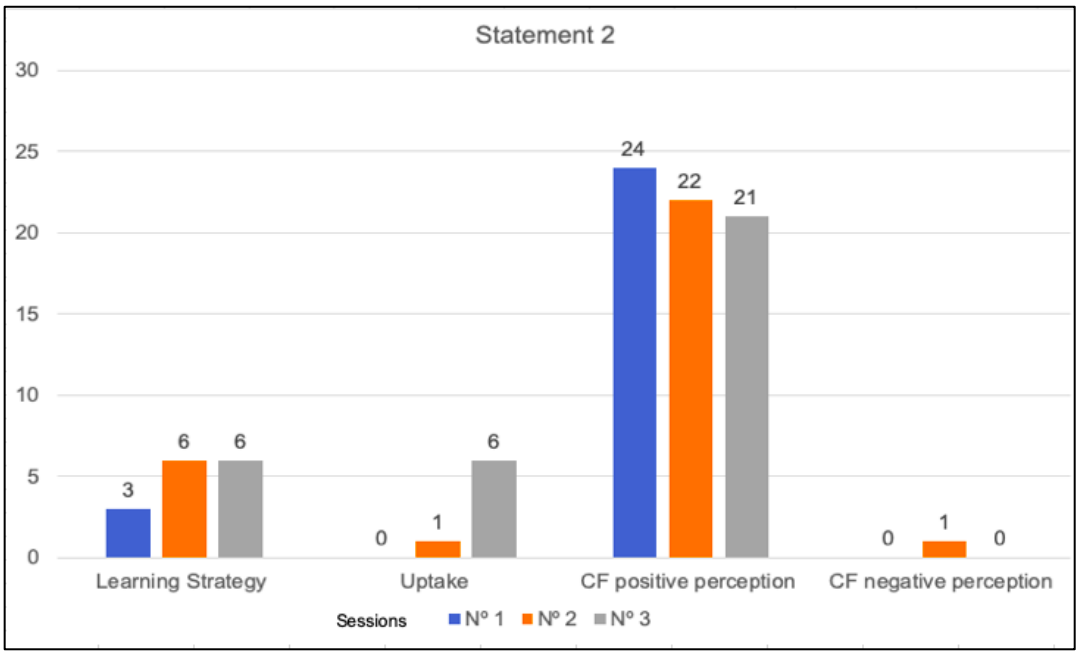


Figure 6. Statement 2 - Journals

The most prominent emerging code in the statement two of the students’ reflections shown in Figure 6 is CF Positive Perception, with 24 participants answering under the aforementioned code in Session 1; 22 in Session 2; and, 21 in Session 3. Some examples of the participants’ answers were:

Student 11: “ I can get better at English; my marks will improve”

Student 16: “ It always works; you learn from your mistakes”

Additionally, the second most prominent code was Learning Strategy, especially in Session 2 (n = 6), followed closely by Session 3 (n = 6) and Session 1 (n = 3). Some of the answers that are categorized under this code were the following:

Student 15: “If you practice you won’t make the same mistakes”

Student 13: “It’s a good way to learn”

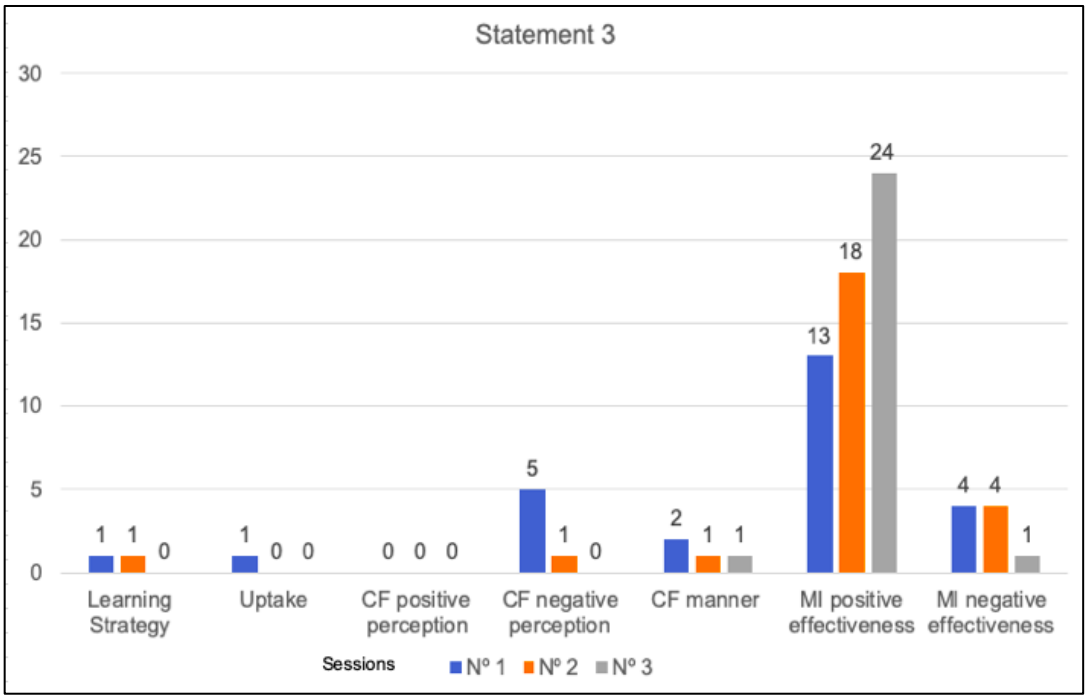


Figure 7. Statement 3 - Journals

The most prominent emerging code in the statement three of the students’ reflections shown in Figure 7 is MI Positive Effectiveness with 13 participants answering under the aforementioned code in Session 1; 18 in Session 2; and 24 in Session 3. Some of the participants’ answers were:

Student 1: “I understood it perfectly”

Student 12: “I don’t have any questions”

Additionally, the second most prominent code was CF Negative Perception, especially in Session 1 (n = 5), followed by Session 2 (n = 1), and without answers from participants to this code in Session 3. Some of the answers that are portrayed were the following:

CF Negative perception:

Student 25: “Why do teachers sometimes respond in a bad way?”

MI Negative Effectiveness:

Student 16: “ Does it always work?”

5. Discussion

After the presentation of the results in the previous chapter, this section presents the connections between the relevant literature and the current study’s findings to answer the research questions: (1) How does CF affect learners’ FSB?; (2) How do MI and CF affect learners’ FSB?; and (3) How do learners perceive MI and CF as a pedagogical technique?

5.1 The impact of MI and CF on FSB

Seeking feedback is beneficial for learning. However, learners struggle between the cost and value of it. According to Papi et al. (2019), the concept of value refers to the positive perception that learners have regarding the effectiveness of feedback, meaning that the correction received is meaningful and helpful. On the other hand, the cost of seeking feedback refers to the cost of exposing oneself to hearing and receiving help (Ashford & Cummings, 1983). This cost-value relationship is relevant to learners’ FSB since studies such as Papi et al. (2019) have shown that the value of FSB increases once the cost of it decreases. Indeed, the results from the pre- and post-questionnaires aligned with the study mentioned above, stating that students in Group A started to increase “value” and to decrease “cost” in seeking CF from the teacher (see Figure 2, section 4.1.1). In the case of Group B, which received ECF without MI, the cost of FSB increased, and the value decreased since the learners did not notice the benefits of CF. Additionally, the decrease of FSB in the control Group C was expected since they did not receive MI or CF. In terms of the current study, all of the aforementioned results answered the first research question, which focused on the effect of CF on learners’ FSB.

The self-reported information was corroborated throughout the classroom observation rubrics. The data from the classroom observations demonstrated that Group A had the highest number of instances of seeking CF (n = 35) from the teacher during

classroom activities (see Table 7, section 4.2.1.1). Therefore, the results from the pre- and post-questionnaires were confirmed by the classroom observations on FSB, which also confirmed the students' cost and value changes and noticing of CF. In the current study, Groups A and B received ECF, which, according to Lyster et al. (2013), helps learners notice their erroneous utterances more than any other type of CF. Additionally, in Sato and Loewen's (2018) study, it was found that CF and MI together were better at promoting L2 development than CF alone. Hence, in the current study, the connection between MI and CF was made as pedagogical techniques to increase learners' noticing of CF and, therefore, to increase learners' FSB.

MI alone has been widely investigated in the educational field. However, few studies have researched MI together with other pedagogical techniques (i.e. CF). In Lyster et al. (2013), MI was used together with CF and established it as an effective technique to increase learners' L2 learning. The results from the current study supported this claim since in Group A, which is the only group that received MI together with ECF, the learners' answers about FSB and CF increased from pre- to post-test (see Figures 2, section 4.1.1 and Figure 4, section 4.1.3). In terms of the current study, these results answered the second research question, which focused on the effect of MI and CF on learners' FSB.

Also, the data from the students' journals referred to the learners' metacognition of CF after each session in Group A. The results supported the findings from the pre- and post-questionnaires on learners' increased CF and FSB. The findings mentioned above demonstrated the effectiveness of MI during the sessions. For example, on the third statement related to the doubts after the session, most participants' answers referred to the lack of questions regarding CF, meaning that the treatment was indeed effective. Moreover, the first and second statements referred to the learners' understanding of CF and most answers were categorized as positive perceptions of CF in the first place, and as a learning strategy in second place throughout the three sessions. Unfortunately, to our knowledge, there have not been any other studies about the effects of CF and MI on

learners' FSB. However, according to the findings of the current study, both MI and CF demonstrated the effectiveness of both techniques to enhance FSB.

Also, the results from Group B indicated how the absence of metacognitive knowledge about CF negatively modified learners' FSB since it decreased from pre- to post-tests (see Figure 3, section 4.1.2). This decline in learners' FSB may be related to the fact that they only received explicit corrections without any pedagogical support (i.e. MI). Note that teachers tell students that they made an L2 error explicitly via explicit corrections. Therefore, while students increased "cost," their appreciation of CF started to decrease. This result might be explained by Sato and Loewen's (2019) study, which explains that "it is reasonable to assume that if informed about the advantages of CF and prepared to receive it, learners will more likely notice and benefit from CF" (p. 32). In the case of the current study, Sato and Loewen's claim could also be applied to the positive changes of Group A and the negative changes of Group B.

Additionally, the results presented in Figure 4 (see section 4.1.3) showed an increase of CF perception in Groups A and B. Therefore, the results from both groups could be interpreted as the influence of the explicit corrections given throughout the study since by receiving explicit corrections, the students might have become aware of its importance for language learning. Furthermore, as in Group B, Group C also experienced a decrease in FSB, which might be due to the lack of either CF or MI to rely on to render any judgment related to the value or cost of CF.

5.2. Learners' perceptions of MI and CF

The second research question of the study was about how MI and CF affect learners' FSB. Regarding MI and learners' metacognition of oral communication, Group A experienced no changes since MI and CF were not designed to impact learners' perceptions of oral communication overall. However, Group B significantly decreased the metacognition of oral communication. This might be due to the constant explicit corrections that the students received in class. The results suggest that students' perceptions or feelings when receiving feedback in front of their classmates might be

related to the teacher's instruction related to feedback (Lyster et al., 2013). In other words, the students started to see oral communication more negatively and felt more nervous and unsure about their speaking skills because the teacher kept correcting their errors without any instructional explanation.

In contrast to Groups A and B, Group C, which did not receive MI or CF, showed no changes in the metacognition of oral communication. The results underscore the importance of combining CF along with MI in order to increase its effectiveness in language learning and performance. As revealed by Donker et al. 's (2014) study on MI that showed its effectiveness on students' L2 learning and performance, an appropriate instruction of metacognition leads directly to an improvement in students' performance. Thus, it is reasonable to assume that no instruction of metacognition would lead to negative perceptions of a specific type of L2 instruction (CF in our study) and lower FSB, as in the case of Group B. Moreover, the finding suggests the detrimental effect that explicit CF can have without further metacognitive explanation of its uses and benefits as a learning strategy on L2 learners.

5.3. MI and CF as pedagogical technique

The last research question of this study addressed how learners perceived MI and CF as pedagogical techniques. According to the results from the pre- and post-questionnaires, Groups A and B displayed an increase in their perceptions of CF (see Figure 4, section 4.1.3). Both experimental groups received explicit corrections during the sessions. As a result, it was demonstrated in the current study that both Groups A and B recognized the benefits of CF on L2 learning after the three sessions. However, the difference between the two experimental groups lay on the increase that only Group A had on FSB; students from Group A became aware of the benefits, but they also preferred and chose to seek for more CF, while students from Group B did not. This may be a result of the use of MI on Group A along with CF, which resulted in increasing learners' preference for CF.

This data was supported by the students' answers to the journals in which the most prominent codes tended to be a favorable perception of CF in Group A (see Table 9, section 4.3). On the other hand, Group B showed a significant increase from the pre- to the post-test on their appreciation of CF (see Figure 4, section 4.1.3). However, in Group B, which did not receive MI about CF, the students managed to be aware of the importance of CF. Nonetheless, the exposure to ECF without any MI led to an increase in the cost of CF and, at the same time, FSB decreased. These findings answer not only the third research question of the current study but also address teachers' concerns about the negative implications of CF on students if exposed to corrections in front of their peers (Sato & Loewen, 2018). Hence, the study's findings confirm the effectiveness of MI and CF on learners' FSB in Group A, while in Group B, FSB is diminished by ECF alone. Contrary to Groups A and B, the perceptions of Group C about CF decreased, which was an expected change due to the lack of exposure to neither CF nor MI, and the sole nature of explicit corrections, which regularly exposed students to the mistakes they produced in front of their classmates.

6. Conclusion

6.1 General Conclusions

The primary purpose of this study was to observe the effect that MI and CF might have on the Chilean EFL students' FSB. The underlying motivation was teachers' concerns about correcting their students' errors. The evidence presented regarding CF research on the literature review chapter of the current study pointed out that there is not much investigation focusing on the impact of CF on L2 learners' psychology (Kartchava & Ammar, 2014, p. 88; Bodnar et al., 2017, p. 224). Consequently, the findings of the current study showed that MI, together with CF could increase FSB on EFL learners, and that the use of ECF alone without a supporting teaching technique to lessen the constant exposure to corrections would lead to a decrease in students' FSB.

6.2 Limitations of the Study

The current study implies numerous limitations. First, this study does not represent the Chilean educational context since it was done in a private bilingual school. According to Centro de Estudios MINEDUC (2018), only 5% of schools in Chile are private. However, in order to MI on CF to work, more advanced learners benefited more from ECF (Sheen, 2004). Another limitation of the present study was the number of CF, which was not precisely counted since the observations only focused on four students per group, and not the total number of students in the classroom. The reason for this methodological decision was the inability of the two researchers in the classroom setting to keep track of all the students in each class. Therefore, video recording would be a more accurate instrument to measure the frequency of all the students' behavior. Also, the students' journals did not produce much data since they included only three statements. Further questions could have led to a deeper understanding of the learners about the interventions on CF. Finally, the time estimated for the sessions was limited due to curricular-related obstacles and Chilean social movement that forced schools to suspend their curricular activities for security reasons numerous times (i.e., the data was collected during September and October of 2019). Besides, some classes were canceled due to

holidays or special activities planned by the educational institution. Therefore, all final activities were delayed and had to be rearranged to finish the last sessions.

Based on the previously mentioned limitations, the following areas for research are suggested. First, more observational research is needed about MI, CF, and FSB. This need surges due to the lack of empirical studies exploring the three constructs of MI and their effects on students' cognitive development (i.e., FSB). In addition, the students' journals need further expansion on their statements for metacognition. In this regard, diary entries are suggested since they could record further thoughts from the participants regarding the MI sessions.

6.3 Pedagogical Implications

A positive approach towards L2 learning could be fostered with the help of integrated metacognitive skills. The current study has shown that the Chilean students' perceptions about their linguistic development could be influenced by how aware they are of their L2 production. Therefore, teachers' concerns about the negative effect of CF on learners' psychology can be solved by providing learners with CF, along with MI. Both of these pedagogical techniques have demonstrated their effectiveness throughout this study. Hence, it is strongly advised for teachers to have sessions in which MI can be given along with CF. In this way, teachers can avoid giving corrections that may not be meaningful for their students. Additionally, students could become aware of their L2 knowledge and learn from errors through the use of MI. Moreover, the findings presented provide further insight into the new construct of FSB and its potential in FLA and SLA education.

Since this is the first study exploring students' FSB in a classroom setting, a review of the observational rubric is suggested in order to increase its validity and reliability. This is due to the lack of research regarding the observation of FSB in classroom settings.

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Appendix A: Consent Form

Consent Form

Research Purpose:

This research, called feedback seeking behavior in the classroom, will investigate how English learners perceive feedback in an instructed setting. It aims to explore the impact of pedagogical technique that has been found to positively affect English skills: metacognitive instruction and corrective feedback.

Principal Investigator:

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Phone: 6618708 / Email: masatoshi.sato@unab.cl

Thesis students:

Karina Barra Vallejos, Allen Espinoza Peralta, Sebastián Muñoz Duarte, Valentina Herrera Pérez, and Felipe Gatica Pettersen

Procedure:

- During regular class time, you will participate in activities designed to promote second language development. During the activities, your conversational or written exchanges may be recorded.

Conditions of Your Participation:

- A part of this study involves data collection from classroom activities. However, your participation will not affect the evaluation of the course in any way.
- The data and results will be used for research purposes only.
- There are no risks involved in participating in the study. Rather, by participating, you will be given opportunities to improve your English skills.

- The data along this form will be safely kept in our password-protected computer. No one other than us as the researchers will have access to them. All data will remain completely confidential. Your names or school names will not be used in any of reports describing the results of this study.
- Even if you agree to participate, you are free to withdraw from the study at any time you wish.

_____

I have read and understood the descriptions of the research and hereby agree to participate by partaking in the classroom activities as well as extra activities.

Name:_____ RUT:_____

Signature: _____ Date: _____

Appendix B: Background Questionnaire

Questionnaire about English learning

Part 1: Background Information

Name: _____ RUT: _____

1. Gender: Male / Female
2. Age: _____
3. Country of birth: (1) Chile (2) Other: _____
4. What is your native language? (1) Spanish (2) Other:_____
5. What language(s) do you speak at home? (1) Spanish (2) Other:

_____

6. In what language(s) did you receive the majority of your pre-college education? (1) Spanish (2) Other: _____
7. Have you ever been to an English-speaking region for the purpose of studying English? Yes / No

   7a. If yes, when? _____ Where?_____

   7b. For how long? (1) 1 semester or less (2) 2 semesters

   (3) more than 2 semesters

8. How would you rate your English ability? Please use the following ratings

   0 = Poor; 1 = Good; 2 = Very good; 3 = Native/native-like

Listening	Speaking	Reading	Writing

9. Please provide scores of the below tests and year you took it if you have taken them before.

TOEFL _____/ PBT; CBT; IBT Year _____

TOEIC _____ Year _____

IELTS _____ Year _____

Part 2: English learning

10. How many years have you studied English?

17 16 15 14 13 12 11 10 9 8 7 6 5

11. How many hours per week do you spend to...

....study for your English classes?

None 1-2 hours 3-4 hours 5+ hours

....read English books for fun?

None 1-2 hours 3-4 hours 5+ hours

....listen to music or watch movies in English?

None 1-2 hours 3-4 hours 5+ hours

....surf the internet in English?

None 1-2 hours 3-4 hours 5+ hours

...talk to friends, family or tourists in English?

None 1-2 hours 3-4 hours 5+ hours

....use English at a part time job?

None 1-2 hours 3-4 hours 5+ hours

 Thank you very much for your cooperation 

Appendix C: Pre-Post Questionnaire

English learning questionnaire

Name:_____RUT: _____

This questionnaire is to know your opinions about your English learning. This questionnaire will not affect your evaluation for the class. Your answers will be shared only by the researchers.

Section 1

1. I ask my English teachers to point out my speaking weaknesses.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

2. I pay attention when my teachers correct my mistakes while speaking English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

3. I ask others for suggestions on how I can improve my English speaking.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

4. When I get corrected on my use of English, I pay careful attention to the comments.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

5. I ask others to give me feedback on my English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

6. I listen carefully when my English teachers correct my pronunciation, grammar, or vocabulary.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

7. I ask others to correct me when I make a mistake speaking English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	Disagree	agree	mostly agree	strongly agree

8. I try to learn from my teachers' comments on my English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	Disagree	agree	mostly agree	strongly agree

9. When I don't understand my teacher's comments on my English, I ask them to clarify.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

10. When my English teachers point out my speaking mistakes, I try not to make them again.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

11. I ask my English teachers to show me strategies to improve my speaking.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

12. I try to remember my teachers' comments on my mistakes when speaking English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

13. When I do not understand my teacher's comments on my English, I ignore them.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

14. I don't pay attention when others correct my English while speaking.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

15. I ask my teachers to tell me how I can improve my English speaking.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

16. I don’t pay attention when my teachers correct my English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

17. I ask my teacher to tell me what mistakes I make when speaking English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

18. When my teachers correct other students’ English, I pay attention and try not to make the same mistakes.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

Section 2

19. I find that speaking in English is more difficult than listening, reading, or writing in English

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

20. I translate what I want to say from Spanish to English before speaking in English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

21. I use the words that I know when I speak in English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

22. I feel that speaking in English is a challenge for me.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

23. I use my experience and knowledge to help me speak English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

24. Before speaking in English, I think of similar tasks that I may have completed before.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

25. As I speak in English, I quickly adjust my sentences if I realize that they are not correct.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

26. After speaking in English, I think back to how I spoke, and about what I might do differently next time.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

27. I don’t feel nervous when I speak in English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

28. When I have difficulty in expressing myself in English, I give up and stop speaking.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

29. As I speak, I periodically ask myself if I am satisfied with my level of speaking.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

30. My teacher is helpful for improving the accuracy of my speaking skills.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

31. The corrections that my teacher gives me help improve the accuracy of my speaking skills.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

32. I don’t think my teacher’s corrections are useful for me.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

33. Communicating with my teacher is useful for receiving more corrections from my teacher on my English mistakes.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

34. Communicating with my teacher does not help me improve my English speaking skills.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

35. Communicating with my teacher gives me a chance to make mistakes and learn from them.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

36. I have strategies to speak English more accurately.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

37. I use my teacher’s corrections on my English mistakes to improve my speaking skills.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

38. I don’t know what to do with my teacher’s corrections on my English mistakes.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

Section 3

39. The study of grammatical rules is essential to learning English.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

40. Students can pick up accurate stress and intonation by simply being exposed to a second language (English).

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

41. Teachers should correct ALL errors that students make in class, so that they learn to speak accurately.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

42. Teachers should systematically correct PERSISTENT errors in their learners' language production.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

43. Teacher correction is useful in the learners' understanding of how their target language (English) works.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

44. Errors are signals of what a learner CURRENTLY knows about his/her target language (English).

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

45. If NOT corrected, second language learners' motivation to continue the study of the language will decrease.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

46. Teachers should treat learners' mistakes in separate lessons or as part of homework.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

47. Error correction during communicative activities is disruptive to the flow of learners' speech.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

48. Teachers should deal with learners' errors at the END of a lesson.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

49. Pointing out learners' errors raises their anxiety level.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

50. Teachers should correct a learner's error IMMEDIATELY after the error has been made.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

51. Error correction is essential in promoting second language (English) learning.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

52. Pointing out learners' errors will push them to self-correct.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

53. It is NOT necessary to correct all errors if the important ones are dealt with at the right time.

☐	☐	☐	☐	☐	☐
strongly disagree	mostly disagree	disagree	agree	mostly agree	strongly agree

Thank you very much for your cooperation 

Appendix D: Classroom Observation Rubric

Classroom Observation Rubric Group: _____ Student: _____ Date: _____				
FSB	Yes	No	Nº	Observations
Learner seeks for general feedback e.g. what's the best way of completing this task?				
Learner seeks for L2 feedback e.g. how do I say this in English?				
Corrective Feedback	Yes	No	Nº	Observations
topic continuation. no response.				
acknowledgment yes/no				
repetition of CF				
incorporation of CF				

Appendix E: Sessions Group A

Session II - Group A	
Time	30 min. approx.
Topic	Overcoming cultural shock and embracing them. Peer correction. Sharing ideas.
Objective	To increase awareness regarding the importance of making language errors for learning. To seek feedback as a learning strategy to improve their performance.
Materials	Projector + video: (Time: until 4:28). https://www.youtube.com/watch?v=AebVmi2uYIE
Introduction 5 min.	The teacher asks the students about the last class discussion. The students are expected to recall the scene where they were exchange students in the UK and facing culture shock. Additionally, the teacher will ask again about some of the solutions discussed in the last class regarding the scenario. Then, the teacher introduces the video, “Why you should make mistakes, and how to learn from them.”
Development 20 min.	First, the teacher will ask the students to give their opinions about the video and about making mistakes in general. Then, the teacher will ask the students to think of strategies that they can implement in order to: create a classroom environment where they are not afraid of making mistakes,

	receive more feedback from the teacher. The students are divided into groups and asked to discuss the following questions: What do you do when you have a language-related question? What do you do when you are not sure about what you are about to say? What do you do with the teacher's feedback when corrected? After group discussion, the teacher gives a lecture about how important it is for students to: freely ask questions when they are not sure about English words/grammar/pronunciation/expressions, not hesitate to express their opinions without being afraid of making errors, listen to the teacher's feedback and incorporate into their learning.
Close up 5 min.	The teacher explains how important it is to seek advice/feedback from people around them. The teacher lists potential people who could give the students feedback and explain how feedback would help them improve their study abroad experience. Students' Reflection On a different sheet of paper, the teacher will ask the students to write about: (1) Things I learned about Corrective Feedback; (2) things I found interesting about CF; (3) questions I still have about CF.

Session III - Group A	
Time	30 min. approx.
Topic	Culture shock for language exchange students.

	Language interference The importance of CF to L2 errors.
Objective	To focus on language errors for CF. To avoid the practice of discouraging making errors. To use inquiry and monitoring as learning strategies. To seek for CF in classroom settings.
Materials	Hangout: Culture shock story
Introduction 5 min.	The teacher asks the students to imagine they are at an English University for learning abroad experience. Considering that they have already been there for a month, the students are assigned to present about their experience away from their home country.
Development 20 min.	The teacher gives a hangout with the story of a Spanish speaker whose experience they can relate with as their presentation script. The teacher will ask the students to read, notice, and correct the highlighted error from the text. The teacher will encourage the students to raise their hands and ask the teacher for any doubts or corrections that they cannot solve on their own.
Close up 5 min.	Students' Reflection On a different sheet of paper, the teacher will ask the students to write about: (1) Things I learned about Corrective Feedback; (2) things I found interesting about CF; (3) questions I still have about CF.

Appendix F: Session I Material

Session I - Material

I. Read and imagine yourself in someone else's shoes.

1. Imagine you are an exchange language student at Oxford University in the UK.



2. After a few days, you realize that there are many things that British do differently from where you are from. For example, Chile.



3. Weeks later, you become stressed because you can't cope with the differences between the two cultures.



4. Later, you become depressed because of the lack of understanding and decide to leave the programme.





II. In pairs, discuss:

1. What was the problem of the previous situation?
2. How could you have avoided the situation?

Appendix G: Journal

