WCF processing in the L2 curriculum: A look at type of WCF and type of linguistic item

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Whether written corrective feedback (WCF), and more specifically, type of feedback and type of linguistic item, plays a role in L2 development has been empirically investigated and debated for decades (see Leow, 2020; Manchón & Vasylets, 2019, for recent reviews). While many studies report conflicting findings, the majority of these studies approached the role of WCF from a product-oriented and non-curricular (see Leow, 2019) perspective. The recent uptick in and paucity of studies adopting both a process-oriented and curricular approach (e.g., Caras, 2019; Coyle, Cánovas-Guirao, & Roca de Larios, 2018) underscore the call for further research on the processing dimension of the L2 writer's engagement with WCF (Manchón & Leow, 2020) in this instructed setting. To this end, this study situates the research design within a foreign language curriculum and semester long syllabus and addresses the following research questions: 1) What cognitive strategies do adult L2 writers employ while interacting with type of feedback (direct vs. metalinguistic) during the revision phases? and 2) Do these strategies vary according to (a) type of linguistic item (morphological vs. syntactical) and (b) over time? Participants were 35 college-level Beginning students of Spanish in the USA who followed the current procedure of composition writing in the language curriculum. For each composition, they were provided with a topic and prompts based on the chapter recently covered and were required to write and rewrite (after feedback was provided) at home their three compositions during the semester. Participants were also asked to record their thoughts aloud during the rewrite phases of the three compositions and upload the protocols to a server. The data across all three compositions are currently being transcribed and coded and the results will be shared at the conference in addition to potential recommendations for future research.