

***Metalinguistic written corrective feedback and second versions:
An exploration of feedback appropriation and students' perspectives***

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Providing students with written corrective feedback (WCF) and asking them to write a second version of their texts has become increasingly popular when teaching writing in a second language (L2) (Chandler, 2003). However, very few studies have investigated the outcomes of unfocused metalinguistic WCF, an approach to feedback that is widely employed in real language classrooms (Nicolás-Conesa, Manchón & Cerezo, 2019). Along the same lines, very little attention has been paid to learners' perceptions towards this type of WCF and having to write second versions (Chen, Nassaji, & Liu, 2016). In order to fill this gap, this study (i) investigates how an intact class of undergraduate students incorporated the WCF in the second versions of their texts throughout their first semester at university, and (ii) explores as the participants' opinions on this approach. Thirty Spanish EFL learners, majoring in Tourism, received direct and indirect metalinguistic feedback on five pieces of writing, which revolved around different topics related to the world of tourism. They were asked to take their teacher's feedback into account to write second versions of each text. After completing this process, they wrote a reflection on their views about second versions and WCF. Additionally, a subsample of learners completed a survey to further investigate their perspectives on the topic. The type of feedback provided was taken into consideration when examining which linguistic dimensions (lexis & grammar) the students were more inclined to change in their second versions. The analysis of their texts indicates that, whereas participants were likely to reduce their lexical and spelling mistakes, they found it challenging to incorporate the feedback on grammatical aspects into their second versions. In turn, initial analyses of the participants' reflections reveal their general positive feelings towards WCF and second versions, as WCF triggered their willingness to pay attention to their L2 mistakes.