Insights into learner processing of 3 types of written corrective feedback from think-alouds

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Think-alouds have long provided a valuable window into learners' writing processes. Recently, they have started to be used to understand how learners process L2 written corrective feedback (WCF) (Caras, 2019; Willey & Tanimoto, 2015), enabling researchers and instructors to gain insight into not just *what* revisions writers make as a result of WCF but *why* they do so.

However, think-alouds have never been used to compare the feedback processing and revision behavior of L2 and heritage language learners (HLLs) of Spanish, to our knowledge. HLLs' naturalistic, early exposure to Spanish has been shown to impact the way they process linguistic input (Jegerski, 2018) and WCF is likely no exception.

As deeper processing of feedback is often associated with greater learning gains (Leow, 2019), evaluating the depth of processing that feedback promotes is important. This within-subjects study compares the efficacy of three types of written corrective feedback at promoting deep processing and leading HL and L2 learners to revise their errors successfully. Participants are 44 university students of Spanish recruited from a range of grammar and content courses. Seven are Spanish HLLs and 37 are L2 learners. For this study, participants wrote and revised three short essays and received corrective feedback for each essay in the form of underlining, direct corrective feedback, or an error coding system in a counterbalanced fashion. They revised their essays during live think-aloud revision sessions recorded using Zoom due to COVID-19 protocols.

The think-aloud comments will be coded for depth of processing and errors will be coded by type as in Kim and Bowles (2019). The analysis of think-alouds and error revision will determine whether one type of feedback promotes higher depth of processing, whether this is mediated by error type, and how this interacts with language background (L2 or HLL) and proficiency.