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Capdevila Capella, Mar; Escobar Urmenate, Cristina. Analysis of students' noticing in a models as feedback writing task. 2019. 40 p.

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Analysis of Students' Noticing in a Models as Feedback Writing Task

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June 2019

Master's Dissertation

**Màster de Formació de Professorat d'Educació Secundària
Obligatòria i Batxillerat, Formació Professional i Ensenyament
d'Idiomes**

ACKNOWLEDGEMENTS

I would like to thank my supervisor, Cristina Escobar Urmeneta, for her guidance and advice throughout the process of writing the present Master's Dissertation; to Marta Vicente and Montse Tomàs, for allowing us to carry out the project in their classrooms and for their generosity and amiability; to the students who have participated in this research; and finally, thanks to my colleagues who have been part of this project for their endless support.

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ABSTRACT

The aim of the present study is to investigate and analyse the language and discourse features that English as a Foreign Language students noticed and incorporated when doing a Models as Feedback writing task. The participants of the study were Catalan secondary school students with a pre-intermediate proficiency level who completed a task cycle including a) writing a picture-based love story, b) comparing their productions with two model texts in pairs and c) write a subsequent revision individually. The findings support that learners noticed and edited mainly grammatical features in the comparison stage and incorporated a larger extent of discursive features in the final writing stage, which indicated that noticing happened in both stages of the task cycle.

KEY WORDS

Models as Feedback, narrative text, collaboration, comparison, noticing, incorporation.

RESUM

L'objectiu del present estudi és la investigació i l'anàlisis dels elements lingüístics i discursius que els alumnes percepren i incorporen durant l'execució d'una tasca escrita de *feedback* correctiu. Els participants a l'estudi són alumnes d'Educació Secundària amb un nivell intermig de llengua anglesa. La tasca completada incloïa a) escriure una història d'amor basada en unes fotografies, b) comparar els textos en parelles amb dos models i c) escriure una revisió dels seus textos individualment. Els resultats mostren que els alumnes van percebre i editar majoritàriament elements grammaticals durant l'etapa de comparació i van incorporar més elements discursius durant l'etapa d'escriptura individual, el qual indica que la percepció de nous elements va ocórrer en les dues etapes de la tasca.

PARAULES CLAU

Models com a *feedback* correctiu, text narratiu, col·laboració, comparació, percepció, incorporació.

1. INTRODUCTION, OBJECTIVES AND RESEARCH QUESTIONS

Writing is claimed to potentially contribute to foreign and second language learning (Manchón, 2011). Therefore, students should be given plenty of opportunities to produce written output in foreign language contexts, as well as sufficient feedback. Research has shown that written corrective feedback can play a crucial role in students' linguistic development (García Mayo & Loidi Labandibar, 2017), since it can lead to many important learning processes such as noticing, hypothesis testing and metalinguistic reflection (Williams, 2012). Noticing is considered to be vital for L2 learning (Schmidt, 1990), as it enables students to be aware of the gaps in their interlanguage and it leads to modified output (Selinker, 1972).

Model texts are a written corrective feedback technique that "provide learners with rich sets of appropriate L2 words and structures for a given context, which can help them both identify their own errors and become aware of the alternative ideas and content in the model" (Coyle & Cánovas, 2018: 39). When working with model texts, learners have to identify and understand their own mistakes, which may lead to a deep processing given that these are not explicitly marked (Martínez Esteban & Roca de Larios, 2010). Model texts also allow students to be exposed to new L2 words and structures for the given context (Manchón, 2009) and to promote cognitive conflict, as they may contain structures that contradict students' ideas on how language works (Martínez Esteban & Roca de Larios, 2010). Sachs and Polio (2007) claim that the most important advantage of model texts is that students notice similarities and differences between their interlanguage and the target language, which serves as a validity for their knowledge.

With the intention of shedding further light to this issue and developing professionally as teachers, the present study is a piece of a larger research carried out by eight student-teachers, under the supervision of Escobar Urmeneta. Aceña (2019), Acho (2019), Astiazaran (2019), Montgé (2019), Plaza (2019), Reche (2019), Suau (2019) and the author of the present study attempt to investigate the learning processes that occur during a Models as Feedback task cycle. Specifically, this study aims to analyse what students notice when they compare their written productions

with model texts and which consequences such noticing has on their final productions.

Therefore, the research question would be the following:

RQ1: Do students show any type of language and discourse related improvement when writing a narrative text after having participated in a Models as Feedback task cycle?

- RQ1.1: What language and discourse traits do students notice when collaboratively comparing their own texts to a model text of the same genre and topic?
- RQ1.2: To what extent do students use in a future writing task the traits they had previously noticed in the comparison stage of the task cycle?

2. LITERATURE REVIEW:

In this first stage of the elaboration of the present research, some papers in the nature of written corrective feedback and, more specifically, in the use of the models as feedback have been read. Therefore, the main ideas and issues deriving from the literature on this topic will be exposed hereunder.

On the one hand, García Mayo and Loidi Labandibar (2017) sought to study the use of models as written corrective feedback in an English Foreign Language classroom. They claimed that producing oral and written output is not sufficient if learners do not receive feedback on their production, given that the processing of corrective feedback is considered to have a positive impact on learners' language development. They pointed out the notion of noticing as a key role for L2 learning. Noticing is claimed to be beneficial when it is properly understood, as it leads to modified output.

García Mayo and Loidi Labandibar's research focused on the role of models as a form of corrective feedback in a writing task, where models are understood as "good examples written by native or near-native speakers" (García Mayo & Loidi Labandibar, 2017: 2). When working with models, learners try to identify and understand their mistakes changing some forms and developing their original content. This process enables a deeper processing of their mistakes and the new structures and leads to language development.

Their results showed that 67, 72% of the features noticed by the learners were lexical, in their attempt to find the right words to express their ideas, whereas 24% of them were related to content. Conversely, the students were not very motivated to read the models and did not enjoy them. Although they considered it useful to learn new vocabulary and expressions, they found it difficult to correct their own writings due to the high level of the texts. Only 37, 5% of the learners said they would like to use this method in the future. Interestingly, those who said they found this method useful and would use it again incorporated more features in their revised texts.

Furthermore, Martínez Esteban and Roca de Larios (2010) studied the use of models as an alternative option to give feedback to students, since they challenge the old ways of correcting written tasks, which were generally detached and not very useful for the students. This alternative option is also known to promote noticing from students as well as collaborative work. The notion of noticing is stated as a key role to help learners develop their language awareness and skills.

Their research was made with Secondary school students with a low level of proficiency in English. The findings of the study pointed out the importance of students' noticing while comparing their texts to the models. The students were aware of their linguistic needs and mistakes, which were mainly lexical, and managed to find solutions with the help of the models. Even if few features were incorporated, they learned new ways of expressing their ideas, which were then present in further revisions.

With regards to the pedagogical recommendations, García Mayo & Loidi Labandibar (2017) and Martínez Esteban & Roca de Larios (2010) all agree with the fact that models used as feedback ought to be adapted to the learners' proficiency level so that they can understand the texts and do their comparisons without feeling demotivated. Martínez Esteban & Roca de Larios also emphasized the importance of teachers' instructions while guiding class conversation and supported the idea that teachers need to train their skills on giving proper feedback to students.

3. METHODOLOGY:

3.1. Context

Considering the school where the present research was conducted, it is a Secondary School located in a village in the central area of Catalunya. This town has nowadays more than 10,000 inhabitants with an immigration percentage of 7.8%. The unemployment of the population is now of 8.8%, while 7.4% of this percentage refers to the youth unemployment (people between sixteen and twenty-four years old). The average income per capita is 15,705€, a percentage which scarcely increases every year and which confirms that this town is slightly above the medium average income per capita of Catalunya.

The school was opened in 2012 and it has nowadays 267 students, divided in the four years of the Secondary Education. There is no Upper Secondary Education cycle yet (grades 11 and 12), even if the school is working with the Department to open it in the near future. The School Educational Project (PEC) considers this school to be an integrative, integrated in the environment and sustainable Catalan public school. There are currently 30 professionals working there in a horizontal organisation, given that all of them are tutors and there are no heads of department.

The system is based on a democratic conviction where all the members of the school are able to decide on the main issues concerning the functioning of it. All of them, students, teachers and other workers, meet once a term in a participatory assembly where everyone is free to express their opinion regarding the aspects of the school that need to be discussed, such as the use of the mobile phones. The school rules and norms are based on the conclusions of those assemblies.

With regards to the curriculum, innovative methodologies are being currently promoted, which makes this school be seen as completely non-traditional and modern. Their curriculum is based on four pillars: Projects, Action Plans, Workshops, Autonomous Work and Tutorial Sessions. In the Action Plans and the Workshops students are divided into groups between 15 and 20 students from all the different

school years considering their interests and motivations. In other sections, such as the Projects and the Tutorial sessions, they are grouped based on their school year.

Focusing on the English subject, it is part of the Action Plans. Action Plans are divided into five different sections: Communication, Foreign Languages (English, French and German), STEM (Science, Technology, Engineering and Mathematics), SAM (Social Sciences, Art and Music) and PE (Physical Education). English is, thus, an Action Plan from the Foreign Languages section, which is divided into three levels: “English is easy”, “English is fun” and “Take Action”. Here, the students are grouped according to their level and progress.

3.2. Teaching sequence:

The implementation of the task to carry out the present study was done in the 3rd level of English in the school, where students are between 1st and 3rd of ESO (Grades 7 to 9). The task cycle was specifically designed and implemented by the two student-teachers in the school, Reche and Capdevila, who collected the data for the respective studies. It was previously agreed with the corresponding class teacher that the two student-teachers would take half of a lesson to do the first part of the task and the whole lesson on the following week to continue and finish it. Therefore, the task was divided into two sessions, which were held on the 14th and the 21st March 2019 in the group’s ordinary classroom, which was provided with a computer and a projector.

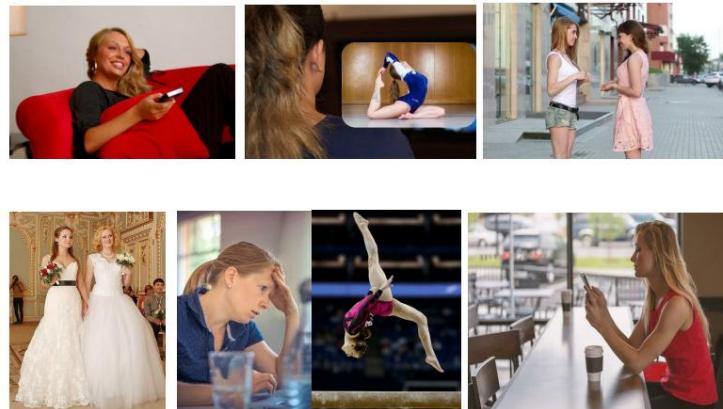
In order to summarise all the stages of the task cycle, the steps followed in the two lessons are listed below:

First lesson:

1. Introduction to the task: Students are told that they will be dealing with love stories
2. Lead-in activity: A brainstorm and a short class discussion on the topic is conducted.

3. Elicitation: Students are shown a set of flashcards where a love story is developed (see Figure 1). Student-teachers guide the understanding and elicit ideas through questions. Students hypothesise the development of the story.

Figure 1. Flashcards



What is the end of the story?

4. First production: Students produce their first versions of the story, which are then collected by the student-teachers (see Appendix 4).

Second lesson:

5. Activation and encouraging: The two student-teachers come back with the stories and encourage the students to improve them with the help of two models (see Figures 2 and 3).

Figure 2. Model 1

Love at first sight

Christine was an English gymnast. When Mary saw her on TV she immediately liked her. She wanted to meet the athlete so she looked for her Instagram profile. Then she contacted her and they met for the first time in a beautiful park. It was love at first sight and after only one year, they got married. The wedding was so romantic.

But life was not a bed of roses. Christine had to train a lot because she wanted to participate in the Olympic games and it wasn't easy. Mary always supported her and was interested in her progress, but Christine didn't pay attention to Mary's life. She was only concentrated on her career.

On Mary's birthday, the couple decided to have dinner at a restaurant to celebrate it. Mary arrived at the restaurant and waited for Christine. And waited, and waited, and waited... But Christine never arrived. At that moment, she decided to break up with the gymnast. She wanted a partner who loved her and had time for her, and Christine only thought about training.

Figure 3. Model 2

Love at first sight

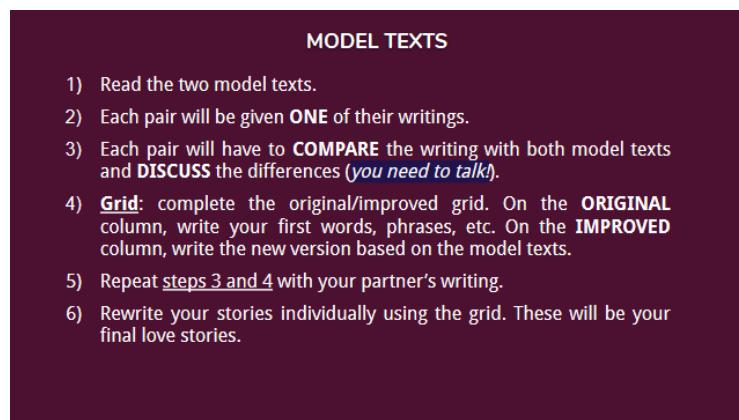
When Mary saw the amazing English gymnast Christine on TV, she immediately became interested in her. She wanted to meet the athlete so badly that she looked for her Instagram profile and got in touch with her. Christine replied and they met for the first time in a lovely park. It was love at first sight and after only one year, they got married. It was such a romantic wedding.

But life was not a bed of roses. Christine had to train a lot because she wanted to take part in the Olympic games and it was tough. Mary always supported and encouraged her, but Christine didn't pay attention to Mary's life. She was just concentrated on getting a place in the 2020 Olympic games.

On Mary's birthday, the couple decided to have dinner at a fancy restaurant to celebrate it. Mary arrived at the restaurant and waited for Christine. Five minutes went by, then ten, then half an hour... But Christine never showed up. At that exact moment, Mary decided to break up with the gymnast. She wanted a partner who loved her and had time for her. She deserved much better!

6. **Models – free discovery:** Students sat now in pairs are given a chart (see Appendix 6) and the two models of the same story, while a slide (see Figure 4) with the instructions of the task is projected on the whiteboard. Students go through both texts and add changes on the chart.

Figure 4. Slide



7. **Models – guided discovery:** The two student-teachers guide a class conversation and focus on specific aspects of the writing correction (grammatical, lexical and discursive).
8. **Second production:** Students write the final version of their story individually (see Appendix 5). Student-teachers collect the final version as well as the models and the chart.

9. Reflection: A final reflection is done on the importance of rewriting and self-correcting as a way of learning and being more aware of one's own mistakes and the many ways to express ideas.

3.3. Data collection

The participants of the present study were eighteen students. However, the data collected covers the productions made by two pairs of students of the group. These two pairs were chosen randomly from the total number of pairs who had done all the steps of the task, that is, they attended the two sessions devoted to it. One of the pairs was formed by two females, while the other was formed by two males. Therefore, the productions of four students were the object of study. Each student produced three items; namely a) the first version of the love story, b) the chart with the changes they wanted to add and c) the final version of the love story. Therefore, twelve written items produced by four students were collected (see Appendix 7).

3.4. Resulting corpus

In the first version of their texts, students wrote a total of 589 words, slightly more than in the final version, while in the charts, 145 words were written by the four participants. A total of 1,313 words were written considering all the stages of the task cycle. Pair 1 wrote a total of 880 words, almost the double of the words written by Pair 2, which were 433. Student 1 and Student 2 wrote more than 430 words each, whereas Student 3 and Student 4 wrote 168 and 265 words, respectively. Table 1 shows the number of words each student produced in each stage of the task and the total number of words by pairs and by all four.

Table 1. Number of words produced by participants

	Pair 1		Pair 2		TOTAL of words
	Student 1	Student 2	Student 3	Student 4	
First version	214	158	86	131	589
Chart	14	120	2	9	145
Final version	207	167	80	125	579
Total per student	435	445	168	265	1,313
Total per pair	880		433		1,313

3.5. Data treatment and analytical procedure

The data treatment of the collected productions includes the scanning and transcription (see Appendix 8) of the twelve items which are the object of study. Once the data was transcribed, it was treated and analysed following a quantitative analytical procedure:

1. *Pairs were coded (Pair 1, Pair 2)*
2. *Students were coded (Student 1, Student 2, Student 3, Student 4)*
3. *Students' texts were coded*
 - First versions: Draft 1, Draft 2, Draft 3, Draft 4
 - Charts: Chart 1, Chart 2, Chart 3, Chart 4
 - Final productions: Final 1, Final 2, Final 3, Final 4

Therefore, the productions from Student 1 are Draft 1, Chart 1 and Final 1, and this applies for the four students.

4. *Drafts and charts were analysed, so as to find the signs of noticing:*

Students indicated their noticing by; a) using the differences chart and indicating their original utterance in the “original” column and the change they wanted to add in the “improved” column or b) using the draft to underline the possible changes. Figures 5 and 6 illustrate the different ways that students used to report their noticing.

Figure 5. Noticing indicated in the differences chart

What differences have you seen? How can you improve your story?	
ORIGINAL	IMPROVED
One day I was watching TV. My girlfriend was a gymnast. ... activation that was in the TV she wanted to dedicate to the gymnastics. One day, we decided to get married.	One day I was watching TV when I saw my girlfriend. She was a gymnast, and she ... competition x she wanted to dedicate her life to the gymnastics. One day, I proposed to her and we decided to get married. Two months later we got married.
came be together listened me and she chose... She still I am searching of I find my true love	moved spend time together listen me... she chose work... She is still I am still still searching for a true love.
A love story	Fake love

Figure 6. Noticing indicated in the first writing

Title: Love always wins

Hi, I'm Manu and this is the story of me and my wife. A few years ago I had a big group of friends, we used to hang out every week. Iustine was one of the members of the group but she usually didn't hang out with us because she was a gymnast and she was very busy with her competition. I only had talked to her a few times but I started to like her. A week later I saw her on the TV doing gymnastics so I called her to talk about it. We started talking every day and hanging out every week. One day we met at a coffee, I confessed my feelings for her and she told me she had feelings for me too. We started dating and we got married a couple of months after. We were in love. Soon she started to be very busy with her competitions. We didn't talk much. One day I called her, I wanted to give her a surprise. Then she told me something that I didn't expect. She wanted to quit gymnastics so she could spend more time with me. I was excited and delighted. Since that moment we have been together and we are now very happy.

5. Signs of noticing were classified into aspects of language and discourse:

In order to analyse what they noticed, a division of three different categories of language and discourse was made (García Mayo & Loidi Labandibar, 2017; Coyle & Cánovas, 2018). Some examples from the present data set follow:

- Lexis and spelling: learners acknowledge previously unknown words and substitute them for their old ones or they notice a spelling mistake in their production.
 - a) “*She explained me how the **actuation** went*”
 - b) “*She explained me how the **competition** went*”
- Grammar: students focus on verb tenses, verb forms, prepositions, subject verb agreement, among others.
 - a) “*She didn’t **listened** to me*”
 - b) “*She didn’t **listen** to me*”
- Discourse: students notice discourse markers, linking words, story-writing terminology, the structure of the story and the division of the text into paragraphs.
 - a) “*We started dating and we **got married a couple of months after***”
 - b) “*We started dating and **a few months later we got married***”

The following table shows some of the items that Pair 1 noticed during the comparison. The original utterances from Draft 2 were written in the “original” column and the new utterances were written in the “improved” column. The last column shows the classification of each item.

Table 2. Classification of the items noticed by Pair 1

ORIGINAL	IMPROVED	CLASSIFICATION
<i>One day, I was watching TV. My girlfriend was a gymnast,...</i>	<i>One day I was watching TV when I saw my girlfriend. She was a gymnast, and she...</i>	Discourse
<i>Actuation</i>	<i>Competition</i>	Lexis and spelling
<i>that was in the TV</i>	<i>X</i>	Discourse
<i>Came</i>	<i>Moved</i>	Lexis and spelling
<i>Be together</i>	<i>Spend time together</i>	Lexis and spelling
<i>Listened</i>	<i>Listen</i>	Grammar
<i>She still</i>	<i>She is still</i>	Grammar

6. *Results were transferred to a table to analyse the traits:*

Having classified all the items noticed by the participants in the first stage of the task, these were counted and transferred to a table (see Table 3). Therefore, the table indicates the number of items noticed in each text by each pair and by all the participants as well as the type of item noticed. Moreover, the percentage of noticing from each aspect of language was also calculated and transferred to the table.

Example: Pair 1 noticed in Draft 2: 6 lexical items, 5 grammatical items and 5 discursive items. These correspond to the 37.5%, 31.25% and 31.25% of the items noticed in Draft 2, respectively.

7. *Final versions were compared to the drafts and the new incorporations were marked:*

In this stage of the analysis, the final versions were compared to the first ones to check whether the items noticed in the first stage of the task were actually incorporated to the final version. Moreover, it was analysed if students incorporated new items that had not been previously noticed or indicated. The following excerpts are an example of the changes that occurred between the first version and the final one:

Excerpt 1. Noticing indicated in Draft 4

“The love story start went I open the TV and I watched __. I put a esport channel and I saw a girl doing gymnastic.”

Underline: Pair 2 indicated noticing in the first stage of the task.

Excerpt 2. Items incorporated in Final 4

*“The love story **started when** I **turn on** (...) (new) TV and I watched **it**. I put a **sport** channel and I saw a girl doing **gymnastics** (new).”*

Bold: Items already noticed and incorporated

(new): New items incorporated

In this case, Student 4 incorporated all the changes noticed together with Student 3 during the comparison with the model texts, as well as two new changes that had not been indicated before.

8. New incorporations were classified into aspects of language and discourse:

Following the same procedure as in the previous stages, the items incorporated by the participants in their final versions were classified into the three aspects of language and discourse. Therefore, all the items that students had previously noticed and incorporated were counted, as well as the new items that they incorporated directly in the final stage.

9. Results were transferred to a table to check their statistical significance:

The items incorporated were counted and transferred to a table (see Table 4), where the total number of changes by individuals, pairs and all the participants was shown. Likewise, the percentage of items from each aspect of language and discourse was calculated from the total number of changes per participant and global.

3.6. Ethical issues

The name of the school and the names of the participants have not been included in this study and have been removed from all the students' productions, so as to preserve their anonymity.

4. RESULTS

Regarding the results of the individuals and pairs, Table 3 shows that Pair 1 noticed a total of 26 items during the collaborative comparison, 10 items in Draft 1 and 16 in Draft 2. This noticing was discursive and lexical to a greater extent, as 60% of the items noticed in Draft 1 were related to discourse and 37.5% of the items noticed in Draft 2 were lexical. On the other hand, Pair 2 noticed a total of 19 items which are not equally divided into the two texts. That is, Pair 2 noticed one item in Draft 3, but 18 items in Draft 4. The results concerning Pair 2 show that 100% of the items noticed in Draft 3 and 55.5% of the ones noticed in Draft 4 were grammatical, even if it is important to consider the fact that there was just one item noticed in Draft 3.

Table 3 also reveals the global results considering the four participants of the study. It is interpreted that students noticed a total number of 45 items in their first comparison between their first versions and the model texts. 31.1% of these items were lexical or related to spelling; other 31.1% were discursive, while 37.7% of them were grammatical. These results seem to suggest that students focused on grammatical items to a greater extent, although it must be known that the percentages deriving from Pair 2 noticing may have altered the results, as they do not apply for Pair 1.

Table 3. Items that students first noticed

	Pair 1				Pair 2				Total number of items noticed			
	Draft 1		Draft 2		Draft 3		Draft 4					
	N	%	N	%	N	%	N	%				
<i>Lexis and spelling</i>	3	30	6	37.5	0	0	5	27.7	14	31.1		
<i>Grammar</i>	1	10	5	31.25	1	100	10	55.5	17	37.7		
<i>Discourse</i>	6	60	5	31.25	0	0	3	16.6	14	31.1		
Total per text	10	100	16	100	1	100	18	100	45	100		
Total per pair	26				19				45			

The following excerpts of the differences charts and the first writings are an example of the items that students first noticed and indicated as a future change:

Excerpt 3. Noticing lexis and spelling

Original utterance: "*I open the TV...*"

Indication of change: "*I turn on the TV*"

Excerpt 4. Noticing grammar

Original utterance: "*I always alone and I decide to stop (...)*"

Indication of change: "*I were always alone and I decided to stop (...)*"

Excerpt 5. Noticing discourse

Original utterance: "*One day, I was watching TV. My girlfriend was a gymnast,...*"

Indication of change: "*One day I was watching TV when I saw my girlfriend. She was a gymnast, and she...*"

Additionally, it is also relevant to consider that in one of the cases, two indicators of change had already been corrected before the completion of the differences chart. That is, either Pair 1 or Student 2 noticed two grammatical mistakes in the first writing and corrected them directly in the differences chart. Then, in the "original" column of the chart, the grammatical mistakes were already corrected and another discursive change was indicated in the "improved" column. The following excerpt exemplifies this case:

Excerpt 6. Item noticed already changed

Original utterance: "*One day, we decided to marry*"

"Original" column of the chart: "*One day, we decided to get married*"

"Improved" column of the chart: "*One day, I proposed to her and we decided to get married*"

On the other hand, the second part of the research question asked whether the students actually incorporated what they had noticed and edited together with their peers in the final versions of their stories, a stage done individually. Table 4 shows that Pair 1 and Pair 2 incorporated 31 items respectively, a total number of 62 changes,

where 15 (24.1%) were related to lexis and spelling, 22 (35.4%) were grammatical and 25 (40.3%) were related to discourse. In this stage of the task, the results seem to indicate that the majority of incorporations in the final versions of the writings are related to discourse, while the second focus of attention is grammatical and the third is lexical.

Table 4. Items that students incorporated to their final versions

	Pair 1				Pair 2				Total number of incorporations			
	Final 1		Final 2		Final 3		Final 4					
	N	%	N	%	N	%	N	%				
<i>Lexis and spelling</i>	3	27.2	7	35	0	0	5	21.7	15	24.1		
<i>Grammar</i>	1	9	5	25	3	37.5	13	56.5	22	35.4		
<i>Discourse</i>	7	63.6	8	40	5	62.5	5	21.7	25	40.3		
Total per text	11	100	20	100	8	100	23	100	62	100		
Total per pair	31				31				62			

These results indicate that students incorporated all the changes that they had noticed and edited in the previous stage of the task and, moreover, all of them incorporated new changes that had not been indicated neither in the first writing nor in the differences chart. For this reason, the results vary and show that, in the previous stage, 45 items were noticed, while in the final stage 62 items were incorporated. Thus, 17 new items were not indicated in the previous stage but incorporated in the final version. As seen in Table 5, the majority of the items noticed in the comparison stage were grammatical (37.7%), whereas the actual incorporations are mainly discursive (40.3%).

Considering the changes that occur from one stage to the other, students had first noticed 14 items related to lexis and spelling, and they incorporated 15 items to the final version, that is, they noticed one more item in the last stage. The grammatical items noticed were 17 in the first stage and 22 in the last one, which indicates that 5 grammatical items were noticed during the second writing. Finally, 14 discursive items were noticed firstly, but then, 25 of these items were incorporated, which means that students incorporated up to 11 new discursive items that had not been indicated

before. Thus, students focused more on grammatical items during the comparison in pairs but incorporated more discursive items in the final text.

Table 5. Comparison between items noticed and final incorporations

	Total number of items noticed		Total number of incorporations	
	N	%	N	%
<i>Lexis and spelling</i>	14	31.1	15	24.1
<i>Grammar</i>	17	37.7	22	35.4
<i>Discourse</i>	14	31.1	25	40.3
Total	45	100	62	100

The results also show that all the students edited their texts and incorporated the items that they had indicated or some new ones. Pair 2, for instance, indicated one item to change in Draft 3 during the first stage. In this final stage, the new incorporations in Final 3 are 7 items, which means that noticing happened afterwards. Student 4 incorporated 5 new items in Final 4 which were not indicated in the previous stage, while Student 1 and Student 2 incorporated 5 new items, respectively. Therefore, all of them included the items they had noticed with their peers and other items they noticed afterwards.

Besides, Student 4 did not incorporate all the items indicated in the first stage of noticing and editing. That is, Student 4 had indicated 18 items together with the partner but just incorporated 15 of them when writing individually the final version. However, the new items incorporated and not previously indicated are 8, which means that even if Student 4 did not add all the changes discussed with the partner, a great amount of new items were noticed individually and incorporated in the last stage.

The following excerpts are examples of the incorporations which were noticed individually in the final stage and had not been previously indicated.

Excerpt 7. Noticing lexis and spelling

Draft 4: *"I saw a girl doing gymnastic."*

Final 4: *"I saw a girl doing **gymnastics**."*

Excerpt 8. Noticing grammar

Draft 3: "*I feel alone and (...)*"

Final 3: "*I **felt** alone and (...)*"

Excerpt 9. Noticing discourse

Draft 1: "*We started dating and we got married a couple of months after. We were in love. Soon she started to be very busy with her competitions.*"

Final 1: "*We started dating and a few months later we got married. We were in love.*

(New paragraph)

Soon she started to be very busy with her competitions."

5. DISCUSSION:

The aim of the present study was to investigate and analyse the language and discourse features that EFL students in a Secondary School noticed and incorporated when doing a Models as Feedback writing task. The findings support that learners are able to notice and edit their productions during the comparison stage when working collaboratively with their peers. Moreover, learners incorporate in most of the cases the changes indicated in pairs, as well as new other changes noticed individually before the final writing stage.

With regards to the comparison stage, the data in this study showed that students noticed 45 different items, which were grammatical to a greater extent, even if the results from Pair 1 differ from the global percentages. Specifically, Pair 1 noticed more lexical and discursive items, a finding that is, indeed, in line with previous studies which found out that the items noticed in the comparison stage were mainly lexical and discursive (García Mayo & Loidi Labandibar, 2017; Martínez Esteban & Roca de Larios, 2010). When working collaboratively with their peers, students “noticed gaps in their original output” (García Mayo & Loidi Labandibar, 2017: 11) and were more aware of the features related to the way ideas are expressed (Martínez Esteban & Roca de Larios, 2010).

However, Pair 2 noticed predominantly features related to grammar, although in Draft 3 there was just one item indicated. This shows that Pair 2 could not divide the time they had to go through both texts properly and, therefore, they spent too much time working on Draft 4, since the items noticed in Draft 4 are 18. Other hypothesis could be that, as Hanaoka (2007) had reported, note-taking is physically demanding and time-consuming and students do not foresee the actual advantages that it has as a self-report technique which could affect to a greater extent students with a lower level of proficiency in the target language.

Considering the last stage of the task, when students wrote individually their last versions of the stories, the items actually incorporated compared to their first versions were 62. These results show that model texts not only engage students in noticing gaps in their interlanguage and edit them, but they also encourage students to

incorporate the new items indicated (García Mayo & Loidi Labandibar, 2017), since the vast majority of the items reported in the comparison stage were incorporated into the final versions of their stories. The results reveal that 40.3% of the items incorporated into the final versions were discursive, followed by the grammatical and lexical items. This finding adds support to previous statements reporting that the use of models promotes noticing and draws learners' attention to the structure, writing techniques, linking words and different ways to express ideas in a written text (Martínez Esteban & Roca de Larios, 2010).

Moreover, in this final stage of the task, students incorporated 62 new items to their final productions, even though 45 items were reported during the comparison stage. This revealed that 17 new items that had not been reported in the comparison stage were incorporated in the final versions, a finding that had also been reported by Hanaoka (2007). These results would, thus, indicate the following: a) noticing happened in both stages of the Models as Feedback task cycle, when working in pairs and individually, and b) the guided discovery stage with the teacher and the pair conversation may have also raised students' awareness, since in the Models as Feedback Task cycle not only do the model texts affect students' noticing, but also the class and pair conversations.

6. CONCLUSIONS:

The present study investigated the role of model texts used as corrective feedback during a written task cycle. The research was carried out in an EFL Secondary School classroom and it aimed to analyse the language and discourse features that students noticed during a collaborative comparison between their productions and model texts, and the items that they incorporated in subsequent revisions.

The findings emphasise the useful role of models in promoting learners' noticing, since the participants were able to notice and edit their first output during the comparison stage when working collaboratively with their peers. In addition, the majority of the items reported were incorporated in a further production, as well as new items that had not been indicated, which highlights that noticing also happened after the comparison stage.

The present study had, however, certain limitations that need to be taken into account. Firstly, the analysis was focused on three specific language and discourse groups (grammar, lexis and spelling, discourse) and, nevertheless, many features could be part of other subgroups that had not been taken into consideration. Besides, students reported their noticing in pairs in different ways, that is, they made some notes both in the charts and in the first productions. This made the analysis difficult and confusing at some points, since many items had to be correctly interpreted.

Third, it has to be considered that in a Models as Feedback task cycle such as the one conducted in the present study, there are many elements that may affect students' noticing of their mistakes or gaps in the language. On the one hand, the model texts are a crucial element in this type of corrective feedback but, on the other hand, the conversation in pairs and the guided discovery with the teacher are also key elements that may presumably raise students' awareness of new gaps before writing the final production. However, the present study just focused on the role of model texts and, therefore, it has to be understood that the results may have also been affected by these other crucial parts of the task cycle.

Thus, future studies to continue the research on the role of Models as Feedback could consider other subgroups or categories in the analysis of learners' noticing, so as

to reach a deeper insight to the potential of this type of corrective feedback. Likewise, another aspect of analysis could be the role of teacher guidance throughout the task cycle and the impact that it has to students' final productions. In this line, two different groups doing the same writing task could be compared: a guided and a non-guided one.

Finally, since the main objective of this research was to develop professionally as a teacher and acquire a broader understanding of this type of corrective feedback, a personal reflection on the role of the teacher in a Models as Feedback task cycle will follow. First and foremost, I believe that it is vital to know the students and be aware of the level of proficiency of each one of them. I perceived that the writing task may have been a little too difficult for some of the participants who needed more guidance throughout the different stages. Moreover, being aware of their level enables the teacher to group them in pairs accordingly, so as to help the ones who need more support or are not active workers.

Furthermore, I consider the role of the teacher in the guided discovery to be vital for students' awareness of specific traits of the language. Therefore, I believe that I, as a teacher, need to train the teacher-led discussions, in order to support students' noticing and offer them clear and useful metalinguistic explanations. Apart from that, and considering that writing has to be promoted in the EFL classroom, I experienced that the use of model texts can be a useful resource that can be combined with other forms of written corrective feedback, since it allows students to acquire knowledge based on their own mistakes and gaps in the language.

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8. APPENDICES:

8.1. Flashcards used to guide the first writing



What is the end of the story?

8.2. Model texts

Love at first sight

Christine was an English gymnast. When Mary saw her on TV she immediately liked her. She wanted to meet the athlete so she looked for her Instagram profile. Then she contacted her and they met for the first time in a beautiful park. It was love at first sight and after only one year, they got married. The wedding was so romantic.

But life was not a bed of roses. Christine had to train a lot because she wanted to participate in the Olympic Games and it wasn't easy. Mary always supported her and was interested in her progress, but Christine didn't pay attention to Mary's life. She was only concentrated on her career.

On Mary's birthday, the couple decided to have dinner at a restaurant to celebrate it. Mary arrived at the restaurant and waited for Christine. And waited, and waited, and waited... But Christine never arrived. At that moment, she decided to break up with the gymnast. She wanted a partner who loved her and had time for her, and Christine only thought about training.

Love at first sight

When Mary saw the amazing English gymnast Christine on TV, she immediately became interested in her. She wanted to meet the athlete so badly that she looked for her Instagram profile and got in touch with her. Christine replied and they met for the first time in a lovely park. It was love at first sight and after only one year, they got married. It was such a romantic wedding.

But life was not a bed of roses. Christine had to train a lot because she wanted to take part in the Olympic Games and it was tough. Mary always supported and encouraged her, but Christine didn't pay attention to Mary's life. She was just concentrated on getting a place in the 2020 Olympic games.

On Mary's birthday, the couple decided to have dinner at a fancy restaurant to celebrate it. Mary arrived at the restaurant and waited for Christine. Five minutes went by, then ten, then half an hour... But Christine never showed up. At that exact moment, Mary decided to break up with the gymnast. She wanted a partner who loved her and had time for her. She deserved much better!

8.3. Slide projected during the free discovery

MODEL TEXTS

- 1) Read the two model texts.
- 2) Each pair will be given **ONE** of their writings.
- 3) Each pair will have to **COMPARE** the writing with both model texts and **DISCUSS** the differences (*you need to talk!*).
- 4) **Grid:** complete the original/improved grid. On the **ORIGINAL** column, write your first words, phrases, etc. On the **IMPROVED** column, write the new version based on the model texts.
- 5) Repeat steps 3 and 4 with your partner's writing.
- 6) Rewrite your stories individually using the grid. These will be your final love stories.

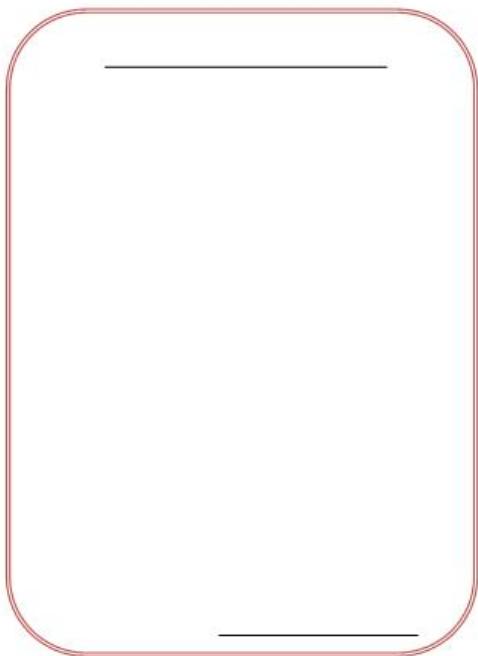
8.4. Sample paper of the first writing

Who tells the story?
Does it have a happy ending or a sad ending?

title: _____



8.5. Sample paper of the second writing



8.6. Sample paper of the differences chart

What differences have you seen? How can you improve your story?

ORIGINAL	IMPROVED

8.7. Sample of the collected documents

Draft 1:

Title: Love always wins

Hi, I'm Mary and this is the story of me and my wife. A few years ago I had a big group of friends we used to hang out every week. Cristina was one of the members of the group but she usually didn't hang out with us because she was a gymnast and she was very busy with her competition. I only had talked to her a few times but I started to like her. A week later I saw her on the TV doing gymnastics so I called her to talk about it. We started talking every day and hanging out every week. One day we met at a cafe, I confessed my feelings for her and she told me she had feelings for me too. We started dating and we got married a couple of months after. We were in love. Soon she started to be very busy with her competitions we didn't talk much. One day I called her. I wanted to give her a surprise. Then she told me something that I didn't expect. She wanted to quit gymnastics so she could spend more time with me. I was excited and delighted. Since that moment we have been together and we are now very happy.

Chart 1:

What differences have you seen? How can you improve your story?

ORIGINAL	IMPROVED
this is the story of me and my wife.	this is my love story.

Final 1:



Love always wins

Hi, I'm Mary and this is my love story. A few years ago I had a big circle of friends, we used to hang out every week. Christine was one of the members of the group but she usually didn't hang out with us because she was a gymnast and was very busy. I only had talked to her a few times but I started to like her. A week later I saw her on the TV in one of her competitions so I called her to talk about it.

We started talking everyday and hanging out every weekend. One day we met at a cafe. I confessed my feelings for her and she told me that she liked me too. We started dating and a few months later we got married. We were in love.

Soon she started to be very busy with her competitions. We didn't talk much. One day I called her. I wanted to give her a surprise. Then she told me something I didn't expect. She wanted to quit gymnastics so she could spend more time with me. I was excited and delighted. Since that moment we have been together and we are now very happy.

8.8. Sample of the transcribed documents

Draft 2:

Title: A love story

One day, I was watching TV. My girlfriend was a gymnast, and she was in an important actuation that was in the TV. When it finished, I called her and we met. She explained me how the actuation went and she told me that she wanted to dedicate to the gymnastic. I was proud of her. One day, we decided to marry. We were exited and happy, and I felt that this love was forever. We married, we came to live together and we were happy, but she had a lot of work so we couldn't be together. One day she started to travel, and I said her what I thought, but she didn't listened to me. After a while, I said her that she had to choose between work and my and she chose work, so we broke up. She still working as gymnast, and I am searching if I find my true love.

Chart 2:

ORIGINAL	IMPROVED
One day, I was watching TV. My girlfriend was a gymnast,...	One day I was watching TV when I saw my girlfriend. She was a gymnast, and she...
Actuation	Competition
that was in the TV	X
she wanted to dedicate to the gymnastic	She wanted to dedicate her life to the gymnastics
One day, we decided to get married	One day, I proposed to her and we decided to get married. Two month later we got married
Came	Moved
Be together	Spend time together
Listened	Listen
Me and she chose...	Me. She chose work...
She still	She is still
I am searching if I find my true love	I am still searching for a true love
A love story	Fake love

Final 2:

Title: Fake love

One day, I was watching TV when I saw my girlfriend. She was a gymnast, and she was in an important competition. When it finished, I called her and we met. She explained me how the competition went and she told me that she wanted to dedicate her life to the gymnastics. I was proud of her.

One day I proposed to her and we decided to get married. Two month later we got married. We were exited and happy. I felt that this love was forever. We moved together and I was so happy, but she had a lot of work so we couldn't spend time together. One day she started to travel and I told her what I thought, but she didn't listen to me. After a while, I said her that she had to choose between work and me. She chose work, so we broke up. She is still working as gymnast, and I am still searching for a true love.