

***Feedback processing via written languaging and its relationship with written accuracy:
A comparative study between secondary and university EFL learners***

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Learners' written explanations of their own L2 output (written languaging; WL) can assist them in noticing errors and understanding corrections since it may foster elaborate engagement (Leow, 1997) during feedback processing, which in turn may result in language development (Suzuki, 2012). Previous research has shown the positive relationship between deeper levels of feedback processing and the quality of rewritten texts (Qi & Lapkin, 2001; Suzuki, 2012, 2017). However, not much is known about the potential benefits of processing feedback through WL at lower education stages in EFL settings. The current study investigated the quality of WL produced by learners in two education stages (compulsory secondary education and higher education) as well as the possible correlation between the quality of their WL and the improvement of accuracy in texts rewritten in individual or collaborative conditions. Our participants (n=236) were asked to write a text in response to the complex version of the "Fire Chief" task (Gilbert, 2007), individually (n=108) or collaboratively (n=64 dyads). Half of the participants in the larger individual and collaborative writing groups were provided with direct error corrections and required to language on them, while the other half did not receive feedback and had to language on their self- or pair-identified errors. Subsequently, all the participants rewrote their texts, either individually or collaboratively. Data on L2 accuracy (number of errors per words; 4 dimensions) and WL were analysed by two researchers using previous coding schemes (authors, 2019a, 2019b; Leow, 2015; Van Beuningen et al., 2012). Statistical analyses indicate that the participants in both education stages and writing conditions processed feedback at similar levels of depth of processing (DoP). No relationship was found between DoP levels and the accuracy of rewritten texts in any of the education stages. The implications of these findings are discussed.