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## **Grammar Comes, Feedback Goes: Exploring Student Perceptions of Almost-Immediate Corrective Feedback via WhatsApp**

María del Mar Suárez, Neus Frigolé y Ferran Gesa

Mobile-Assisted Language Learning (MALL), particularly through mobile instant messaging applications, has gained increasing prominence in recent years (Tragant et al., 2022). MALL provides opportunities to deliver personalized feedback almost immediately, an approach that has been shown to be effective in grammar learning (Murphy et al., 2023). While corrective feedback has been widely recognized as a crucial component in the development of grammatical competence (Vallezy & Spada, 2006), students' perceptions of using MALL to receive such feedback remain underexplored in the research literature. Addressing this gap, the objective of the present was to investigate learners' perceptions of using WhatsApp as a medium for receiving corrective feedback in the context of English grammar instruction.

Participants included five intact first-year groups (N=117) of pre-intermediate English learners enrolled in a Primary Education degree program. Over the course of a semester, students were introduced to targeted English grammatical structures via the Just-in-Time Teaching approach, supplemented with extramural exposure through WhatsApp, to practice three target grammatical structures. During the intervention, participants completed six written WhatsApp activities - two per structure- on which they received near-immediate feedback indicating whether their responses were satisfactory and, if not, prompting them to revise their work. Five types of corrective feedback were delivered (Ellis, 2009): metalinguistic explanations (n=25), explicit corrections (n=21), reformulations (n=26), repetition prompts (n=27), and clarification requests (n=18). At the end of the semester, students completed a questionnaire designed to collect their perceptions of the intervention. The questions were presented as 1-to-6 Likert scales and multiple-choice items.

Findings revealed that metalinguistic explanations elicited the highest levels of satisfaction regarding feedback type, immediacy, and perceived usefulness. Explicit corrections followed in terms of satisfaction, while reformulations generated the lowest levels of learner satisfaction. Despite these differences, all students, regardless of feedback type, demonstrated high acceptance of feedback provided through WhatsApp. All participants also highlighted the innovative nature of the intervention, describing it as meaningful and engaging.

These results underscore the potential of WhatsApp as an effective tool for delivering corrective feedback, bridging classroom instruction with extramural language exposure. The study provides evidence that mobile messaging applications can foster learner engagement, offer timely and personalized feedback, and enhance the perceived relevance and effectiveness of grammar instruction in EFL contexts. By integrating MALL strategies into pedagogical practice, teachers can support continuous, flexible, and learner-centered grammar development, while responding to students' preferences for accessible, technology-mediated feedback.