A CASE STUDY OF WRITTEN FEEDBACK TYPES AND PERCEPTIONS IN A SPANISH L1 UNIVERSITY CONTEXT

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ABSTRACT

This study explores feedback practices in an EFL university programme in Chile. In particular, it seeks to determine what kinds of feedback students receive and their quality. Furthermore, the study also aims at examining the perceptions, beliefs and preferences teachers and students have concerning these practices. To this purpose, naturalistic and artificial data was collected from 34 students from an undergraduate in English language and literature programme of the Universidad de Chile. In addition, teachers' perceptions and beliefs were assembled by means of open–ended–questions interviews. Students' perceptions and preferences were taken from digital questionnaires. Results suggest that teachers have no standardized set of techniques when providing feedback. Moreover most of them choose their feedback practices in agreement with the subject-matter they are currently evaluating. Students, consequently, do perceive the lack of standardization in the correction of their written tasks and openly prefer the broad description of their mistakes. The most relevant conclusion regarding student's role is that there is a correspondence between perceptions and beliefs of students and teachers. However, this match in perceptions does not correspond with what actually happens. Students are aware of the importance of their involvement in the process of corrections but teachers claim that a small percentage of students participate in reality. This issue is explained by three affecting factors: Time, Institutionalization and Students' Motivation.

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LIST OF ABBREVIATIONS

BA: Bachelor of Arts

CF: Corrective Feedback

EFL:English as a Foreign Language

ESL:English as a Second Language

FA: Formal Aspects

IELTS: International English language testing System

L1:First Language

L2:Second Language

Lex.Ch: Lexical Choice

MA: Master of Arts

MANCOVA: Multivariate Analysis of Covariance

O: Orthography

PDF: Portable Document Format

PhD: Doctor of Philosophy

RQ1: Research Question 1

RQ2: Research Question 2

RQ3: Research Question 3

SLA:Second Language Acquisition

T: Topic

T1: Teacher 1

T2: Teacher 2

T3: Teacher 3

T4: Teacher 4

T1E: Teacher 1 Experimental Tests

T2E: Teacher 2 Experimental Tests

T3E: Teacher 3 Experimental Tests

T4E: Teacher 4 Experimental Tests

T1N: Teacher 1 Naturalistic Tests

T2N: Teacher 2 Naturalistic Tests

T3N: Teacher 3 Naturalistic Tests

T4N: Teacher 4 Naturalistic Tests

T201N: T2 Theory Test Essay-Type

T202N: T2 Five-Paragraph Essay Test

T203N: T2 Theory Test of Definitions

T204N: T2 Theory Test of Punctuation

T205N: T2 Theory Test of Academic Vocabulary

WCF: Written Corrective Feedback

Chapter 1: Introduction

The importance of providing written corrective feedback (WCF) to students in an ESL context has become a relevant topic in recent years. The history of feedback studies dated from, at least, twenty years from now. A well-cited starting point here was Truscott's (1999) radical and controversial statement that corrective feedback (CF) seemed to be ineffective and even harmful. A fruitful agenda of work has been developed ever since in order to confirm or invalidate this claim.

The topic of feedback in L2 instruction has become significant due to the increase in the importance of the student's role in classroom settings. This view agrees specially with the learner-centred approach, which sees the student as the protagonist of the classroom and the learning process. Additionally, it has been also recognised that teachers play a key role when it comes to feedback practices. This is so because they are the ones in charge of promoting and giving feedback to the students in order to correct their errors and, ideally, improve their performances in future writing tasks.

In the study reported in this thesis, the researchers have made an attempt to cover feedback practices in an ESL, Spanish L1 context from three different perspectives. First of all, feedback practices have been classified according to their form and most commonly used strategies. Secondly, students' perceptions and preferences regarding written feedback have been elicited in the form of questionnaire answers. Finally, in an oral interview, teachers have been asked about their perceptions and beliefs in relation with their own feedback practices.

The context of this study is also a significant component of the study reported here as there is little or no evidence of a Spanish setting where the topic of feedback has been dealt with before. In fact, one of the main motivations of this study was to figure out how feedback was developing in the actual context of the researchers. The

evidence provided in the study should thus imply a contribution to the study of written feedback inasmuch as it extends its descriptive power to original instructional settings.

The ensuing thesis will focus on the three aspects of feedback mentioned above. In the next chapter, an account on the most important literature regarding types of feedback, history of the feedback, and finally, teachers and students' perceptions and beliefs is offered. Afterwards, the methodology of the study will be presented (Chapter 2). In Chapter 3, the results of this study will be presented. Consequently, the pertinent discussion concerning the results obtained from this study together with possible assumptions and main findings will be pointed out. Finally, the main conclusions, pedagogical implications and further research regarding the present study will be suggested.

Chapter 2: Literature Review

2.1 Introduction

This section presents a literature review of previous studies underpinning Corrective Feedback (henceforth CF) and the diverse types of CF existing in the literature. It also deals with the different areas in which some authors propose further research. On the basis of this review, a set of research questions for the study reported here is introduced.

Many studies have made an attempt to define CF and have investigated the provision and effectiveness of it, being some of them for or against this practice. In 1996, Truscott opened the debate about the effectiveness of grammar correction, stating that CF was ineffective and even harmful for the learner. Truscott states that grammar correction is defined as "correction of grammatical errors for the purpose of improving a student's ability to write accurately" (Truscott, p. 329). According to Truscott, previous studies have shown that providing error correction does not improve accuracy in new pieces of writing. Conversely, more recent studies in some way support the use of CF, but when it is focused on only a few strategies rather than the set of strategies as a whole (Bitchener, 2005; 2008). Moreover, Bitchener (2005) states that some types of corrective feedback can have better results than others when improving writing accuracy (Bitchener, p. 193). In the same line, other authors such as Van Beuningen (2010) refer to CF or error correction as "feedback on linguistic errors" (p. 2). In her study, Van Beuningen states that awareness and conscious attention is crucial in the process of learning. In this regard, CF appears to be considerably useful in the process of gaining accuracy in writing and also in the process of SLA. This is so because CF would draw learner's attention to relevant aspects were work may be needed in the process of L2 learning.

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Although research on CF is still in an initial stage, there is enough evidence to support the view that CF has positive incidence on the process of learning. The areas that will be covered in this chapter include a brief overview of early research on feedback practices (section 2.2); a review of the main classifications that have been put forward in order to describe feedback practices (section 2.3); and, finally, a review of the literature on the way feedback is perceived by both teachers and students in a variety of instructional contexts (section 2.4).

The chapter concludes with a brief summary of the main issues observed in the literature reviewed. These issues provide the background for a number of research questions which are finally posed and that have guided the study reported in this thesis.

2.2 Early research on feedback

Research on the topic of written corrective feedback (WCF) is relatively recent and has yielded the proposal of an important number of concepts that attempt to reflect the different properties of the feedback process. In order to deal with the concept of feedback, it seems adequate to make first a brief review of how the concept was developed and how it has been gaining its relevance in the study of L2 teaching-learning processes.

In general terms the revision of the history of feedback can be broadly divided into three periods, as suggested by Storch (2010). The first period covers research on feedback carried out before the 1980's. The second period incorporates studies after the 1980's up to 2005, and the third period includes studies performed from 2005-onwards.

According to Hyland and Hyland (2006) the relevance of feedback emerged as consequence of the growth of learner-centred approaches in writing instruction in composition classes during the 70's. In this period, the *process approach* took importance and with it an initial focus was placed on some techniques which in the future would be labelled as feedback. Hyland and Hyland also point out that the

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concept of feedback was expanded from including teacher's notes to incorporate oral teacher-student interaction. Correspondingly, the concept of feedback expanded to include the two main categories of written and oral feedback.

In the 70's the learner-centred approach takes relevance. According to this approach, the student becomes the protagonist of the classroom and the learning process (Hyland and Hyland, 2006). Due to this fact, the focus of feedback broadened from mechanical accuracy and control of language to include the development and exploration of meaning by practicing the writing and rewriting of the same written task.

Feedback practices were also influenced by the importance given to the relevance of the individual reader and the dialogic nature present in the process of writing. In this sense, an idealized general audience loses force to give importance to the sole reader. In turn, the sole reader gives real meaning to the text, since without this reader the text lacks concrete meaning (Probst, 1989, p. 69, cited in Hyland and Hyland, 2006). In this sense, the concern regarding feedback was tackled before the name feedback was given to this practice. This is so since it was already been assumed that feedback could help the reader in the process of meaning-making involved in reading comprehension tasks.

An early proponent of the modern concept of feedback, Kulhavy (1977) describes it as "generic sense to describe any of the numerous procedures that are used to tell a learner if an instructional response is right or wrong" (p.211). What Kulhavy does by introducing the concept of feedback is to avoid ambiguity with other issues and concepts linked to correction but that do not fullfill the whole process that Kulhavy termed as feedback.

The previous revision about the history of feedback includes the studies carried out before the 80's. The analysis of what happens with the study of feedback during the following years is going to be based here partially on the exhaustive revision done by Neomy Storch (2010). Storch reviewed 11 published and most cited studies on WCF between 1982 and 2003. The main focus of these publications was

whether WCF heads to an improvement in accuracy. As a result of this revision, Storch (2010) found that the majority of them showed an improvement of grammatical accuracy by English L2 learners due to the practice of feedback. This evidence shows that feedback practices are relevant in the acquisition of an L2, at least in relation to grammatical aspects.

Other studies (e.g. Fazio, 2001; Fathman & Whalley, 1990; Kepner, 1991; Semke, 1984: Sheppard, 1992 cited on Storch, 2010) have also focused on whether WCF and comments helped students' writing skills. In addition, a number of studies (Chandler, 2003; Ferris & Roberts, 2001; Lalande, 1982; Robb, Ross & Shortreed, 1986 cited on Storch,2010) were centred on the impact of different types of WCF. By this period the main two categories of WCF were direct and indirect (Ferris, 2003) (see section 2.3 for a review).

An important work in the period that incorporates studies after the 1980's, is the one made by Truscott (1996). This study appears as controversial, since it declares that WCF does not lead to an improvement in accuracy and so it is not of benefit for L2 students. Despite his critical position, Ferris (2010) comments that Truscott's work actually inspired and encouraged further discussion on WCF.Indeed, the controversial nature of Truscott's work stimulated studies carried out years later that put effort on refuting Truscott's proposal.

The following period in the study of L2 feedback practices, according to Storch (2010), covers 2005-onwards. Storch chose 12 studies that were published during those years. As she explains, these documents seem to be representative of the research direction of the period. The main concern of this period is placed on two aspects; the efficacy of WCF in the improvement of learner's accuracy over time and what categories of WCF are more effective.

However, this line of investigation was characterized by the research on new forms of WCF rather than the investigation of the effectiveness of direct and indirect WCF. Studies such as Bitchner (2008) and Sheen (2007) came up with metalinguistic forms of feedback incorporating new relevant aspects to the field. Thus, present

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research is characterized by a focus on both the categorization of forms of feedback and the effectiveness of these categories. Correspondingly, the following section offers a review of the research that has provided

2.3 Types of Feedback

The categories to be discussed in this section are presented in the form of dichotomies. The review starts with *oral* and *written* feedback, in which we find a comparison between two modalities on the provision of CF. The former is provided by means of personal interviews or immediately after the error is committed and the latter is supplied in the piece of writing itself. The second pair is *praise* and *criticism*: praise, on the one hand, refers to a positive stimulus to the student by remarking what has been done well. On the other hand, criticism highlights the errors and provides specific help for improvement. The third opposition is *explicit* (direct) vs. *implicit* (indirect) feedback. Explicit feedback provides students with the correct form of the error, while implicit feedback let students infer the error for themselves. The fourth pair is *direct- corrective* and *metalinguistic* feedback. The former is a correction of the error, pointing out the correct form, and the latter involves providing a metalinguistic explanation of the correct form of the error. *Peer* feedback, as opposed to *self-corrective* feedback, is the feedback received directly from your equals or classmates. In turn, self -corrective feedback refers to the training that students receive from the teachers for them to be able to correct their own pieces of writing. The sixth and last comparison is made between *global* and *local* feedback. Global feedback relates to content, ideas and organization, while local feedback is concerned with grammar and mechanics. There is also some literature that makes a similar distinction but refers to these concepts as feedback focused on "form" and feedback focused on "content".

2.3.1 Written vs. Oral feedback

The distinction of feedback according to media -oral or written- can be illustrated by Bitchener's (2005) study. This study considers the written feedback

given to a group of students in an ESL (English as a Second Language) context. The students were provided with feedback on their writing tasks in three different forms. The first one consisted of written direct feedback plus a 5-minute conference with the researcher about the errors that the student made. The second one consisted of direct written corrective feedback only and the third consisted of no feedback at all.

In the case of the written direct feedback plus a 5-minute conference with the researcher, the investigator makes written corrections on the student's errors such as the following: "I have received [wrong past tense — use past simple tense] your letter for [no preposition] 2 weeks [word missing — add the word 'ago']". (p. 205). Furthermore, the researcher gave the students the chance to have a 5-minute conference after each piece of writing. The conference sessions gave participants the opportunity to ask questions about their errors and about the corrections they had received. They also had the chance to receive additional explanations and examples.

In turn, written corrective feedback only took the form of full, explicit corrections above the underlined errors. In the particular case of this study, the researcher was mainly focused on linguistic errors at three levels: prepositions, past simple tense, and the definite article. The following is an example of the written comments made by the researcher: "Last Sunday I moved the [no definite article] house and now I lived [wrong tense — use present simple tense] in Mt. Eden" (p. 205). As can be observed from this study, both written and oral modalities are combined into the same scheme in order to correct student's errors.

Sheen (2007) has also commented on written corrective feedback, making a contrast between this and oral corrective feedback. However, this author claims that the grade of explicitness oral and written feedback receive may be more influential than the media through which the feedback is given. This means that the more explicit the type of feedback, the more helpful in terms of effectiveness. Sheen states that the written corrective feedback is delayed, while its oral counterpart occurs immediately after the error is committed.

Oral corrective feedback is regarded as a strategy associated with a focus on form when it comes to error correction. Instead, written corrective feedback is considered as a strategy involving less cognitive load in relation to memory than its oral modality. This is due to the fact that oral feedback needs to be given immediately. Besides, written corrective feedback allows a general view of the text, where the main focus is not placed on accuracy but rather on the overall quality of students' writing –content and organization. Another difference between written and oral corrective feedback according to Sheen (2010) is found in terms of explicitness. While oral feedback can be either implicit or explicit, written feedback tends to be invariably explicit.

A number of studies have addressed the degree of effectiveness that one type of feedback offers in relation to other –written vs. oral. In the oral modality we can find recasts. This way of correcting student's mistakes has been considered as a very effective tool in order to improve learner's accuracy. Long has argued that "recasts facilitate acquisition by drawing learners' attention to form while keeping learners focused on meaning throughout a conversational exchange" (Long cited in Sheen, 2010, p.205). He claims that recasts work better because they are implicit, thus, they do not produce communication breakdowns. On the contrary, Sheen (2010) claims that teacher's recasts "may not be of value if learners fail to recognize their corrective force" (p. 206).

Written corrective feedback has been also a topic of considerable debate. This has to do with the nature of corrective feedback, which tends to be associated with a focus on negative feedback. Therefore it may produce detrimental effects within the students. One of its stronger opponents was Truscott. He stated in several publications (Truscott, 1996; 1999; 2007) that written grammar error corrections were "ineffective and even harmful" (Truscott cited in Sheen, 2007, p. 209).

The study carried out by Sheen (2010) concludes that written corrections results to be more effective than oral recasts. The reason of this may be that the written corrections are more explicit and easy to understand to the learner, whereas

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oral recasts are not. This means that as recasts were provided immediately after the error was made, they tended to interrupt students' production; therefore, they may have produced some communication breakdowns.

Bitchener, Young and Cameron's (2005) study found that written corrective feedback in combination with a 5-minute oral conference was more effective than written corrective feedback alone. This was reflected in an improved accuracy in further pieces of writing, where the students received higher scores in corrections where they had previously made a mistake. This suggests therefore that the more complete the feedback, the better results in terms of effectiveness in future writings.

According to the literature revised so far, it has been stated that both –written and oral feedback—are greatly used and most of the times combined in order to provide feedback to the students. Nevertheless, there are some authors such as Bitchener (2005) who claims that, in terms of accuracy, written and oral feedback put together yield better results in comparison with written corrective feedback alone. It is important to highlight that this reflection was made in terms of accuracy in new pieces of writing regarding three target structures, namely: prepositions, definite article and simple past. For the same reason, it would be interesting to find out what would have happened with a more general categorisation of errors. Regarding this point, Bitchener (2005, 2008) has claimed that the categorisations of errors in recent studies have been progressively reduced taking into account only a few classifications of linguistic errors.

For other authors, such as Sheen (2010), more than the media through which feedback is given, the degree of explicitness of the feedback is an essential part of this process. In fact, whether the feedback is oral or written seems irrelevant for the purpose of effectiveness when it comes to feedback practices. In the literature reviewed for this study, there is little or no evidence in relation to the importance of giving oral feedback instead of written. Most of the literature suggests indeed that the degree of directness becomes a more relevant factor independently of the media.

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2.3.2 Praise vs. Criticism

These categorizations have been emphasized by Hyland (2001) in a study that was carried out in an ESL context. The data for this study was collected by means of written tests and their corresponding feedback provided by the teachers. Teachers were also interviewed and asked about approaches to teaching, writing and giving written feedback and their expectations of student behaviour after feedback. These teachers recognised that when they gave written feedback, they tried to give positive comments because they were aware of the importance of it. Teachers believed that giving positive feedback made students feel less insecure about their writing process and encouraged them to do it better.

Both praise and criticism belong to the type of feedback related to function. When teachers praise students, they are attempting to provide a positive stimulus. According to Holmes, praise can be defined "as an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback. This, therefore, suggests a more intense or detailed response than simple agreement" (Holmes cited in Hyland 2001, p. 186). This kind of feedback can be understood also as a strategy of mitigation that allows teachers minimize the effects of criticism and that encourages the student-teacher relationship. Nevertheless, this type of feedback remains as one of the less frequently used within the categories already reviewed. According to Hyland (2001), praise is very seldom found alone. On the contrary, it tends to be placed next to criticism. For instance in the following example, we can see how praise is lessen by means of the critics. "Good movement from general to specific. But you need to make a clearer promise to the reader. This is a good essay but you have to expand your ideas" (p. 196).

On the other hand, criticism has to do with "an expression of dissatisfaction or negative comment on a text" (Hyland, 2000 cited in Hyland 2001 p. 186). An example of this type of feedback can be seen in the sentence below, extracted from the same study: "There is no statement of intention in the essay — what is the purpose of your essay and how are you going to deal with it? You are not giving me

any direction" (p. 191). Within the strategies used by teachers in relation to feedback focus on errors –also understood as criticism— is the use of hedges. Hedges are used in order to mitigate the interpersonal damage caused by a negative comment. They are less direct than a criticism and seem to be similar to a suggestion. There is a number of lexical softeners that can be applicable to hedges. An example can be the following: "Some of the material seemed a little long-winded and I wonder if it could have been compressed a little" (p. 197).

A further category which ameliorates the effects of criticism is the one referred by Hyland (2001) as *suggestion*. This category differs from criticism in containing a specific recommendation for remediation, generally very clear and direct, encouraging the student to make his/her best. Suggestion has also been known as *constructive criticism*. An example of suggestion can be the following: "try to make your ideas as simple as possible".

As stated above, praise, criticism and suggestion can be used within the same piece of writing, with different purposes and reactions. While praise is less frequently used than the other two, its importance remains fundamental in order to lessen student's damage when it comes to criticism. In turn, suggestion seems to be a category between these two that helps to develop students' abilities at writing as well as their creativity during this process. Furthermore, it is considered as being less harmful than criticism.

Hyland's study reveals some interesting points in relation to positive and negative feedback, both known as praise and criticism respectively. The results showed that, surprisingly, praise was given in a greater amount than criticism (see Hyland 2001's study, p. 192). These findings conflict with the evidence provided by Connors & Lunsford (1993), who show that most of the times teachers tend to focus their corrections on errors. In fact, they argue that positive comments are rarely found in their feedback data.

These feedback strategies have been regarded as a powerful pedagogic resource since the student's works are being judged and evaluated by the teachers.

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Furthermore, teacher's opinions may either influence or undermine a learners' confidence. As proposed in Hyland (2001) "… responding to student writing entails more than deciding whether to comment on form or content; it involves delicate social interactions that can enhance or undermine the effectiveness of the comment and the value of the teaching itself" (p. 194).

As indicated previously, responding to student's writing is a key factor in the learning process. Nevertheless, research needs to account for the way in which teachers respond to feedback practices as they can lead to some potential danger in relation to student's confidence and self-esteem.

2.3.3 Explicit vs. Implicit feedback

According to the explicitness of corrective feedback, this can be divided into two main categories: direct (explicit) and indirect (implicit). Direct corrective feedback is defined as "the provision of the correct linguistic form or structure by the teacher to the student above the linguistic error" (Ferris, 2003 in Bitchener & Knoch, 2009, p. 323). This type of feedback may include crossing out wrong information, the insertion of missing elements, or the explicit provision of correct answers. Besides, grammar rules and examples at the end of a student's text can be provided. Other forms of giving direct feedback may be through individual interviews between teacher and student, or with small groups of students.

On the other hand, indirect corrective feedback is defined as "(feedback) which indicates that in some way an error has been made without explicit attention drawn" (Ferris, 2003 in Bitchener & Knoch, 2009, p.323). In this case, the teacher identifies the error but he or she does not provide the correct form. This type of feedback may include underlining or circling errors; making students aware of the number of errors they had by writing the number in the margin; or using a code to show that there is an error and what type of error it is. By using this type of corrective feedback students resolve their errors by themselves (Bitchener & Knoch, 2009). Due

to this reason, indirect feedback seems to be more recommendable than its direct counterpart because the student is induced to a deeper internal processing.

In a study carried out by Sheen (2007) where he examined the differential effect of two types of written CF, he draws the distinction between *direct-only feedback* and *direct metalinguistic feedback*. The aim of the study was to find out the extent to which language analytic ability mediates the effects of these two different types of feedback on the acquisition of articles by adult intermediate ESL learners of various L1 backgrounds (N=91). According to this division, while direct metalinguistic feedback includes metalinguistic comments, direct-only feedback does not. An example of direct-only feedback is indicating the error and then giving the correct form by deleting the error or by adding a linguistic element (Sheen, 2007).

Although interesting, this categorization is not completely original as it is basically drawing a distinction within explicit feedback. In terms of Ferris's categorization (explicit-implicit) direct-only feedback and direct metalinguistic feedback belong to the same category: explicit (direct) feedback (for more details see section 2.3). Regarding this last point, it seems more appropriate to follow Ferri's (2003) categorization. Sheen does not provide convincing support for categorizing metalinguistic comments. When giving direct local (focused on form) feedback, it is very likely that the teacher provide a metalinguistic explanation for the use of a verbal tense, for example. Therefore, it seems that there is no reason for dividing direct and direct metalinguistic feedback. When addressing form mistakes, direct feedback will most likely take the form of a metalinguistic comment or explanation.

2.3.4 Corrective-Metalinguistic feedback

This category has been defined by some authors in terms of explicitness in written corrective feedback. Sheen's (2007) study analyses written corrective feedback in terms of two categories: direct corrective and direct metalinguistic. Both have been discussed and described in relation to one individual difference factor, named *analytic ability*. The study was a quasi-experimental research design which

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consisted of pre-tests, post-tests and delayed tests applied to ESL learners. Both treatment groups –direct corrective and metalinguistic— were operationalized as follows: "direct only correction constitutes a traditional error correction that consists of indicating the location of a student's error on the text and the provision of the correct form by deleting/replacing the error or by adding a linguistic element" (p. 262). Direct metalinguistic correction, on the other hand, is operationalized in the following terms: "indicating the location of an error, providing the correct form, and including metalinguistic comments that explain the correct form" (p. 262). For the direct corrective group, the corrections indicated the error and provided the correction above the error. For the direct metalinguistic correction group, the error was first indicated with a number. Afterwards, a note for each numbered error was given at the bottom of a learner's sheet. The notes not only indicated what was wrong with a metalinguistic explanation, but also they gave the correct form of the error.

Sheen's (2007) study states that direct corrective metalinguistic groups got better results than the control group in terms of accuracy when the students received their corrections. The correction of the errors was more explicit and thus students had a clearer view of their mistakes. This would conceivably make them improve their future writings. The study suggests therefore the importance of considering the explicitness of feedback as a fundamental part in the students' process. Although direct metalinguistic feedback seems to be associated to improved performance, there are some studies, such as Bitchener and Knoch (2009), which still suggest that implicit feedback can have better results in terms of student's awareness of their errors.

2.3.5 Peer feedback vs. Self-corrective feedback

Malawi (2011) uses these two concepts and compares them as "peer-editing" and "self-editing". In her study, Malawi compared two control groups –one received training on peer-editing and the other received training on self-editing. The results of a MANCOVA test showed that, even though students trained in self-editing revised

more errors than students trained in peer-editing, it was the latter who showed improvement in their revised drafts.

The author states that peer-editing based processes of learning are mainly constructivist since they involve cognitive and social processes. On the one hand, the author brings up Vygotsky's sociocultural theory, which postulates that "learning is a mental process that requires mediation" (Vygotsky, 1978 cited in Malawi, 2011). Malawi states that students need to engage on activities in which they have to work in partnership with each other. This is so because negotiation of meaning is crucial for their learning development and for the improvement of their performance. On the other hand, Piaget's developmental theory postulates that students construct their own knowledge starting from their own experiences and beliefs. Moreover, students are said to experiment certain discrepancies and conflicts between what they already know and what they are acquiring that will force them to adapt the new knowledge to their previous beliefs (Piaget, 1970 cited in Malawi, 2011).

According to Malawi, training on peer-editing involves teaching students to be reflective and socially communicative. This training will elicit cognitive processes that are going to stimulate students' process of acquisition and engagement with language. The author states that peer-feedback encourages students to construct knowledge and to be responsible about their process of learning. Conversely, Malawi mentions a study by Carson and Nelson (1996) in which it is posited that the peer-editing system has its limitations. According to these researchers, students may distrust their partners' abilities to correct writing tasks, since they are all at the same level. Hence, Carson and Nelson propose training students on specific abilities for them to be able to correct their own pieces of writing. Malawi, remarks that the scarcity of literature about self-editing or self-corrective feedback encourages further studies on this subject in order to fill in this gap of knowledge.

Yang, Badger and Zhen (2006) carried out a study to find out if peer feedback helped students from a Chinese university to improve their writing development, since the amount of feedback provided can be limited due to several factors. The

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authors explain that it is a common situation in Chinese universities that students do not receive the feedback they need in their writing classes. This results from several factors such as administrative constraints, cultural issues and size of the class. It was proved that peer feedback, rather than improving writing, increased student's autonomy. Furthermore, peer feedback was proved to be more successful than teacher feedback since negotiation of meaning among equals improves mutual understanding and reduces misinterpretation and miscommunication. Yang, Badger and Zhen point out, as possible further research, that similar cultural background can affect positively the predisposition of the students to accept criticism from their peers.

2.3.6 Global vs. Local feedback

These concepts are used by Montgomery and Baker (2007) whose aim was to account for the amount of global and local feedback teachers give, the relationship between students' self-assessments and their own perceptions, and the relationship between teachers' self-assessments and their own performance. In this study the authors quote Cohen in which global issues in written tasks are said to include comments on ideas, content and organization. Local issues, on the contrary, are focused on matters of grammar and mechanics. According to Montgomery and Baker, comments on content, ideas and organization should focus on the student's concrete and sophisticated ideas, a clear purpose for writing, appropriate use of transitions and good paragraphing. Secondly, comments on vocabulary should focus on the use of a wide variety of general and academic vocabulary. Finally, comments on grammar and mechanics have to centre their attention on complex grammar accuracy, spelling, punctuation, and formatting.(Cohen, 1987 cited in Montgomery and Baker, 2007, p.83)

This categorization of local and global feedback is found in other studies as well. Authors such as Connors and Lunsford (1993) refer not to both but only to global comments, being presented as general evaluative comments found at the end or the beginning of papers. This definition made by Connors and Lunsford does not

consider other faculty corrections unless those comments are embedded indirectly or figuratively (e.g. 'Your audience will think harshly of you if they see lots of comma splices"). In addition, Connors and Lunsford make a subdivision of these global comments in three subcategories: global, middle-level, and micro-level comments. According to the authors, the first subcategory focuses on the writing as a whole and provides an overall view of the text; the second subcategory takes account of comments at the paragraph/sentence level regarding ideas and how they are organized and supported; the third, and last, subcategory regards comments related to "technicalities" (grammar, punctuation, word choice, spelling and referencing sources).

The issues of the provision and the effectiveness of both local and global feedback were likewise discussed in Montgomery and Baker's study. The main focus of the study was the specific types of feedback and the way they could be provided. The authors explain, based on Truscott (1996), that local feedback is not proved to help reducing local errors in learners in comparison with not providing this class of feedback. Secondly, local errors are not automatic from one draft to another. Moreover, this type of feedback may take time away from giving feedback related to other issues that could really be improved rapidly (Montgomery and Baker, 2007). Furthermore, Montgomery and Baker quote studies made by Ferris (2003) and Zamel (1985) pointing out that global feedback provided on first drafts would be more beneficial than local feedback. In addition, local feedback should be given when a more definite draft is presented. In this sense, local feedback in the first drafts could inhibit students from developing important global issues. Finally, Montgomery and Baker mention studies such as Ashwell (2000) where it is held that global and local feedback provided together at the same time could compose a better feedback for the learner.

Stern and Solomon (2006) also offer previous research concerning the types of feedback provided by teachers in written compositions. In this study, the authors analysed the type of faculty feedback provided to 598 graded papers of different students from a university. What they found was that the larger amount of comments

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was related to spelling, grammar, word choice and missing elements. Comments related to paper organization and, quality of the ideas, were not present in the revision. Stern and Solomon propose, afterwards, that further studies should be made on the amount of total feedback that is provided to the students. The authors point out that it might be necessary to find out if providing more feedback gives better results than reducing the amount of teacher feedback. In other words, there is a need to establish whether students get lost with a great amount of comments on their compositions or rather they think it is necessary for their progress in writing. This leads us to wonder about the issue of perceptions. In this sense, the question is focused on the way students perceive teacher feedback and what they think about it. In the same way, the question arises as to what teachers think about their feedback practices. Finally, it is suitable to consider a correlation between these two and the factors that can affect it.

Lee (2008), made a similar but simpler distinction: *feedback focused on form* and *feedback focused on content*. Feedback focused on form is all feedback that is strictly concentrated in language use (grammar and vocabulary). Through this type of feedback the teacher draws learners' attention to form in the context of communication. This can be performed by means of direct corrective feedback focused on linguistic errors. On the other hand, feedback focused on content is all kind of feedback that is concentrated on ideas. However, Montgomery and Baker's categorization seems to be more appropriate since their category of global feedback includes the item of organization, which is not well defined in Lee's content and form division.

2.3.7 Feedback strategies

In summary, feedback has been classified according to its media (oral-written), function (praise-criticism), explicitness (explicit-implicit), source (self-corrective-peer) and content (local-global). However, specific *strategies* (see section 3.5.1 for more details) used when giving those different types of feedback have not been very well documented. Shute (2008) offers one of the few attempts at providing

a comprehensive taxonomy of strategies used by teachers when giving formative feedback. This categorization tries to deal with both oral and written aspects of feedback, and gives hints about how exactly students receive that feedback. As pointed out by Shute in her review, formative feedback is defined as the information given to the student to modify her/his thinking and behaviour in order to improve student's abilities (Shute, 2008, p.154). This definition corresponds to what we established as corrective feedback (see section "Types of feedback", introduction).

The following categories provided by Shute represent the taxonomy of the above mentioned strategies according to their complexity.

No feedback: Refers to conditions where the learner is presented a question and is required to respond, but there is no indication as to the correctness of the learner's response.

Verification: Also called "knowledge of results" or "knowledge of outcome." It informs the learners about the correctness of their responses (e.g., right-wrong, or overall percentage correct).

Correct response: Also known as "knowledge of correct response." It informs the learner of the correct answer to a specific problem, with no additional information.

Try again: Also known as "repeat-until-correct" feedback. It informs the learner about an incorrect response and allows the learner one or more attempts to answer it.

Error flagging: Also known as "location of mistakes." Error flagging highlights errors in a solution, without giving correct answer.

Elaborated: General term relating to the provision of an explanation about why a specific response was correct or not and may allow the learner to review part of the instruction. It may or may not present the correct answer.

Attribute isolation: Elaborated feedback that presents information addressing central attributes of the target concept or skill being studied.

Topic contingent: Elaborated feedback providing the learner with information relating to the target topic currently being studied. It may entail simply re-teaching material.

Response contingent: Elaborated feedback that focuses on the learner's specific response. It may describe why the incorrect answer is wrong and why the correct answer is correct. This does not use formal error analysis.

Hints/cues/ prompts: Elaborated feedback guiding the learner in the right direction, e.g., strategic hint on what to do next or a worked example or demonstration. It avoids explicitly presenting the correct answer.

Bugs/misconceptions: Elaborated feedback requiring error analysis and diagnosis. It provides information about the learner's specific errors or misconceptions (e.g., what is wrong and why).

Informative tutoring: The most elaborated feedback. This presents verification feedback, error flagging, and strategic hints on how to proceed. The correct answer is not usually provided"

(Shute, 2008, p. 160)

Through this categorization, Shute goes deeper into feedback practices providing abstract examples about how feedback is given. Some of these categories seem to apply to oral feedback only and/or written feedback. Nonetheless, specific strategies used by the teachers are not mentioned (*tickets, crosses, underlining,* etc.). Hence, the actual process of the provision of feedback has not been analysed in terms of what happens in reality. This may be considered an important limitation, since there is not an established model of how feedback is actually provided.

There is therefore a need to provide a categorization of the different practices and strategies used by teachers when giving corrective feedback. Besides, the literature review provided here does not show evidence about the frequency of the use of the different types of feedback (e.g. explicit-implicit, local-global, etc.) by teachers in actual classroom settings. Therefore, we are facing a limitation since there is no account of what teachers prefer or do when giving CF. There is, therefore, a need to work towards a standard categorization of feedback strategies which accounts more comprehensively for the roles of the teacher, the students, the discipline and the types of tests involved in feedback practices.

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The next section focuses on an important aspect regarding the role of teachers and students in the feedback process, namely their perceptions and beliefs regarding feedback practices. This discussion seems necessary as the understanding of feedback implies primarily an understanding of the way in which both teachers and students understand the purpose and form of feedback.

2.4 The perception of feedback by teachers and students

In this section, studies on perceptions and beliefs regarding feedback practices on the part of teachers and students will be presented and discussed. Although the studies reported have been performed in different instructional contexts, they do not differ much in terms of the general results they report.

The first relevant study reviewed here is Lee (2008), who examined the reactions of students towards their teachers' corrections. The data was collected at two schools in Hong Kong. The participants were 58 Cantonese-speaker students and their 2 teachers. The research focused on the contextual factors (instructional context, teacher-student interaction and learner characteristics) that might influence students' perceptions of feedback. One of the schools was categorized with a high academic standard and the other with a low one.

The data was collected from protocols, questionnaires and checklists in the case of the students. On the other hand, teachers' data came from written feedback, classroom observations and interviews. Teachers' feedback was analyzed in terms of the focus of feedback (whether it was on content, organization, language, etc.); error feedback strategies and the focus on written commentary (whether it was on content, organization, language, etc.). Lastly, results were triangulated to place students' reactions in the specific context in which feedback was provided.

The results reported showed that teachers were mainly form-focused (see section 4.1.1) when task checking. Most of the students seemed to be satisfied with the teachers' practices but some of them looked forward to receive more specific written comments as well as the grade and corrections. Concerning teachers, there

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was a clear tendency to focus on form and only provide error feedback instead of giving some positive or negative comments. There were some cases in which students were not able to understand the teachers' feedback. The evidence suggests that comments may increase learners' understanding. Also, comments could be useful to include students as active participants in the learning process. Furthermore, feedback could be considered as a useful tool for teachers and students progress in both proficiency and feedback practices.

Perceptions on feedback have been studied in all areas of education, not only in ESL or EFL contexts. For example, Scott (2008) developed a study about perceptions on feedback –regarding quantity, timing, utility, and quality– at the University of Leicester. The participants were 82 Biological Science students, 45 were first year students and 37 were second year students. They had to answer an anonymous questionnaire. Then, when further explanations were required, the students were asked to attend a focus group activity for further investigations.

Scott's research indicated that over 80% of students read the feedback given by their teachers carefully, trying to understand it in depth. However, they also stated that the delivered feedback was not always the best for their improvement, questioning the utility of the feedback provided. On the focus group sessions, students reinforced the idea that feedback should focus on how to improve future work. Therefore, there seems to be an agreement between students' perceptions, which does not seem to depend on the subject in which the feedback is provided. If we contrast both Lee's (2008) and Scott's (2008) studies, one can conclude that students seem to be willing to receive feedback when it involves the types of corrections that they will be able to apply in the future.

As seen above, one of the issues that has emerged from other studies is related to the amount and quality of the feedback provided by the teacher. In the study by Amrhein and Nassaji (2010), contrasting perceptions were surveyed. The researchers aimed at elucidating the divergences between students' and teachers' preferences of written corrective feedback (WCF). This research was based on students' and

teachers' perceptions according to the different types and amounts of WCF given. For this purpose, researchers collected data from 64 ESL participants by means of written questionnaires. The questionnaires administered were designed differently for teachers and students. Both were taken from previous studies (e.g. Ferris, 1995; Leki, 1991; Saito,1994) and were intended to collect quantitative and qualitative data by means of close and open-ended questions respectively.

The results of this research indicate that students and teachers agreed in having all errors marked. Participant students tended to support their answers with comments such as "students must see all of their errors in order to improve their writing" (Amrhein & Nassaji, 2009, p. 102.) Also, some of them commented on the way they thought WCF should have been given. On the other hand, most teachers argued that it was important to consider the way in which feedback was provided because "marking too many errors can be discouraging [to students]" (Amrhein & Nassaji, 2010, p. 102.)

Concerning the type of WCF given, teachers and students were asked to state their preferences considering how useful a specific type of feedback was for them. An overview of the results brings to light the idea that students mainly preferred the option of having almost all errors corrected, whereas teachers were more likely to prefer the alternative of commenting the errors without correcting them. Nevertheless, both groups agreed on choosing the option of correcting the errors with comments, which had one of the highest usefulness scores.

When referring to the limitations and implications of the study, the researchers point out that sometimes students did not consider their own responsibility in terms of correcting errors. Students' autonomy needs to be increased by giving them all type of tools for correcting themselves. In addition, researchers recognized that all the results provided in this study are not necessarily representative of all types of feedback perceptions present in every type of context, mainly due to the numbers of the participants studied.

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As pointed out in Amrhein & Nassaji's study, students and teachers agreed in the usefulness of receiving error corrections including comments. However, it is important to characterize the type of comment given in order to be considered useful or not for the learner. McGrath, Taylor and Pychyl (2011), for example, compared students' perceptions and performance on writing tasks when given either developed (comments) or undeveloped feedback (vague abbreviations) or single (word). The feedback was shifted after the first draft so the students were able to experience with all types of Feedback practices. The data was collected from 30 undergraduate students between 18 and 54 years old from a summer Psychology course in a Canadian University. They had to answer two questionnaires twice in the semester in order to determine what kind of feedback is the most effectively perceived and the most beneficial for them.

The study seems to point to the fact that manipulating the type of feedback students received on their papers significantly affected students' perceptions about the quality of the feedback. Nevertheless, it was not directly related to a major progress in their writing. The findings emphasize the importance of praise when providing students with feedback. Although students may find unspecific critical comments unhelpful or even frustrating, unspecific positive comments actually offer encouragement to students.

Throughout all the studies reviewed in this section so far, it seems clear that students are frequently making suggestions about the way in which the teachers' feedback should be given. On the other hand, teachers usually seem to have a purpose when providing feedback in a certain way. Norouzian and Khomeijani Farahani(2012), for example, examined the teachers' actual practices for giving WCF and their students' perceptions. The aim here was to identify possible mismatches between both groups. The research was carried out on 15 teachers and 45 students. The majority of the teachers had a degree related to an English field.

Students were enrolled in three institutions and had different levels of instruction, from beginners to advanced learners. Researchers used a Persian

questionnaire validated by Lee's questionnaires (Lee, 2004). They also collected qualitative data through an open-ended interview. Students were requested to answer the first questionnaire when the semester started. This questionnaire was focused on the perceptions they had on feedback. During the semester students were asked to write several papers. After the final exam, students answered the last questionnaire which included questions about the type and amount of feedback received by their teachers. At the same time, teachers were requested to answer the same initial and final questionnaire. They were asked to correct a sample written by the most proficient student. After the correction, teachers completed the last questionnaire concerning their correction practices.

The final results suggest that there are four main mismatch areas. First, regarding teachers' manners of marking, most of the students stated that teachers used a selective manner of marking while most of the teachers answered that they applied a comprehensive manner of marking errors. Secondly, more than half of the students pointed out that teachers used codes to correct them, though most teachers rejected their use. When asked about the awareness of error selection principle, most of the students expressed their unawareness while almost half of the teachers group assured that they informed which type(s) of error(s) would be marked. Finally, according to the effectiveness of teachers' error feedback practices, almost half of the students group marked that there was little progress after receiving the feedback. On the contrary, the majority of the teachers thought there was at least some progress by the students after the correction.

Moreover, some misfits were found between teachers' perceptions and their actual practices when providing feedback. Once more, the first area of misfit was found on the first item where teachers stated their tendency of using a comprehensive method when correcting errors. Although, according to the real correction given for this study, most teachers tended to apply a selective manner instead. When teachers' manners of providing feedback (direct vs. indirect) were analyzed, the second area of misfit appears. In the third place, most teachers absolutely disagreed with the use of error codes for marking; however, at least one marking code was used when checking

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the student's sample by each teacher. The last discrepancy between teachers' perceptions and their real practices was found in the amount of error selected. While the questionnaire answered by teachers showed that 1/3 of the errors were marked, on the real correcting process 2/3 of the errors were corrected.

Norouzian and Khomeijani Farahani's (2012) study primarily highlighted the importance of giving feedback to students, not only on ESL/EFL contexts, but in all areas related to education. The study also portrays clearly some of the requirements that students have regarding feedback practices. In this sense, it seems that self-corrections arise from the recognition of base errors highlighted by the teachers in written correction practices. As seen also in Scott (2008) -who worked in the Biological Science area- and in MacGrath, Taylor and Phychyl (2011) -who dealt with feedback in a Psychology course- feedback is necessary and paramount in diverse teaching contexts. This is so inasmuch as learning is improved by the establishment of feedback practices which can be nourishing for the learner.

All in all, regarding teachers' and students' perceptions of feedback practices, research suggests that it is important to consider the roles of the participants in feedback processes. For example, studies tend to suggest that teachers should not correct or mark all errors in order to increase students' involvement, either in the process of acquisition of a second language or in other areas of study. From the students' point of view, there appears to be an agreement in terms of their perceptions regarding teachers' comments. In this sense, students seem to consider teachers' comments in their writing assignments as a useful tool for understanding the feedback provided.

According to the literature reviewed so far, most students would appreciate their teachers' positive comments, but it is still necessary to encounter a consensus regarding feedback practices. The most relevant issue is to find the exact amount and type of feedback that has to be given in order to encourage students to improve their work. This amount and type of feedback should not discourage students to look for their own ways and methods to improve and self-correct their errors.

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Another interesting issue is that, although several studies have covered ESL or EFL programmes, no study reviewed in this section has focused on a EFL context where the participants L1 is Spanish. This is interesting inasmuch as the research discussed here refer to sets of practices, beliefs and practices that can conceivably be influenced by cultural factors. In this sense, available research may benefit from the contribution of descriptions in a wider range of cultural and instructional settings.

A further observation here is that research seems to have primarily paid attention to either the perception of feedback by teachers or by students. This is unfortunate as it seems reasonable to assume that the improvement in feedback practices may be associated to the degree of agreement between the perception of both groups of participants in the feedback process. It may be interesting, therefore, to provide some account of the ways in which both sets of perceptions may interact in actual instructional settings.

Overall, research clearly shows that feedback processes depend on the ways in which feedback is perceived by teachers and students. The evidence collected so far is, however, still in need of further descriptions of real feedback practices in English L2 instructional contexts. The aim for further research here is to validate previous findings presented in this literature review in different types of contexts and observing the interaction of both teachers and students simultaneously.

2.5 Research questions

The literature reviewed in this chapter has served to identify a number of issues that are worth-exploring from an empirical point of view. The main issue identified so far relates to the lack of an established taxonomy of types of feedback practices (see section 3.5.1). A further issue has also been identified in relation to a still incomplete understanding of the ways in which teachers and students perceive the feedback practices as they engage in them in L2 writing instructional contexts. For both issues, it has also been identified a need to account for different feedback

practices in different instructional contexts as a way to broaden and deepen our understanding of such practices.

The study that is reported in this thesis has been carried out as a way to address these two main issues. To this purpose, the following research questions have been elaborated in order to guide a systematic exploration of the feedback practices in one particular instructional context:

RQ1: What is the type and quantity of feedback for written tasks that 2nd, 3rd and 4th year students of an EFL university programme receive as part of their instruction?

    1.1.What is the percentage of the use of Global vs. Local feedback?

    1.2.What is the percentage of the use of Explicit vs. Implicit feedback?

    1.3.What is the percentage of the use of Positive vs. Negative feedback?

    1.4.What are the most common strategies used by teacher when providing feedback?

RQ2: What are the perceptions and beliefs of teachers regarding feedback?

2.1. What are the perceptions of teachers regarding their own feedback practices?

2.2. What are the beliefs of teachers concerning feedback practices in relation to the following aspects: role of students, effectiveness, influential factor?

RQ3: What are the perceptions of students concerning feedback practices?

3.1. What are the perceptions students have concerning feedback practices of their teachers in written tasks?

3.2. What are the preferences students have towards the feedback provided by their teachers in written tasks?

Chapter 3: Methodology

3.1 Introduction

This study investigated feedback practices in the teaching of writing within an EFL university context in Santiago, Chile. The students belonged to 1st, 2nd, 3rd, and 4thyear of an undergraduate programme in English Language and literature (*Licenciatura en Lengua y Literatura Inglesas*). One of the purposes of the study was to determine what kinds of feedback students received and their quality, determining the percentages of use of each type. Furthermore, we wanted to know about the perceptions that the students and teachers have in relation to the feedback practices in which they normally engage. A set of research questions has been introduced in the previous chapter (see section 2.5) that will guide this study in its attempt to fulfill those objectives.

These research questions have been addressed through a qualitative case study that looked for a detailed description of the types of feedback provided by teachers in this university context. Besides, the study attempts to explore the relationship between the perceptions and beliefs observed in self-reports obtained from students and teachers when it came to feedback practices. Although the study uses frequency counts as the source of some of the observations, there is no assumption as to the mathematical or statistical precision of such computations. Instead, the study relies on noticeable trends of frequencies as general indicators of participant's preferences. In this sense, the study is of a qualitative nature as it focuses on finding patterns within clearly observable preferences and perceptions of participants rather than on the computational properties of the data collected.

To answer Research Question 1 (henceforth RQ1), two sets of written data were collected, one consisting of naturalistic data and the other consisting of

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experimental data. The naturalistic data was collected by means of tests requested to the students that they had produced in regular courses of the programme. Regarding the experimental tests, four teachers of the programme *Lengua y Literatura Inglesas* were asked to correct ten students' tests from 2nd and 3^{rd}year as if they were correcting a real test. They had to correct those tests, mark them, and provide feedback in a way as close as possible to their normal feedback behaviour.

Both data sets -naturalistic and experimental- were analysed in terms of the categories introduced in the Literature Review of this thesis (see section 2.3). These categories include the following: Global vs. Local feedback. Within these two we classified the types of feedback given by the teachers into direct (also metalinguistic in a few cases) vs. indirect, praise vs. criticism and form vs. content.

Once the tests were analysed and categorized, the resulting data sets were organised into tables and then counted according to the frequency of occurrence of each type of feedback. Afterwards, data was examined in search for trends amongst the most common occurrences in relation to the feedback provided by the teachers and their particular features within the same analysis. Original categories were here proposed by the researcher as different correction strategies employed by the teachers were found in the analysis of the types of feedback (a description of the strategies is presented in section 3.5.1).

Research Questions 2 and 3 (henceforth RQ2 and RQ3, respectively) were related with preferences and beliefs from teachers and students through their feedback experiences and were examined through the application of self-report tools. To answer RQ2, an interview was applied to the teachers regarding their own feedback practices. The teachers interviewed were those who facilitated the tests. The interview was taken from two studies carried out by Lee (2008), where perceptions and beliefs regarding feedback practices were explored. Secondly, to answer RQ3, a group of students were asked to answer a questionnaire about perceptions and beliefs in relation to feedback practices in their university context. The students chosen to answer the questionnaire were those who provided the tests that constituted the

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naturalistic data for the study. This questionnaire was extracted from a similar study by Montgomery (2007), where he measured and compared teacher's and student's perceptions in relation to feedback. Subsequently, transcriptions of the interviews and the completed questionnaires were collated into tables. The corresponding data sets were analysed by observing possible trends of agreement or disagreement regarding the different areas of perceptions and beliefs examined.

In this chapter, the context of the study is described in relation to the main features of the programme *Lengua y Literatura Inglesas* and the instructional context under focus (section 3.2.1), the general profiles of the participants (i.e. teachers and students) (section 3.3),the procedures for data collection (section 3.4), and the procedures for data analysis (section 3.5) associated to the research questions of the study.

3.2 Context of the study

3.2.1 Instructional Context

The BA *Licenciatura en Lengua y Literatura Inglesas* is an EFL programme offered by the Universidad de Chile. It has as its main objective the systematic training of students into the English language, dealing with basic concepts, theories and methods concerning English language and Literature. This programme consists of a total of 4 years, 8 semesters in sum. For the purpose of this study, we took into consideration 1st to 4th year students from this programme. First year, which is the one that can be considered as a general background for the surveyed students, consists of an average of 18 hours per week of exposure in the L2. These hours of exposure are distributed roughly between 4 subjects, namely: vocabulary, practice, phonetics, and grammar. During second year all courses are carried out in English. All in all, students have from 30 to 33 weekly hours of exposure to the target language.

The subjects which are taught in English are English language, Morphology, Phonology, Literature, and Culture and Civilization of English Speaking Countries. Regarding third year students, they receive an average of 33 hours per week of instruction on subject-matter courses in English each semester. These hours are distributed in classes of Phonology, Written Discourse, Semantics and Pragmatics, Culture and Civilization of English Speaking Countries and a Linguistics Seminar. Finally, fourth year students are exposed to an average of 25 weekly hours of English exposure as part of their subject-matter instruction during a regular semester. These hours are distributed on subjects such as Discourse Analysis, Applied Linguistics, History of the English language, Literature and the graduate seminar. The estimation of exposure hours described above takes into consideration tasks related to writing, reading and production on the target language. The tasks are carried out by means of lectures, workshops, laboratory sessions and tutorials.

The amount of time students devote to written tasks is variable and depends on the approach to each subject. As an example, in Literature classes students write approximately one paper per month. While in the subject of Written Discourse, students are requested to write short essays in different periods of the year. Despite this variability, it is reasonable to assume that the programme implies an important amount of academic writing as part of regular course activities and, especially, assessment.

3.3 Participants

3.3.1 Profile of participant students

Participants of the study included 35 students from 1st to 4th year courses of the BA in Lengua y Literatura Inglesas (from now on Literature and Linguistics) of Universidad de Chile. The participants were attending different courses according to the year of instruction they were currently undertaking. Students' age ranged from 18 to 32 years old and their mother tongue was Spanish. There were N=8 students from 1st year, N=9 students from 2nd year, N=10 students from 3rd year, and N=9 from 4th

year. 30 students were female and 5 were male. For the purpose of this study, the year of instruction was attributed according to the level of English Language subject they were currently undertaking when this study was developed.

The majority of the students who took the questionnaire come from semi-private schools (e.g. semi public, semi private) from various cities in Chile. However, a considerable amount, almost half of them, studied in public schools. The rest of the surveyed students attended private schools.

Most of the participants studied in Santiago (the country's capital city) and just a few of them carried on their high school education in regional schools. This information was collected from the answers the students provided in section 1 of the questionnaire regarding personal information (see section 3.3.1).

In summary, participant students can be described as being in an EFL context in a Chilean university with relatively high levels of exposure to the target language. In addition, the programme includes continuous assessment in the form of writing tasks and an important focus on the development of L2 language skills of the students, including writing.

3.3.2 Profile of participant teachers

The teachers who participated in our research were initially approached by the researchers since they normally provide written or oral feedback in the previously mentioned written assignments. At the time of data collection, they all had studies on teaching of English as a foreign or second language in their curricula (as presented below). In general, participant teachers were involved in lectured courses in the field of Linguistics and Literature. To be more specific, two of them were in charge of the courses of Applied Linguistics and Written Discourse, respectively, and the third teacher lectured on both American and English Literature.

Teacher 1 (from now on T1) holds an MA and was finishing a doctoral training program at the time of data collection. T1 has been a faculty member for

more than ten years and was currently in charge of three regular courses during the year in which this study was developed. These courses are part of the curriculum of first, third and fourth year of instruction; Vocabulary in first year, Linguistics seminar in third year; and Applied Linguistics and a Seminar on Vocabulary acquisition in fourth year. All these courses are relevant subjects in their corresponding year of instruction, the Linguistics Seminar (in third year) and the Seminar on Vocabulary acquisition (in fourth year) being related to theory and method of investigation. Applied linguistics is also a theory subject and Vocabulary is a subject related to English language practice.

According to the academic curriculum regarding feedback, T1 has never taken any formal program on the specific issue of feedback. However, during 2010, T1 took Methodology courses that incorporated feedback and studies about assessment as part of a doctoral programme. It is also important to highlight that T1 had had previous experience on teaching, being an assistant teacher at the university. This experience is considered as relevant for T1's development and current approach to teaching.

Teacher 2 (from now on T2) has a BA in English Language and Literature and a Master's degree on English Linguistics. T2 is a regular teacher in the linguistics department of Universidad de Chile and, during the year of data collection, was in charge of the Written Discourse course for second year students. This subject focuses on the teaching of different methods of writing, in order for the students to improve their level of achievement in academic writing. Regarding studies about or related to feedback practices, T2 has never had any formal instruction on the subject, according to the academic curriculum revised. Even so, experience as a teacher in the area of Written Discourse is relevant for our research on written feedback.

Teacher 3 (from now on T3) is an English teacher with a BA in English literature and linguistics. Additionally, T3 has a master's degree in North American Literature. In the year of data collection, T3 was in charge of the Literature courses in

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third and fourth year of the programme. This course included a number of reading and writing assignments. The way of assessing this course was through papers and tests with essay format questions. Regarding an academic curriculum on feedback, T3 does not seem to have any formal training regarding feedback practices. Nevertheless, being T3 a teacher who evaluates the students through written assignments, written feedback might be considered as one of T3's main activities when assessing students. Instruction on feedback was not found in T3's revised academic curriculum. However T3's main research was on the field of language acquisition.

Teacher 4 (henceforth T4) holds a Ph.D. in Applied Linguistics. During the year of data collection T4 was in charge of English language practice course for first year students and a Discourse Analysis course for fourth year students. The English language practice course consisted of activities regarding vocabulary, grammar and pronunciation and it was assessed through written and oral tests. Discourse analysis usually consisted on assessment tools such as tests, written assignments, oral and video presentations, those courses received different types of feedback from T3.

As to the participant teachers, none of them attended courses related specifically to feedback practices. However, their experience, their training in linguistics and some training in assessment could justify expectations as to a degree of systematicity in their feedback practices. Participant teachers also had in common the evaluation of written assignments as part of their syllabus in the subjects they were undertaking in the department. Taken together, these factors also supported expectations of finding enough data to observe and enquire about written feedback practices as they unfolded in the regular academic activities of the programme.

3.4 Data Collection

As indicated above in section 3.1, different sets of data were collected for each of the research questions established for the study. RQ1 involved the collection of samples of written feedback provided by teachers. RQ2 was probed by interviewing teachers regarding their perceptions and beliefs regarding feedback practices. Finally, RQ3 was addressed by applying a questionnaire that included a number of questions on student's perceptions regarding feedback practices. This section accounts for the procedures involved in the application of the corresponding collection tools and provides a summary of the data that was finally used for subsequent analysis.

3.4.1 Feedback in Naturalistic and Experimental tests (RQ1)

In order to obtain a sample of the written proficiency of the students, we collected two different types of data. The first one was an artificial task (henceforth experimental data) and the second one corresponded to tests that were already examined by the teachers (henceforth naturalistic data). These tests were standardized, since they corresponded to a model question taken from official IELTS preparation material (Appendix A). To obtain the artificial data, two teachers of two different levels of the programme were requested to make their students take a written task that consisted of arguing for or against the following statement:

> '*Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it responsibility of the governments of poorer nations to look after the citizens themselves?*'

The argument had to consist in at least 250 words and the time provided for this task was approximately 40 minutes. Once the tests were completed and collected, they were enumerated in order to keep a record of the students. Then, the original tests were digitalized and the digital copies were anonimized.

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In order to obtain natural data, we asked five teachers of different subjects to provide us tests that were already examined by them. In the end only two teachers could provide examined tests, for the reason that the rest of the teachers delivered their tests to their students. Due to this fact, we had to appeal to the corresponding students to get hold of the sample tests. Thanks to this it was possible to collect a further set of examined tests from a third teacher.

Regarding experimental data, the anonymized tests were delivered to four teachers of different subjects. Ten tests were randomly selected and delivered to the teachers. The instruction for them was to evaluate the written tasks as they normally do. Due to the teachers work overload and the corresponding restrictions of time, only two of them managed to complete the task.

Finally, six sets of tests were gathered, two were artificial and the other three corresponded to natural data (see Table 1 below for a summary). These six sets of tests were analyzed according to the feedback provided.

Table 1: Quantity of Naturalistic and Experimental tests

Participants (T=teacher)	Naturalistic data N° of tests	Expermiental data N° of tests
T1	10	10
T2	10	10
T3	10	0
T4	0	10
Total	**30**	**30**

In total N=60 tests were collected, 30 corresponding to naturalistic data and 30 to experimental ones. However, the naturalistic data collected from T2 corresponded to different types of tests. Because of this reason, the tests were evaluated separately, but considered as naturalistic data corresponding to T2.

Table 2: T2's types of tests

Type of test	N° of tests
Essay-type theory test	4
Five-paragraph essay test	3
Theory test (definitions of concepts)	1
Punctutation test	1
Academic vocabulary test	1
Total	**10**

3.4.2 Teacher perceptions and beliefs interviews (RQ2)

The cases observed in this study corresponded to the teachers that delivered tests used in the study. The teachers were contacted in person by the researchers and were asked for a scheduled interview which was audio-recorded. Recordings were made with a variety of personal digital audio devices. The interviews length varied broadly between twenty to forty minutes. They were finally transcribed as preparation for the corresponding analysis.

The interview applied probed into the teachers' perception of their own feedback practices (RQ 2.1) and into their beliefs regarding feedback in relation to some specific aspects (RQ2.2). The model for the interview was taken from Lee (2008) and subsequently modified for this study. The interview consisted of ten open-ended questions regarding their feedback practices, perceptions and beliefs. The interview was piloted with two teachers of the same programme that did not participate in the study. With the comments of the interviewees, a few modifications took place resulting in the final model of the interview (see Appendix C) . Four interviews were thus collected from the same number of those teachers who gave feedback to our tests (i.e. experimental and naturalistic data).

Table 3: Quantity of Interviews

Teacher	Number of Interviews per Teacher
T1	1
T2	1
T2	1
T4	1
Total	**4**

The interview was designed to be conducted in the teachers' mother tongue in order to avoid interference in the delivery of the information, hence in Spanish. Accordingly, T4 was interviewed in English as his L1was Persian.

3.4.3 Student Perceptions Questionnaire (RQ3)

In order to obtain data regarding students' perceptions and beliefs in relation to the feedback provided by their teachers (under RQ2), a questionnaire was applied. The questionnaire used by Lee (2008) was chosen and subsequently modified for the purposes of this study. Lee's student's questionnaire was composed by three sections, two of them consisted of multiple choice questions and one was an open-ended questionnaire. Since we needed to analyze specific answers, the open-ended part of the questionnaire was removed.

After the final revisions, the questionnaire was piloted on N=7 students which were not part of the final version of our study. Their opinions on the questionnaire were taken into account in order to improve and create the definite version of our questionnaire. There was one questionnaire per teacher observed in the study.

The questionnaire consisted of three sections. Section 1 contained four questions regarding personal information. Section 2 was related to students' background information and included five questions. Student's perceptions were collected in section 3 with a total of 9 questions (see Appendix B for a copy of the questionnaire).

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The questionnaire was finally uploaded to a virtual platform specifically created for online surveys. This platform created an online link which was sent to all the students who attended the subjects of the teachers participating in the study. N=42 students answered the questionnaire. The main objective of this procedure was to obtain perceptions towards a specific teacher. We thus took into consideration students who attended related courses imparted by the same teacher in different years of instruction. For T1, a total of 11 students were surveyed. 8 of them attended the Linguistics Seminar (third year) and 3 attended Applied Linguistics (fourth year). Concerning T2, 10 students answered the questionnaire and all of them attended Written Discourse (second year). Regarding T3, 10 students were surveyed and all of them attended Contemporary North American Literature (fourth year). Finally, for T4, a total of 11 students answered the questionnaire. 8 students attended English language practice (first year) and 3 attended Discourse Analysis (fourth year).

Once they had answered it, all the students who had not completed the whole questionnaire were removed from the data sets. Also, all the students who had wrongly marked more than one answer when only one was required were eliminated from the corpus as well, giving us a total of 8 participants removed from the study, giving us a corpus of 34. The final results from the online platform were tabulated into an Excel file in which charts collected the answers for each teacher in each question.

Table 4: Quantity of Students Questionnaires

Teacher	N° of Questionnaires per Teacher
T1	7
T2	9
T3	9
T4	10

Students were allowed to abandon the platform at any time and take up the survey where they left it any minute they wanted. Hence, not all of the students surveyed answered the questionnaire at the same time and under the same circumstances. Additionally, the online platform was under maintenance for a whole

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day, which may have discouraged some of the students who were willing to answer the questionnaire at that time.

3.5 Data Analysis

3.5.1 Analysis for Research Question 1

Naturalistic and experimental tests were here collected and analyzed in terms of the most frequent strategies used by teachers as observed in their written feedback. These strategies were emerging along with the progress of the analysis. This also includes categories describing the form in which the feedback was given, i.e. feedback strategies.

The tests were analyzed teacher by teacher. Next, they were compared in a Matrix Table made in an MS Excel 2007 spread sheet (see Appendix S for the complete Matrix). Here, the frequency and use of the different strategies were established as well as the occurrence of global vs. local, negative vs. positive and explicit vs. implicit feedback.

In order to establish the frequency in the use of the feedback strategies, frequencies of occurrence of each type of feedback were expressed as percentages and compared. Common patterns of strategy use and other interesting observations were thus described and reported. These observations were then compared concerning the two types of tests collected: naturalistic and experimental. Both types of data were obtained from T1 and T2. Subsequently, T1 tests—naturalistic and experimental—were compared and contrasted. The same procedure was applied to T2 tests. These results can be observed in section 4.1, and its corresponding reports and main findings in section 4.1.3 below.

According to the reviewed literature, there are several strategies for the provision of CF. However, it was considered necessary to create and adapt some of them to serve the analysis of our study. The categories that were taken from the existing literature were *circle, crossing out, missing element and underlining*. The

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rest of them, namely, *question, question mark, underlining instruction, line, zero, ticket, achieved percentage, bracket, footnote, points, highlighting and signature*, were added to our study as they were also found in the data. In addition, the already existing categories were expanded and added further connotation for them to fulfill completely our purposes. In this section, a brief explanation of these categories is offered. Some of the strategies include a brief example in order to provide a clear and comprehensible explanation of each.

Circle: according to Bitchener (2005), this strategy corresponds to Uncoded Feedback, belonging at the same time to the category of indirect strategies. Correspond to Uncoded feedback cases where the teacher circles, underlines or marks an error in the margin. Here, the teacher leaves the possibility for the student to figure out how to correct the error. In our data, we found that circle also corresponds to the category of explicit feedback:

Comment: engage a remark, criticism or observation provided by the teacher that can be explicit or implicit, local or global, and, positive or negative.

Question: observation expressed in question form that tries to make the student think about his/her mistake. It could also correspond to a suggestion.

Question Mark: it usually goes along with an underlined, circled or bracketed word or element in order to identify an idea that is not clear.

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> [It is the same view we used according to states] ⟶ ?

Cross out: according to Ferris (2003) in Bitchener & Knoch (2009), crossing out corresponds to an explicit strategy of feedback. Nevertheless, we also consider it in some cases to be an implicit strategy, since it does not provide the correct form of the error that is being corrected.

Implicit cross out:

> To instigate: *to persuade someone to do something.* ✗

Explicit cross out:

> *Governments of poor nations have the responsibility ̶o̶f̶ giv̶i̶ng a better life...*

Underlining instruction: this is an instance of implicit feedback where the teacher underlines the instructions of the test that the student might have not understood clearly.

> Use your own ideas, knowledge and experience and support your arguments with <u>examples</u> and with relevant evidence.

Line: strategy consisting on a vertical line selecting a piece of text, sometimes for highlighting a good idea or criticizing the content of the writing. It is important to mention that in the collected data some lines were found that were not precise in its purpose, so they were denominated as *Undetermined*.

Positive

> ✓ | *...in an African American novel is treated as an element that cannot be fully adopted into the language or comprehended by the characters, since it is not their own concept*

Negative

> *I think that, even though nations are "independent", wealthy nations might create a system by which they can help poorer nations in order to teach citizens how to grow vegetables or how to exploit their natural resources.* | *But you are contradicting your main claim here.*

Undetermined

> ...*some owners treated them like children who would forever remain in a child-like state. Others, like Mr. Garner, would "raise" them, teach them and let them become men, albeit still dependent.*

Missing Element: this strategy goes into the category of Direct or Explicit feedback (Ferris, 2003 in Bitchener & Knoch, 2009). Here, the teacher inserts an element that is missing in the student's piece of writing.

> *Some areas such ^as^ health*

Zero: this strategy is used to mark either the absence or the deletion of an element

For the *deletion* of an element

> *That could help a lot Ø some poor countries...*

Lack of an element

> *The objective of statistics is Ø organize data*

Ticket: this element is used in the pieces of writing to clearly state to the student that his/her work was well done.

> Contractions: *Ltd. Dr.* √

Achieved Percentage: here, the teacher writes down the percentage of accomplishment of the student in the test.

Bracket: this strategy is used by the teacher to select an element of the piece of writing for the purposes the teacher deems appropriate (this includes, highlighting a

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good idea, criticizing the content of the writing or stating that the element was not clear).

> [To provide weapons]——→ to whom? Unclear

Footnote: footnotes were found as coded comments with numbers at foot of the page that correspond to a section of the written text. There is not much information about footnotes in the literature reviewed for this study, however, these were found in the form of global, local, explicit and negative feedback. This does not mean that is not possible to find footnotes which are implicit or positive.

> Student: [There is many other thing][1]
>
> Teacher: [1]There is many a thing/There are many things

Points: the teacher writes down amount of points that the student got in the test.

Highlighting: this strategy consists on the use of a highlighter pen in order to draw attention to an element that has been repeated several times in the text.

Signature: we propose this name for this category since it is a typical way to convey results based on the application of an existing rubric.

> FA: 6
>
> O: 4
>
> Lex.Ch:5,5
>
> T: 5,8

* FA corresponds to formal aspects; O corresponds to orthography; Lex.Ch corresponds to lexical choice and T corresponds to topic.

Underlining: this case is the same as circle, belonging to the category of *uncoded feedback*, according to Bitchener (2005). Underlining is an instance of *implicit feedback*, where there is no explanation of the error. For our study, underlining was

found also to belong to explicit feedback. In the example below, the teacher apart from underlining the incorrect element, he makes a brief correction of the error.

In summary, there are seventeen different strategies identified in the data. While the categories *circle, crossing out, missing element* and *underlining* were already found in the literature, the rest of them *comment, question, question mark, underlining instruction, line, zero, ticket, achieved percentage, bracket, footnote, points, highlighting and signature* were coined by the researchers in order to cover all the strategies found in the data.

3.5.2 Analysis for Research Question 2

As stated below, RQ2 addresses the possibility of finding out what are the perceptions and beliefs teachers have regarding their own feedback practices (RQ2.1), and what their perceptions were about feedback in relation to some fundamental aspects of feedback practices (RQ2.2).These questions were addressed by means of an interview (see Appendix C for details).

The interviews were, first, transcribed verbatim in order to manipulate information easily. Afterwards, Table 1 was elaborated to present the essential information extracted from every question of the interview and organize every participant's answer comparatively.

Table 5: Comparative table of Teachers' perceptions and beliefs (form)

	T1	T2	T3	T4
1. Describe and explain your feedback practices				
2.1 What do you consider a *good* feedback practice?				
2.2. Factors that influence your feedback practices				
3. What areas do you focus on in your written feedback? Why?				
4. Do you mark errors comprehensively or selectively? What strategies do you use in providing error feedback?				
5. Do you write comments on student writing? Why? How do you see the functions of your written comments?				
6. Do you give student writing a grade/score? Why?				
7. What do you expect students to do afterwards? How do you see the student's role?				
8 and 9. What feedback do you consider effective and how do you evaluate it?				
10.*How relevant is oral feedback given in personal interviews with students?				

The following step consisted in the elaboration of a profile for every teacher. These profiles described the general conceptions and beliefs about teachers' feedback practices drawing a general outline of each participant.

With the information already organised the different analysis processes were carried out to answer both RQ2.1 and RQ2.2. Concerning RQ2.1, a new table was elaborated to observe more clearly common issues among teachers' perceptions of their own feedback practices that seemed important. To organize these issues the information was structured based on three main criteria that seemed to emerge from the data, namely: *strategy* of feedback, *focus* of feedback and *criteria* of feedback. Table 6 was designed to identify similarities or differences between the perceptions and beliefs teachers' have in relation to their own feedback practices. Thus, patterns and discordances between T1, T2, T3 and T4 could be displayed more clearly.

Table 6: Comparative table of strategy, focus and criteria (form)

Feedback	T1	T2	T3	T4
STRATEGY				
FOCUS				
CRITERIA				

Subsequently, from Table 6 several key issues emerged. It became apparent that specific matters, like written comments or the provision of correct forms, would agree exactly among some teachers or completely differ among others. Therefore, Table 7 was designed to organize, compare and contrast teachers' perceptions and beliefs concerning 12 essential issues.

Table 7: Key issues Yes/No (form)

Key Issues (Yes/No)	T1	T2	T3	T4
Written comments				
Providing the correct form				
Give positive feedback				
Oral feedback				
Mark all the errors				
Mark errors selectively				
Use of rubric				
Marks				
Focus of feedback depends on the topic				
Scaffolded evaluation				
Digital documents				
Active Students' Role				

Having the results presented organized, and analysed, patterns and differences emerged in relation to the teachers' own feedback practices were discussed in depth (see section 5.2 in the discussion).

Concerning RQ2.2, a table was designed to organize T1, T2, T3 and T4's beliefs in relation to the aspects stated above.

Table 8: Relevant aspects of feedback (form)

Relevant Aspects of Feedback	T1	T2	T3	T4
Students' Role				
Effectiveness of feedback				
Influential Factors				

Having the results arranged in the table, further examination and comparisons were made (see section 4.2 for results and 5.2 for discussion).

3.5.3 Analysis for Research Question 3

The answers drawn from the questionnaires were counted and percentages were later on established. Those results were tabulated into an excel spread sheet (see Appendix V). The results were displayed as illustrated in Table 9 below for question 3.5 of the questionnaire:

Table 9: Students' questionnaire results sample

3.5 Which of the following areas do you like professor T1 to emphasize more? (you can choose only ONE answer)	Answers	Percentages
Content	4	57%
Organization (e.g., paragraphing, links between ideas)	1	14%
Language (e.g., grammar, vocabulary sentence pattern)	2	29%
None of the above	0	0%
Other (please specify)	0	0%
Total	7	

The tables contained therefore the whole set of answers to the questionnaires. Questions were then counted and expressed as percentages of the total amount of participants in each data set. The percentages were then compared among the data

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sets in order to observe patterns of similarities and differences between students' perceptions, as intended in RQ3.

Chapter 4: Results

The following chapter reports the results obtained from the analysis of the data as presented in the previous chapter. Results are here organised in terms of the research question that guided the corresponding data collection and data analysis procedures.

4.1 Results for Research Question 1

This section includes a presentation of the results which were obtained by means of the analytical procedure applied for RQ1 of this study. RQ1 is stated as follows:

What is the type and quantity of feedback for written tasks that 2nd, 3rd and 4th year students of an EFL university programme receive as part of their instruction?

RQ 1 is thus concerned with observing the different types of feedback provided by a group of teachers and their corresponding percentages according to their use. Frequency results in this case are reported in terms of percentages with their corresponding absolute value in parentheses. As indicated below (section 4.1.1) these frequencies are not analysed at face value but are used instead as initial indicators of the preferences of teachers regarding the written feedback that they provide.

In turn, RQ1.1, RQ1.2 and RQ1.3 refer to specific comparisons of written feedback categories. Finally, RQ1.4 implies a comprehensive analysis of the specific strategies used by teachers when giving feedback. The complete data analysis outputs for these questions can be found in Appendix S)

4.1.1 Types of feedback

4.1.1.1 Global and Local Feedback

Subquestion 1.1 (RQ1.1) is stated as:

What is the percentage of the use of Global vs. Local feedback?

As indicated in section 3, methodology of RQ1 above, in some cases, two data sets were analysed –one experimental and one naturalistic—. These cases were T1 and T2. While T3 and T4 have only the naturalistic data set for analyzing. The

Results for T1: Experimental Tests (T1E)

Figure 1 shows the percentages that correspond to global feedback and local feedback. The total number of strategies was 80, which corresponds to 100%.

Figure 1: Global Feedback vs. Local Feedback (T1E)
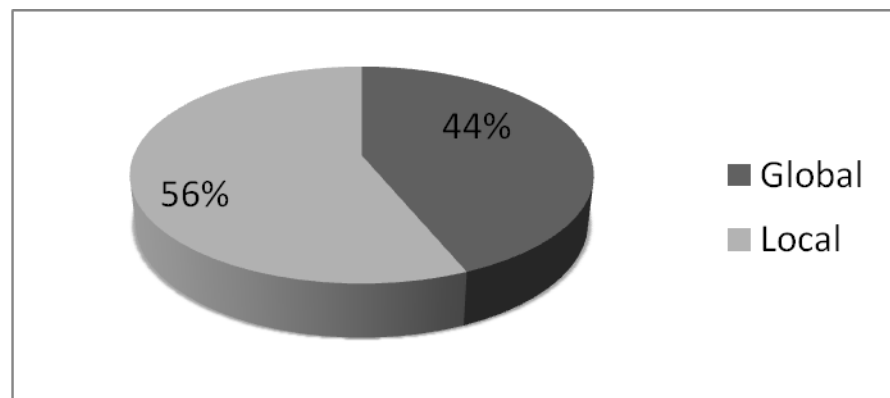
Figure 1 shows that local feedback prevails with 56% (45) over global feedback was found with 44% (35).

Results for T1: Naturalistic Tests (T1N)

Figure 2 below represents the percentage of strategies at a global level and the ones corresponding to a local level. The total number of strategies was 291, which corresponds to 100%.

Figure 2: Global Feedback vs. Local Feedback (T1N)
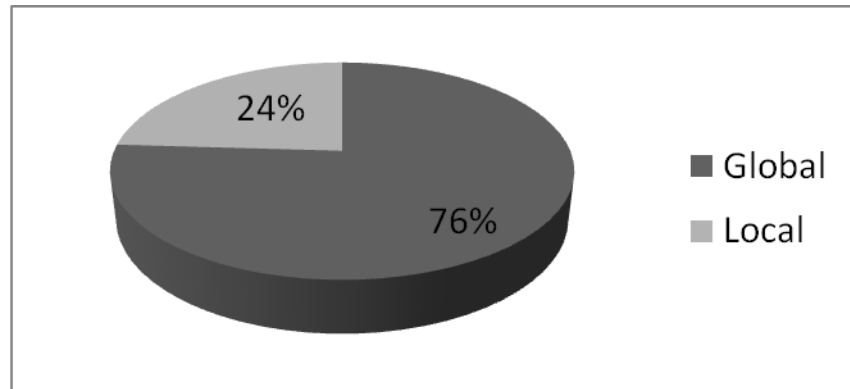
Figure 2 above reveals that global feedback was found in much greater numbers with a 76% (221) of occurrences while local Feedback was found in almost a quarter of the times 24% (70).

Results for T2: Theory Test Essay-Type (T201N)

Figure 3 represents the percentage of strategies at a global level and the ones corresponding to a local level. The total number of strategies was 87, which corresponds to 100%.

Figure 3: Global Feedback vs. Local Feedback (T201N)
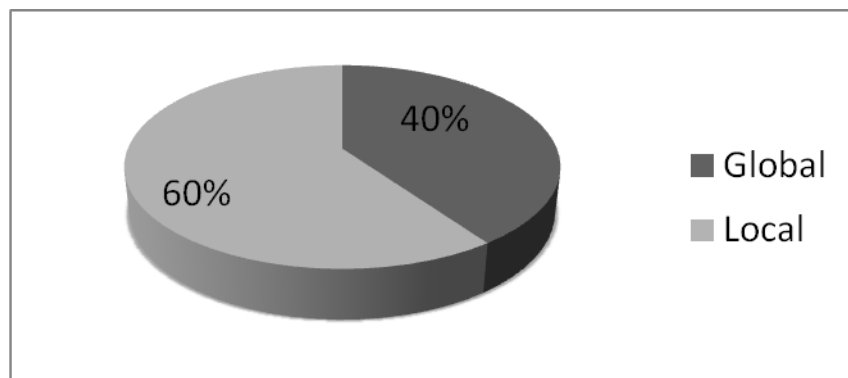
Figure 3 shows that the most significant item was local feedback with 60% (52), whereas global feedback was used 40% (35) of the times by T2.

Results for T2: Five-Paragraph Essay Test (T202N)

Figure 4 represents the percentages of strategies corresponding to global and local feedback. The total number of strategies was 57, which corresponds to 100%.

Figure 4: Figure 4 Global Feedback vs. Local Feedback (T202N)
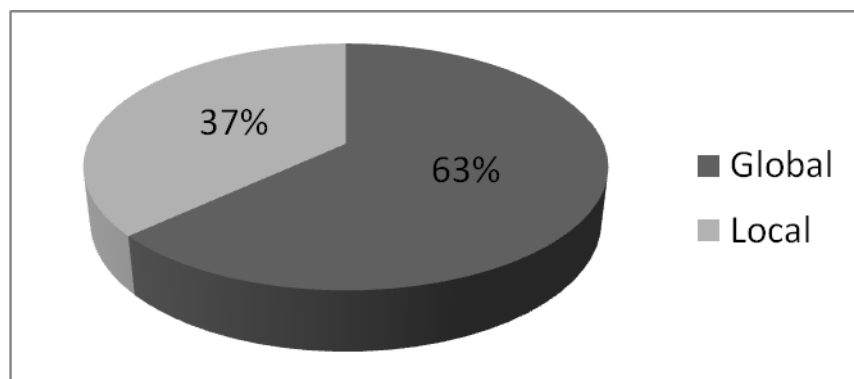
Figure 4 shows that the most relevant item is global feedback with 63% (36), whereas local feedback was found with a bit more than the half of the majority with 37% (21).

Results for T2: Theory Test of Definitions (T203N)

Figure 5 represents the percentage of strategies at a global level and the ones corresponding to a local level. The total number of strategies was 55, which corresponds to 100%.

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Figure 5: Global Feedback vs. Local Feedback (T203N)
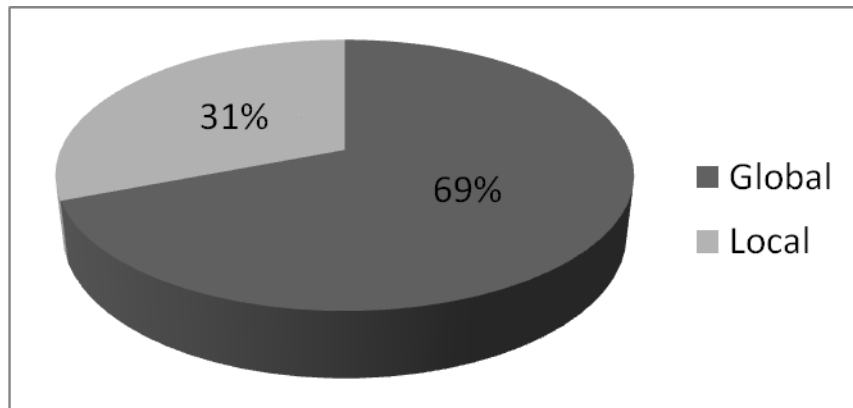
Figure 5 shows that global feedback is more common for T2 with 69% (38), while local feedback was provided 31% (17) of the time for this data set.

Results for T2: Theory Test of Punctuation (T204N)

Figure 6 represents the percentage of strategies at a global level and the ones corresponding to a local level. The total number of strategies was 20, which corresponds to 100%.

Figure 6: Global Feedback vs. Local Feedback (T204N)
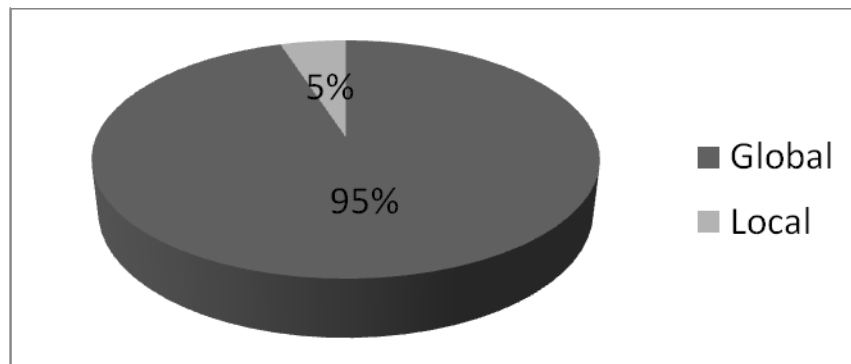
Figure 6 shows that global feedback prevails with 95% (19), whereas local feedback was applied barely 5% (1) of the times.

Results for T2: Theory Test of Academic Vocabulary (T205N)

Figure 7 represents the percentage of strategies at a global level and the ones corresponding to a local level. The total number of strategies was 25, which corresponds to 100%.

Figure 7: Figure 7 Global Feedback vs. Local Feedback (T205N)
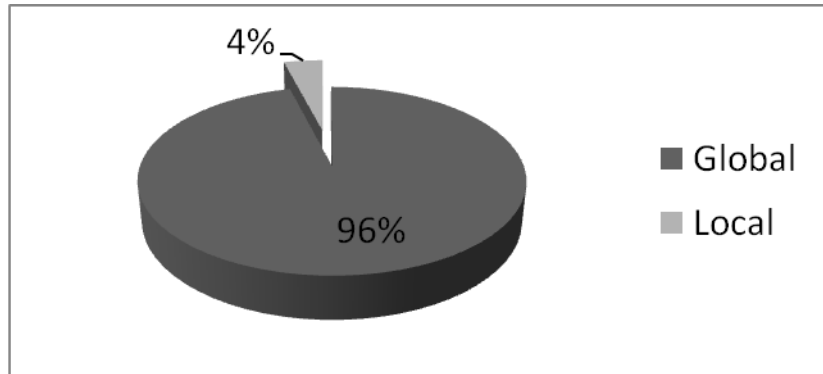
Figure 7 reveals that global feedback is almost the exclusive type of feedback delivered for this data set with 96% (24) of occurrences, whereas local feedback was found with a mere 4% (1).

Results for T2: Experimental Tests (T2E)

Figure 8 shows the percentages that correspond to global feedback and local feedback. The total number of strategies was 169 which correspond to 100%.

Figure 8: Global Feedback vs. Local Feedback (T2E)
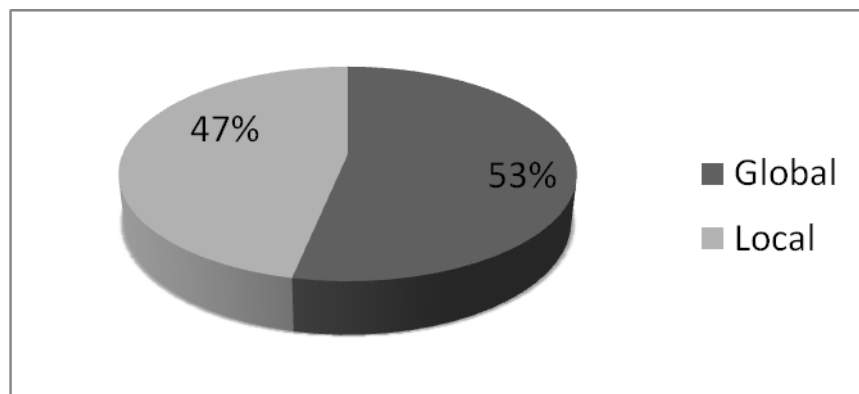
Figure 8 reveals a difference that does not allow for a confident interpretation as global feedback slightly prevails with 53% (90), whereas local feedback was found with 47% (79).

Results for T3: Naturalistic Tests (T3N)

Figure 9 represents the percentage of strategies at a global level and the ones corresponding to a local level. The total number of strategies was 118 which correspond to 100%.

Figure 9: Global Feedback vs. Local Feedback (T3N)
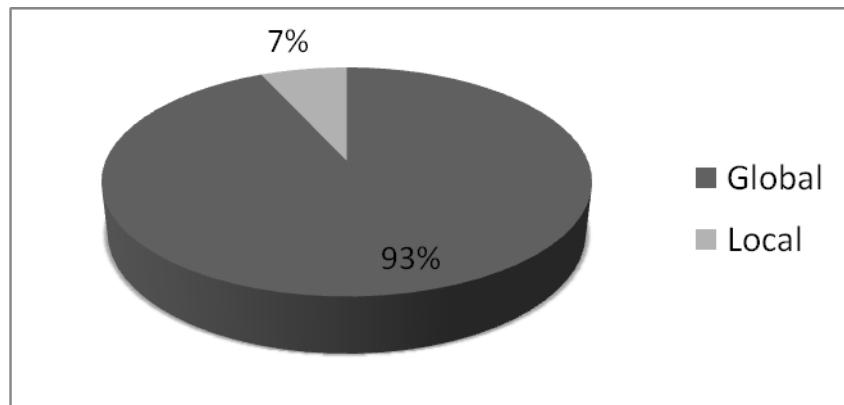
As can be seen in Figure 9, the most significant type of feedback here is global Feedback, with 93% (110) of the occurrences, while local feedback represents only 7% (8) of the preferences of T3

Results for T4: Experimental Tests (T4E)

Figure 10 represents the percentage of strategies at a global level and the ones corresponding to a local level. The total number of strategies was 54, which corresponds to 100%.

Figure 10: Global Feedback vs. Local Feedback (T4E)
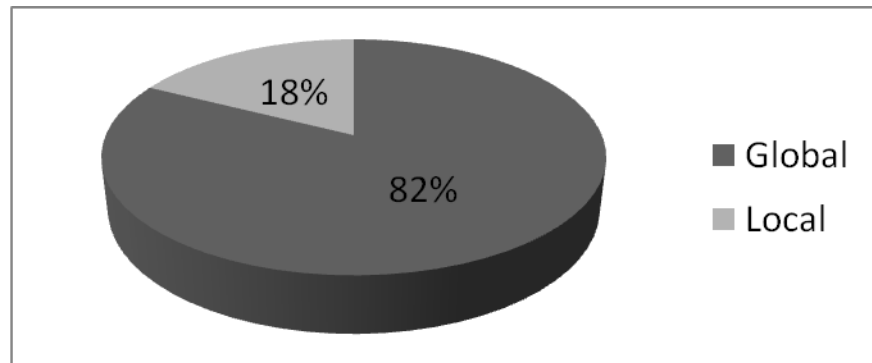
From the figure of data, it can be seen that the pattern in favour of global feedback is maintained as the most frequent item is again global feedback with 82% (47), while local feedback was used barely 18% (10) of the times.

4.1.1.2 Explicit and Implicit Feedback

Subquestion 1.2 (RQ1.2) is stated as:

What is the percentage of the use of Explicit vs. Implicit feedback?

Results Data Sample T1 Experimental Tests (T1E)

Figure 11 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 80 corresponding to 100%.

Figure 11: Explicit Feedback vs Implicit Feedback (T1E)
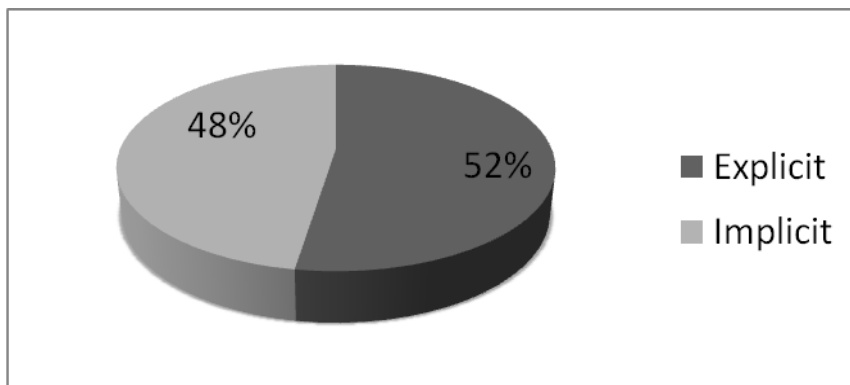
As can be seen, there is no observable difference between explicit and implicit feedback: the first one was used 52% (42) of the times, while the second one was used 48% (38) of the times by T1.

Results Data Sample T1 Naturalistic Tests (T1N)

Figure 12 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 291 corresponding to 100%.

Figure 12: Explicit Feedback vs. Implicit Feedback (T1N)
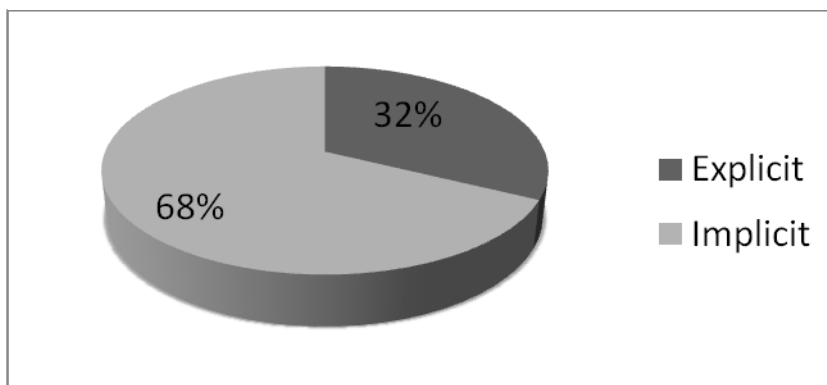
The most significant item here was implicit feedback with 68% (197), the double of explicit feedback that was used by T1, 32% (94).

Data Results T2 Theory Test Essay-Type (T201N)

Figure 13 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 87 corresponding to 100%.

Figure 13: Explicit Feedback vs. Implicit Feedback (T201N)
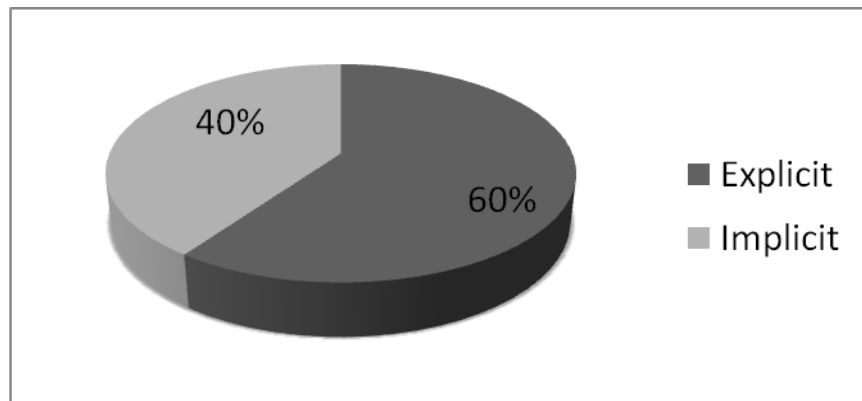
Figure 13 shows that explicit feedback was more common in the data with 60% (52), whereas implicit feedback was found with 40% (35).

Results Data Sample T2 Five-Paragraph Essay Test (T202N)

Figure 14 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 57 corresponding to 100%.

Figure 14: Explicit Feedback vs. Implicit Feedback (T202N)

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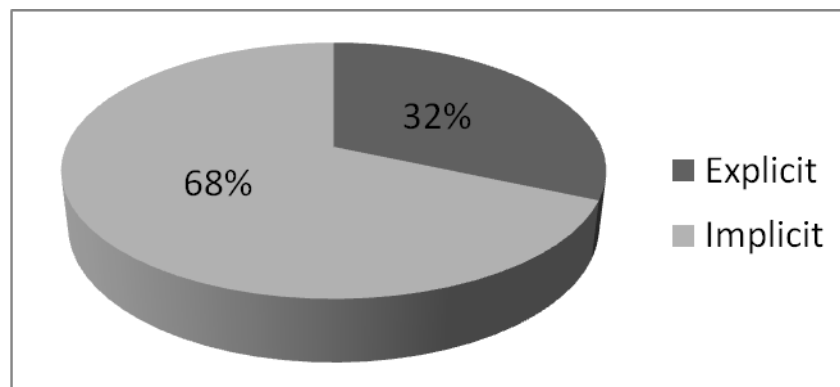
Figure 14 reveals that implicit feedback was the most important item with almost double the frequency of explicit feedback. Implicit feedback was found with 68% (39), whereas explicit feedback was found 32% (18) of the times.

Results Data Sample T2 Theory Test of Definitions (T203N)

Figure 15 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 55 corresponding to 100%.

Figure 15: Explicit Feedback vs. Implicit Feedback (T203N)
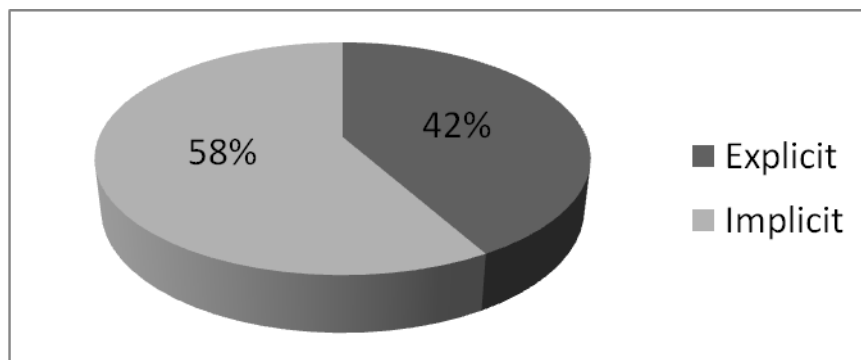
Figure 15 reveals that implicit and explicit feedback are not particularly different. While implicit was found with 58% (32), explicit feedback was found in 42% (23) of the times feedback was provided.

Results Data Samples T2 Theory Test of Punctuation (T204N)

Figure 16 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 20 corresponding to 100%

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Figure 16: Explicit Feedback vs. Implicit Feedback (T204N)

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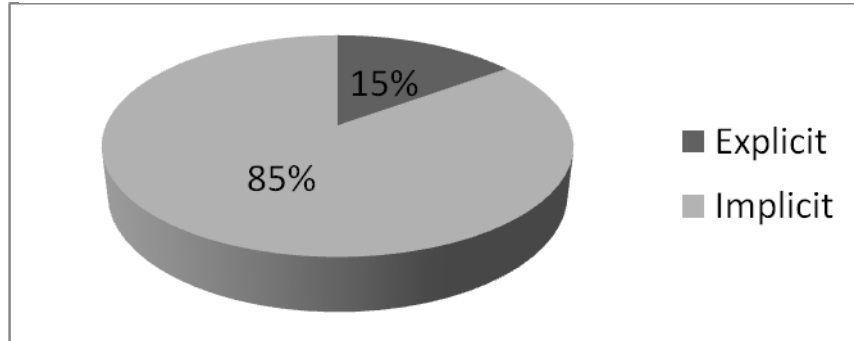
Figure 16 reveals that implicit feedback is by far the most significant item with 85% (17), while explicit feedback represents the remaining 15% (3).

Results Data Sample T2 Theory Test of Academic Vocabulary (T205N)

Figure 17 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 25 corresponding to 100%.

Figure 17: Explicit Feedback vs. Implicit Feedback (T205N)
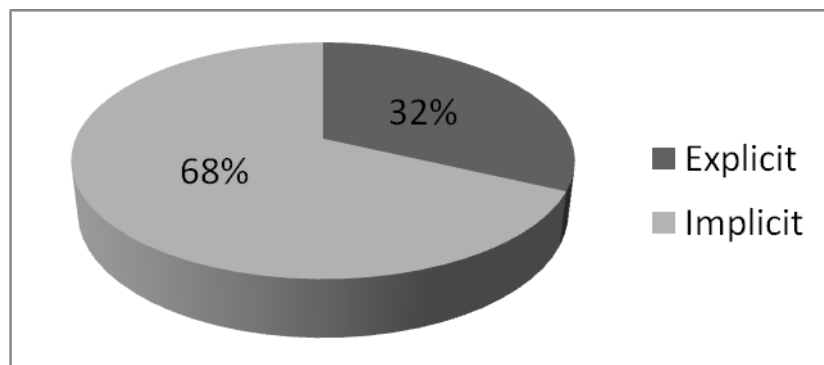
The results show that implicit feedback overcomes explicit feedback. The first was used 68% (17) of the times feedback was provided, whereas the second one a bit less than half of Implicit feedback with 32%.

Results Data Sample T2 Experimental Tests (T2E)

Figure 18 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 169 corresponding to 100%.

Figure 18: Explicit Feedback vs. Implicit Feedback (T2E)
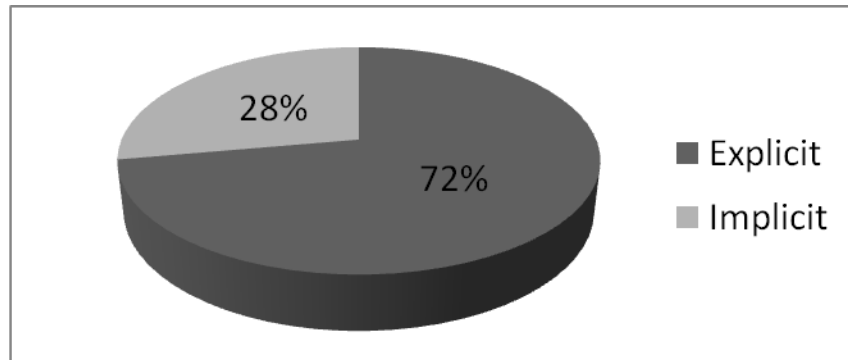
The main results show that the majority of the feedback provided with 72% (122) was explicit, whereas implicit feedback represents 28% (4).

Results Data Samples T3 Naturalistic Tests (T3N)

Figure 19 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 118 corresponding to 100%.

Figure 19: Explicit Feedback vs. Implicit Feedback (T3N)
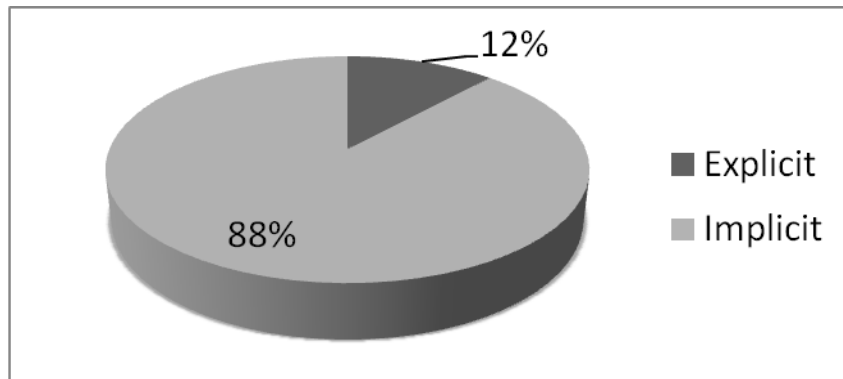
According to Figure 19, the majority of the feedback provided by T3 was implicit with 88% (104) of the total, whereas only 12% (14) was explicit feedback.

Results Data Samples T4 Experimental Tests (T4E)

Figure 20 represents the last of the categorization corresponding to explicit feedback in comparison to implicit feedback. The total number of strategies was 54 corresponding to 100%.

Figure 20: Explicit Feedback vs. Implicit Feedback (T4E)
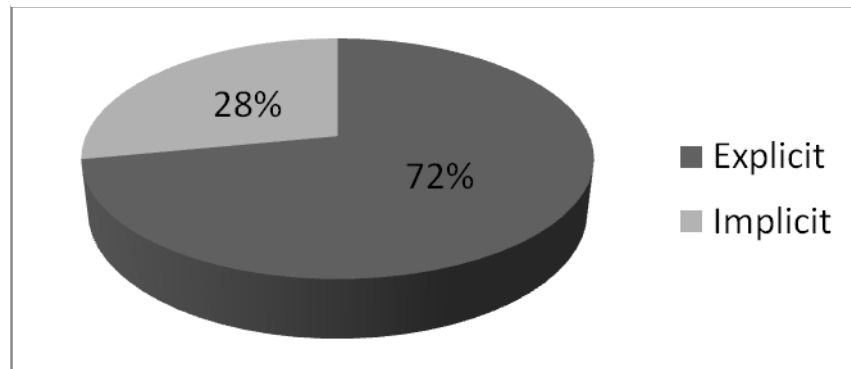
According to Figure 20, the majority of the feedback was explicit with 72% (41), while implicit feedback represents 28% (16) of the feedback provided by T4.

4.1.1.3 Positive and Negative Feedback

Subquestion 1.3 (RQ1.3) is stated as:

What is the percentage of the use of Positive vs. Negative feedback?

Results Data Sample T1 Experimental Tests (T1E)

Figure 21 corresponds to the distribution between positive feedback, negative feedback, suggestions and undetermined feedback. The total number of strategies was 80 corresponding to 100%.
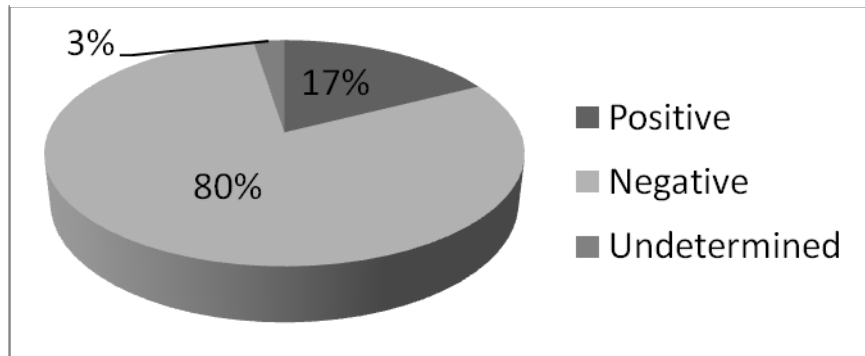
Figure 21 reveals that negative feedback was used with a vast majority by T1 with 80% (64). Positive feedback was used 17% (14) of the times, whereas undetermined feedback was found with 3% (2). No suggestions were found in the data.

Results Data Sample T1 Naturalistic Tests (T1N)

Figure 22 corresponds to the distribution between positive feedback, negative feedback, suggestions and undetermined feedback. The latter is a new category created for this study (see Section 3.5.1). The total number of strategies was 291 corresponding to 100%.

**Figure 22: Positive Feedback, Negative Feedback, Suggestions,
Undetermined Feedback (T1N)**
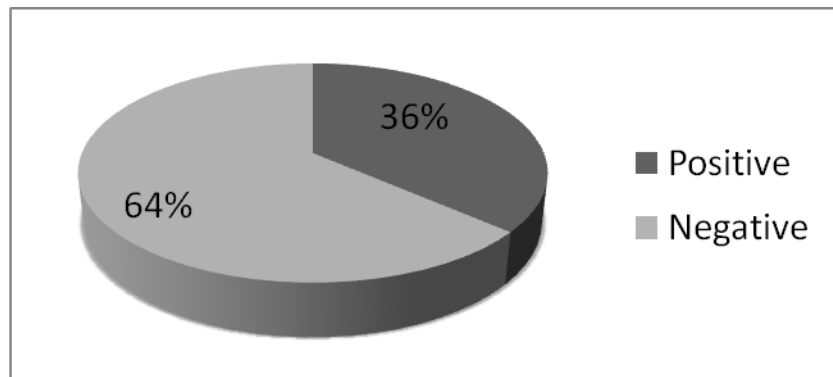
Figure 22 shows that negative feedback was more frequently used by T1 with 64% (185), whereas positive feedback represents 36% (106). Neither suggestion nor undetermined feedback were found in the data.

Data Results T2 Theory Test Essay-Type (T201N)

Figure 23 below corresponds to the distribution between positive feedback, negative feedback, suggestions and undetermined. The total number of strategies was 87 corresponding to 100%.

Figure 23: Positive Feedback, Negative Feedback, Suggestions, Undetermined Feedback (T201N)
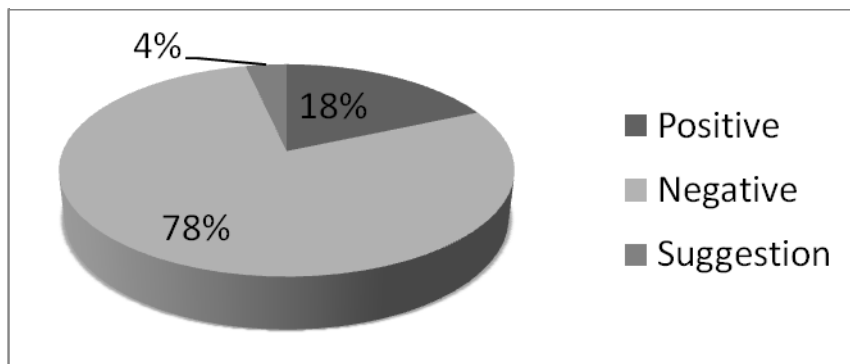
Negative feedback was found with a vast majority, 78% (68). Positive feedback on the other hand was used 18% (16) by T2. Suggestions represent barely 4% (3) of the strategies, whereas no undetermined feedback was found in the data.

Results Data Sample T2 Five Paragraph Essay Test (T202N)

Figure 24 corresponds to the distribution between positive feedback, negative feedback, suggestions and undetermined. The total number of strategies was 57 corresponding to 100%.

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Figure 25: Positive Feedback, Negative Feedback, Suggestions, Undetermined Feedback (T202N)
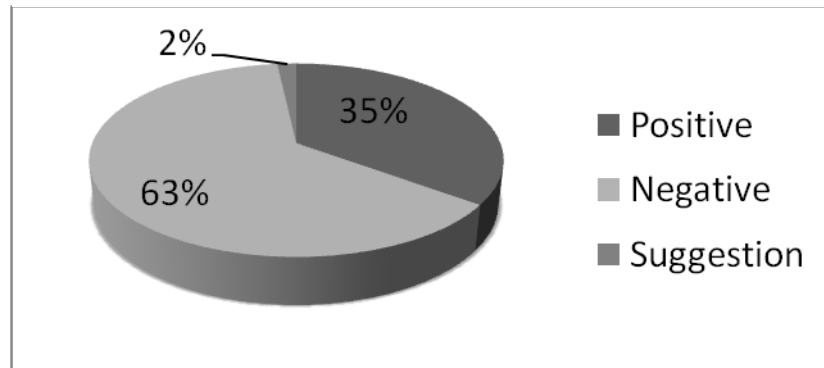
The results show that negative feedback was the most common among strategies used by T2 with 63% (36), while positive feedback represents 35% of the feedback provided. Suggestions were found with barely 2% (1).

Results Data Sample T2 Theory Test of Definitions (T203N)

Figure 25 below corresponds to the distribution between positive feedback, negative feedback, suggestions and undetermined feedback. The total number of strategies was 55 corresponding to 100%.

Figure 26: Positive Feedback, Negative Feedback, Suggestions, Undetermined Feedback (T203N)
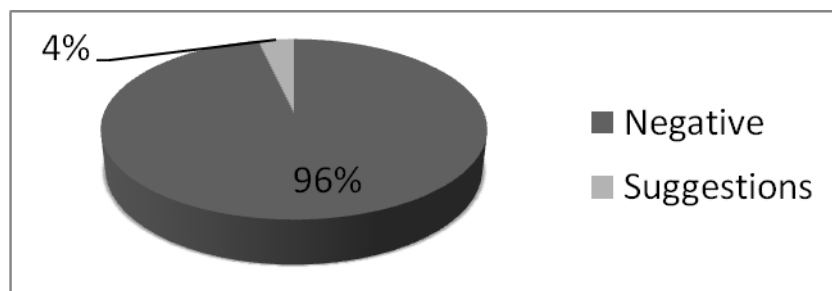
Negative feedback prevailed with 96% (27), whereas suggestions represent the remaining 4% (1). Neither positive feedback nor undetermined feedback were found in the data.

Results Data Samples T2 Theory Test of Punctuation (T204N)

Figure 26 corresponds to the distribution between positive feedback, negative feedback, suggestions and undetermined feedback. The total number of strategies was 20 corresponding to 100%.

Figure 27: Positive Feedback, Negative Feedback, Suggestions, Undetermined Feedback (T204N)
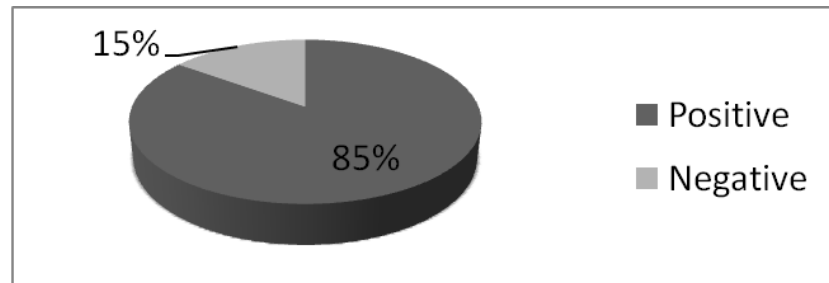
According to Figure 26, positive feedback overcomes negative feedback with 85% (17), while the second one was found with merely 15% (3).

Results Data Sample T2 Theory Test of Academic Vocabulary (T205N)

Figure 27 corresponds to the division between positive feedback, negative feedback, suggestions and undetermined. The total number of strategies was 25 corresponding to 100%.

Figure 28: Positive Feedback, Negative Feedback, Suggestions, Undetermined Feedback (T205N)
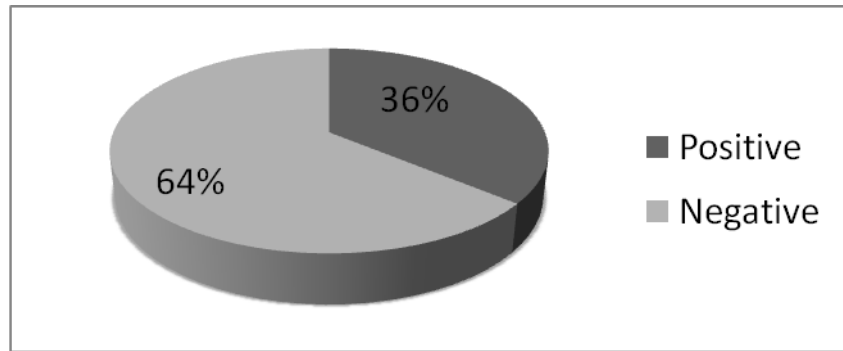
Figure 27 shows that negative feedback prevailed with 64% (16); this was followed by positive feedback with 36% (9). Neither suggestions nor undetermined feedback were found in the data.

Results Data Sample T2 Experimental Tests (T2E)

Figure 28 corresponds to the distribution between positive feedback, negative feedback, suggestions and undefined feedback. The total number of strategies was 169 corresponding to 100%.

Figure 29: Positive Feedback, Negative Feedback, Suggestions, Undetermined Feedback (T2E)
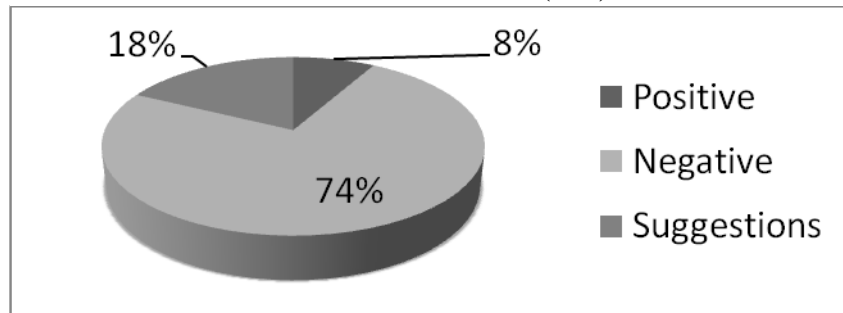
Results show that the main item in the figure is negative feedback with 74% (117); this was followed by suggestions with 18% (28). Finally with a less relevant percentage, positive feedback was found with 8% (13). Undetermined feedback was not found in the data.

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Results Data Samples T3 Naturalistic Tests (T3N)

Figure 29 corresponds to the distribution between positive feedback, negative feedback, suggestions and undetermined feedback. The total number of strategies was 118 corresponding to 100%.

Figure 30: Positive Feedback, Negative Feedback, Suggestions, Undetermined Feedback (T3N)
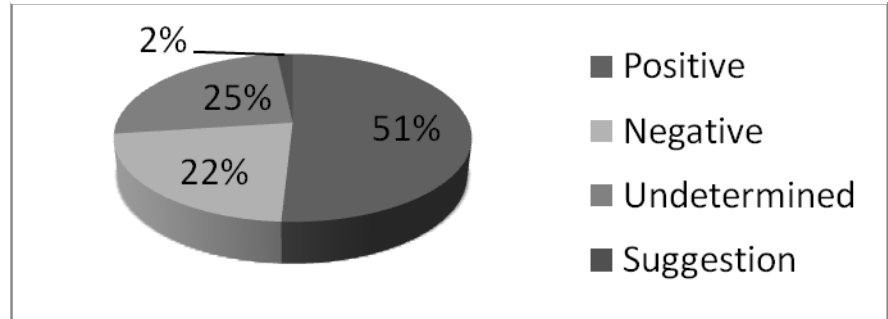
Results exhibit that 51% (60), a bit more than the double of the second strategy, of the feedback was positive. In the second place was found undetermined Feedback with 25% (30) and nearby negative feedback was represented by 22% (26) of the strategies. In the last place and with no real significance was suggestion with 2% (2).

Results Data Samples T4 Experimental Tests (T4E)

Figure 30 corresponds to the distribution between positive feedback, negative feedback, suggestions and undetermined. The total number of strategies was 54 corresponding to 100%.

Figure 31: Positive Feedback, Negative Feedback, Suggestions, Undetermined Feedback (T4E)
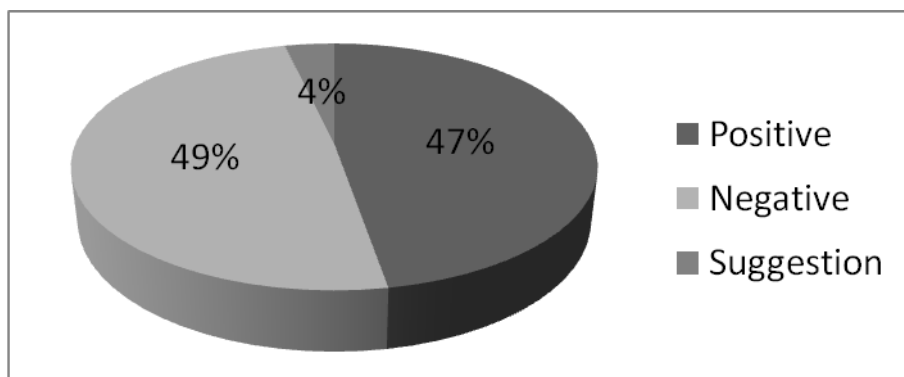
The evidence shows here that there was no observable difference between positive and negative feedback. Negative feedback was represented by 49% (27), whereas positive feedback by 47% (26). The remaining 4% corresponds to suggestions. No undetermined feedback was found in the data.

4.1.2 Strategies used by teachers

Subquestion 1.4 (RQ1.4) is stated as:

What are the most common strategies used by teachers when giving feedback?

4.1.2.1 Results Data Sample T1 Experimental Tests (T1E)

Figure 31 below shows the results from the data analysis corresponding to ten experimental tests examined by T1 (See section 3.3.2 teachers' profiles) in order to answer RQ1. The percentages represent the most common strategies used by T1 at the time to provide feedback to a test. The total number of strategies was 80, which corresponds to 100%.

Figure 32: Most Commonly Used Strategies by T1 (T1E)
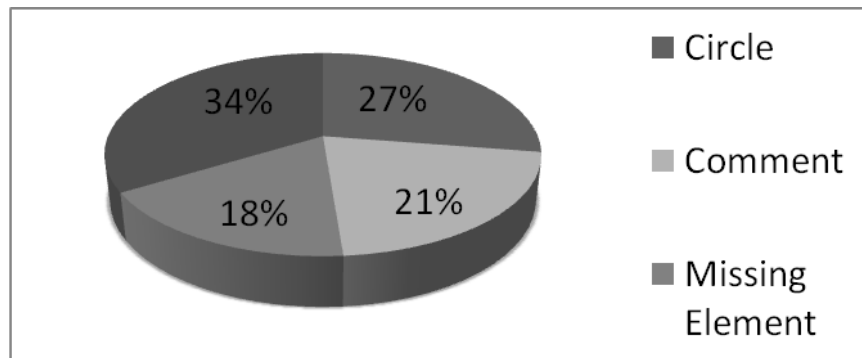
The figure indicates that circle was the most popular strategy used by T1 with 27% (22). Very close to it was comment with 21% (17). Missing element was utilized in 18% (14) of the times. Nevertheless the biggest percentage corresponds to other strategies 34% (27), showing the diversity of strategies used by T1. Among them it was underlining with 16.25% (13), followed by question with 7.50% (6). Tickets was used barely 5% (4) of the times. The remaining percentages correspond to cross out with 3.75% (3) and finally brackets with 1.25% (1). Strategies such as footnotes or points were not found in the data.

Results Data Sample T1 Naturalistic Tests (T1N)

Figure 32 below shows the results from the data analysis corresponding to ten naturalistic tests examined by T1 (See section 3.3.2) in order to answer RQ1. The percentages represent the most common strategies used by T1 at the time to provide feedback to a test. The total number of strategies was 291, which corresponds to 100%.
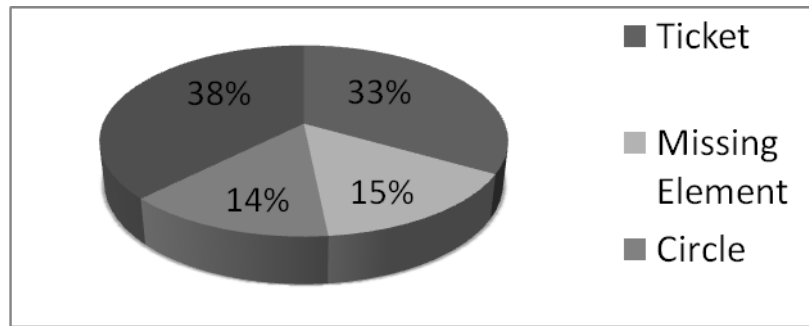
The most significant strategy in terms of number is ticket with 33% (97). Ticket was followed by missing element with 15% (44) and very close to it, circle with 14% (41). However, others made the biggest percentage, showing that T1 uses a large variety of strategies. Among them, we find underlining and comment with 12.37% (36) each, followed by cross out with 7.56% (22). Line was found with only 3.09% (9), while question mark was used barely 1.03% (3) of the times. Finally question and zero were found with 0.69% (2) and 0.34% (1) respectively. Other strategies such as points and brackets were not found in the data.

Data Results T2 Theory Test Essay-Type (T201N)

Figure 33 below shows the results from the data analysis corresponding to ten theory tests of an essay-type examined by T2 (See section 3.3.2) in order to answer RQ1. The percentages represent the most common strategies used by T2 at the time to give feedback to a test. The total number of strategies was 87, which corresponds to 100%.

Figure 34: Most Commonly Used Strategies by T2 (T201N)
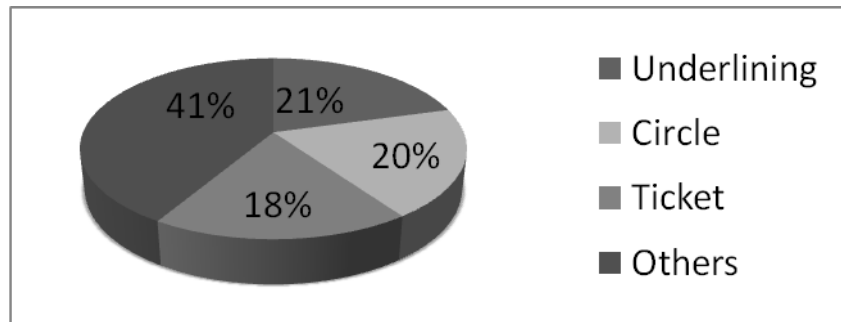
The main results were as follows. Despite the fact that underlining was the most used strategy with 21% (18), there was no real significant difference between underlining and the other two most common strategies. Circle was found as the second most common strategy with 20% (17), followed by ticket with 18% (16). Nonetheless others obtained the majority in comparison to the three most common strategies with 41% (36). Among them, missing element was found with 17.24% (15), followed by comment with 12.64% (11). Zero and bracket were used both 4.60% (4) of the times that feedback was provided. Finally line and footnote were both found with barely 1.15% (1). Other strategies such as question and points were not used by T1 in the data.

Results Data Sample T2 Five-Paragraph Essay Test (T202N)

Figure 34 below shows the results from the data analysis of three tests of five paragraph essays examined by T2 (See section 3.3.2) in order to answer RQ1. The percentages represent the most commonly used strategies by T2 at the time to provide feedback to the tests. The total number of strategies was 57, which corresponds to 100%.

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Figure 35: Most Commonly Used Strategies by T2 (T202N)
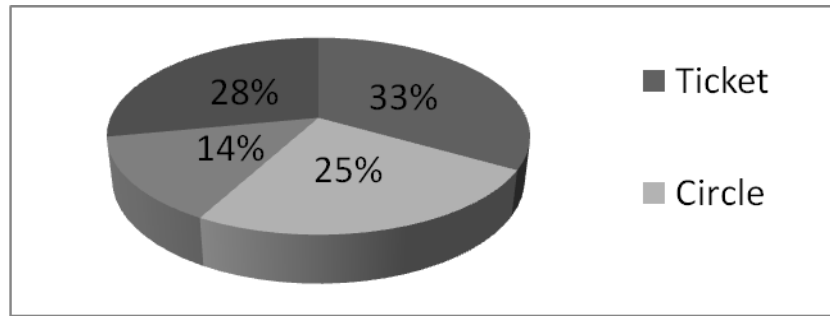
The main findings were as follows. Ticket was the most popular strategy with 33% (19), followed by circle with 25% (14). Missing element was used 14% (8) of the times by T2. Others obtained 28% (16), showing that T2 use a variety of strategies. Among them, underlining was found with 8.77% (5), followed by comment with 7.02% (4). With lower percentages, zero was used 5.26% (3) of the times, while cross out was used 3.51% (2). Finally bracket and highlighting were found both with 1.75% (1). Strategies such as footnote and point were not found in the data.

Results Data Sample T2 Theory Test of Definitions (T203N)

Figure 35 below shows the results from the data analysis corresponding to ten theory test of definitions examined by T2 (See section 3.3.2) in order to answer RQ1. The percentages represent the most common strategies used by T2 at the time to give feedback to a test. The total number of strategies was 55, which corresponds to 100%.

Figure 36: Most Commonly Used Strategies by T2 (T203N)
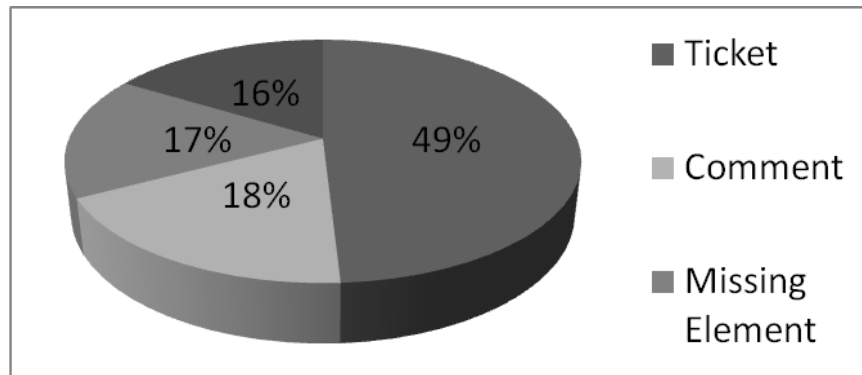
The main findings were as follows. From the figure of data, the most significant item is ticket with 49% (27), while comment was the second most significant with 18% (10). Very close to comment was missing element with 17% (9). Other strategies made the remaining 16% (9), including circle and zero, each with 5.45% (3). With less significant percentages, underlining was used 3.64% (2) of the times feedback was provided, whereas highlighting was found with 1.82% (1). Other strategies such as bracket and points were not found in the data.

Results Data Samples T2 Theory Test of Punctuation (T204N)

Figure 36 below shows the results from the data analysis corresponding to the one natural theory test of punctuation examined by T2 (See section 3.3.2) in order to answer RQ1. The percentages represent the most common strategies used by T2 at the time to provide feedback to a test. The total number of strategies was 20, which corresponds to 100%.

Figure 37: Most Commonly Used Strategies by T2 (T204N)
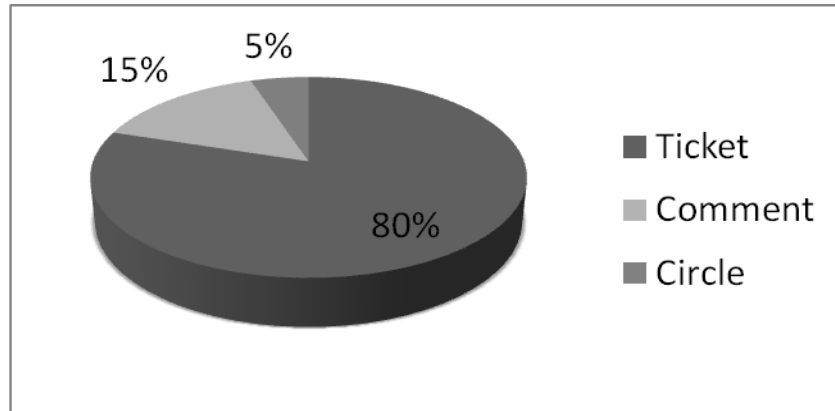
From the figure of data, the most significant items are as follows. Ticket was the most common strategy to a great degree with 80% (16), followed by comment with 15% (3). Circle was found with barely 5% (1) of the total number of strategies. No other strategies were found in the data, which shows that there was a narrow range of them in the sample.

Results Data Sample T2 Theory Test of Academic Vocabulary (T205N)

Figure 37 below shows the results from the data analysis corresponding to one theory test of academic vocabulary examined by T2 (See section 3.3.2) in order to answer RQ1. The percentages represent the most common strategies used by T2 at the time to provide feedback to a theory test of academic vocabulary. The total number of strategies was 25, which corresponds to 100%.

Figure 38: Most Commonly Used Strategies by T2 (T205N)
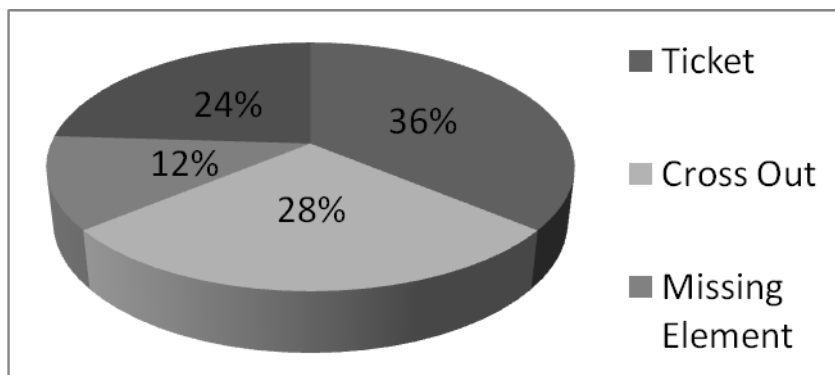
The main findings were as follows. Ticket was the most popular strategy with 36% (9); this was followed by cross out with 28% (7), whereas missing element was represented by 12% (3). Others correspond to the remaining 24% (6), showing a wider variety of strategies. Among them, underlining and comment were both found with 8% (2); they were followed by line and circle representing barely 1% (4) of the feedback provided. Strategies such as bracket and points were not found in the data.

Results Data Sample T2 Experimental Tests (T2E)

Figure 38 below shows the results from the data analysis corresponding to ten experimental tests examined by T2 (See section 3.3.2) in order to answer RQ1. The percentages represent the most common strategies used by T2 at the time to provide feedback to a test. The total number of strategies was 169, which corresponds to 100%.

Figure 39: Most Commonly Used Strategies by T2 (T2E)
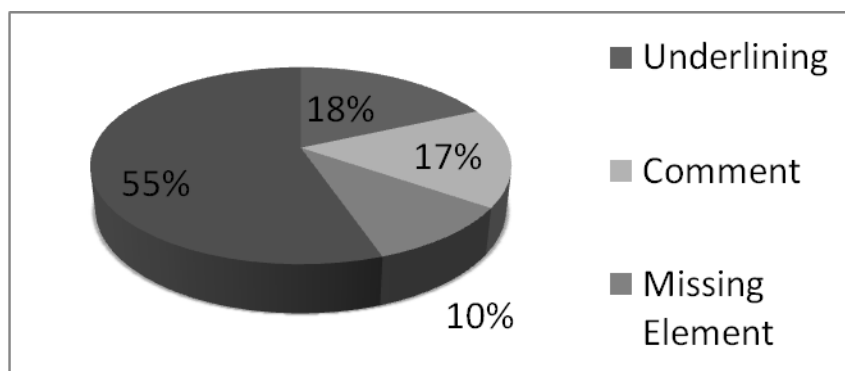
The main findings were as follows. Underlining was the most common strategy with 18% (38); this was followed very close by comment with 17% (34). Missing element represents the 10% (21). Nevertheless, the majority corresponds to others 55% (76), showing the wide variety of strategies used by T2 in the experimental tests. Among them, question was used 7.69% (13) of the times feedback was provided, whereas bracket was found with 7.10% (12). They were followed by zero and a new category found in the data, signature, both with 5.92% (10). Finally

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with less significant percentages, question mark with 4.73% (8), another new strategy named underlining instruction with 1.18% (2), cross out, ticket and footnote each with 0.59% (1).

Results Data Samples T3 Naturalistic Tests (T3N)

Figure 39 shows the results from the categorization of feedback regarding ten naturalistic tests examined by T3 (See section 3.3.2). The percentages represent the most commonly used strategies by T3. The total number of strategies was 118 corresponding to 100%.

Figure 40: Most Commonly Used Strategies by T3 (T3N)
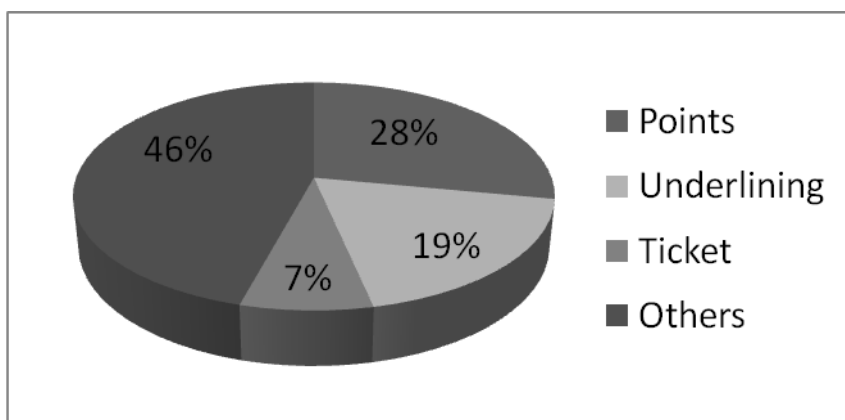
The main findings were as follows. Points was the most common strategy used by T3 with 28% (33). Points was followed by Underlining with 19% (22). 7% (9) of the strategies corresponded to ticket. However, the majority was represented by others, showing that T3 use a large variety of strategies. Thus comment obtained 6% (8) of the total. It was followed by question mark and achieved percentage, each with 5.93% (7). Questions and circles represented 5.08% (6) each. Among the strategies less used, Brackets was found with 3.39% (4), while cross out and line corresponded to 2.54% (3) each.

Results Data Samples T4 Experimental Tests (T4E)

Figure 40 below shows the results from the data analysis corresponding to the ten experimental tests examined by T4 (See section 3.3.2) in order to answer RQ1.4 The percentages represent the most common strategies used by T4 when providing feedback to a test. The total number of strategies was 54, which corresponds to 100%.

Figure 41: Most Commonly Used Strategies by T4 (T4E)
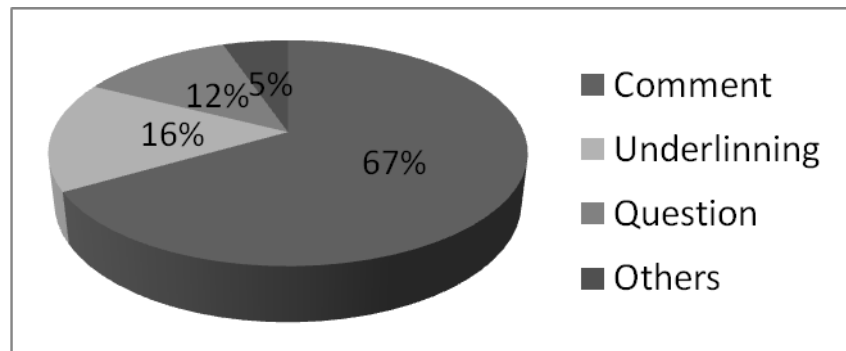
Comment here was the most popular strategy with 67% (38); this was followed by underlining with 16% (9). Question was used 12% (7) of the times by T4. The remaining 5% (3) represents other strategies with no real significance in terms of percentage, in this case exclusively circle. Other strategies such as missing element or zero were not used by T4.

4.1.3 Profiles of teachers' feedback types and strategies

In general, these results suggest that the types of feedback that prevail in T1, in the set of experimental data, are local, negative and explicit, having 56%, 80% and 52% each. However, global feedback is still present, with 44% of the total. The amount of positive feedback is also small, with 17% of the total. In these results, it was possible to find undetermined feedback (2%), however, samples of suggestion were not present. The results of the strategies show that circle prevailed over the rest with 27% of the total. Considering the rest of the strategies, the most popular were

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comment, with 21% and missing element, with 18%. Besides, the results suggest that, in the case of T1, in the set of naturalistic data, there is a tendency to global, negative and implicit feedback, with 76%, 64% and 68% each. Local feedback, however, still appears with a considerable amount, with 24% of the total. Positive feedback presents a reduced but yet important amount with 36%. Samples of undetermined feedback and suggestions were not found in this analysis. Regarding the strategies used by T1, the results show that ticket prevailed over the rest of the categories with 33% of the total. Within the rest of the categories, the most popular were, missing element with 15% and circle, with 14%.

Results also show a consistent use of feedback across naturalistic and experimental data as observed in T1's performance. In particular, negative feedback was predominant in the naturalistic and experimental tests with 64% and 80% respectively. The second most common type of feedback was positive maintaining the pattern as well. Undetermined feedback was present in the experimental tests, but with barely 3%, without altering the consistency no suggestions were found in the data.

In the case of T201N, these results indicate there is a tendency to the provision of local, negative and explicit feedback, with 69%, 96% and 42% each. Nonetheless, the amount of global feedback is still significant, with 40% of the total. Positive feedback was found in smaller amounts, with 18%, and suggestions appear with barely 4% of the total quantity of suggestions. Samples of undetermined feedback were not identified in the analysis. Regarding strategies, the results show that underlining prevailed over the rest of the categories with 21% of the total. The most significant results from the rest of the categories were circle, with 20% and ticket, with 18%.

In the case of T202N, the results suggest that there is a tendency to provide global, negative and explicit feedback, with 63%, 63% and 68% each. The amount of local feedback is still significant, since it gained 31% of the total. Positive feedback presents a smaller but yet important amount with 35%. However, suggestions appears

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with barely 2%. Samples of undetermined feedback were not found in this analysis. In relation to the strategies, the results show that ticket overcame the rest of the categories with 33% of the total. Within the rest of the categories, the most popular were circle, with 25% and missing element, with 14%.

In the case of T203N, the results of this analysis generally show that T2 tends to provide global, negative and implicit feedback, having 69%, 96% and 42% respectively. Nevertheless, the amount of local feedback is still considerable, with 31% of the total. There is also an important 42% that corresponds to explicit feedback and a minor amount of suggestions (5% of the total). Samples of positive and undetermined feedback were not found in this analysis. In relation to the strategies, the results show that ticket overcame the rest of the categories with 49% of the total. The most significant results from the rest of the categories were comment, with 18% and missing element, with 17%.

In the case of T204N, the results seem to indicate that, in general, T2 is inclined to a global, positive and implicit type of feedback, having 95%, 85% and 85% respectively. It is not likely to find samples of local feedback, but there is a considerable 15% that corresponds to negative and explicit feedback. Samples of suggestions or undetermined feedback were not found in this analysis. In relation to the strategies, the results show that ticket overcame the categories of comment and circle, with 85% of the total.

In the case of T205N, in general the results suggest that the types of feedback that prevail are global, positive and explicit, having 96%, 64% and 68% each. Local feedback is almost inexistent, with 4% of the total. The amount of negative feedback is still considerable, with 36% of the total, as well as the amount of implicit feedback that reaches the amount of 32% of the total. Samples of undetermined feedback were not present in this analysis. The results of the strategies show that ticket prevailed over the rest with 36% of the total. Considering the rest of the strategies, the most popular were cross out, with 28% and missing element, with 12%.

In the case of T2, regarding the experimental sets of data, the results of this analysis generally show that T2 tends to provide global, negative and explicit feedback, with 53%, 74% and 72% respectively. Nonetheless, the amount of local feedback is still considerable, with 47% of the total. There is a significant 28% that corresponds to implicit feedback and a minor amount of positive feedback (8%). Samples of undetermined feedback were not found in this analysis. In relation to the strategies, the results show that underlining overcomes the rest of the categories with 18% of the total. Within the rest of the strategies, the most popular were comment, with 17% and missing element, with 10%.

Results also show that T2 was fairly consistent across her several samples of naturalistic and experimental tests. In particular, there was consistency with global feedback and negative feedback as the most common types of feedback in their corresponding contrasts. Nonetheless, there was not consistency at the time to compare experimental and naturalistic tests in terms of explicit and implicit and the strategies used.

In the case of T3, regarding its naturalistic data, the results seem to indicate that there is a prevalence of global, positive and implicit feedback, with 93%, 51% and 88% respectively. Local feedback is almost inexistent, with 7% of the total. The amounts of negative and undetermined feedback are still substantial, with 22% and 25% of the total each. Nevertheless, the amount of suggestions barely reaches the amount of 2% of the total. The results of the strategies indicate that points prevailed over the rest with 38% of the total. Considering the rest of the strategies, the most popular were underlining, with 22% and ticket, with 7%.

In the case of T4 regarding its experimental set of data, the results of this analysis seem to indicate that T4 is more likely to provide global, negative and explicit feedback, having 82%, 49% and 72% of the total, respectively. The amount of local feedback is less considerable, with only 18% of the total. Even though negative feedback seems to prevail, the difference with positive feedback is very subtle, representing the latter 47% of the total amount. 28% corresponds to explicit

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feedback and samples of undetermined feedback were not found in this analysis. In relation to the strategies, the results appear to indicate that comments overcome the rest of the categories with 67% of the total. The most popular strategies from the rest were underlining, with 16% and question, with 12%.

4.2 Results for Research Question 2

The present results belong to the data collected for the purpose of answering the following research questions:

RQ2: What are the perceptions and beliefs of teachers regarding feedback?

RQ 2.1What are the perceptions of teachers regarding their own feedback practices?

RQ 2.2 What are the beliefs of teachers concerning feedback practices in relation to   the following aspects: role of students, effectiveness, influential factor?

In order to answer these questions, the procedure described in section 3.5.2 (Methodology, Data Analysis) was followed. After applying the interviews the information obtained was analysed and organized in tables to obtain the essential information of every answer.

The most relevant information extracted from each question was organized as seen in Table11 below.

Table 10: Comparative table of Teacher's percepctions and beliefs

	T1	T2	T3	T4
1. Describe and explain your feedback practices	-Varies depending on the subject. - If it is a digital document the error is highlighted and commented. -Use of colors to categorize de errors (language instruction) - Written comments	- Underline, circle, written comments at the end (for praising or discussing ideas and contents) - I always give the correct form	As he works on the area of Literature: - written suggestions, comments and remarks concerning ideas and content - specific comments at the end of the essay when further suggestions are needed - underline and write what type of error is it. For example *grammar*, concerning form - types of evaluation: individual tests, papers or research-work tasks	- feedback in different ways for students at different levels - I don't give them direct feedback - I use peer feedback activities - discuss in class common errors; systematic problems more than individual mistakes - rather than telling them what is the correct form I would rather have them to come up with their own answer - point out what are the good things
2.1 What do you consider a *good* feedback practice?	-Give positive feedback on what students are doing well -Scaffolded evaluation -Reading the document more than once to notice and check different aspects -Having a clear objective of what you (the teacher) wants to find in the task. (Very relevant) thus it is easier for the teacher to tell the student what is he/she doing wrong or right	- Many written comments to maintain the discussion with the students and afterwards dedicate time to discuss the correction. Not only as a written form but also as an oral interview, to assure a good evaluation process	- Focus on form and content, giving each student time to read, understand and think about their mistakes and errors - always considering a personal interview after the evaluations	- Modeling. Providing correct models and giving explicit instruction concerning forms. - Point out the model to tell the students how it should be. - Provide different kinds of models that are good samples for them to get the idea, get the style
2.2. Factors that influence your feedback practices	-Time to read the documents more than once.	- Time - Lack of interest/motivation from the students - Lack of	- Lack of time - Lack of interest and time of the students - Deadlines at	- Time - It is difficult not to get into the students minds and understand what

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		institutionalization	University - Lack of organization within the department	they intended to say, but you cannot model the way they think
3. What areas do you focus on in your written feedback? Why?	-Depends on the topic -Organization of ideas, especially in argumentation (elaboration of arguments) -Style of discourse Mainly the differences that exist between languages (English/Spanish) -Grammar related to intelligibility and errors corresponding to every learning level - Organization of ideas appears in the rubrics as more relevant than grammar. The rubrics depend on the subject –theory or language-	Every aspect, from punctuation to content/ideas, in the same hierarchy: - Formal aspects - Genre aspects - Paragraph organization - Style of discourse (From Spanish structures to English structures) - Lexical choices - Content, ideas, arguments	- Depends on the topic - Content - Malpractices when dealing or approaching literary texts - Deep knowledge and understanding of the text we are working with - Attitudes, situations and responses in a long term	- Take the evaluation in different steps. First, focus on discourse, and then focus on grammar, then in spelling and punctuation, etc. - It depends on the task. For example: - when working in a specific tense, focus on those things rather than having like a global view of all the errors and spellings and regulations and everything - Focus on a specific task so the students can, actually, learn something they can handle and be able to implement right away
4. Do you mark errors comprehensively or selectively? What strategies do you use in providing error feedback?	-Underline, circle, and mark the error as much as time allows doing it. - Mostly at the beginning of the correction, leading the correction to a global view of the document. -Prefers comments rather than giving the correct form	- Mark all the errors, every time - If they are too frequent, I write it as a footnote, to make the student notice the frequent error - The way I mark the errors is less consistent than I would like them to be - I always give the correct form	- mark them only at the beginning, selectively - circle the error and suggest to use another word or structure, for example - not giving the correct form but showing the correct path to follow; "opening doors" - I do not use crosses. When something seems wrong I just circle it or use an interrogative mark	- rather than telling them what is the correct form I would expect them to come up with their own answer - It depends on the task, depends on the level, depends on the activity, depends if they are graduate or undergraduate students - self-correction, giving them little hints about the correct forms
5. Do you write comments on student writing? Why? How do you see the functions of your written comments?	-Yes. -Because the student and the teacher are leading with discourse. -to give the students two types of information; discursive info. and info. about content. -As a way of communication with the students, to give them more instruments. - to help them to focus on what they need to improve. -Comments related to discourse.	- Yes - Just marking the errors does not make any consciousness in the student about it - When they make the same error many times I just write "Come and see me" - To contextualize all the errors I mark	- Yes - I see it as a multiple dialogue game. Where the writer, the audience, the author and the characters have to dialogue - I encourage the students to dialogue not only in the context of the test or the paper but in a further deep thought about the reading - stimulate students to maintain the literary discussion after the evaluation	- Yes - Students use PDF files so I can provide sticky notes, write comments regarding things as well as being able to go and cross multiple things either than just one - Write comments at the end of a sentence and at the end of a section - Highlight good aspects always - As a recursive process between the teacher and the student

6. Do you give student writing a grade/score? Why?	-Yes. -There is a rubric and the rubric incorporates the mark -This program requires evaluations (institutional rules)	- Yes - I use a rubric and it incorporates a mark -Every work, draft, essay is evaluated with a mark - The program requires marks	- Grade, because it is part of the programme - Drafts do not necessarily need a grade. They only get written comments and suggestions to encourage them to justify and reconsider their ideas or thoughts	- Yes, within this program - I don't like grades. Numbers do not represent the complex process that writing is - I like students to concentrate on accomplishing the task or the project rather than focusing on what mark they are getting
7. What do you expect students to do afterwards? How do you see the student's role?	-Active. -a small percentage of students play this role	- Active - The students should be aware of the importance of being interested on how the teacher corrected them	- Active - The student should engage in his/her evaluation process, and commit to the dialogue involved in the evaluation	- There should be a cultural change - Students should take responsibility of their own education and be interested on learning and improving - Be aware and also take the responsibility that someone, the teacher, took the time to correct and give feedback for them to improve
8 and 9. What feedback do you consider effective and how do you evaluate it?	-Feedback given by means of levels/steps/phases -Feedback given through time -Evaluation of the effectiveness asking the students	-Asking the students how they feel about the corrections -Dedicating part of the class to discussion about the feedback, and the performance of the students	- Depends on the objective. If my objective is to generate a dialogue, I will consider my feedback effective if the student engages in his/her evaluation actively - As students do not engage and commit to their evaluation process I do not get any feedback from them and I can't get a clear idea of the effectiveness of the feedback I give - Student's performance - Comparing my feedback with other colleagues	- A mixture of techniques for different cases - Take the evaluation in several steps - Always give positive feedback - Asking the students how they feel about it to know their history and learning backgrounds
10.*How relevant is oral feedback given in personal interviews with students?	-Oral Feedback is a complement of the whole process of correction -useful to clarify some points that may have not been clear in the correction	-Very relevant since it completes, complements and gives sense to the process of correction	- Very relevant, the process of correction does not end with the mark, there is an important part that is the moment of discussion with the teacher	- Very important - Face to face interaction gives you direct feedback of how students understood your feedback, and you can troubleshoot any problem right away

As can be seen, Table 10 presented above is structured based on the 10 questions of the interview. From this organization a profile of every studied case was created to represent a general outline of every participant's feedback practices as interpreted from their self-reports.

4.2.1 Teachers' feedback profiles

As an initial approximation to the main findings regarding teachers' perceptions of feedback practices, this section offers a set of profiles that were elaborated based on the responses of participant teachers to the interview applied under RQ2 (see Appendix C). The following subsections will present such profiles teacher by teacher in the form of brief summaries.

4.2.1.1 T1 self-reported feedback profile

After the interview, in which T1 answered the questions about her particular practices of feedback (see Appendix C and Appendix O, for transcript), general assumptions about her practices can be made. Firstly, T1's practices regarding feedback seem to be fairly systematic. The revision of written tasks is carried out by means of steps. The first one consists in reading the document and marking the errors –circle, underline or comments about mistakes-. It is not clearly specified if this process is comprehensively or selectively done. If the task is related to language training, for example Vocabulary, she tries to categorize the errors-grammar or lexical (no further specification)- and assign them different colors depending on the category that the error belongs to. On the other hand, if the task is related to a theory subject the revision is rather global than particular, i.e. the focus is on errors that are more related to the intelligibility of the content. Hence, feedback is more focused on the grammatical structures that are elaborated to develop and support the argument. In contrast, general ideas and organization are reported to be more relevant when dealing with theory. Thus, the focus of feedback seems to vary depending on the

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topic evaluated. This may be reflecting the fact that available rubrics for assessment cannot evaluate equal aspects for different task having different purposes.

The second step, if time allows it, consists in reading the document for a second time in order to have a global view of the quality of the corresponding piece of writing to identify errors that might have been ignored during the first step.

The "good or correct" form of feedback is then conceived as a "scaffold" process. To carry out this ideal type of feedback it is necessary to elaborate a complete system of working that allows the creation of drafts. Thus, the evaluation is a development of a series of writings in which every draft has its own evaluation and feedback. This practice is most of the time dismissed because of time. According to T1, teachers do not have time to correct all the written drafts of their students – ideally reading more than once every draft- being more convenient evaluating just one final work.

T1 also claims that another relevant aspect of good feedback is to have a clear objective of you (as teacher) want to find in the task. Thus, the focus of feedback is clearly drawn. Of course positive feedback is also included on what is considered as a good practice of feedback. T1 thinks here that t is helpful for students to know what they are doing well and what aspects of their work are strengths. T1 also explains that personal interviews are very important for the purpose of feedback since they facilitate the communication between students and teachers.

T1 uses marks to evaluate every work, since this practice is required in the academic context of the program under examination here. The elaboration of rubrics is valued by T1 as it is linked to the process of evaluation, allowing the teacher and the student to understand such process. This ideally makes the final mark of a written work meaningful.

Regarding the role of the student, T1 says that it should be active. She perceives in this respect that students do not seem to get involved in this process.

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Most of the time, she states, they seem to feel satisfied or disappointed with their marks but they do not look for further explanations.

4.2.1.2 T2 self-reported feedback profile

T2's feedback practices are guided by a specific self-elaborated rubric. Errors are marked selectively, i.e. every time they appear in the document always providing the correct form. T2 has no consistent way to mark the errors and reports using all common strategies –underlining, circling and written comments- (see section 3.5.1 on feedback types and strategies). Written comments are used at the end of the text as a global view of the document. According to T2, the relevance of the written comments lies in the fact that they are seen as the starting point of the discussion with the student. This part of the correction leads –ideally- to the incorporation of an oral discussion about feedback with the students. Since Written Discourse is a subject that deals with writing skills, the focus of feedback is closely related to forms and structures. Punctuation, content of ideas and paragraph organization among others are also part of the focus of feedback having all of them the same hierarchy.

The process previously described constitutes therefore a good practice of feedback as conceived by T2. The same as T1, T2 also thinks that, ideally, this process should not end just with the correction itself. T2 points out that a good practice of feedback includes discussions with the students about the tasks and the process of correction itself. Among the factors that affect this process time and student's motivation are found. It is important to remark that T2 also includes in these factors the absence of institutionalization of the process of feedback itself. As T2 explains, the process of feedback should be a formal issue in the curriculum of the program. Thus the whole process would be seen as a formal aspect of the instruction. In this sense, written comments play a relevant role in the process of correction since they promote consciousness about errors. In this respect, T2 posits that just marking errors is not enough for the student to become aware of them. T2 evaluates de documents with a mark since the latter arises from the rubric. This strategy is also

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used because the formal context of instruction requires that marks are provided for each formal assessment task.

In relation to the student's role dealing with feedback, T2 agrees also with T1 in that this should be active. It is her opinion that the students should be aware of the relevance of being interested in how they are evaluated. In other words, students should be familiarized with how the teachers are correcting them. It can be seen thus that T2 considers the interaction between student and teacher as relevant in the process of evaluation. This idea is supported by the fact that T2 evaluates the process of feedback by asking the students about their own perceptions about what the teacher has been doing to evaluate.

4.2.1.3 T3 self-reported feedback profile

T3's profile about his feedback practices and beliefs shows the following general trends. As T3 explains, he deals strictly with the area of literature. Hence his corrections are closely related to how students achieve the specific literary language and clues and how they surround and combine their reading abilities with these elements. Thus, T3's feedback is focused on content, organization of ideas, and argumentation. Written comments immediately next to the referent are preferred by T3 to address this matter. Besides underlining or circle to highlight the error and written comment about the category of the error. Most of the time, this type of correction is done selectively at the beginning of the document and if the error is constant T3 adds a comment about the frequency. This practice is more related to errors that interfere with the content, for example grammar errors, misspellings, and structural mistakes. It is relevant here to explain that errors about how students approach to content are marked but the correct form is not given. T3 claims that the marriage between form and content is relevant in argumentations, so grammar errors are marked. Written comments in margin are also preferred to deal with errors or just to comment about the student's approach to the literary text to evaluate matters linked with the specific nature of the subject (literature). Also, T3 writes comments at the bottom but less frequent that in margin. It is relevant to say that T3 sees this type

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of correction as a constant dialog between the student and the teacher about literary matters. Thus, and the same as T1, the correction considers more than one revision – again, if time allows it- in order to comprehend in the most complete way what the ideas the students want to convey.

T3 reflects that a good practice of feedback should consider all the steps previously explained. However, this practice of feedback is restricted by the matter of time, a point generally made in the interviews reported here. When teachers deal with papers they can assign more time to the corrections –ideally-. On the other hand when they have to correct tests the corrections are done rather under pressure disabling teachers to correct in a complete form. This particular situation is present at the end of each semester when the academic requirements are stricter and timelines become tighter.

Another aspect of what T3 considers as good feedback is the presence of positive feedback claiming that crossing wrong or blank answers is not a good practice since this is not encouraging for students. In this sense, he comments that, for example, crosses can stigmatize in some way the evaluation. As indicated above, T3 believes that feedback given by means of steps is a good feedback as it reflects with the idea that this process constitutes a constant dialog between the teacher and the student. In this sense, written comments play a very relevant role during this dialog since they are the stimulus for the dialog itself. This interaction between student, teacher and paper has to –ideally- continue in the future encouraging the student to incorporate the recommendations for following tasks, a point made by T1 and T2 above. Thus the process of evaluation does not end with the mark and achievement percentage. T3 explains that the student have to re-read the corrected paper and hopefully discuss it with the teacher. Personal interviews with the students are very relevant in this regard.

For T3, the role of the student also should be active during this dialog. However, T3 is conscious about the factors that interfere in this role. Among these factors the context of instruction, the institutional rules and the responsibilities of the

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students play a crucial role. These factors may pose serious difficulties for the commitment of the student with the process of feedback. In other words, T3 believes that the formal aspects of the academic instruction can become an important obstacle for the kind of discussion and reflection associated to the feedback process. The creation of a long term dialog and reflection about a single task is thenT3's ideal form of feedback.

The best way for T3 to evaluate his own feedback is to analyze student's performance i.e. to see clear improvement from one task to another. Not necessarily – most of the times it is- reflected in the mark but at least reflected in an increased involvement in the task of writing and interacting with the teacher and the piece of writing.

4.2.1.4 T4 self-reported feedback profile

The general practices of written feedback provided by T4 can be described as follows. T4's feedback practices are determined by the level of instruction he is teaching to. In other words the level of L2 proficiency of the students shapes the way in which T4 delivers feedback. As opposed to the previous teachers, the use of direct feedback is not present among T4's practices as peer feedback is preferred instead. The activities reported by T4 include corrections carried out in classes which involve discussions about systematic problems rather than individual mistakes. The correct form is not provided when giving feedback since T4 considers that the students should come up with their own answer. Positive comments about what the students are doing well are always included.

Regarding focus of feedback T4 divides the process of correction in steps; each step has its own focus. Digital format for written tasks –PDF files- are preferred in some contexts. Written comments are present in the correction since they allow to cover different aspects in one single comment. Good aspects of the work are always highlighted. The same as in other cases, revision is addressed as a process which follows specific steps, namely: focus on discourse, grammar, spelling and

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punctuation followed by other aspects –not specified-. This structure of focus varies depending on the type of task i.e. the subject of instruction influences the focus of feedback. If the subject, hence the task, is related to formal aspects of the language – for example a verb tense- the focus of feedback is going to be local rather than global. According to T4 the focus of feedback has to be specific and closely related to the objective of the task. The students thus handle specific aspects of the subject. In other words, the process of learning is organised by means of the specific aspects evaluated in the tasks. The errors are not marked selectively neither comprehensively since T4 prefers discussion and peer feedback. The correct form is replaced by a hint to prompt self-correction.

According to T4, a good practice of feedback includes modelling. Modelling refers to providing correct models and giving explicit instructions concerning expected forms in the task. Also, pointing out the model to tell the students how it should be. Modelling is relevant since they provide good and clear examples for the students to get the idea and the style of what they have to do in the task. This structure of feedback can be time consuming so teachers may tend to simplify the process. The matter of time is always present when giving feedback, as in the reports of the other teachers. T4 also explains that it is difficult not to get into the students' minds and understand what they wanted to say. This issue adds complexity to the process of correction since sometimes the teacher ends thinking for the student. Personal interviews are relevant in what is considered a good practice since face-to-face interaction gives you –the teacher- direct feedback about how students understood feedback.

According to T4, effective evaluation considers a mixture of techniques in different cases. Taking the evaluation in steps is also relevant to ensure adequate levels of effectiveness. T4 considers that positive feedback has to be always present in the process of evaluation. In addition, T4 posits that asking the students how they feel about the different practices is a good way to evaluate his own performance as a teacher.

The evaluation includes a mark since the formal context of instruction requires it. Although, marks are not part of what T4 considers as important in the process of feedback. As T4 explains, a number does not represent the complex process that writing is. Instead, it is the concentration of the student on the accomplishment of the task that is more relevant than the final mark.

Concerning the student's role in the process of feedback, T4 claims for a cultural change. In particular, he advocates that students should take responsibility of their own education and be interested on learning and improving. Also, students should become aware and take responsibility of the fact that there is someone –the teacher- correcting them and giving feedback for their own improvement.

4.2.2 Teachers' perceptions of their feedback practice

RQ2.1 deals exclusively with teacher's perceptions of their writing feedback practices. The information was analyzed and categorized according to three criteria that seemed to cover the range of issues found across the interviews, namely: Strategy of feedback, Focus of feedback and Criteria of feedback. Table 11 below displays the results of this analysis.

Table 11: Comparative table of strategy, focus and criteria

Feedback	T1	T2	T3	T4
STRATEGY	- If it is a digital document the error is highlighted and commented -Use of colours to categorize de errors (language instruction) - Written comments -Reading the document more than once to notice and check different aspects -Underline, circle, and mark the errors -Prefers comments rather than giving the correct form - Use of rubrics	- Underline, circle, written comments at the end (for praising or discussing ideas and contents) - I always give the correct form - Use of rubrics	- Written suggestions, comments and remarks concerning ideas and content - Specific comments at the end of the essay when further suggestions are needed - Underline and write what type of error is it. For example *grammar*, concerning form - Types of evaluation: individual tests, papers or research-work tasks - Circle the error and suggest to use another word or structure, for example - Not giving the correct form but showing the correct path to follow; "opening doors" - I do not use crosses. When something seems wrong I just circle it or use an interrogative mark	-I don't give direct feedback - I use peer feedback activities - Discuss in class common errors; systematic problems more than individual mistakes - Students use PDF files so I can provide sticky notes, write comments regarding things as well as being able to go and cross multiple things either than just one - Write comments at the end of a sentence and at the end of a section
FOCUS	-Organization of ideas, especially in argumentation (elaboration of arguments) -Style of discourse Mainly the differences that exist between languages (English/Spanish) -Grammar related to intelligibility and errors corresponding to every learning level - Organization of ideas appears in the rubrics as more relevant than grammar. The rubrics depend on the subject – theory or language-	-Every aspect, from punctuation to content/ideas, in the same hierarchy: - Formal aspects - Genre aspects - Paragraph organization - Style of discourse (From Spanish structures to English structures) - Lexical choices - Content, ideas, arguments	- Content - Malpractices when dealing or approaching literary texts - Deep knowledge and understanding of the text we are working with - Attitudes, situations and responses in a long term - Focus on form and content, giving each student time to read, understand and think about their mistakes and errors	First, focus on discourse, and then focus on grammar, then in spelling and punctuation, etc. - It depends on the task. For example: - when working in a specific tense, focus on those things rather than having like a global view of all the errors and spellings and regulations and everything - Focus on a specific task so the students can, actually, learn something they can handle and be able to implement right away
CRITERIA	-Mark the errors as much as time allows doing it -Give positive feedback on what students are doing well -Feedback practices vary depending on the subject - If it is a digital document the error is highlighted and commented -Scaffolded evaluation -Having a clear objective of what the teacher wants to find in the task, thus it is easier for the teacher to tell the student what is he/she doing wrong or right	- Many written comments to maintain the discussion with the students and afterwards dedicate time to discuss the correction. Not only as a written form but also as an oral interview, to assure a good evaluation process - Mark all the errors, every time - If they are too frequent, I write it as a footnote, to make the student notice the frequent error	As he works on the area of Literature: - written suggestions, comments and remarks concerning ideas and content - Specific comments at the end of the essay when further suggestions are needed - Always considering a personal interview after the evaluations - The focus of feedback depends on the topic - Mark the errors only at the	- Feedback in different ways for students at different levels - Take the evaluation in different steps - I don't give them direct feedback - I use peer feedback activities - Discuss in class common errors; systematic problems more than individual mistakes -Rather than telling them what is the correct form I would rather have them to

-The focus of the feedback depends on the topic - Marks errors mostly at the beginning of the correction, leading it to a global view of the document -Prefers comments rather than giving the correct form - Gives written comments because: the student and the teacher are leading with discourse, to give the students two types of information; discursive info. and info. about content, as a way of communication with the students, to give them more instruments, and to help them to focus on what they need to improve -Feedback given by means of levels/steps/phases -Feedback given through time -Oral Feedback is a complement of the whole process of correction, and it is useful to clarify some points that may have not been clear in the correction - There is a rubric and the rubric incorporates the mark	- The way I mark the errors is less consistent than I would like them to be - I always give the correct form - Just marking the errors does not make any consciousness in the student about it - When they make the same error many times I just write "Come and see me" - Written comments helps to contextualize all the errors I mark - I use a rubric and it incorporates a mark -Every work, draft, essay is evaluated with a mark - Oral Feedback is very relevant since it completes, complements and gives sense to the process of correction	beginning, selectively - I do not use crosses. When something seems wrong I just circle it or use an interrogative mark -Written Comments: I see it as a multiple dialogue game. Where the writer, the audience, the author and the characters have to dialogue - I encourage the students to dialogue not only in the context of the test or the paper but in a further deep thought about the reading - Stimulate students to maintain the literary discussion after the evaluation - I give marks because it is part of the programme - Drafts do not necessarily need a grade. They only get written comments and suggestions to encourage them to justify and reconsider their ideas or thoughts - The effectiveness of the feedback depends on the objective. If my objective is to generate a dialogue, I will consider my feedback effective if the student engages in his/her evaluation actively - As students do not engage and commit to their evaluation process I do not get any feedback from them and I can't get a clear idea of the effectiveness of the feedback I give - Student's performance - Comparing my feedback with other colleagues - Oral feedback is very relevant; the process of correction does not end with the mark, there is an important part that is the moment of discussion with the teacher	come up with their own answer - Point out what are the good things - Modeling. Providing correct models and giving explicit instruction concerning forms. - Point out the model to tell the students how it should be. - Provide different kinds of models that are good samples for them to get the idea, get the style -The focus of feedback depends on the task - It depends on the task, depends on the level, depends on the activity, depends if they are graduate or undergraduate students -Self-correction, giving them little hints about the correct forms - Students use PDF files so I can provide sticky notes, write comments regarding things as well as being able to go and cross multiple things either than just one - Write comments at the end of a sentence and at the end of a section - Highlight good aspects always - Use written comments as a recursive process between the teacher and the student - I don't like grades. Numbers do not represent the complex process that writing is - I like students to concentrate on accomplishing the task or the project rather than focusing on what mark they are getting - A mixture of techniques for different cases - Take the evaluation in several steps - Always give positive feedback

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Table 11 concentrates the essential information regarding teachers' perceptions about their practices.

The category of *strategy* groups the information about how teachers mark the errors. In the four cases there are patterns of correction. Regarding written comments, all four teachers use written comments as a general practice of correction. Common *strategies* such as underline and circle are present in the case of T1, T2 and T3. T4 appears as a special case since explicit feedback (see section 2.3.3) is not present. T1 also uses colours in order to categorize errors. This strategy is present only in case of T1. Only T2 uses the strategy of providing the correct form consistently. T1, T3 and T4 prefer suggestions by means of written comments rather than giving explicitly the correct form. The use of rubric is present in cases of T1 and T2. T3 and T4 do not refer to this matter. T3 considers that the type of evaluation is a specific type of feedback. In the case of T4 the class discussion is also present.

The category of *focus* deals with the aspects that teachers place the emphasis when they correct. This category is characterized by the fact that the four cases deal with different subjects. The information obtained by the interviews showed that the focus of feedback differs from subject to subject, hence the focus is different for each case. T1's focus is more related to content aspects. T2's focus deals with formal and structural aspects of language. T3 also with content –Literary content- and T4's focus is on global aspects rather than local.

The category of *criteria* groups all the principles that underlie the selection of practices of feedback. According to the collected data, T1 and T4 seem to agree in several important feedback criteria. These include Positive feedback, "scaffolded" evaluation, consideration of digital documents when correcting, having clear objectives when evaluating and having different criteria to deal with different aspects. The use of marks, the importance of oral feedback –personal interviews-, and the relevance of written comments to encourage the involvement of students are criteria in which the four cases agree. Although, the evidence presented shows a great

amount of matches in the criteria, there are a lot of other aspects that differ from case to case (see Table 12 below).

After analysing table 11 results, several key issues seem to emerge clearly. In the table presented below, different categories considered as key issues are arranged in order to compare and contrast teachers' preferences.

Table 12: Key issues (Yes/No)

	T1	T2	T3	T4
Written comments	Yes	Yes	Yes	Yes
Providing the correct form	No	Yes	No	No
Give positive feedback	Yes	Yes	–	Yes
Oral feedback	Yes	Yes	Yes	Yes
Mark all the errors	–	Yes	No	No
Mark errors selectively	Yes	No	Yes	–
Use of rubric	Yes	Yes	–	–
Marks	Yes	Yes	Yes	Yes
Focus of feedback depends on the topic	Yes	–	Yes	Yes
Scaffolded evaluation	Yes	–	Yes	Yes
Digital documents	Yes	–	–	Yes
Active Students' Role	Yes	Yes	Yes	Yes

As it can be observed in Table 12 above, the use of written comments, when providing feedback in written tasks, is shared by all four teachers. Concerning the issue of providing the right form when correcting an error T1, T3 and T4 state that they do not do it. Whereas T2 directly states that she always does it. The use of positive feedback is shared by T1, T2 and T4. In regard to the use of oral feedback in their practices, the four participants agree on its use. On the subject of correcting the

errors comprehensively the only teacher that reveals doing so is T2. Contrastively, T1 and T3 indicate their preference for marking the errors selectively. Related to the use of rubrics, T1 and T2 coincide on its use when correcting written tasks, while the others do not mention it as part of their correction strategies. Regarding the use of marks, all four cases agree on its use. With respect of the focus of feedback T1, T3 and T4 opinions match to the fact that it depends on the topic. The idea of a scaffolded evaluation is shared by T1, T2 and T4. Considering the use of a digital document as an evaluation tool is present in T1 and T4. Finally, all four participants agree on the importance of the active role of the students in the evaluation process.

4.2.3 Teachers' beliefs on written feedback

RQ 2.2 What are the beliefs of teachers concerning feedback practices in relation to the following aspects: role of students, effectiveness, influential factors?

The information was examined and organised in **Table 13**

Table 13: Relevant aspects of feedback

Relevant Aspects of Feedback	T1	T2	T3	T4
Students' Role	-It should be active, and a small percentage of students play this role	- It should be active - The students should be aware of the importance of being interested on how the teacher corrected them	- It should be active - The student should engage in his/her evaluation process, and commit to the dialogue involved in the evaluation	- There should be a cultural change - Students should take responsibility of their own education and be interested on learning and improving -Students should be aware and also take the responsibility that someone, the teacher, took the time to correct and give feedback for them to improve

Effectiveness of Feedback	-An effective feedback is given by means of levels, steps or phases -Feedback given through time -Evaluation of the effectiveness by asking the students	-Evaluation of the feedback by asking the students how they feel about the corrections -Dedicating part of the class to discussion about the feedback, and the performance of the students	- If my objective is to generate a dialogue, I will consider my feedback effective if the student engages in his/her evaluation actively - As students do not engage and commit to their evaluation process I do not get any feedback from them and I can't get a clear idea of the effectiveness of the feedback I give - Student's performance - Comparing my feedback with other colleagues	- An effective feedback is a mixture of techniques for different cases - Take the evaluation in several steps - Always give positive feedback - Asking the students how they feel about it to know their history and learning backgrounds
Influential Factors	-Time to read the documents more than once	- Time - Lack of interest/motivation from the students - Lack of institutionalization	- Lack of time - Lack of interest and time of the students - Deadlines at University - Lack of organization within the department	- Time

With respect to student's role, T1, T2, and T3 point out explicitly that students' role should be active. T1 adds that this role is played only by a small percentage of students. T2 and T3 claim for the commitment of the student with the process of correction. T2 remarks the importance of becoming aware of how the

process is carried out and T3 expects this commitment to create a dialog based on the feedback provided. In different words but with clear relation to this T4 expects responsibility from the student. The cultural change seems to be necessary to fulfil this expectation. The students should be responsible of being interested in their own education. As well as being aware that there is a person –the teacher- involved in the process of correction with the purpose of students to improve.

Concerning the effectiveness of feedback participants, T1 and T4 consider evaluations in steps as an effective practice –scaffolded evaluation-. T2 and T3 consider that an effective practice of feedback generates dialog and further discussion. T1, T2 and T4 consider asking the students how they feel about their own feedback practices as a form of evaluating them. In relation to this matter T3 evaluates his own practices of feedback by observing if the objective of generating dialog is fulfilled. Also by observing students' performances and comparing practices with other colleagues.

On the subject of influential factors, time is considered by the four cases as the main factor that influences feedback practices. In the cases of T2 and T3 the factor of students' motivation appears also as interference. T2 considers the lack of institutionalization as relevant to this matter. T3 claims also that deadlines in the formal context instruction and lack of organization within the department also influence feedback practices.

4.3 Results for Research Question 3

The results in this section were obtained from the data analysis corresponding to the students' questionnaire concerning students' perceptions of the feedback provided by T1, T2, T3 and T4 (under RQ3). From a total of 18 questions, 8 had a focus on collecting students' perceptions and beliefs about a specific teacher. 10 of them were part of the personal information and educational background items. All the questions asked to provide only one answer per question and per participant, with the exception of question 18 which allowed up to 3 answers per participant

T1's questionnaire was responded by 7 participants, T2', T3's and T4's questionnaire by 9 participants. (see section 3.3.1 for a description of participants)

Figure 42: Is your teacher's feedback, in general, legible?
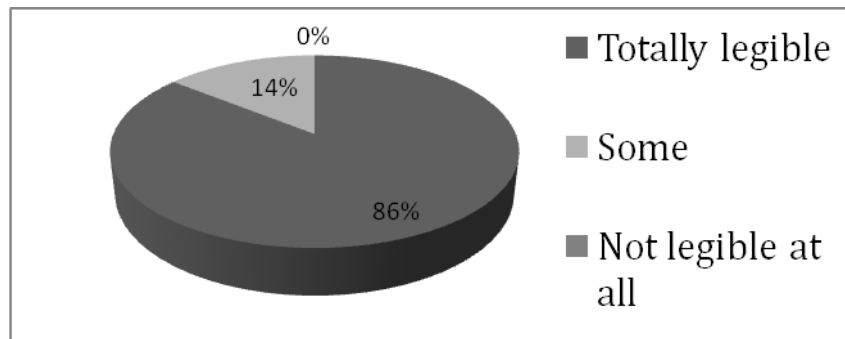
Figure 41 displays the results from question 10 of the questionnaire *3.1. Is T1's feedback, in general, legible? (Please choose only one answer).*

Results here show that the great majority of participants (86%) thought that the feedback provided by T1 was *Totally legible*. Only 14% of the samples considered that only *Some* of T1's feedback was legible and 0% of the students thought the teacher's feedback was *Not legible at all*.

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Figure 43: Is your teacher's feedback, in general, legible?
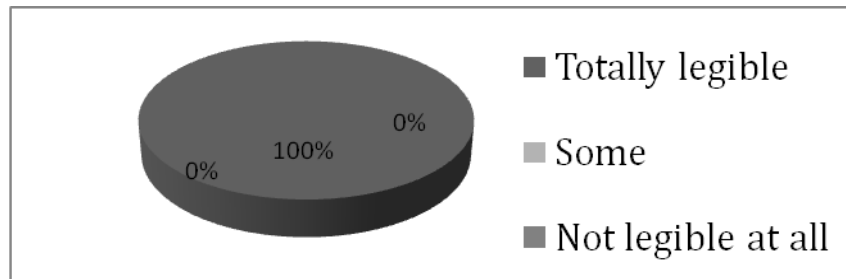
Figure 42 shows the results for question 10 of the questionnaire *3.1. Is T2's feedback, in general, legible? (please choose only one answer).*

For this question all the participants (100%) agreed the feedback provided by T2 was *Totally legible*.

Figure 44: Is your teacher's feedback, in general, legible?
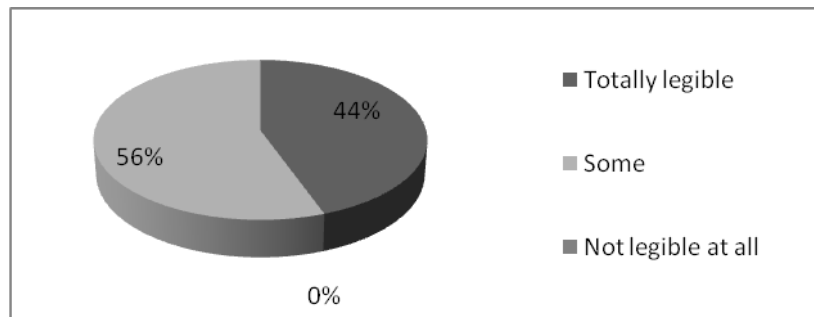
Figure 43 summarizes the results for question 10 of the questionnaire *3.1. Is T3's feedback, in general, legible? (please choose only one answer).*

Participants here shared the idea that T3's feedback was *Some* (56%) or *Totally legible* (44%). No student thought T3's feedback was *Not legible at all*.

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Figure 45: Is your teacher's feedback, in general, legible?
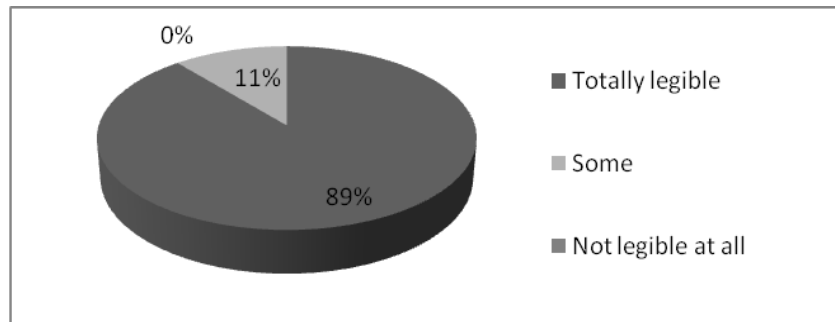
Figure 44 presents the results from question 10 of the questionnaire *3.1. Is T4's feedback, in general, legible? (please choose only one answer)*.

Here results were distributed between a great majority of participants (89%) indicating that the feedback provided by T4 was *Totally legible* and only an 11% of considering that only *Some* of T1's feedback was legible.

Figure 46: Is your teachers' feedback, in general, legible?
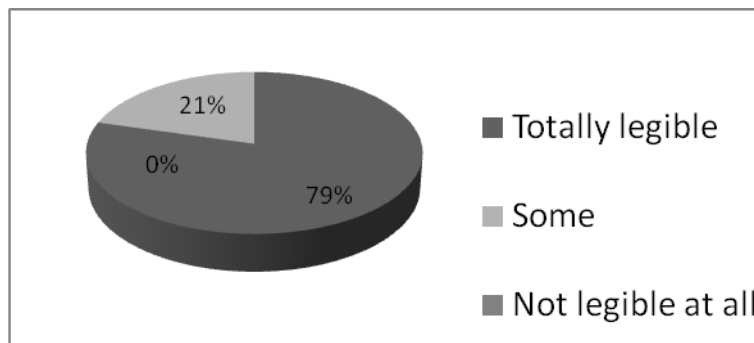
Results from Figure 41 to Figure 44 shown in Figure 45 show that the great majority of the participants thought their teacher's feedback was *Totally legible*. The results of T3's students were the ones that differed more drastically from the rest of the data set. These results indicated that only *Some* of T3's feedback was considered legible. As discussed in section 5.3, this divergence could be explained by the fact that the type of feedback T3 provided to the students attending to his course.

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Figure 47: Which of the following types of feedback do you like your teacher to give you more?
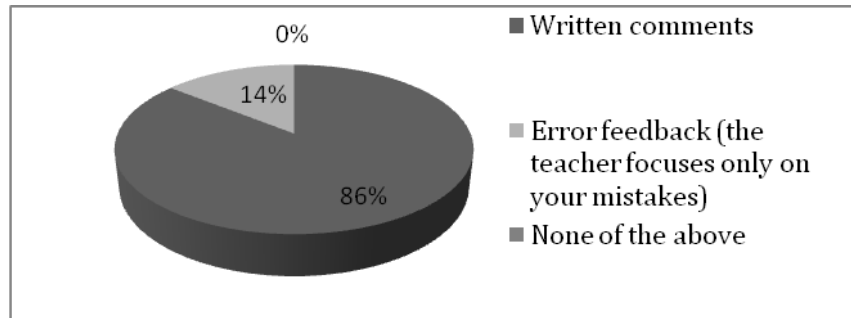
Figure 46 summarizes the results for question *3.2. Which of the following types of feedback do you like T1 to give you more? (please choose only one answer).*

Most of the students (86%) chose *Written comments* as the type of feedback they would like to receive, 14% of them preferred *Error feedback* and 0% *None of the above*.

Figure 48: Which of the following types of feedback do you like your teacher to give you more?
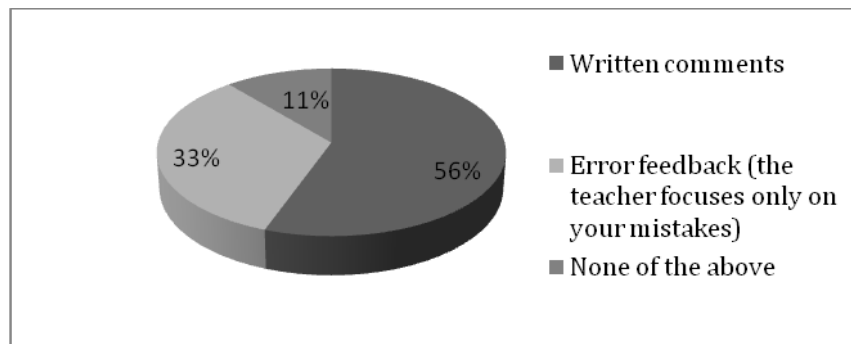
Figure 47 presents the results for question *3.2.Which of the following types of feedback do you like T2 to give you more? (Please choose only one answer).*

The great majority (56%) chose *Written comments* as the type of feedback they would like to receive, 33% of them preferred *Error feedback* and 11% *None of the above*.

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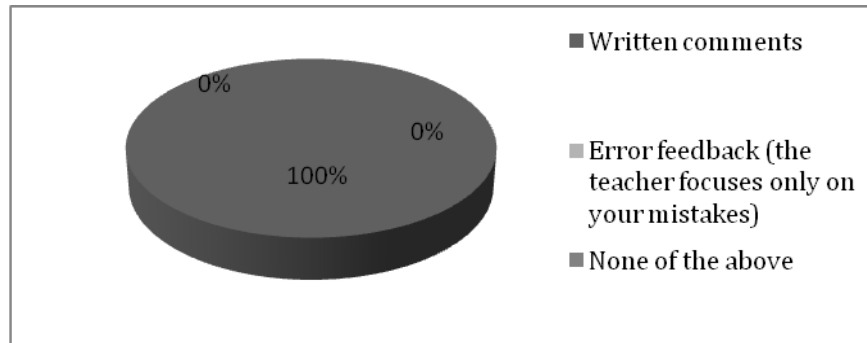
Figure 48 shows the results for question *3.2. Which of the following types of feedback do you like T3 to give you more? (Please choose only one answer).*

The total of the participants selected *Written comments* as the type of feedback they preferred to be given the most.

Figure 50: Which of the following types of feedback do you like your teacher to give you more?
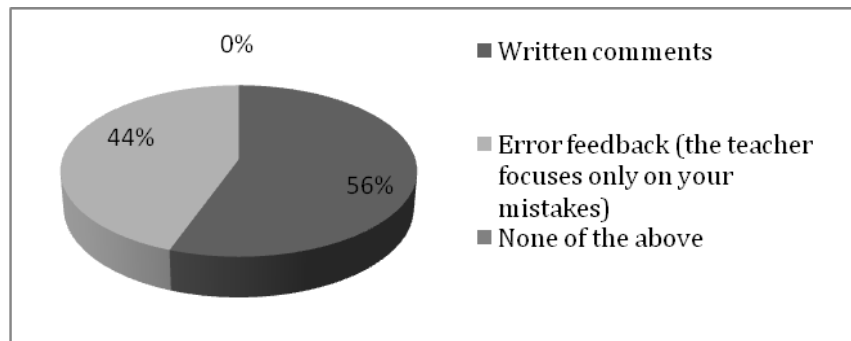
Figure 49 displays the results for question *3.2. Which of the following types of feedback do you like T4 to give you more? (Please choose only one answer).*

Half of the students (56%) selected *Written comments* as the type of feedback they would like to receive, followed by *Error feedback* (44%) and *None of the above* (0%).

Figure 51: Which of the following types of feedback do you like your teacher to give you more?
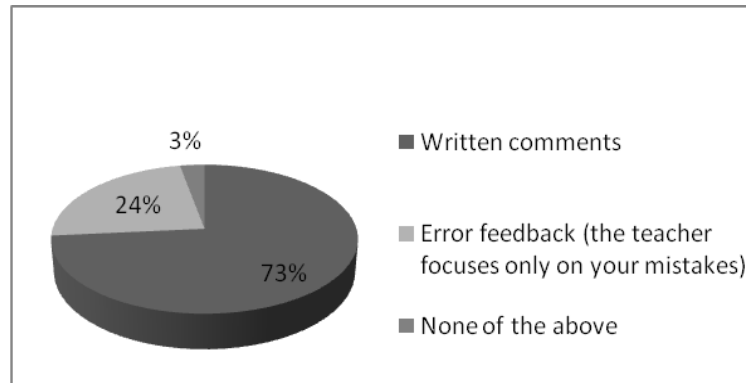
Results from Figure 46 to Figure 49 shown in Figure 50 indicate that *Written comments* was the type of feedback students preferred to receive the most from their teachers. *Error feedback* was the following preference but considerably less frequent. Other categories had little or no preference by the participants. These results seem to agree with results from the same question for T1 and T2 (Figure 43.a and 43d below).

Figure 52: Which of the following type of feedback do you like your teacher to give you less?
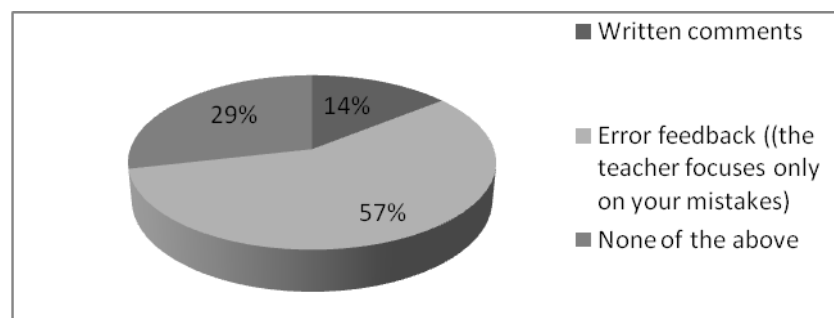
Figure 51 shows the results for question *3.3. Which of the following type of feedback do you like T1 to give you less? (Please choose only one answer).*

In this question, 56% of the participants preferred to receive *Error feedback* in their corrections. 14% chose *Written comments* as the preference they would like to receive less and 29% came down in favor of *None of the above*.

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Figure 53: Which of the following type of feedback do you like your teacher to give you less?
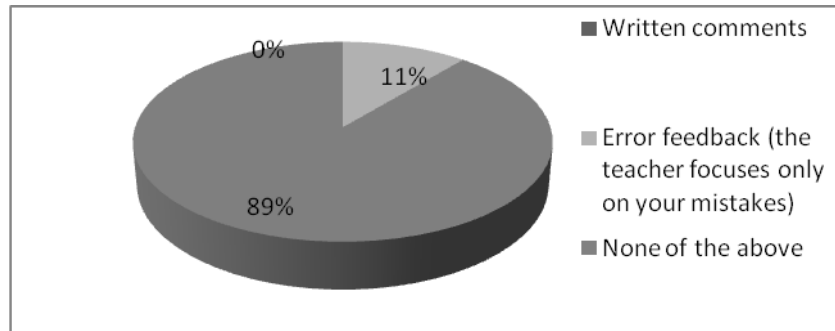
Figure 52 exposes the results for question *3.3. Which of the following type of feedback do you like T2 to give you less? (Please choose only one answer).*

Interestingly, the vast majority of participants (89%) preferred to receive *None of the above*. 11% selected *Error feedback* as the second preference they would like to receive less and *Written comments had 0% of choice.*

Figure 54: Which of the following type of feedback do you like your teacher to give you less?
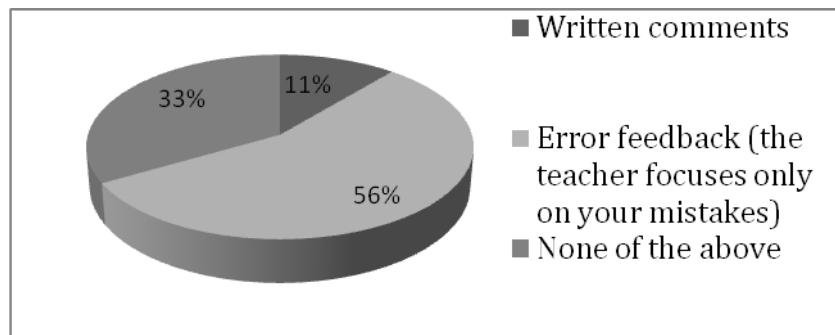
Figure 53 presents the results for question *3.3. Which of the following type of feedback do you like T3 to give you less? (Please choose only one answer).*

In this question, 56% of the participants indicated that they preferred to receive *Error feedback* in their corrections. 33% of them came down in favor of *None*

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of the above and11% chose *Written comments* as the preference they would like to receive less.

Figure 55: Which of the following type of feedback do you like your teacher to give you less?
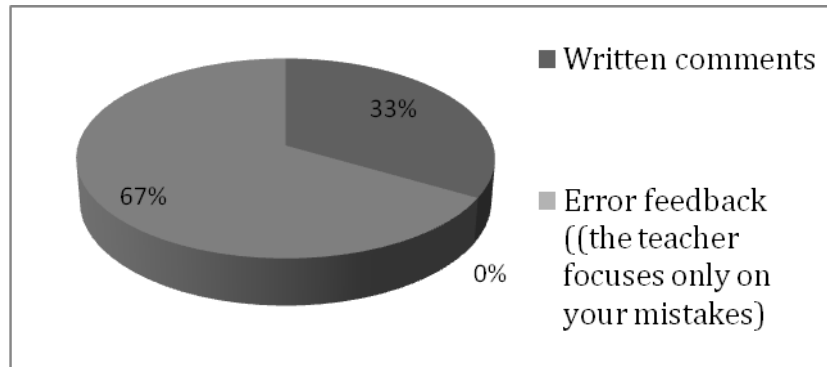
Figure 54 displays the results for question *3.3. Which of the following type of feedback do you like T4 to give you less? (Please choose only one answer).*

Most of the participants (67%) preferred here again to receive *None of the above* in their corrections followed by *Written comments* (33%) and Error feedback (0%).

Figure 56: Which of the following type of feedback do you like your teacher to give you less?
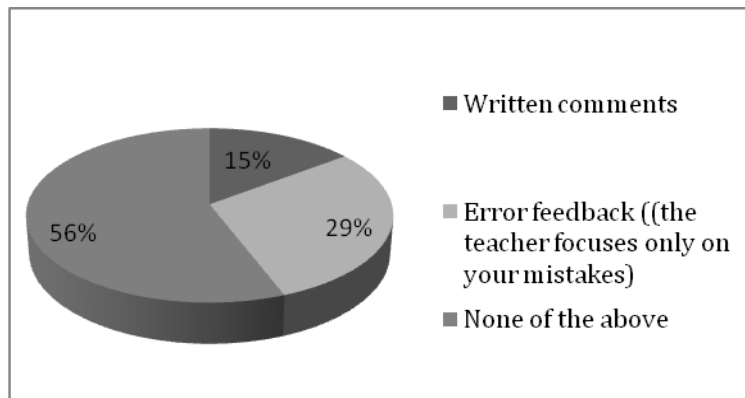
Results from Figure 51 to Figure 54 observed in Figure 55 were diverse in all questionnaires. The options *None of the above* had clearly the greatest amount of the preferences regarding all teachers. Written comments, on the other hand, seem to be the option with less choice for all the teachers. The students choice for *None of the above* might be interpreted as their preference for receiving any type of feedback instead of none (See also discussion in 5.3).

Figure 57: Which of the following types of feedback are you normally interested in finding out when you receive it?
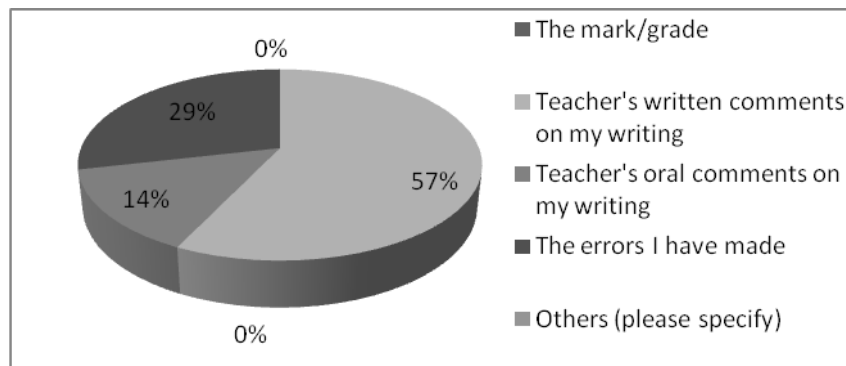
Figure 56 presents the answers for question *3.4. Which of the following types of feedback are you normally interested in finding out when you receive it? (Please choose only one answer)*about T1.

The type of feedback they were most interested in finding in their corrections were *Teacher's written comments on my writing* (57%). The following preference was *The errors I have made* (29%) next in line came *Teacher's oral comments on my writing* (14%), *The mark/grade* (0%) and finally *Others* had 0% of preference and no specification

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Figure 58: Which of the following types of feedback are you normally interested in finding out when you receive it?
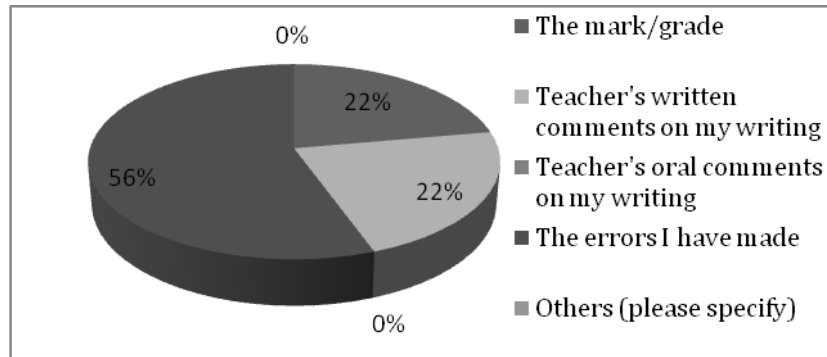
Figure 57 shows the answers for question *3.4. Which of the following types of feedback are you normally interested in finding out when you receive it? (Please choose only one answer)* about T2.

The type of feedback participants were most interested in finding in their corrections was *The errors I have made* (56%). The following preference were *Teacher's written comments on my writing* and *The mark/grade* (22% each) and finally *Teacher's oral comments on my writing* and *Other* had 0% of preference and no specification.

Figure 59: Which of the following types of feedback are you normally interested in finding out when you receive it?
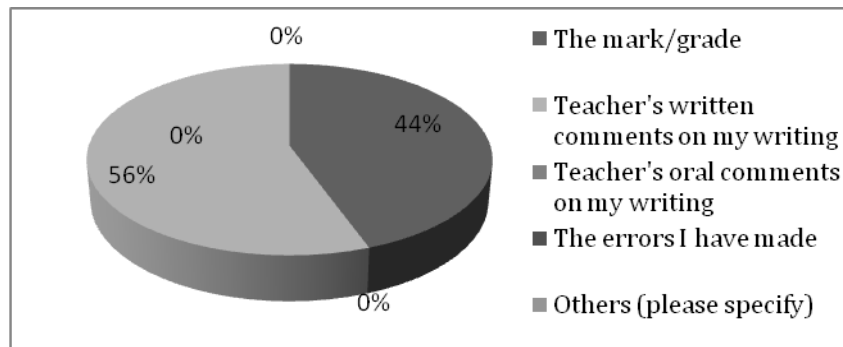
Figure 58 summarizes the answers for question *3.4. Which of the following types of feedback are you normally interested in finding out when you receive it? (Please choose only one answer)*about T3.

In this question, students favoured only two answers. The type of feedback they were most interested to find in their corrections were *Teacher's written comments on my writing* (56%) and the second preference was *The mark/grade* (44%). *Teacher's oral comments on my writing* (14%),*The errors I have made* and *Others* had 0% of preference and no specification.

Figure 60: Which of the following types of feedback are you normally interested in finding out when you receive it?
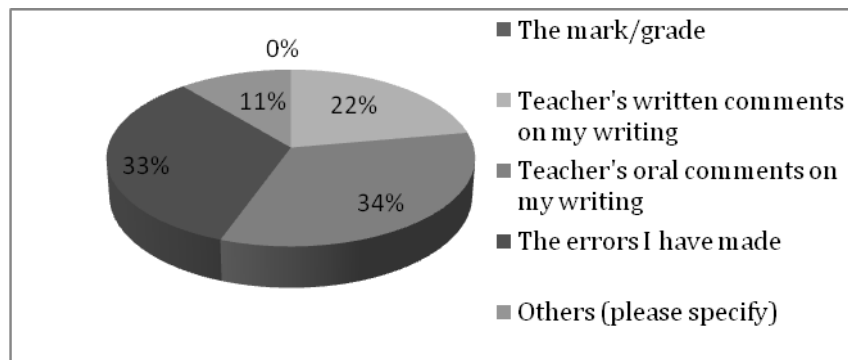
Figure 59 displays the answers for question *3.4. Which of the following types of feedback are you normally interested in finding out when you receive it? (Please choose only one answer)*about T4.

In this question *Teacher's oral comments on my writing* (34%) *and The errors I have made (33%)* prevailed in choice followed by *Teacher's written comments on my writing* (22%) and *The mark/grade* (11%), lastly *Others* (0%) had no preference and no specification.

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Figure 61: **Which of the following types of feedback are you normally interested in finding out when you receive it?**
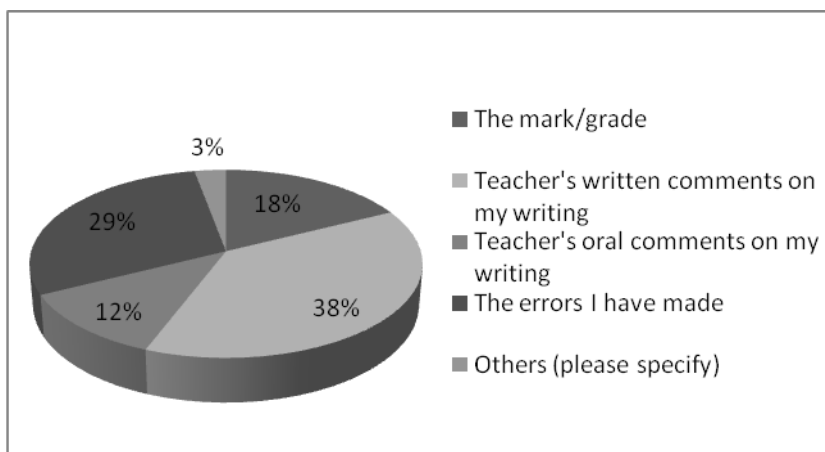
Results from figure 56 to 59 shown in Figure 60, students were transversally interested in finding out written comments and errors they had made on their written tasks. Even though those options did not appear as the first option in all cases, they did appear as the second preference in most cases. This suggests that participants do appreciate error correction in their writing tasks but also that they appreciate it more when comments explaining the focus of the evaluation are included.

Figure 62: Which of the following areas do you like your teacher to emphasize more?
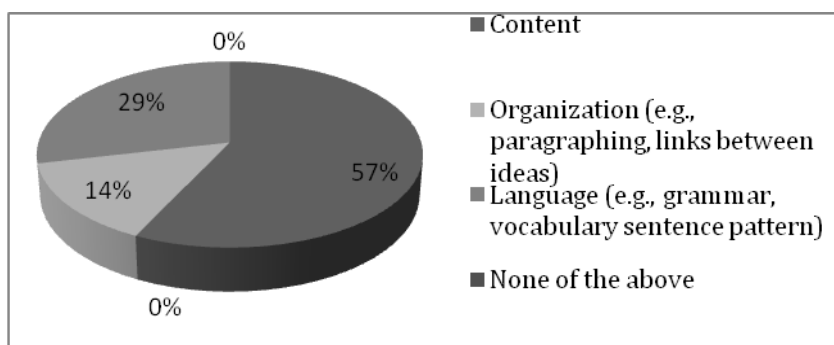
Figure 61 summarizes the results for question *3.5. Which of the following areas do you like T1 to emphasize more?(You can choose only ONE answer).*

The area the students would like T1 to emphasize more when giving feedback was *Content* with 57% of preference, the following selection was *Language* (29%), next corresponded to *Organization* (14%) and last to *Content* and *Other* with 0% of the preferences each.

Figure 63: Which of the following areas do you like your teacher to emphasize more?
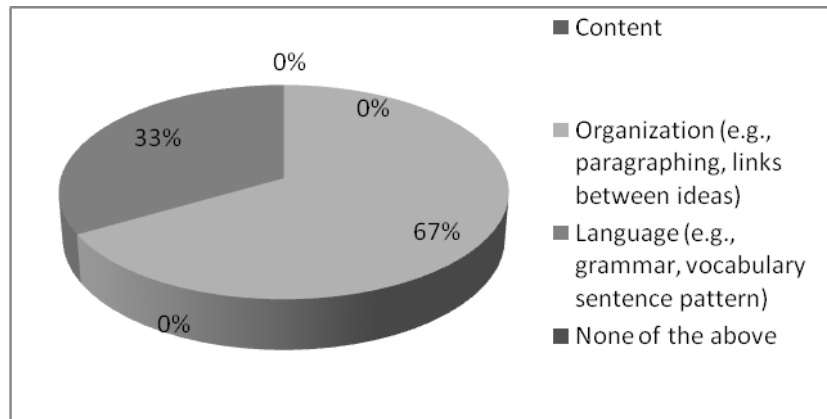
Figure 62 displays the results for question *3.5. Which of the following areas do you like T2 to emphasize more? (You can choose only ONE answer).*

The area the students would like T2 to emphasize more when giving feedback was *Organization* with 67% of preference, the following selection was *Language* (33%) and last *Content*, *None of the above* and *Other*with 0% of the preferences.

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Figure 64: Which of the following areas do you like your teacher to emphasize more?
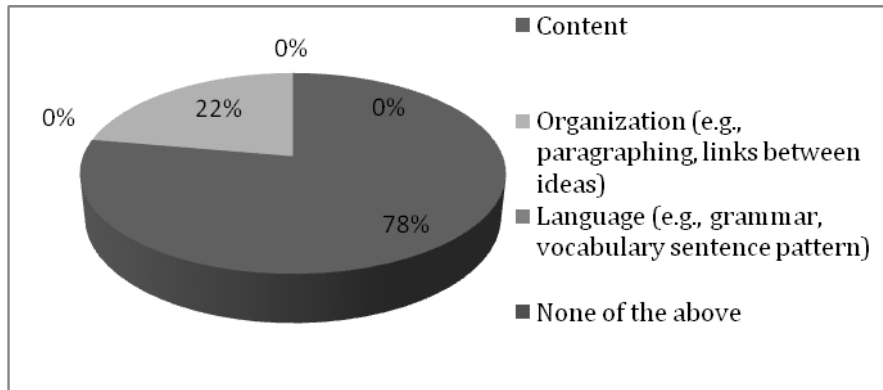
Figure 63 shows the results for question *3.5. Which of the following areas do you like T3 to emphasize more? (You can choose only ONE answer).*

The area the students would like T3 to emphasize more when giving feedback was *Content* (78%).The following was *Organization* (22%) and last *Language*, *None of the above*, and *Other* with 0% of the preferences.

Figure 65: Which of the following areas do you like your teacher to emphasize more?
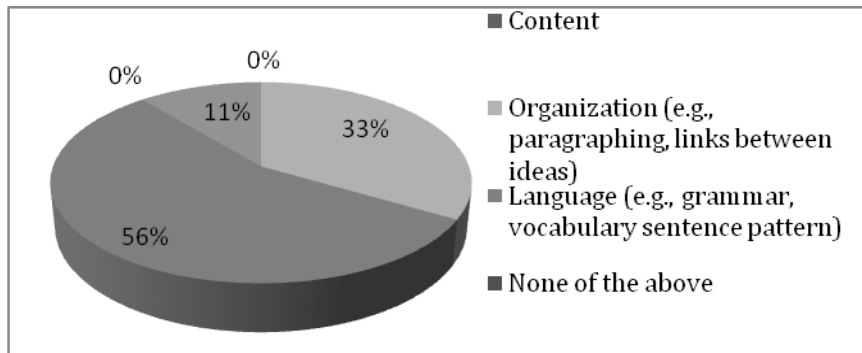
Figure 64 presents the results for question *3.5. Which of the following areas do you like T4 to emphasize more? (You can choose only ONE answer).*

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The area the students would like T4 to emphasize the most were *Language* (56%) and following was *Organization* (33%). Last was *Other* (11%), Content (0%) and *None of the above* (0%).
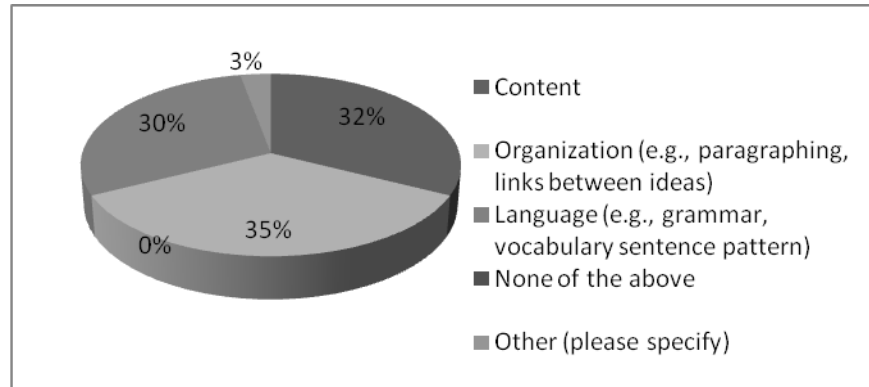
Figure 65 shows the results observed in figures 61 to 64 regarding emphasis on certain areas of the written task, the preferences which arose from the answers provided in the questionnaire seemed to be clearly influenced by the area to which the teacher in question belonged to. Content was chosen in the cases of T1 and T3, whose subject-matter was related to the explanation of ideas in the writing tasks. In the case of T2, who delivered the Written Discourse course, students preferred the teacher to emphasize in organization corrections. Finally, as T4's subject-matter was English language practice, students preferred corrections regarding language mistakes.

Figure 67: Which of the following areas do you like your teacher to emphasize less?
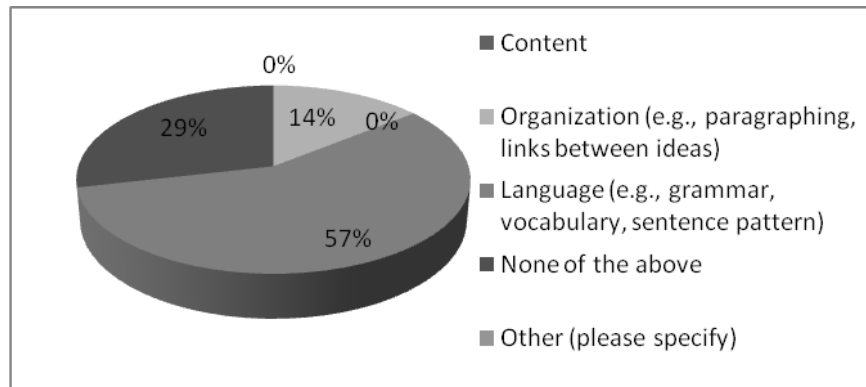
Figure 66 shows the results for question *3.6. Which of the following areas do you like T1 to emphasize less? (You can choose only ONE answer).*

The area they preferred to be emphasize the less was *Language* (57%), next followed *None of the above* (29%), then *Organization* (14%), and finally *Content* and *Other* with the same percentage each option (0%).

Figure 68: Which of the following areas do you like your teacher to emphasize less?
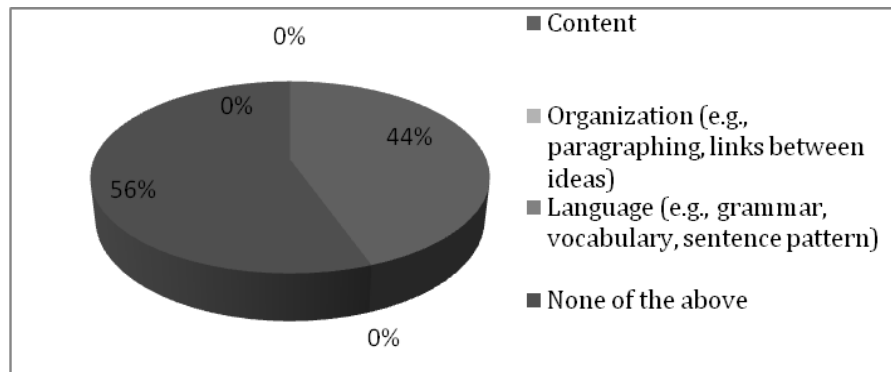
Figure 67 summarizes the results for question *3.6. Which of the following areas do you like T2 to emphasize less? (You can choose only ONE answer).*

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The area they preferred to be emphasize the less was *None of the above* (56%), next followed *Content* (44%) and finally *Content*, *Organization* and *Other* with the same percentage each option (0%).

Figure 69: Which of the following areas do you like your teacher to emphasize less?
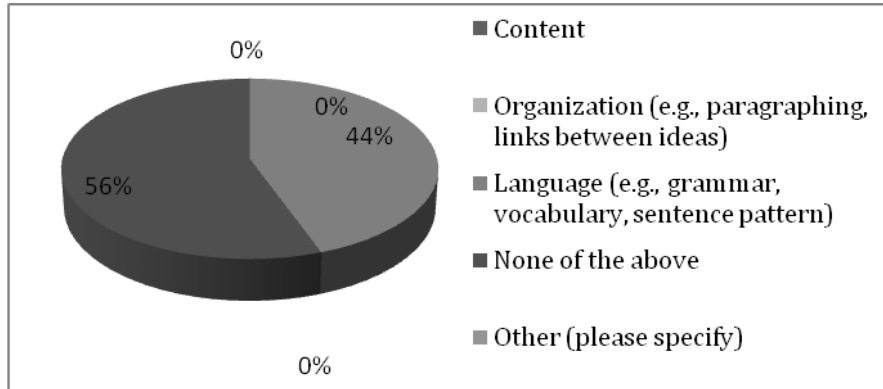
Figure 68 displays the results for question *3.6. Which of the following areas do you like T3 to emphasize less? (You can choose only ONE answer).*

The area they preferred to be emphasize the less was *None of the above* (56%), next followed *Language* (44%). Last in choice were *Content*, *Organization* and *Other* with the same percentage each option (0%).

Figure 70: Which of the following areas do you like your teacher to emphasize less?

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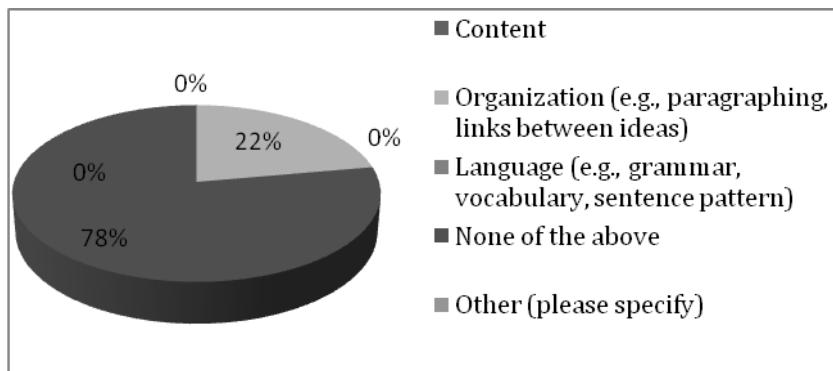
Figure 69 presents the results for question *3.6. Which of the following areas do you like T4 to emphasize less? (You can choose only ONE answer).*

The area they preferred to be emphasized the less was *None of the above* (78%), next followed *Organization* (22%), *Language* (0%), *Content* (0%), and *Other* (0%).

Figure 71: Which of the following areas do you like your teacher to emphasize less?
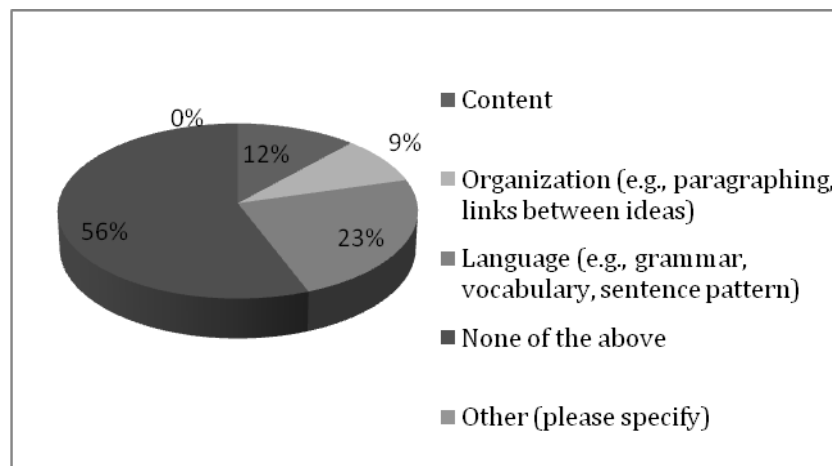
Figure 70 summarizes what results in figures 66 to 69 display. As a general preference, students chose the option *None of the above.* This seems to highlight the need the students have regarding feedback practices. Similar to the analysis of Figure 3.e, they rather get any type of feedback than not having any at all. (See RQ3 for a discussion)

Figure 72: Choose ONE box below to indicate the amount of error you like teacher to pay attention to
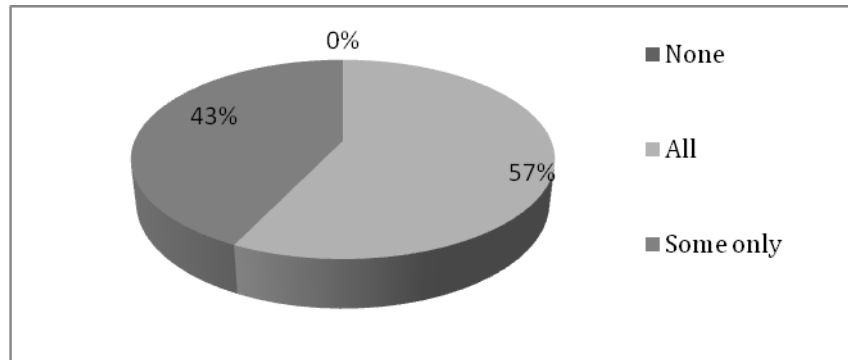
Figure 71 displays the results for question*3.7. Choose ONE box below to indicate the amount of error you like T1 to pay attention to (if your answer is 'None', go to question 3.6.).*

In this question, 57% of the students preferred T1 to pay attention to *All* their errors, 43% *Some only* and 0% chose the option *None.*

Figure 73: Choose ONE box below to indicate the amount of error you like teacher to pay attention to
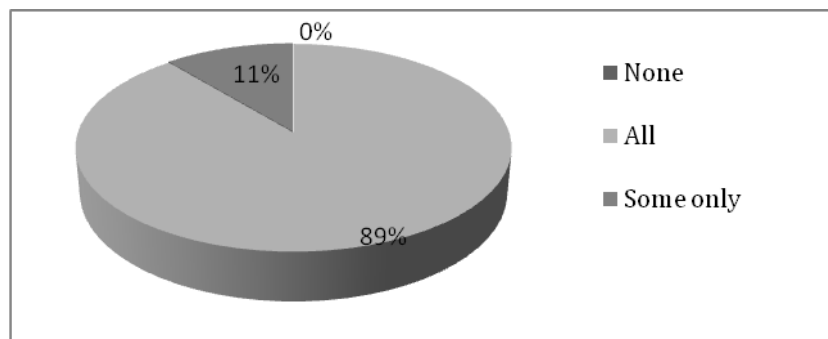
Figure 72 exposes the results for question *3.7. Choose ONE box below to indicate the amount of error you like T2 to pay attention to (if your answer is 'None', go to question 3.6.).*

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Regarding T2, 89% of participants preferred their teacher to pay attention to *All* their errors, 11% *Some only* and 0% chose the option *None.*

Figure 74: Choose ONE box below to indicate the amount of error you like teacher to pay attention to
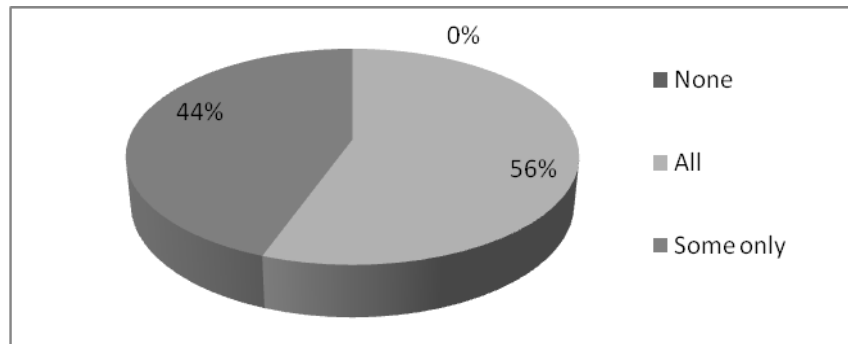
Figure 73 summarizes the results for question *3.7. Choose ONE box below to indicate the amount of error you like T3 to pay attention to (if your answer is 'None', go to question 3.6.).*

For this question, 56% of the participants preferred T3 to pay attention to *All* their errors, 44% *Some only* and 0% chose the option *None.*

Figure 75: Choose ONE box below to indicate the amount of error you like teacher to pay attention to
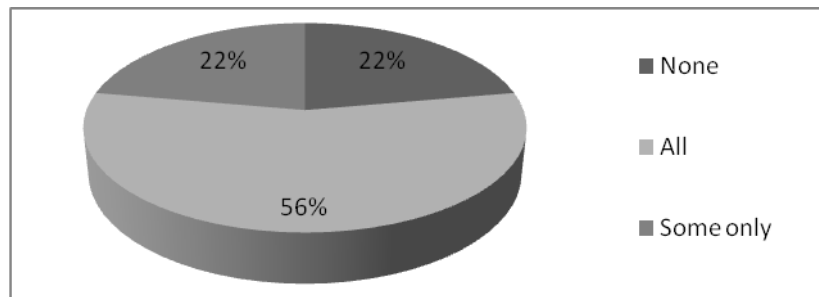
Figure 74 shows the results for question*3.7. Choose ONE box below to indicate the amount of error you like T4 to pay attention to (if your answer is 'None', go to question 3.6.).*

Half of the participants (56%) preferred T4 to pay attention to *All* their errors followed by *None* and *Some only*, both answers with 22% of the preferences.

Figure 76: Choose ONE box below to indicate the amount of error you like teacher to pay attention to
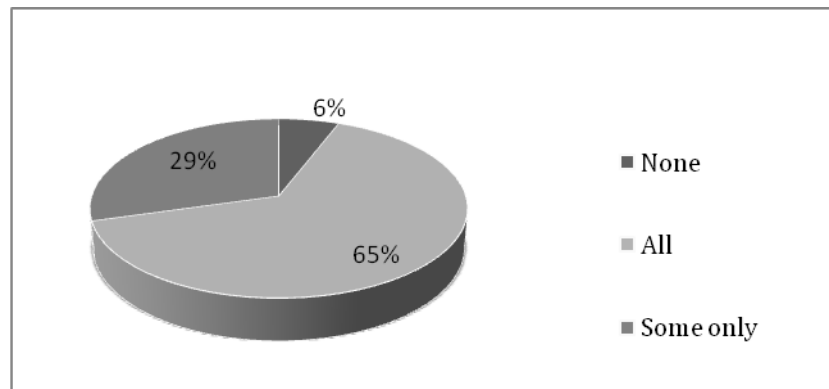
Figure 75 reflects the results drawn in figures 71 to 74 regarding the amount of errors students wanted their teacher to pay attention to. There was a clear tendency on preferring correction in all errors. These results are in accordance with the ones displayed in figures 43.e and 46.e, in which was demonstrated the reluctance students' have for not receiving feedback at all.

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Figure 77: Which of the following methods do you like your teacher to use more when responding to errors?
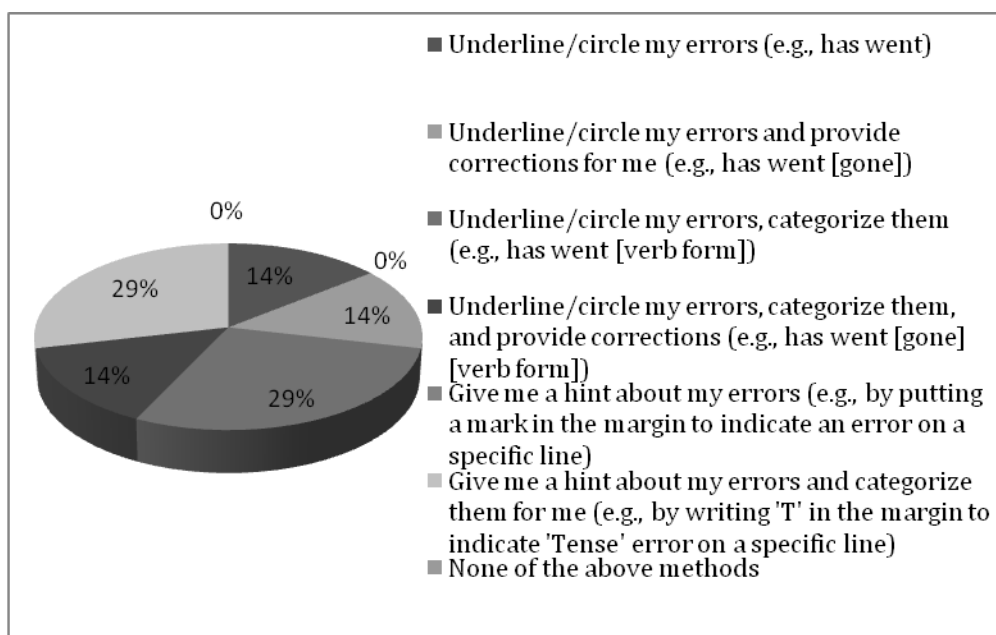
Figure 76 summarizes the results for questions*3.8. Which of the following methods do you like T1 to use more when responding to errors? (Please choose only one answer).*

The method students favored their professor to use the most were *Underline/circle my errors, Categorize them* and *Give me a hint about my errors and categorize them for me* in the same percentage each (29%) . Next came *Underline/circle my errors*, *Underline/circle my errors and provide corrections for me* and Underline*/circle my errors, categorize them and provide corrections* (14% each).Finally, *Give me a hint about my errors* and *None of the above* had 0% of preference

Figure 78: Which of the following methods do you like your teacher to use more when responding to errors?
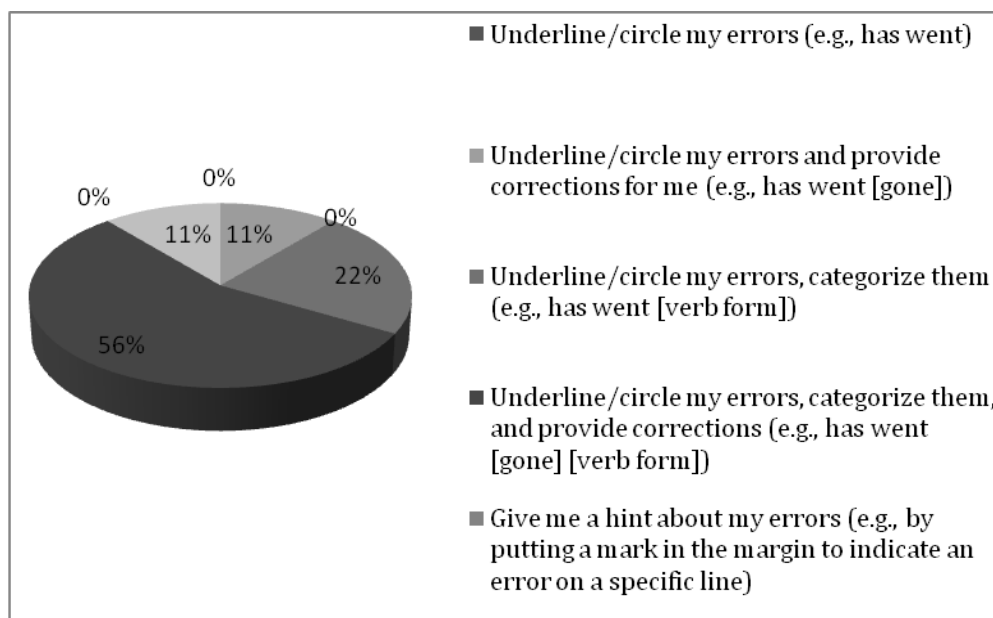
Figure 77 displays the results for question *3.8. Which of the following methods do you like T2 to use more when responding to errors? (Please choose only one answer).*

The method students favored their professor to use the most was *Underline/circle my errors, categorize them and provide corrections* (56%). Next came *Underline/circle my errors, categorize them* (22%).Then follow *Give me a hint about my errors and categorize them for me* and *Underline/circle my errors and provide corrections for me* (11%), and finally *None of the above* (0%).

Figure 79: Which of the following methods do you like T3 to use more when responding to errors?
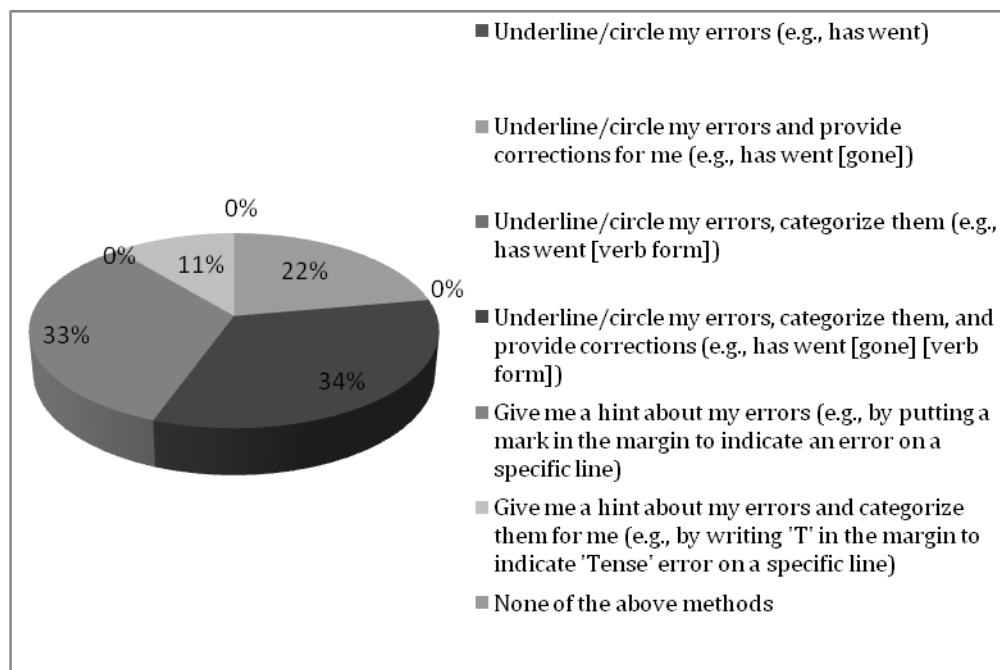
Figure 78 presents the results for questions *3.8. Which of the following methods do you like T3 to use more when responding to errors? (Please choose only one answer).*

The method students favored their professor to use the most were *Underline/circle my errors, categorize them, and provide corrections* (34%) and *Give me a hint about my errors* (33%). Next came *Underline/circle my errors and provide corrections for me* (22%), *Give me a hint about my errors and categorize them for me* (11%) and finally *Underline/Circle my errors, categorize them* (0%) and *None of the above (0%)*

Figure 80: Which of the following methods do you like T3 to use more when responding to errors?
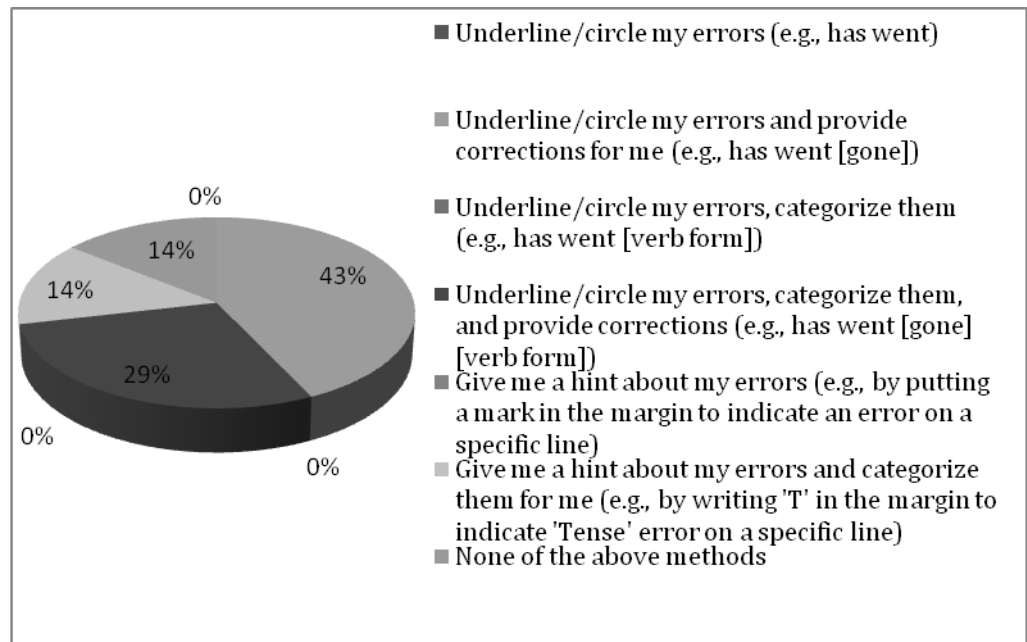
Figure 79 shows the results for questions *3.8. Which of the following methods do you like T4 to use more when responding to errors? (Please choose only one answer).*

The method students favored their professor to use the most was *Underline/circle my errors and provide corrections for me (43%).* Next came *Underline/circle my errors, categorize them and provide corrections for me(29%)* followed by *Give me a hint about my errors and categorize them for me* (14%)and *None of the above* (14%).Finally *Underline/circle my errors* (0%), *Underline/circle my errors, categorize them* (0%) and *Give me a hint about my errors* (0%) were last in choice.

Figure 81: Which of the following methods do you like T3 to use more when responding to errors?
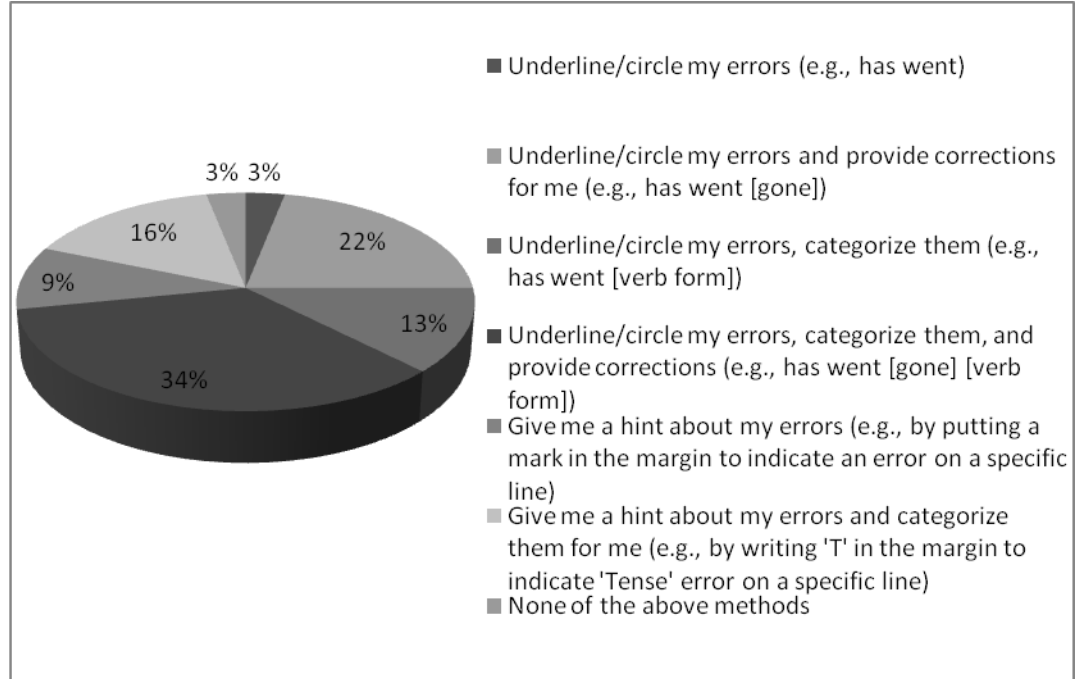
Figure 80 summarizes the results displayed in figures 76 to 79 that refer to the methods the students preferred their teacher to use when evaluating their written tasks. Following the need the students have regarding feedback, the option which had the greater amount of the preferences was *Underline/circle my errors, categorize them and provide corrections for me*. Students, then, would like to receive feedback as comprehensible and complete as possible. Categorization regarding mistakes seemed paramount in the preferences displayed, appearing always in first or second position.

Figure 82: Which of the following do you think your teacher should ask you to do more often when she returns your compositions?
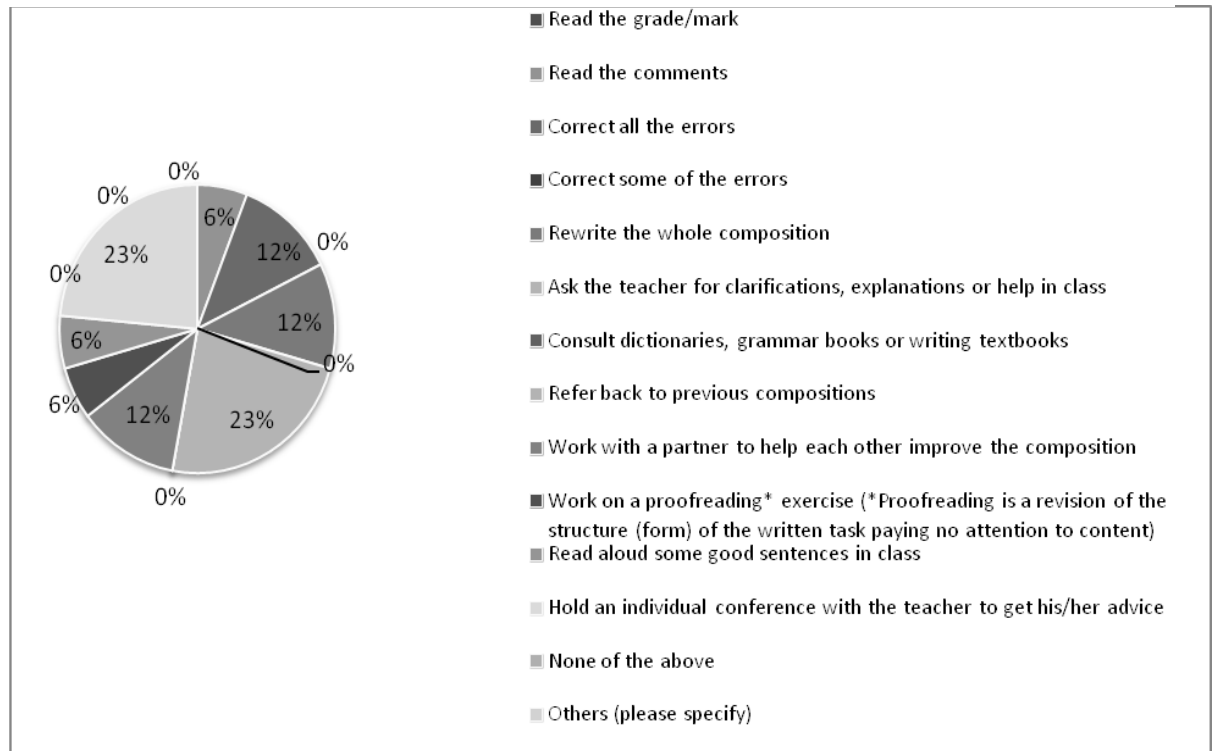
Figure 81 presents the results for question *3.9. Which of the following do you think T1 should ask you to do more often when returns your compositions? (You can tick a maximum of 3 boxes).*

From a total of 17 answers, the options *Ask the teacher for clarifications, explanations or help in class* (23%) and *Hold an individual conference with the teacher to get his/her advice* (23%) were first preference for T1's students. Next came *Correct all the errors* (12%), *Rewrite the whole composition* (12%), *Work with a partner to help each other improve the composition* (12%), *Read the comments* (6%), *Work on a proofreading exercise* (6%) and Read aloud some good sentences in class (6%). Finally, *Read the grade/mark* (0%), *Correct some of the errors* (0%), *Consult dictionaries, grammar books or writing textbooks* (0%), *Refer back to previous compositions* (0%), *None of the above* (0%) and *Others* (0%) were not selected at all.

Figure 83: Which of the following do you think your teacher should ask you to do more often when she returns your compositions?
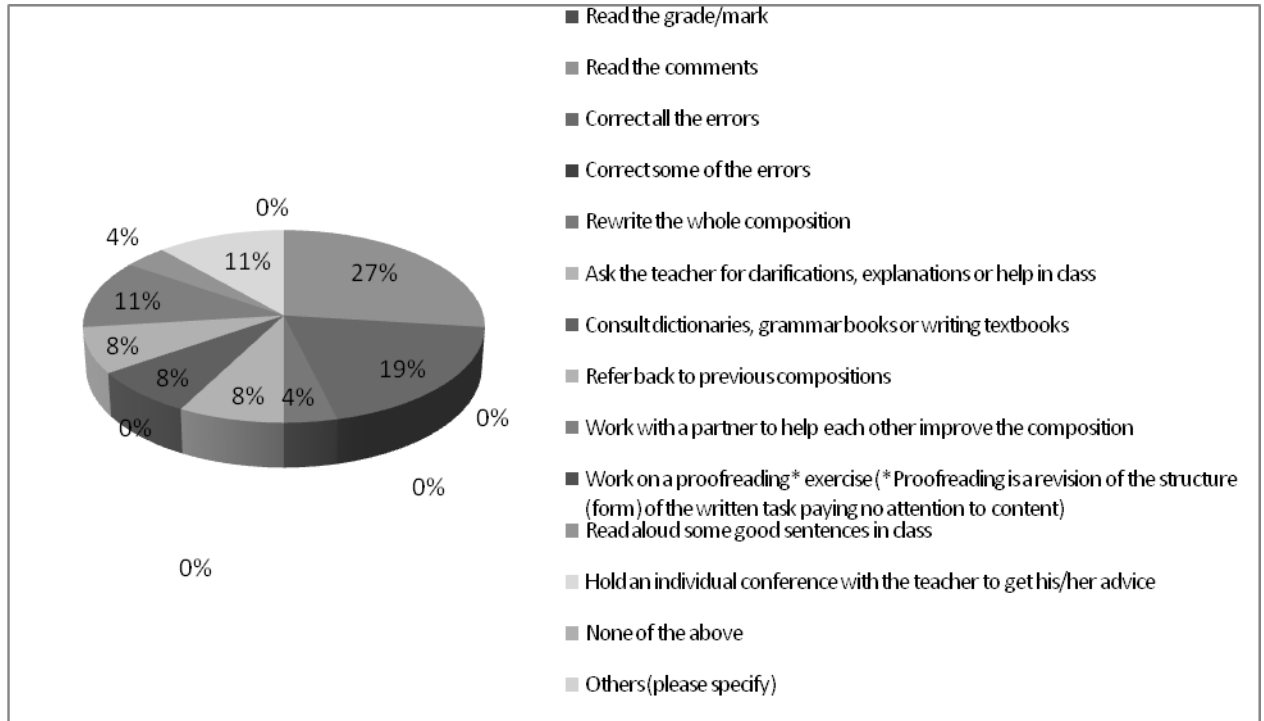
Figure 82 presents the results for question *3.9. Which of the following do you think T2 should ask you to do more often when returns your compositions? (You can tick a maximum of 3 boxes).*

From a total of 26 answers, the most frequent selection was *Read the comments* (27%) followed by *Correct all the errors* (19%). Next came *Work with a partner to help each other improve the composition* (11%), *Hold an individual conference with the teacher to get his/her advice*(11%),*Ask the teacher for clarifications, explanations or help in class*(8%), Consult *dictionaries, grammar books or writing textbooks* (8%), *Refer back to previous compositions* (8%), *Rewrite the whole composition* (4%),*Read aloud some good sentences in class* (4%). Finally, *Read the grade/mark* (0%), *Correct some of the errors* (0%), *Work on a proofreading exercise* (0%), *None of the above* (0%) and *Others* (0%) were not selected at all.

Figure 84: Which of the following do you think your teacher should ask you to do more often when she returns your compositions?
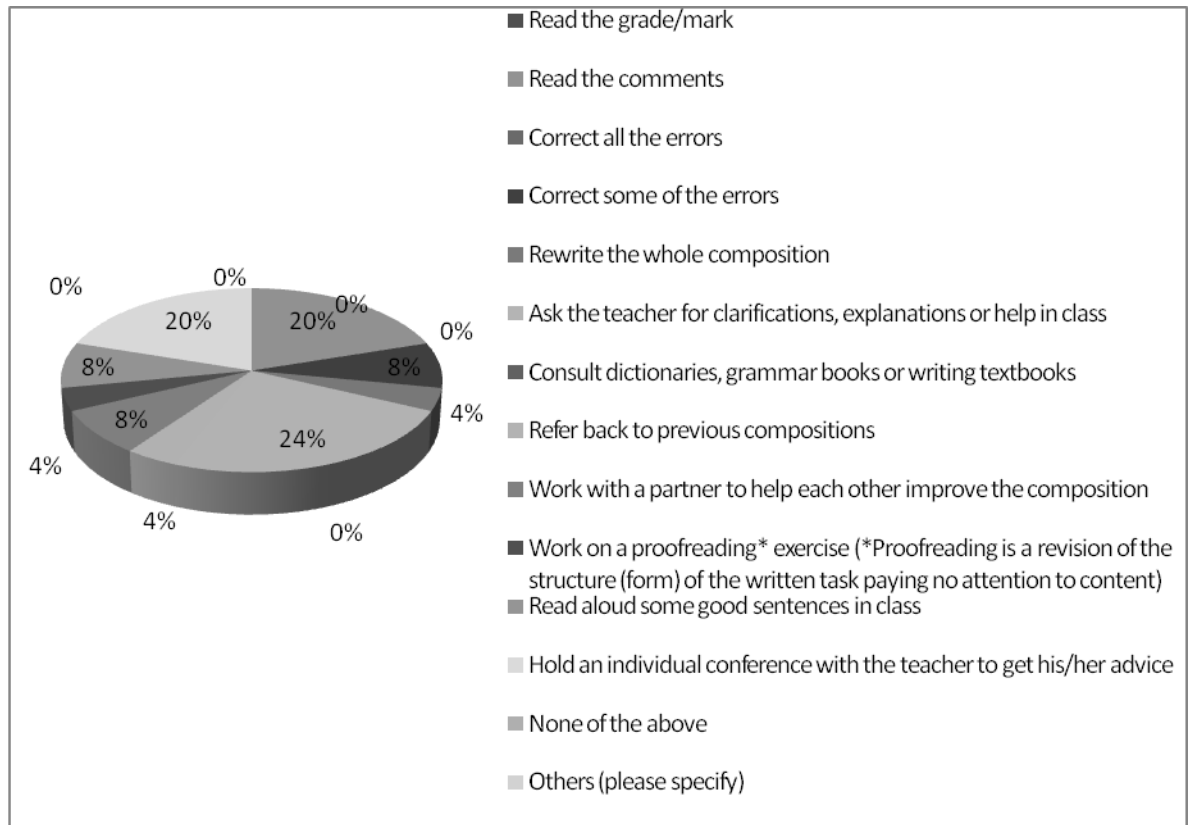
Figure 83 presents the results for question *3.9. Which of the following do you think T3 should ask you to do more often when returns your compositions? (You can tick a maximum of 3 boxes).*

From a total of 25 answers, the most frequent selections were *Ask the teacher for clarifications, explanations or help in class* (24%), *Read the comments* (20%) and *Hold an individual conference with the teacher to get his/her advice*(20%). Next followed *Correct some of the errors* (8%), *Work with a partner to help each other improve the composition* (8%), *Read aloud some good sentences in class* (8%), *Rewrite the whole composition* (4%), *Work on a proofreading exercise* (4%) and *Refer back to previous compositions* (4%). Finally, *Read the grade/mark* (0%), *Correct all the errors* (0%), Consult *dictionaries, grammar books or writing textbooks* (0%), *None of the above* (0%) and *Others* (0%) were not selected at all.

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Figure 49.d

Legend:
- Read the grade/mark
- Read the comments
- Correct all the errors
- Correct some of the errors
- Rewrite the whole composition
- Ask the teacher for clarifications, explanations or help in class
- Consult dictionaries, grammar books or writing textbooks
- Refer back to previous compositions
- Work with a partner to help each other improve the composition
- Work on a proofreading* exercise (*Proofreading is a revision of the structure (form) of the written task paying no attention to content)
- Read aloud some good sentences in class
- Hold an individual conference with the teacher to get his/her advice
- None of the above
- Others (please specify)
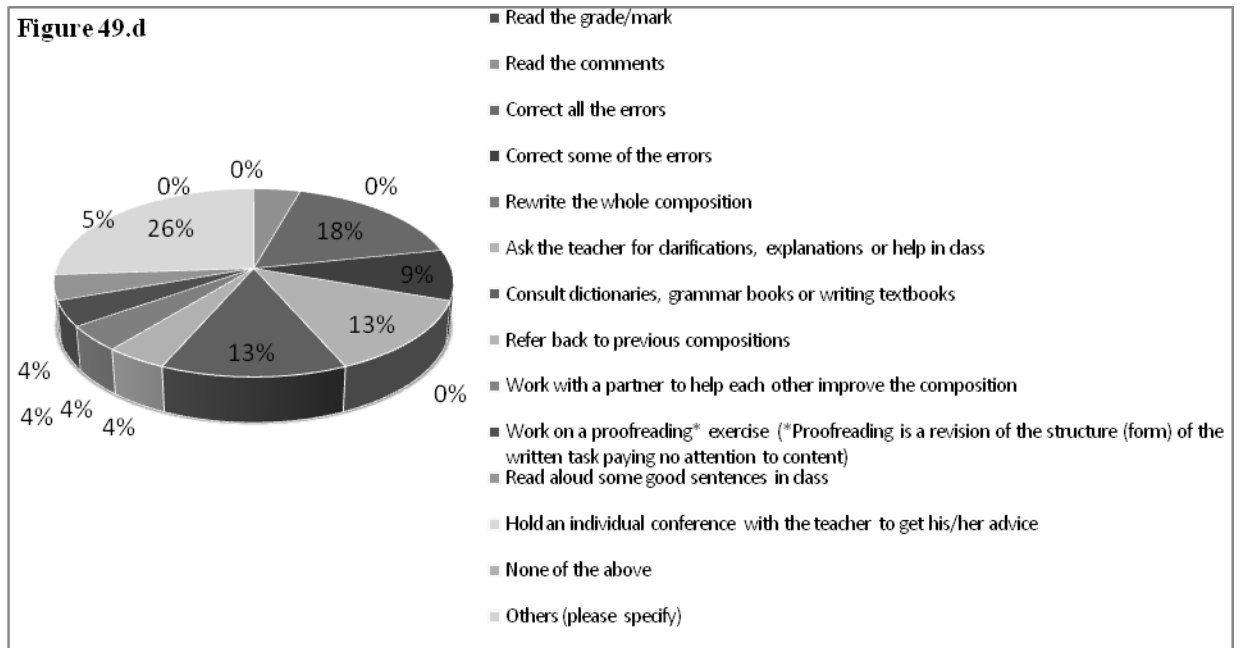
Figure 84 presents the results for question *3.9. Which of the following do you think T4 should ask you to do more often when she returns your compositions? (You can tick a maximum of 3 boxes).*

From a total of 23 answers, the most frequent selection was *Hold an individual conference with the teacher to get his/her advice* (26%),followed by *Correct all the errors* (18%). Next came *Ask the teacher for clarifications, explanations or help in class* (13%),Consult *dictionaries, grammar books or writing textbooks* (13%), *Correct some of the errors* (9%), *Read the comments* (5%),*Refer back to previous compositions* (4%), *Work with a partner to help each other improve the composition* (4%), *Work on a proofreading exercise* (4%) and *Read aloud some good sentences in class* (4%). Finally, *Read the grade/mark* (0%), *Rewrite the whole composition* (0%), *None of the above* (0%) and *Others* (0%) were not selected at all.

Figure 86: Which of the following do you think your teacher should ask you to do more often when she returns your compositions?

Figure 49.e

- Read the grade/mark
- Read the comments
- Correct all the errors
- Correct some of the errors
- Rewrite the whole composition
- Ask the teacher for clarifications, explanations or help in class
- Consult dictionaries, grammar books or writing textbooks
- Refer back to previous compositions
- Work with a partner to help each other improve the composition
- Work on a proofreading* exercise (*Proofreading is a revision of the structure (form) of the written task paying no attention to content)
- Read aloud some good sentences in class
- Hold an individual conference with the teacher to get his/her advice
- None of the above
- Others (please specify)

Figure 85 summarizes the results displayed in figures 81 to 84 which deal with the beliefs students had concerning their role in the process of correction. The most frequent answers were leaded by *Ask the teacher for clarifications, explanations or help in class*, *Hold an individual conference with the teacher to get his/her advice* and *Read the comments.*

Other options were not chosen by the participants.

Results suggest a tendency of students to expect their teacher's oral comments, clarifications and suggestions after feedback was provided. This issue will be later on discussed in 5.3.

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Chapter 5: Discussion

5.1 Discussion for RQ1

The first research question of this study investigated the types and quantity of the feedback provided by the participant teachers of the study.

The results for RQ1.1 (see section 4.1.1) showed that, in general, global feedback prevailed in the corresponding data sets. This may be directly related to the type of tests, which were mainly focused on content. For instance, the tests examined by T3 correspond to a literature essay-type test. Therefore, the feedback provided in the evaluation is concentrated on the content of the answers, rather than in their grammar mistakes.

Nonetheless, local feedback still prevailed in 2 cases, one of them corresponding to T2, who showed consistency in the rest of the data. The reason for this could be the teacher's methodology when providing feedback, as well as the student proficiency. Something similar could have happened in the case of T1. The naturalistic tests corresponded to 3rd year students, whereas in the experimental ones there was a mix of 2nd and 3rd year students. It is fairly likely that 2nd year students made a greater amount of grammar mistakes, resulting in more local feedback by T1. On the other hand, naturalistic tests were more focused on the content, and it is less likely that 3rd year students made a great amount of grammar errors. Consequently, the feedback may have been more focused on the content and organisation.

Time seems to be also an important factor when it comes to feedback practices. In the particular case of tests focused on content and organisation, feedback concentrated on local errors may be more time-consuming. This could be explained due to the fact that this aspect requires a different treatment of the tests. That is to

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say, they need an extra revision, apart from the examination on content. The previous claim is related with the statement made by Ferris (1999) where she suggests that grammar correction consumes time and energy. Besides, this aspect would require linguistics mastery on these kinds of errors that makes this task difficult (Ferris cited in Truscott 1999, p. 118).

The results for RQ1.2 (see Section 4.1.2) revealed no clear tendency in the use of explicit and implicit feedback. In the case of T3, implicit feedback prevailed with 88%. On the contrary, the feedback provided by T4 was more explicit with a 72% of frequency of occurrence. One of the reasons that leads to these results may be due to the teacher's personal beliefs (see section 4.2 results of teacher's interviews). For example, T4 seems to think that it is better for the student to see the correct answer to their error, resulting thus in a more explicit correction. A possible reason for the opposite to happen is that some of the teachers look for the student to realise about their own errors. This leads to a greater amount of implicit feedback. Bitchener & Knoch (2009) already proposed that implicit feedback seems to be more recommendable because the student is induced to a deeper internal processing.

The main findings for RQ1.3 (see Section 4.1.3) showed that negative feedback appeared as the most common type of feedback provided. One of the main reasons for the prevalence of negative feedback as presented in this study could be due to the teacher's own criteria, which seems not to be institutionalised in this context (see section 4.2 teachers' perceptions). This relates to the next section, which has to do with the variety of strategies used by the teachers in this study. Another possible reason for these results may be the interference that errors provoke in the full comprehension of the content of the tests. Hence, the teachers mark the mistakes with the purpose of avoiding distraction, which leads to a greater amount of negative feedback (see section 4.2 for teachers' perceptions).

A peculiar case is the one of T4, for whom there was not a vast difference between negative and positive feedback (49% vs. 47%, respectively). The case of T4 could be related with his own preferences for giving a great quantity of positive

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feedback, besides the corrective one, in order to motivate and encourage the student (as seen in T4's feedback preferences in section 4.2).

A peculiar deviation in the results was the case of T3. In this group of tests, positive feedback was more used and undetermined feedback (see section 3.5.1) was the second most common type with 25%. This was the only case in which undetermined feedback was present with a significant percentage. This finding may reflect the teacher's own performance in relation to his criteria when examining a test.

Together with the results for RQ1.3, the results for RQ1.4 seem to reflect that feedback is not institutionalised in the instructional context under examination. This fact may lead to a more open use of strategies by the teachers, which is reflected in the varied and great amount found in the data set. Nevertheless, underlining, circle, ticket and comment seem to be most common among the teachers. This may be because these strategies are generally well known as the most clear and easy to identify by the students within the different types of coded feedback.

It is important to mention that the taxonomy created in this study to define the form in which the feedback is given emerges from the necessity to operationalize the huge variety of feedback given by the teachers. The literature reviewed so far has shown that there is no a standard categorisation for defining these strategies (see section 2.3.7). This seems to suggest that as there is not a clear classification of strategies, the teachers in relation with their own criteria and/or preferences have randomly made this choice.

The findings below suggest that there are three main factors that may influence the type of feedback and the strategies used by the teachers. These three factors are the discipline, the type of test and finally the teacher's personal beliefs and criteria. The latter seems to be the one that varies the most and the less predictable. The lack of a standard convention at the time to provide feedback gives freedom to the teachers, which conducts to a relatively wide and open range of strategies and quantity of feedback. The absence of an agreement of which strategies and types of

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feedback are the most effective, contribute as well to the freedom when correcting a written task. This opens the possibility for continuing research on this area. The results of this study seem to confirm that more work is required in the search of types of a comprehensive characterisation of feedback strategies. Such characterisation should serve as a model for more effective and limited feedback practices.

5.2 Discussion for RQ2

The second research question attempted to answer what the teachers' perceptions and beliefs regarding feedback practices are.

The results for RQ2.1 *What are the perceptions of teachers regarding their own feedback practices?* showed that with regard to feedback strategies different points can be discussed. Firstly, written comments are used among the four participants. All cases stated that always include written comments as part of their feedback practice. T4, for instance, expresses his preference for written comments when correcting since they allow incorporating several aspects in only one comment. Hence, it seems reasonable to think that written comments are related to global aspects rather than local ones. Nonetheless, T2 explains that even though her type of feedback seems to be focused on local aspects rather than global (see section 5.1 discussion RQ1), she always incorporates written comments. This seems to indicate that written comments are used indistinctly for global or local feedback. This is further explained by T3 and T1 in the interview (see section 4.2, results RQ2).

Secondly, respecting selective vs. comprehensive error correction, there is only one case in which there is no accord. T2 is clear when expressing her total inclination towards the comprehensive form of correcting while the rest of the cases avoid doing so. T2's preference could be explained in two related ways. On the one hand, T2 is in constant communication with her students (see section 4.2, results RQ2), hence she is aware of what students like better when receiving feedback (see Discussion RQ3). On the other hand, T2's academic formation is in the linguistic field rather than in the pedagogical field (see section, context, participants) what

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could explain her choices when correcting. The same line of argumentation is applicable to T1, T3, T4's opposite preferences.

Thirdly, in the matter of feedback strategy, the results indicate that there is a wide variety of preferences between the four cases. This is matched with what teachers actually do (see section 4.1, RQ1 results). A relevant example is T3's strategies. T3 prefers not to use crosses when marking errors, as he believes crosses are not adequate since they denote complete error and in the subject he teaches (see section 3.3.2) that is not possible. It may be stated that the strategies have not been standardised, because of the subjective nature of the criteria choice.

The most noticeable finding regarding RQ2.1 *What are the perceptions of teachers regarding their own feedback practices?* is that all four teachers agree on the fact that the focus of feedback depends strictly on the subject of instruction. As evidence, T1 and T3 coincide in focusing on content (rather than in form) because of the nature of the subject they teach (both theoretical subjects). Interestingly enough, students (as stated in section 5.3, discussion RQ3) seem to share, understand and prefer a distinct type of feedback depending on the subject-matter in question. Hence, it could be assumed that teachers, besides trusting their own choices, take into consideration their students preferences. This idea is also supported by the research such as the study of Shute (2008).

Subsequently, concerning criteria of feedback, it is relevant to discuss perceptions with respect to oral feedback. All four participants believe that oral feedback is essential in any evaluation process. Personal interviews allow both teachers and students to get involved in a complex process. This belief is shared across all disciplines; it does not vary between subjects of instruction. However, this practice is always threatened by the matter of time (see Time discussion below).

Giving marks or scores is also shared by all four participants, when correcting a written task. It is stated that the marks are required in this university context. Although, T1 and T2 explain that giving a mark is part of the application of rubrics when correcting. On the other hand, T4 perceives that assigning a number to a

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complex process as writing is results imprecise and insufficient. This is correlated with the students' need of a further explanation of other aspects of the corrections instead of just having the marks (see section 5.3). This issue will be also discussed under the perspective of the student role and the factors that influence feedback practices, in general.

The results for RQ2.2 *What are the beliefs of teachers concerning feedback practices in relation to the following aspects: role of students, effectiveness, influential factor?* indicate a close relationship between three main factors. The four cases agree in the fact that the student should have an active role regarding the process of evaluation. T1, T2 and T3 express explicitly the expectation of teachers about this active role. T4 claims for students to become aware of their responsibility with their own education. For this, the necessity of a cultural change arises.

In the same line students seem to be aware about the importance of their own involvement in this process (see section 4.3, results RQ3). But according to T1 a small percentage of them get really involved. This seems to show a clear miscommunication between both perceptions and discordance with what actually happens.

The factors that influence this affaire are mainly three: Time, Institutionalization and Students' Motivation. Time is considered as the most influential factor by the four participants. T1 and T4 posit that teachers and students have not enough time to dedicate to each evaluation conscientiously. A possible solution for this is presented by T2 claiming that there is a lack of institutionalisation regarding feedback practices. T3, in turn, proposes that time dedicated to the correction process by teachers and students individually should be formally established in the curricula. T2 also points out that students' motivation affects the performance of the student in relation to the process of feedback. In other words the involvement of the student depends on the student's motivation. As T2 explains the students with better proficiency are the ones that are frequently more interested and involved in the process. On the other hand, lower proficiency students are less

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motivated in further explanations. This occurs because lower proficiency students feel threatened or even diminished by the fact that they might be criticized. So they do take the chance to face the teacher for further explanations. It is relevant to remark that this is T2's own perception based on her experience as a teacher.

5.3 Discussion for RQ3

The third research question this study aimed to answer was concerning perceptions and preferences from the students towards the feedback practices of their teachers.

One of the key findings regarding RQ3.a, *What are the perceptions students have concerning feedback practices of their teachers in written tasks?* is that participant students considered that the feedback given by the teachers in question was, predominantly, legible. Correspondingly, and as the tests analysed in this study suggest, the categorization of the feedback provided by the teachers makes it understandable for the students. Among the results, students perceived one of the teachers' feedback was not as legible as the others'. This observation may be linked to the categorization provided in RQ 1 regarding feedback strategies (see section 3.5.1).

In the second place, this study continues shedding light on the need students have regarding feedback practices. When asked about amount of feedback, students would like their teachers to correct, categorize and underline all of their errors. This preference matches with what has been reviewed in chapter 2 (see section 2.4). In the literature consulted, students would also prefer their teachers to correct all or most of the errors they made in their written tasks as to have more insights on their errors (Armhein & Nassaji, 2010).

In relation with the perceptions collected in the teachers' interviews), they seemed to prefer the selective correction of errors and only giving hints about what students needed to correct. Teachers also considered the active role of the student as essential throughout the correction process (see section 5.2, Discussion RQ2). This is

consistent with the findings for this research question. The participant students, through the answers provided in the questionnaires, were aware of their role as active contributors to their own learning process. It must be noticed here that the need for an active role of students in the feedback process is a point systematically made by teachers. They were concerned with having instances to go further in their mistakes but were not aware of how to look for their own ways to improve their writing.

The analysis of our data showed that students do perceive the diverse types of feedback involved in the evaluation of their written tasks. There was a clear tendency to favour the type of feedback necessary for the subject-matter in question. This shows that students are aware of what their teachers need to correct or evaluate in the different areas of instruction. As seen in the literature reviewed (see chapter 2, section 2.4) in Scott (2008) students demanded certain types of feedback from their teachers. They pointed out the lack of specificity of the feedback provided in their corrections for the subject-matter in question. This finding is in agreement with the results obtained in this study. The preference of feedback focused on content was chosen by those students whose course assessments considered content (e.g., knowledge of concepts, development of ideas) evaluation. Feedback focused on organization was chosen by those students whose course assessments considered organization (e.g., paragraphing, links between ideas).

Regarding RQ2.b *What are the preferences students have towards the feedback provided by their teachers (in written tasks)?* several findings can be mentioned. Firstly, regarding students general preferences about feedback, the questionnaire's answers presented that students would prefer any type of feedback instead of none. Students seem to appreciate the feedback provided as a useful tool for the improvement of their performance in the target language. This corresponds to the findings in the study of Norouzian and Khomeijani Farahani's (2012) from which can be concluded the effectiveness of the establishment of feedback practices as necessary and paramount need for the students in the process of learning.

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Secondly, students highlighted the need they have for an explanation of the corrections they received through the presence of written comments instead of just having the mark or a hint about their errors. Students seem to require specific comments on their mistakes in order to fully comprehend what they need to improve. In addition, when asked about their preferences regarding the focus of feedback, there is a tendency on organization (paragraphing, links between ideas), content, and language (e.g., grammar, vocabulary, sentence pattern). Since the context of instruction is focused on fulfilling academic writing parameters, students appear to perceive that a progress on that area is essential. Besides, this programme is part of an EFL context, which means that students are probably aware of the importance of the three aspects of writing mentioned above. In the case of this EFL programme; organization, content, and language might be considered as fundamental for the comprehensive acquisition of academic writing skills.

As mentioned above, students also might prefer the oral comments on their writing mistakes. In one of the questionnaire answers, the tendency was to select the option of having a meeting after the delivery of the evaluated written task. This may correspond to the idea that the students need to have an active role on their learning process but, at the same time, can be seen as contrary to the preference of having all their errors corrected. Also, this behaviour may not be necessarily seen as a contradiction since students may be interested receiving more feedback than the one provided on their written tasks. This detailed feedback might be given through oral interviews or via specific comments on their writings. To validate this statement, as mentioned in the literature reviewed, Lee (2008) also presents on her results the finding that students would like to obtain further specifications on their mistakes in written tasks.

Chapter 6: Conclusions

From all the diverse perceptions, beliefs, and samples collected throughout the research questions analyzed in this study, several important conclusions can be drawn. Firstly, it may be argued that teachers usually have a lack of shared conventions when providing feedback. This gives freedom to the teachers when evaluating and creates the conditions for the application of a relatively wide range of strategies and quantity of feedback. Similarly, perceptions of teachers validate the non- existence of a standardized feedback practice. Most of them clearly and carefully choose their feedback practices in agreement with the subject-matter they are currently evaluating. In addition, teachers prefer to hint the students into the mistakes they have made instead of fully explaining the error. Students, consequently, do perceive the lack of standardization in the correction of their written tasks and openly prefer the broad description of their mistakes.

From this discussion the question rises as to the need of having or not a relatively standard convention regarding feedback provided in this specific context. Moreover, this convention might help both students and teachers. The former in the comprehensive understanding of feedback provided, and the latter might find in this standardization the easiest way of evaluating, having a clear rubric to fulfill, as mentioned in section 5.3, RQ3 discussion. These complementary evaluations on the feedback process suggest the need of the implementation of a formal structure in the curricula.

The most relevant conclusion regarding student's role is that there is a correspondence between perceptions and beliefs of students and teachers. However, this match in perceptions does not necessarily correspond with what actually happens

with feedback practices. Students are aware of the importance of their involvement in the process of corrections but teachers claim that, in real practice, a small percentage of students participate. This issue may be explained by three affecting factors: Time, Institutionalization and Students' Motivation.

Furthermore, it is relevant to mention the importance of written comments when providing feedback. It is possible to say that written comments can be applied to give corrections globally or locally. Nevertheless, students are looking forward to receive them and teachers are willing to establish specifications through them. This type of feedback has been found in both naturalistic and artificial samples analyzed and a strong focus on those practices might be helpful in the understanding of feedback practices. Written comments, then, seem to be the most common and useful way for teachers of providing feedback in this type of context. Also, students seem to appreciate this kind of feedback above other strategies. On the other hand, in relation to oral feedback, there is a common thought about the importance of it. Again, Students and Teachers share the idea that it is an essential part in the evaluation process.

Regarding the instruments used for the data collection in this study (questionnaires and interviews), there might be some limitations which may affect the reliability of the analysed data. In particular, the data for this study has been collected from interviews and questionnaires that were modified to fulfill our needs and the participants were fewer in comparison to other studies in this area. Nevertheless, the majority of our results can be validated by contrasting them with the studies consulted in the literature review (see section 2.3, Literature Review)

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6.1 Limitations of this study

6.1.1 Limitations RQ 1

Our first aim here was to collect experimental data from 5 teachers, 2 male and 3 female. One was eliminated since he was not able to accomplish the time limit for the delivery of the tests. The rest of the teachers were still late for the delivery of the tests and we had to make quick decisions in order to step up the analysis. Subsequently, an attempt was made to collect naturalistic data from the initially selected teachers and from other teachers of the department. This process still presented shortcomings since the lecturing year was about to finish. This inconveniences slowed down our process of collection, thus, reducing the time we had for the analysis in the rest of the process.

The data collected was very mixed. We obtained very diverse sets of data from each teacher. Hence, it was very hard to establish relationships between them and to make a clear comparison in order to answer our research questions. Furthermore, the fact that we had so different tests for just one teacher made difficult the task of measuring patterns of consistency.

The comparison between naturalistic and experimental data from each teacher was hindered since we were able to obtain these two sets only from two teachers. The rest of them were only able to provide us naturalistic data and one experimental data set.

On the other hand, the existent categorizations regarding the different types of feedback according to the literature reviewed for this study was insufficient. Therefore, a new categorization had to be created that could cover all types of feedback found in the data. There were also some categories that could not be defined very well, because they were inconsistent. This can be appreciated in the feedback provided by T3. In this case, within the categorization of the strategy "crossing out", there was a specific type of cross that was difficult to identify (ticket/cross put

together). The problem emerged when we could not discern whether the type of cross was positive or negative. However, we defined it as negative.

When comparing experimental vs. naturalistic data we also had to face some inconsistencies, since the set of data of one of the teachers was of very diverse nature: the set of naturalistic data corresponded to different types of tests. Despite of this, the evidence shows that there is a tendency to a multiplicity of uses of strategies and there are not many differences between the corrections in the naturalistic vs. the experimental data sets.

6.1.2 Limitations RQ 2

Regarding the tools created to collect the data some limitations must be indicated. Principally, some important aspects were not taken into account. The interview was designed with broad questions to explore teachers' perceptions and beliefs. For this reason, some important issues were left aside. For instance, positive/negative feedback was not directly tackled. Additionally, the use of rubrics was not asked directly. Even though this was detrimental for the study the decision was made found on the basic priority of making the participants fell free to speak at length about their own experience and knowledge about feedback practices. In this sense, the interview was designed only as a guide for the interview and not as a strict set of questions.

A further limitation concerning RQ2 (Interviews) and RQ3 (questionnaires) tools is their different nature. Furthermore, questionnaires and interviews were designed without taking care of finding out exactly the same information. This limitation caused that when dealing with the comparison of results between teachers and students perceptions there was not precise correlation. However, this flaw was overcome because of the broad nature of the interview that allowed the study to explore extra components of feedback.

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When analysing collected data about teachers' perceptions a three-category table was created (see Table 11, in section 4.2) to organize relevant information. Nevertheless, this procedure helped in comparing and contrasting the four cases, some aspects were left aside. More specifically, the categorization aimed to organize only essential fragments of the data collected. Thus some related ideas had to be separated even though they were not mutually exclusive. In fact some important data fit in more than one category. This was not a major problem since this categorization was done to establish patterns and differences among the participant. The information left aside from this process was then considered in further analysis.

After the process of analysis students' motivation became apparent to be a significant matter in feedback practices study. Hence it should have been considered in the original design of the tool. Nonetheless, this was a limitation originally it was not part of the study's interest hence it should be considered as a salient factor to consider in further research.

6.1.3 Limitations RQ 3

One of the first issues that arise concerning limitations of this study is related to teachers' and students' data collection. Since teachers' data was gathered by means of oral interviews that were later on transcribed, more detailed information was possible to collect. In their answers they had the chance to expand the ideas that constituted the questions and even provide information about topics they were not asked about. This could be explained by the fact that questions were rather broad and avoided specificity. (See Appendix C, Teachers interviews)

On the other hand, students' data was gathered by means of an online questionnaire based on Lee (2008). (See Appendix B) Though the questionnaire allowed the possibility of specifying some answers and providing personal information, it was mainly closed-ended. Due to this fact, perceptions and preferences provided by students were far more limited in than what the teachers' could mention about their practices.

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In spite of this, the different instruments used seem to have its benefits. In the case of the teachers' data collection, the wide-ranging answers teachers' provided allowed the exploration of new variables that were not considered before. (See whatever RQ1). Since students' instrument was applied online, both advantages and disadvantages can be displayed. Online questionnaires were uploaded to the platform for a period of 1 week to be answered (see Methodology, RQ3, in section 3.4.2), hence students could begin and finish it at any moment and at any place. This could interfere with the reliability of the results, since there were some aspects that could not be managed regarding application. Even so, this aspect regarding time of application may also be considered as an advantage. Students, without being under the pressure of the researchers, might have taken more time to consider and evaluate each of the options present in the questionnaire.

Another relevant finding in students' questionnaire was the preference for receiving any type of feedback (written comments and error feedback) rather than none. In question *3.3 Which of the following type of feedback do you like your teacher to give you less* students were considerably inclined for the option *None of the above* (other options included were *Written comments* and *Error feedback*). This preference may suggest two answers: their tendency for preferring other type of feedback (neither written comments nor error feedback) or the need of having an open-ended question instead. For elucidating these tendencies an open ended answer specifying their option would have improved not only the data collection process but the analysis of the results as well. Even so, when the question was reversed, the type of feedback preferred to receive was written comments, which would validate the analysis made in section 4.3 Results.

6.2 Implications of this study

The categorization of feedback strategies provided in this study was an attempt to contribute to the literature on the subject of feedback practices and strategies. In this sense, the proposed categorization might help to the process of the construction of a model of feedback strategies. This study may help expand the

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research that has been made as it provides a description of an almost unresearched L1 context (i.e. Spanish L1).

Consequently, it seems necessary to establish a consensus between what the students want to receive from their teachers corrections and what the teachers to provide. As shown in this study, teachers' and students' roles in the feedback process are not necessarily defined in terms of the actual usefulness of feedback practices. Teachers are aware of their position as the ones in charge of providing corrections. Students need to be trained regarding the ways in which feedback can be used for their improvement and development of the target language.

Even though students are looking forward to have a meeting with their teachers to discuss evaluations, sometimes the actual meeting does not take place. Students might feel discouraged because of the type and amount provided, as the teachers tend to center their feedback on error corrections rather than on praise. From this point of view, an interview for further specifications on feedback should be included as part of the evaluation process. This type of interviews may be of help to both students and teachers to discuss the main areas that need to be improved and also the feedback provided would be better in terms of usefulness.

6.3 Final comments

It is important to emphasize that, despite its limitations, this study, has attempted to articulate variables that are normally addressed individually in the literature. This has provided the possibility to observe important relations which are part of the feedback practices in the context under study. In this sense, this study contributes to the area of writing feedback inasmuch as it explores practical ways to carry out research that allow for more comprehensive observations and, consequently, richer interpretations.

The evidence provided in this study does seem to point to a complex interaction between the actors involved directly in feedback practices (i.e. teachers and students) and the writing which is being evaluated. More importantly, it shows

that feedback itself is indeed a fourth factor as its form and the way it is delivered is in itself a reflection of teachers' pedagogical beliefs and students' perceptions of what seems to be best for their learning. In this sense, future research should hopefully take into account the complex interaction between these four factors. This should include major improvements of the descriptions of feedback types and strategies and a special attention to the ways in which that feedback is a reflection and a result of what both teachers and students believe about the L2 writing teaching-learning process.

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APPENDIX

Appendix A – **STANDARISED TEST FOR 2nd AND 3rd STUDENTS**

Academic Writing Task

Your name: _____

Date (dd/mm/yy): _____

***

Instructions

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it the responsibility of the governments of poorer nations to look after the citizens themselves?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

Students Questionnaire about Feedback

Confidentiality Statement
The contents of this form are absolutely confidential.
Information identifying the respondent will not be disclosed under any circumstance.

1. Personal Information

Personal information

1.2. Age

Where did you study before entering this programme?

Other Studies

2. Background Information

2.1. Regular English course at school (Between 2-4 hour a week)

2.2. Additional optional courses (Between 2-4 hours extra of English classes)

2.3. I attended a school where an intensive English language instruction was given (5 hours or more)

2.4. I attended a bilingual school (English was the language of instruction for all courses)

Contact information

3. Your perceptions and beliefs on written feedback

3.1. Is professor Atoofi's feedback, in general, legible? (please choose only one answer)

3.2. Which of the following types of feedback do you like professor Atoofi to give you more? (please choose only one answer)

3.3. Which of the following type of feedback do you like professor Atoofi to give you less? (please choose only one answer)

3.4. Which of the following types of feedback are you normally interested in finding out when you receive it? (please choose only one answer)

3.5. Which of the following areas do you like professor Atoofi to emphasize more? (you can choose only ONE answer)

3.6. Which of the following areas do you like professor Atoofi to emphasize less? (you can choose only ONE answer)

3.7. Choose ONE box below to indicate the amount of error you like professor Atoofi to pay attention to.
(if your answer is 'None', go to question 18)

3.8. Which of the following methods do you like professor Infante to use more when responding to errors? (please choose only one answer)

3.9. Which of the following do you think professor Atoofi should ask you to do more often when she returns your compositions? (you can tick a maximum of 3 boxes)

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Universidad de Chile
Facultad de Filosofía y Humanidades
Departamento de Lingüística
Seminario de Grado: Evaluación
Profesor Daniel Muñoz Acevedo

ENTREVISTA PROFESORES: Prácticas de Feedback

Introduccción

Quisiéramos pedir su colaboración para responder el siguiente cuestionario diseñado con el objetivo de conocer sus percepciones y creencias con respecto a sus prácticas en feedback escrito durante su desempeño como profesor/a del programa de *Lengua y Literatura Inglesas*.

El presente estudio corresponde al trabajo final de tesis del grupo de estudiantes del Seminario de Grado en Evaluación dirigido por el profesor Daniel Muñoz. Este estudio tiene como fin investigar las prácticas de feedback que se realizan en nuestro contexto académico.

Instrucciones generales

La siguiente entrevista consiste en 10 preguntas diseñadas para ser respondidas en un tiempo aproximado de 15 minutos.

La **Sección 1** consta de preguntas de carácter personal.

La **Sección 2** consiste en un set de preguntas semi-abiertas sobre sus percepciones y creencias con respecto a sus propias prácticas de feedback escrito.

Se requiere la mayor honestidad posible a la hora de responder.

Muchas gracias, de ante mano, por su colaboración.

6.

Chapter 1: Aviso de Confidencialidad

Los contenidos de este cuestionario son absolutamente confidenciales. La información personal del encuestado no será revelada bajo ninguna circunstancia.

1 Información personal

1.1. Información personal

Nombre:

_____

Cursos que enseña actualmente en el

programa_____

1.2 Formación académica

¿Ha tomado algún curso específico (diplomado, magíster, doctorado, etc.) de evaluación y/o feedback? Explique brevemente

_____

6.5   1.3. Información de contacto

e-mail: _____

número de teléfono: _____

Guía para entrevista

1.   Prácticas de feedback—Describa y explique sus prácticas con respecto al feedback que otorga. Por ejemplo, subrayar, marcar errores, dar feedback oral, escribir comentarios al margen.

2.   ''Buena'' práctica de feedback: Entre las prácticas mencionadas ¿Qué prácticas consideraría que constituyen un buen feedback? / ¿Existe algún factor externo que le impida otorgar el feedback que usted considera bueno?

3.   Foco del Feedback—¿Cuáles son las áreas en las que se enfoca al dar feedback en trabajos escritos? Por ejemplo gramática, puntuación, contenido, organización de ideas, etc. ¿Por qué?

4.   Feedback de error— ¿Marca los errores de forma comprensiva o selectiva? Es decir, marca todos los errores o los que se repiten con frecuencia ¿De qué forma corrige usted estos errores? Ejemplo, círculos, subrayar, signos de pregunta, reescribir el error.

5.   Comentarios Escritos —¿Escribe comentarios generales al momento de corregir trabajos escritos? ¿Por qué? ¿Cómo visualiza la función de sus comentarios escritos?

6.   Nota (Evaluación)— ¿Evalúas con notas (número) los trabajos escritos?¿Por qué?

7.   Rol del estudiante— ¿Cuál es el rol del estudiante en este contexto universitario con respecto al feedback que se les otorga? ¿Qué rol esperas que los estudiantes cumplan en el proceso de corrección? Explica.

8.   De acuerdo a su experiencia, ¿Qué prácticas de feedback consideraría como efectivas?

9.   Efectividad del Feedback:¿Cuál considera que es la forma adecuada para evaluar la efectividad de su manera de corregir

*10. ¿Qué importancia le otorga al feedback oral entregado en entrevistas personales a los alumnos?

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Universidad de Chile
Facultad de Filosofía y Humanidades
Departamento de Lingüística
Seminario de Grado: Evaluación
Profesor Daniel Muñoz Acevedo

TEACHERS QUESTIONNAIRE: Feedback Practices

Introduction

We would like to ask you to help us by answering the following questions concerning your experience and thoughts regarding written feedback practices you have given throughout your career as a teacher in the *Lengua y Literatura Inglesas* programme.

This survey is conducted by a group of students working on their final seminar study guided by the PhD Daniel Muñoz. This study is aimed at observing feedback practices in our instructional context.

General Instructions

This interview consists of 10 questions and has been designed to take approximately 15 minutes.

Section 1 of the interview gathers information to identify you as a teacher of our programme.

Section 2 consists of semi-opened questions regarding your perceptions and beliefs about your own written feedback practices.

Please give your answers as truthful as you can.

We are very thankful for your help.

6.6

> Chapter 2: Confidentiality Statement
>
> **The contents of this form are *absolutely* confidential. Information identifying the respondent will not be disclosed under any circumstance.**

1. Identification Information

1.1. Personal information

Name: _____

Courses you teach currently in this
programme_____

1.2 Academic Formation

Have you taken any specific course, diploma, MA or/and PhD, in assessment, in general, or feedback, in particular? Describe briefly

_____

6.71.3. Contact Information

e-mail: _____

phone number: _____

6.8 Study interview guide

1.Feedback practice—Describe and explain your feedback practice. For example, underline, circle, mark errors, oral interviews, written comments, etc.

2.''Good'' feedback practice: What do you consider a good feedback practice? / Is there any external factor that prevent you from giving a good feedback?

3.Focus of feedback—What areas do you focus on in your written feedback? Grammar, punctuation, content, ideas organization, etc. Why?

4.Error feedback—Do you mark errors comprehensively or selectively? Do you mark every error made or you mark it just once? Why? What strategies do you use in providing error feedback? Explain.

5.Written comments—Do you write comments on student writing? Why? How do you see the functions of your written comments?

6.Grade/score—Do you give student writing a grade/score? Why?

7.Student role—What is the role that the student can play in this academic

context? What role do you expect your students to play in the feedback process? Explain.

8.According to your experience, what feedback do you consider effective?

9.Effectiveness of feedback: What do you think is the adequate way to assess the effectiveness of your own feedback practices?

*10. How important is oral feedback in the evaluation process for you?

A

9

35

[Add course information here as heading]

Academic Writing Task

Your name:

Date (dd/mm/yy): .9.0. .05.-.17.

* * *

Instructions

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it the responsibility of the governments of poorer nations to look after the citizens themselves?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

(about)

The solution for poorer nations is not in reciving food or education from wealthy nations but in (to) get their help for gitting out from poverty situation. It is the same situation when a child is growing up his parents teach him how to do his bed but after a while 'hi is able to do it' by himself.

Like a parents to teach a child, the wealthy nations have to teach poorer nations to take the best system for their economing the-

Show-
ing

using the disadvantages of their actual system
or what thing they should improve or change
for developing their capacity of growth
    For example in Chile we have a wide
source of natural resources but we do not take   ~take~
                                                  ~advantage~
the necessary benefit from them because we
do not have the support of the wealthy nations
for the machinery and for new technology.
They prefer to come here and to get our resour-
ces through the international companys

    But poorest nations have to have the disposition
of to be helped by wealthy nations Taking
away personal benefits as well as wealthy
nations have to try do not take benefits
of them and both look for a solution for
people.

In terms of form, it seems to me that you have to
start working harder on your grammar and also
on your vocabulary to reflect your level.
As regards your argument, your claim is
interesting, but the way you supported it was not
very strong

7

[Add course information here as heading]

Academic Writing Task

Your name: _____

Date (dd/mm/yy): 3/5/2012.

...

Instructions

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it the responsibility of the governments of poorer nations to look after the citizens themselves?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

First of all, we have to define what is considered as a poor nation and why it should be helped by other nations. A poor nation can be considered either as a nation with poor inhabitants but a wealthy state or a nation with both, poor inhabitants and a risky state. Considering that distinction, we will be able to analise both cases in order to give an answer to the question.

Given (??) Given the first case, when the inhabitant of a nation are considered poor, but the nation possesses a wealthy state [and government,] we should say that the responsibility must

→ governments are not wealthy; states are.

...ely on the government without any help of foreign nations. The Government should fix the problem because there are other issues that do not fall upon the amount of money that the nation possesses but in the distribution of the money among the population of the country.

As examples of this situation we have several countries in the middle east or here in Latin America, like Brazil, which is considered a wealthy country, but it has a very high percentage of the population living in poverty. Without going any further, we have the case of Chile, where the distribution of money is a big issue: we have just the five percent of the nation considered as rich (having) the rest (a big mass) of people considered middle class.

On the other hand, we have nations where the distribution is not a problem, but the money that the nation as a complete entity composed by the population and government possesses) For instance, we have the problems that Haiti has had in the last time because of (its problem about) the earthquake. (Haiti was never a rich country) and considering the situation, the issue got worse. However, (Haiti was helped by several other nations and organisations, including Chile.)

In conclusion, a wealthy government must help its inhabitants providing food, education and health; and a poor nation with both, poor government and population, should be helped by other wealthy countries and organisations.

→ incomplete!
→ Chile?
→ It's the poorest country in America.
→ in what ways?

FA: 6
O: 6
LexCh: 5,8
T: 6,5

Λ0

A

[Add course information here as heading]

Academic Writing Task

Your name: _____

Date (dd/mm/yy): 03 / 05 / 12. _____

•••

Instructions

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it the responsibility of the governments of poorer nations to look after the citizens themselves?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

We can talk about "generous people" in a common situation and using our "common cense" all to look like "better person" but in a political matter this situation is more complex because to change wealth among poorer nations require support from the citizens and that government. In that case, I agree with to share wealth in a intelligent way. For instance, trying to establish NGO's, to finance educational institutions, to give economic redistribution to the people, but the most important agree is to leave those poorer nations like a independant nation and

trying to empower the autonomy of them.
If we think about these kind of solutions, we don't
have any "model nation" to follow, and that is obvious,
because each nation has responsabilities with
his proper citizens, so they don't have interest
or inmediate priviledges about it. But in a far
future that kind of measures will be a reality,
because we are in a stage near to the collapse of
capitalism. Every nation is trying to avoid this
break slowly but in our minds, we can expect a
little difference.
We know that it would be sound incredible, but
we don't have to wait more time because every day
in a lot of countries there are people waiting for
a change.

1)
a) Research : [A first definition found about research tell us that] is finding answers to questions nevertheless, we realize that this process must be organized and methodological; it also has to be about a specific topic clearly stated, using fluent language and applying literacy considering that there are readers that must understand your work.

methodical — 1.75

clear?

Good ideas but you need better English to convey them.

b) Validity

c) Reliability

d) Secondary Sources

5)/ the Approach to SLA I want to consider in my research consists on a evaluation on the differences existing between the objects or purposes established officially in the teaching of English as a SLA and the reality expressed by a group of students in terms of their evolution and level of english acquired/ learned. This idea emerges not only from my own experience but from a contradiction between the chilean social perception (and experience) towards English as SLA — which in general is about approving a course having learnt (almost nothing) — and the view of the government towards the same subject. In this sense I want to apply a mixed method/in my research because I know this topic could have a wide range of study so I pretend to use the tools offered by the quantitative method in order to focus the research in a more specific way, using surveys or closed-ended questions to evaluate previous ideas or opinions presented also in others studies.

this is unclear

0.5

e.g., how do people learn an L₂

[2.25]

(4)

Florence Myles talks about variability and systematicity in SLA as being both part of this process when she talks about SLA being variable she refers to the fact that if it is studied or evaluated a group of people studying a second language, it will going to be shown the differences among them regarding the stage of the learning process in which they are at that moment. Nevertheless, she also mentioned language acquisition as being systematic in the sense that despite the differences found at a specific moment between 2 individuals regarding for example, the comprehension of certain verbs, the same process is going to be reached by both of them.

[not very clear]

word order in English is SVO

acquisition

you really need to study grammar and writing

1

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A

Appendix I – **EXAMPLE OF T2 THEORY TEST ESSAY-TYPE**

Handwritten: 5,9 *B*

UNIVERSIDAD DE CHILE
Facultad de Filosofía y Humanidades
Departamento de Lingüística
English Language III: Written Discourse
Prof. Pascuala Infante
Student:

Handwritten margin note: Not the focus of your essay (off the title then!)

LOAN WORDS FROM ENGLISH IN TWO CHILEAN CITIES COMMERCE

Handwritten note: ("The commercial ... cities in 2 Chilean cities?").

1. Introduction

Loan words have been discussed for linguistics and sociologists to clarify the necessity for the insertion of words from certain languages that are coded by the bulk of the population[1]. Spanish, the mother tongue in Chile, "the recipient language" (Poplack and Sankoff, 1984) is subjected to the use of loan words borrowed from English, especially in commerce, but also it is present the translation of everyday terms to make this language friendlier to foreigners.

English is seen as a product of higher education and intellectualism in Chile[2], it is "the foreign material", according to Poplack and Sankoff (1984). Many markets, especially in Malls, use loan words to be seen as international in the light of the use of, for example 'sale' instead of 'venta'. Some other examples are, in Parking, instead of 'bajarse', 'drop off', in Bars 'happy hours' instead of 'hora feliz', or 'delivery' instead of 'reparto'. This apparent random pattern, nevertheless, is not particular in this kind of notices but also in traffic signals and basic services. Many examples are found in the second-largest concentration of population in the country after Santiago City, Valparaiso.

Handwritten margin note: In what context? (malls, parks, bars?).

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[1] In this paper aspects of linguistic borrowing as the problem of assigning gender or the stress in loan words, or the debate about acceptance are irrelevant, but only the utilization in a specific context is considered.

[2] Thomason calls it "pervasiveness of English outside the traditionally English speaking nations".

1

This essay presents

It is going to be presented the history of Santiago and Valparaiso as the most influenced and populated cities in the country, to understand the reasons for the development of this phenomenon and the problems of this linguistic insertion.

2. Santiago, Valparaiso and English

2.1 Santiago

at China and the US

Since the 80's Santiago, and Chile in general, has been living a process of expansion to the world, receiving the advantages of TLC with Europe and attracting tourists from all over the world. It is in 1982, for example, that the first Mall in Santiago was founded as "Park Kennedy", but thanks to a campaign of "Sunday Magazine", the name was reconsidered to "Parque Arauco". No one, currently, complains about markets as Fashion Park, Big John, OK Market, etc.

Although it would be a waste of time to go through every single fact in the history of Santiago involving foreigners, examples of the above are not few. What is transcendental, however, is the influence of this history in certain traditional neighborhoods, where, coincidentally, all the markets have at least one translation or indication in English. They exist at Italy square, around it and up to the Orient *East*, in which we have the higher classes of the Region.

One of the examples around Italy square is Lastarria neighborhood. If we made an interview, almost all people from Santiago would say that Lastarria is different from all the others neighborhoods. It has good restaurants, fashion markets and exclusive food (from Arabian to French food). What all these business have in common is bilingualism: We can read notices of English spoken and even French spoken in most of the markets, and it is a big source of tourism though. Lastarria is at Santiago center, around Italy square

2.2 Valparaiso

The story of Valparaiso as the most important harbor in the country is strongly related with the English influence in Latin America. There are several places influenced by the European style, which maintain nowadays the original English names: the fire brigade, schools, the municipality, some Anglican churches, etc. There is actually an arch commemorating the foundation of Valparaiso given by the British Empire, and, finally, the architecture of all the

2

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prime buildings are strongly influenced, too. Valparaiso actually was known by pirates and foreigners as "Little San Francisco" and "The Jewel of the Pacific".

3. Reasons for the development of loan words

Notice that we did not consider education as a relevant feature to use English terms. There are no differences between educated people who know how to speak English and another who do not, in the use of loan words and translation of general English terms[3]. We focus on ordinary people, where the knowledge of English does not make differences.

3.1 Language Contact

The main reason for the development of loan words is language contact, as explained by Thomason (2001), who accounts for that once there is influence, "the most common specific type of influence is the borrowing of words". Language contact can be understood by means of history, immigration, colonialism, wars, or any other historical event that put two or more languages united in the same people. This is what occurred through history, and even nowadays, perhaps less frequently.

3.2 Social climbing

Some anthropologists classify this aspect of interaction as a natural phenomenon, but they emphasize that when it is not solely words in isolation but complete announcements or entire meetings where English is spoken, assuming that all people speak it, it illustrates what is known as social climbing. This term, nevertheless, does not explain when the knowledge of English is shown as a strategy of superiority. In Spanish we may sets out this phenomenon as "arribismo", or social climbing, but at any price (especially in the higher social classes). The influence of mass media plays a crucial role in this aspect.

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[3] This can be strongly debatable, but in the issue of Education we should take account, for example, the pronunciation of the loan words and translations, which is an irrelevant feature in this paper. For a thorough discussion about education, especially the distinction of utilization between bilingual and monolingual speakers, see Poplack and Sankoff (1984).

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UNIVERESIDAD DE CHILE
Departamento de Lingüística
English II: Written Discourse 2012

NAME:

DATE: May 19th

A

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IN NO LESS THAN 500 WORDS, WRITE A FIVE-PARAGRPAH ESSAY ON ONE OF THE FOLLOWING TOPICS:

- What are some of the positive outcomes of teaching a SL or FL to preschoolers?
- How can the poor results in the SIMCE's reading abilities test be improved in our country?
- What are the most usual career paths open to our Licenciados en Lengua y Literatura Inglesas?
- What are the usual postgraduate options open to our Licenciados en Lengua y Literatura Inglesas?
- Some other topic along the suggested lines (language / graduate activities).

Why learning English is important nowadays

Undoubtedly, the world has changed in several ways over the last few years. It is because of this that people have had to change together with it, and the English language is a useful tool for this purpose. Currently, it is absolutely indispensable to learn English because it has been used in many areas of knowledge and human development nowadays. Benefits in academic and working life, personal advantages, and the insertion in the globalization process are some strong reasons to learn this widespread language.

In the first instance, there are plenty of benefits in academic and working life. It is a necessity rather than an option to learn English in this aspect. If people decide to do it, many opportunities will benefit their lives. By way of example, it is possible to mention the access to scientific and technical bibliography, either on the Internet or books, getting scholarships to study abroad and, as a result, getting a a good job because a large number of companies need people to be able to communicate in English and, mainly, because communication is a fundamental qualification that people have to have for a job. Without question, either as a student or worker, knowing English is an advantage in this competitive world.

On the other hand, people may gain several advantages in the personal aspect by learning English. Those that have not learned it, or do not intend to do it, will not have the opportunity to benefit from the benefits that English may offer. If you have wanderlust, or if you need to travel because of any reason, knowing English helps you communicate with people around the world, not only in English-speaking countries, because almost everyone speaks English nowadays. Therefore, you may be more independent wherever you go. If you are a friendly person and enjoy getting to know people from other countries, English is an excellent tool to make friends and, at the same time, get to know their cultures and lifestyles. In addition to this, English might increase your self-confidence. If you are aware of your knowledge of English, you know that you have a powerful tool to face this modern challenging society.

Finally, the current globalization process obliges people to learn at least an elemental level of English for them to play an active role in this process. For instance, people who want or have to be updated about new technologies or mass media have to learn English. The main reason is that most of the vocabulary and information is in this language. Therefore, having a more direct access to this kind of knowledge depends largely on how much English one knows. On the other hand, it is possible to think about international relations, in which English is fundamental to fulfil their purposes, such as trade agreements or any kind of benefit for the nations involved. Perhaps, these examples might seem unfamiliar for us, but there are other situations related to our lives, such as movies, music, TV shows, international news, etc., that usually come from English-speaking countries.

After having mentioned some of the numerous reasons why learning English is important nowadays, it is possible to assert that everyone needs to know this important language. Otherwise, they will be left on the sidelines of a process that involves the development of different areas, and a substantial number of other kind of benefits. By considering English as an important tool, students and workers will have many opportunities in their lives; individually, people have a fundamental tool to socialize and be more independent in any place of the world; and in the globalization process, English plays an important role because without it, communication between people in the world would not be possible. In brief, English is the key in the times we live in.

Can you gain advantages"? / ⓐ Try to look for synonyms for "benefit"

45/50   6,7   Theory definition

UNIVERSIDAD DE CHILE
Facultad de Filosofía y Humanidades
Departamento de Lingüística
English Language III: Written Discourse 2012

Group members:

CONCLUSIONS AND ABSTRACTS: COLLABORATIVE PEDAGOGICAL PROPOSAL

General instructions have already been given. As for more specific ones,

1. Do not forget to include your <u>definitions</u> of both abstracts and conclusions. In your proposal, these may count as either
   a. definitions presented by the <u>teacher</u> for students to discuss, or
   b. as the definitions your <u>students</u> have to come up on their own with at the end of the unit.
2. Do not forget to establish <u>objectives</u> for every activity or evaluation (e.g., *understanding the constituting elements of abstracts; writing practice to apply theoretical and practical knowledge (declarative and procedural,* etc.).
3. Be specific and informative (this does not necessarily mean lengthy), avoiding generalities, in the presentation of definitions, objectives, class (and homework) activities, and evaluation activities.
4. You might want to use a chart similar to the following one for the actual writing of your proposal, though modifications on the basis of the chart or other visual alternatives are acceptable:

	Objectives	Activities	(Homework)	(Evaluation)
Class 1				
Class 2				
Class 3				
Class 4				
Class 5				
Class 6				

5. Definitions, of course, are to be presented as independent text. Please hand in
   a. This sheet, with your definitions for both abstracts and conclusions below, and
   b. Your charts, as above.

10/10

DEFINITIONS

ABSTRACTS

An abstract is a rather short text of about 150 words that is at the beginning of an academic descriptive text that is exhibited in academic milieus such as congresses by means of acts and brochures and journals by means of research articles.

As an expository discourse, it puts forward an overview with the particularities of the research such as author's theory and hypothesis, and expected results. It is used as a reading guide that gives a brief an concise explanation of the subject developed.

Regarding textual features the use of NP's such as "This study" presents the author in an impersonal manner. the use of epistemic verbs rather than judgement and evidence are present; and at the same time the use of metadiscursive devices such as topical connectors gives symmetry to the main body of the text.

In the linguistic sphere, a presentation of a specific theory or hypothesis are not compulsory; however, the presence of results is quite common as a consequence of that the use of judgement verbs, that shows the results and author's aim, are frequently used.

But we examine RA only.

CONCLUSIONS

A conclusion most necessarily include a brief summary of what has been reviewed throughout a work, being it an article, a book, an essay etc. This summary must consider the restatement of the problem discussed and its relevance; the methods used to solve the problem, it should also suggest the theoretical impact regarding it's field as well as its practical application in the world. Finally a conclusion needs to state the projection of the problematization stated which are in relation with confronting the results and confronting the initial hypothesis.

In the case of linguistic article conclusions, it is possible to observe that the pattern explained about the generally present, though it is important to mention that these particular kind of conclusions focuses mainly on results and the way in which they could be generalized, placing special attention to the relation of them with the literature review presented. They also put forward final comments and pieces of advice for further research.

10/10

BRIEF EXPLANATION OF THE PROGRAM

CLASS 1	INTRODUCTION / ABSTRACTS .
CLASS 2	ABSTRACTS
CLASS 3	CONCLUSIONS
CLASS 4	CONCLUSIONS
CLASS 5	EVALUATION
CLASS 6	FEEDBACK / SUMMARY

CLASS 1   (5/5)

(A) OBJECTIVES : UNDERSTANDING THE TOPICS TO BE TREATED THROUGHOUT THE UNIT
BEING AWARE OF THE PROGRAM AND THE UPCOMING ACTIVITIES

(B) ACTIVITIES : • THE TEACHER WILL PRESENT THE STUDENTS [THE PROGRAM] AND A~ to
BRIEF INTRODUCTION OF BOTH ABSTRACTS AND CONCLUSIONS.

• THE STUDENTS WILL BE ASKED THEIR PERCEPTION ABOUT THESE TWO about on
ITEMS.

• THE TEACHER WILL PROVIDE CRITICAL MATERIAL REGARDING DEFINITIONS
OF ABSTRACTS WHICH THE STUDENTS WILL READ COMPREHENSIVELY

(C) HOMEWORK : • THE STUDENTS WILL BE REQUIRED TO RE-READ THE MATERIAL ABOUT
ABSTRACTS AND THEY WILL BE ASKED TO DRAW A CHART CONTAINING
THE MAIN POINTS THAT THE AUTHOR MENTIONS.

CLASS 2   (4/5)

(A) OBJECTIVES: COMPREHENSIVE UNDERSTANDING OF ABSTRACTS (IN A THEORETICAL) (WAY)

(B) ACTIVITIES : • THE TEACHER WILL ASK THE STUDENTS THEIR RESULTS CONCERNING (THE)
HOMEWORK. THE STUDENTS WILL WORK IN GROUPS FIRST COMPARING
THEIR RESULTS AND THEN ; THE ENTIRE CLASS WILL CARRY OUT A
DISCUSSION   ↙ how many members?

By whom?
the teacher?   ← • [ANOTHER DEFINITION OF ABSTRACT WILL BE GIVEN TO THE STUDENTS] AND
specific author?   THEY WILL DRAW A CHART WITH THE MAIN POINTS ADRESSED BY
THIS DEFINITION . THEN THE STUDENTS WILL BE ASKED TO COMPARE
THEIR CHARTS WITH THE PREVIOUSLY STUDIED ALOUD.

                                            not too clear

CLASS 3   (3.5/5)

(A) OBJECTIVE : UNDERSTANDING OF WHAT A CONCLUSION IS FROM AN EMPIRICAL PERSPECTIVE.

(B) ACTIVITIES : • THE TEACHER WILL BRING COPIES OF SEVEN CONCLUSIONS TAKEN
Not enough   FROM LITERATURE ESSAYS AS WELL AS LINGUISTIC PAPERS members
time; consider • THE STUDENTS WILL BE REQUIRED TO WORK IN (GROUPS) , READING,
giving Home   THE MATERIAL AND ANALIZING IT. from what perspective? Will
work   the teacher offer any orientation/guiding questions?

CLASS 4   (4.25/5)

(A) OBJECTIVE : (THE STUDENTS MUST BE ABLE TO PROVIDE A COMPREHENSIVE DEFINITION
OF A CONCLUSION BY MEANS OF THEIR PREVIOUS ANALYSIS.
                        based on
(B) ACTIVITY : • THE STUDENTS WILL BE ASKED TO WRITE (DOWN) A DEFINITION
OF A CONCLUSION, TAKING INTO ACCOUNT THE PREVIOUS ANALYSIS.
OF THE MAIN POINTS PRESENT IN LITERATURE ESSAYS AND
LINGUISTIC PAPERS. Individually or in groups?

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CLASS 5   3.75/5

(A) OBJECTIVE : MEASUREMENT (OF) THE STUDENTS' KNOWLEDGE

(B) EVALUATION · THE STUDENTS WILL BE EVALUATED REGARDING THEIR KNOWLEDGE *applied*
ABOUT ABSTRACTS AS WELL AS CONCLUSIONS.
· THE TEST WILL CONSIST OF A PAPER, WHICH CAN BE
LITERARY OR LINGUISTIC DEPENDING ON THE STUDENT'S
PREFERENCE, THAT WILL MISS ITS ABSTRACT AND
CONCLUSION SO THAT THE STUDENT WILL BE REQUIRED TO
PROVIDE them.

*Reading & writing in only 90 m? How long will
the papers be? When did you tell students
about this graded activity?*

CLASS 6

.5/5

(A) OBJECTIVE : PROVIDING FEEDBACK TO THE STUDENTS REGARDING THEIR
RESULTS AND ALSO SUMMARIZING THE CONTENT STUDIED.

(B) ACTIVITY : · THE TEACHER WILL GIVE THE STUDENTS THEIR EVALUATIONS.
AND WILL HIGHLIGHT THEIR STRENGTHS AND WEAKNESSES
· THE TEACHER WILL PROVIDE A BRIEF SUMMARY OF
THE UNIT AND WILL ALSO STRESS ITS IMPORTANCE.

No discussion?
What will students (do) today?

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UNIVERSIDAD DE CHILE
Departamento de Lingüística
English II: Written Discourse 2012

62.35/65

Name: _____
Date: _____

E

PUNCTUATION MARKS TEST

Punctuation

1. Place commas, periods, semi-colons, dashes, hyphens, apostrophes and quotation marks when (and if) needed. Note that lack of blanks is no indicator when it comes to placing any marks. Be clear beyond any possible doubt in your marking.

(6,7)

1.1 We, however, chose to go on with our lives after the tragedy.
1.2 After the terrible tragedy, we chose to go on with our lives contrary to everybody's expectations.
1.3 John and his wife's daughter, if I recall correctly, was born on October 30, 1999.
1.4 Franz Kafka's works stand the test of time, I strongly believe. (1021)
1.5 "I am more than willing," he said to teach you the do's and don'ts of your new job. (alternative, but ok)
1.6 "Too long have I tolerated your constant mistreatment, but no more," she said angrily.
1.7 Damien Echols, Jessie Misskelley and Jason Baldwin, known as 'The West Memphis Three,' were wrongly convicted for the murder of 3 eight-year-old boys.
1.8 Though Ann could not really imagine how John felt, she knew she had to say something, anything. *dash*
1.9 Immediately after having swallowed two-thirds of his bottle, he felt dizzy and started yelling at the people passing by.
1.10 She sighed and then said, "I'm afraid there is nothing left to save nothing at all."
1.11 My final offer, I must say, will not be increased during negotiations.
1.12 Young parents often, though not always, take their kids to the doctor's office more frequently than necessary.
1.13 As soon as I finish reading this long, tedious book, which I hate, I will start the novel you told me about.
1.14 Earth, the third planet of our solar system, is blue; Mars, on the other hand, is red.
1.15 You can write to him at 233 Barrymore Street, Manchester, England.
1.16 The President, who was the highest authority present on that occasion, said nothing during the meeting.
1.17 The expression "We have unfinished finished business" can also be said with the alternative expressions "We have a bone to pick" and "We have to cross some i's."
1.18 Though born in the 1950's, rock and roll flourished during the 60's and 70's.
1.19 Between two-and three-fifths of the smoking population still smoke in front of their children.
1.20 Mary really likes fish; John cannot stand the sight of it.

19.1/20

2. Should stops following abbreviations and contractions be used? Be specific and provide examples.
We can use stops with abbreviations but do not use with contractions. For instance:

→ abbreviations: etc.,
→ contractions Ltd, Dr

10/10

3. What are the four rules associated to the use of quotation marks? Be specific and provide examples.
To show or mark the beginning and end of a word or phrase that is some how special or comes from out side the text. ① around the title or name of a book, film, etc for instance I read "Foundation last week. ② around a piece of text that we are quoting or giving, from another source for instance → The sun is wonderful "is a big star, and our planet" turns around it" ———, ③ around dialogue or direct speech for instance → In those moments he wispered "I'm sure about it". ④ around a word or phrase that we use as slang or jargon, for instance → He said that gay people is "pussy" or something like that.

10/10

4. What are the criteria for placing punctuation inside or outside the final quotation mark? Be specific and provide examples.
If the quoted words end with a full stop, then the full stop goes inside the quotation marks. If the quoted words don't end with a full stop, then full stop goes outside the quotation marks. For instance → I have to say "I don't need you." (full stop)

Other than stops?

→ John has read "Never say never". Mary was suspicious about it.

8.75/10

5. Place commas where appropriate. *Briefly* explain what rule from the assigned study material is involved in each case.

5.1. The apartment was an old, dirty hole.
We use commas for two adjectives → use a comma where you could use "and".

5/5

5.2. Because of their economical hardships, they had to move to a new city.
We use commas after an introductory element.
Adv. element in initial position

4.9/5

5.3. John Dos Passos, the great American writer, was never as famous as Ernest Hemingway.
We use commas for parenthetical elements. Parenthetical elements is any part that can be removed in a sentence without changing of the real meaning.

5/5

46.75 /65   NAME: _____   D Vocabulary

UNIVERSIDAD DE CHILE
Departamento de Lingüística
English III: Written Discourse 2012

ACADEMIC VOCABULARY TEST 4   5,1

I. CAUSE AND EFFECT: a) Write a sentence clearly and unambiguously exemplifying the use of each of the following nouns/noun phrases. Mind appropriate grammar and spelling.

Precedent: *Year 2006 marks a precedent in the following trial nuggets* 2
as a first attempt ~~to~~ of getting an impact in the classroom.

Chain reaction: *missing* *to mid?* (to miss) *many classes have has a chain reaction in your* 1.75
~~the~~ praxes.

Outcome: *– your article has not many attorns?*   Unclear; ambiguous 1.25
– ~~while~~ ,It was very difficult to get new ideas in any research 5/6
you are right

b) How do the words effect and affect relate? Explain and provide suitable examples. *The ~~effect~~ is commonly* *~~used as the verb form of the noun~~ The term "affect" is used* 1/1
as the verb form of the noun "effect", e.g. the effect is affected by the cause

II. TALKING ABOUT IDEAS: Provide a clear and complete definition for each of the nouns stated below. Mind appropriate grammar and spelling.

Framework: *It is the boundary where a discussion is delimited ✗* 1

Stance: *It is a standpoint that a person can adopt to state their views.* 2

Model: *It is the most representative example of a notion. ✗* 1
4/6

III. REPORTING WHAT OTHERS SAY: Rewrite the following sentences using nouns instead of the verbs underlined. The beginning of each sentence has been provided for you. Mind appropriate grammar and spelling.

Halliday contends that language is a social semiotic organized in functional strata and this is accepted by most subsequent systemic approaches.
Halliday's *contention that language is... by most subsequent systemic approaches* 2.25

The ideas put forward in the article imply that theoretical linguistics should have nothing to do with language teaching.
The article makes *the implication that theoretical linguistics should have* 3
nothing to do with language teaching.

Bernstein argues that students' critical socializing contexts largely determine school performance.
Bernstein puts *an argument that students' critical socializing contexts* 3
largely determine school performance 8.25/9

IV. ANALYSIS OF RESULTS: Write two sentences clearly and unambiguously illustrating the meaning of the "weight" metaphors (you might include the closely related "scale" metaphor). Do not repeat the word or phrase used. Mind appropriate grammar and spelling.

1 *I need to weigh up my ideas to convey a clear message ✗* 1.25
Unclear...

2 *living in the south is overweightXIn contrast to living in the* 0 1.25/4
city that has many drawbacks.

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TALKING ABOUT MEANING: a) Provide the word expressing the opposite meaning of the words below.

Calculated: **miscalculated** ✓
Ambiguous: **unambiguous**
Translated: **mistranslated** ✓
Coherent: **incoherent** ✓

(4/4)

b) According to the text, what is the difference between denotation and connotation?
the term denotation is used to make objective definitions of an entity, on the contrary connotation is more subjective and personal.

(1/1)

VI. RESEARCH AND STUDY AIMS: Provide a synonym or brief definition for each of the words below and write a sentence exemplifying their use. Mind appropriate grammar and spelling.

Deliberate: **intentional** having a negative connotation ✓ — 3
John made a deliberate attempt of blocking our way

Knowledge bases: ~~that is to mean~~ The general knowledge for certain sphere of knowledge. — 3
Doctor Miller did not expect to change the knowledge bases by his new research

Critical mass: ~~the~~ People that have a stance on a topic X
According to the critical mass the economic system is suffering some cracks, — 1.5

To instigate: To persuade someone to do something X
Prof. Boni's Article instigate

Interface: ~~when two bodies are not~~ ~~composed~~ A sort of scenery. X — 0.25
In the last year the political system is nearly the same at the interface between
Concertación and Alianza X

(7.25/15)

VII. TALKING ABOUT POINTS OF VIEW: Provide the specific phrases that convey the following meanings:

1. "To have opinions": to hold views ✓
2. "To dislike for moral reasons": to have ethical objections ✓
3. "Basic idea lying behind": the philosophy underlying ✓
4. "Strong, unreasonable negative views": a deep-rooted prejudice ✓

(4/4)

VIII. DEGREES OF CERTAINTY: Rewrite the following sentences using adverbs instead of the words underlined.

It has been claimed that drinking tap water causes kidney problems.
Reportedly, drinking tap water causes kidney problems. — 2

Certainly, the ability to produce language has evolved from the social needs of the first primates to leave their life up on trees.
Undoubtedly, the ability to produce language ... up on trees. — 2

It appears that poor reading abilities correlate with lower income.
Seemingly, poor reading abilities correlate with lower income. — 2

(6/6)

IX. PRESENTING AN ARGUMENT: Write sentences clearly and unambiguously illustrating the meaning of the following words and expressions. Mind appropriate grammar and spelling.

Albeit: I have to respect your arguments, albeit I ~~do not~~ do not share them. 2

To scrutinize: // / 0

The extent to which: the extent to which the violence has got the last years is just a consequence of an unequal system. 2

(4/6)

X. ORGANIZING YOUR WRITING: Each of the following sentences has one mistake. Be careful, for these mistakes may be of different kinds. Underline it and provide the correct alternative.

(At first) let us look into the reasons underlying the event under analysis. **First(ly),** into
The paper is divided (in) four segments X — the paper is divided into four sections X
As i can be seen in the histogram, no drastic changes were registered. as can be seen in the histogram ...

(1/4)

214

71% (48)

33%

"EVALUATION ON TONI MORRISON'S 1987 BELOVED.

2.- TO MY APPRECIATION, BELOVED TRANSFORMS THE DIMMENSIONS OF RANGE IN WAY LANGUAGE IS ABLE TO CONVEY MEANINGS, ENCOURAGING A PROLIFERATION OF THEM IS SUPPORTED BY ARTISTIC DEVICES AS WELL AS FORMAL-LINGUISTIC ONES. IN THIS R THE INSTANCE IN WHICH TONI MORRISON BEST CONFIGURES LANGUAGE OR AN ARTISTI PRODUCT IS IN THE STREAM OF CONSCIOUSNESS UNDER WHICH THE THREE PROTAGONISTS [TO PUT IT IN MORE TANGIBLE TERMS] THIS NOVEL SUBSUME THEMSELVES AND THEIR 'CONSIDERATIONS' TOWARD EACH OTHER.

- SETHE'S STREAM OF CONSCIOUSNESS STARTS CONSOLIDATING THE LITERARY TECHNIQUES USED IN THE NOVEL, I.E., TEMPORAL AND CONSCIOUSNESS JUMPS THAT THE READER MUST FACE ATTENTIV FOR NOT LOSING THIS NARRATION. WHAT IS IMPORTANT MATTERS DURING SETHE'S STREAM IS THE FIRST ACCOUNT ON WHY SHE ATTEMPTED TO TAKE HER CHILDREN'S LIVES, APPEALING TO 'THICK LOVE' IN AN ALMOST OBSESSIVE MANNER. HER TREATMENT OF LOVE UNDERTAKES EVERY PLACES, AS SHE DESCRIBES THE DAYS WITH BABY SUGGS BEFORE THE ARRIVAL OF SCHOOLT IN THIS REGARD, HER 'REMEMORIES' PLAY AN EMOTIVE ACCOUNT OF TENDERN SHE MOVES QUICKLY TO IDENTIFY THE REASON OF HER INFAMOUS ACT, THOUGH AS S IS NOT FULLY SURE ON BELOVED FORGIVENESS, REFLECTING HER INNERMOST FEARS;

IN THE CASE OF DENVER, HER IMMATURITY DEMANDS A CLAIM OF THE FIGURE OF BELOV ("SHE WAS MY COMPANY AND SHE H AS WAIT FOR MY DADDY", 109) AND MOVES TO A PRECAUTIONARY CONSIDERATION OF SETHER, EXPOSING HER INNER FEARS TOWARD HER. ("BUT I KNOW SHE KILLED ONE OF H OWN DAUGHTERS", 108). IN THIS SENSE, DENVER'S STREAM EXPOSES A PRIMARY WORR REGARDING THE FIGURE OF HER MOTHER RATHER THAN WHAT SHE ADMITS WHEN PAUL ARRIVES FOR THE FIRST TIME AT 124. SHE DOES NOT WORRY, IN THE END OF BEING ALONE IN THE WORLD, BUT BEING ALONE WITH SETHE, (MAYBE IT'S STILL IN THE THING THAT MAKES IT ALL RIGHT TO KILL HER CHILDREN) WHOSE 'THICK LOVE IS NOT A COMPENSATORY ANSWER FOR WHAT SHE DID.

- BELOVED'S STREAM IS MUCH MORE COMPLEX AS ITS LACK OF PUNCTUATION INSI ON A LACK OF PSYCHOLOGICAL MATURITY PROPER OF THE AGE OF HER DEATH. SHE ON EXPERIENCES AN ETERNAL PRESENT WITHOUT BOUNDARIES IN WHICH THE WHOLE E RIENCE IS TRANSCRIBED BY HER INSISTENCE ON DISSOLVING HER IDENTITY WITH HER MOTHER'S. BELOVED'S ACCOUNT OF THE 'UNDERWORLD' REMAINS AS A VERY SEN ISSUE IN POLITICAL TERMS, SINCE SLAVERY CONDITIONS FIND A CORRELATION IN THIS IMAG THE CONSTANT PRESENCE OF 'OTHERS WHO ARE CROUCHING' EMBRACES A WHOLE COM TY THAT FACED THE TORTUROUS CONDITIONS THAT 'MEN WITHOUT SKIN' SET FOR THEM. THIS ANALOGY BETWEEN THE 'UNDERWORLD' AND SLAVES' LIFE CONDITIONS ACQUIR AN IMPORTANT TONE WHEN CONSIDERING THE FIRST 'DEDICATION' THAT MORRISON REFERS THOSE '60 MILLION OR MORE' THAT CONSTITUTED THE 'UNDERWORLD' DESCRIBED BY BELOVE WHO DISSOLVES HER SELF WITH THESE SIXTY MILLION TO GIVE THEM A VOICE AND SPACE. SHE, NOW AS A CHARACTER, INSISTS ON DISSOLVING HER IDENTITY WITH

1- Gates' position has been criticised by traditional criticism as close to nihilism, since as this for since the open-endedness of language allows the proliferation of interpre tations, annulling any possibility of a full-grounded truth.

Morrison's novel is written in a style that encompasses the experiences of man people who share a common history (narration), providing per se a wide account o interpretations toward, for example, Sethe's murderous act. In this case sense, throug the novel, the reader is presented with, first, the community disapproval and rejer of Sethe and her daughter (but the reasons are discovered later); Paul D then, Paul D's interp tation as an animal act; Denver, in turn, lacks a proper 'version' of what happe but only keeps an inner fear towards her mother; Baby Suggs, towards finds in it reason to stop preaching a love message; and finally Sethe's interpretation as an act of compassion and love to her child.

- The other instance to be revised is related to the white interpretation of th black community's sufferings. In this sense, Amy, for example, baptizes the scars Sethe's back in a figurative manner; the schoolteacher finds in them answers scientific research, surely being described by means of technicalities and academic language, leading us to a metanarrative level, which sees the white community language to be shaped and transformed to speak of a cru reality, driving, by means of rhetoric devices in the images of Amy, schoo ther and the narrator external narrator (the one who doesn't correspond to own character of the novel), the reader's interpretation. Ebonics, on the other t uses the white language to fulfil its asserted communicative intention, but contributes to shape, especially in the person and this dissonance, the sense dissolution in the very same terms: between present and past, and among Sethe Beloved, and Denver.

Appendix O – **TRANSCRIPTION OF T1 INTERVIEW**

P=Teacher E=Interviewer

Interview

P: Profesor

E: Entrevistadora

E: ¿Qué cursos hace actualmente en el programa?

P: Estoy haciendo Vocabulario I, o sea Vocabulario para Lengua I, el primer semestre hice un curso de metodología de la investigación, el segundo semestre Lingüística aplicada y durante el año he dirigido un seminario de grado.

E: Ya. En cuanto a su formación académica ¿ Ha tomado algún curso específico como diplomado o magíster de evaluación y/o feedback?

P: En los cursos de Metodología que tomé en EE.UU en el 2010 hablamos sobre evaluación y feedback y a través de toda… A ver desde mi formación como ayudante acá y posterioris junto con la formación en el doctorado la evaluación ha sido importante para mí.

E: Entonces no cursos específicos como solos sino que dentro del doctorado.

P: Si.

E: Ya. OK, voy a empezar con la preguntas propiamente tal.

P: Ya.

E: En cuanto a las prácticas de feedback. Describa y explique sus prácticas con respecto al feedback que otorga. Por ejemplo si subraya, si marca los errores, si los encierra.

P: ah! Bueno, se me olvido decir que además de eso yo hago español que en español también es necesario el feedback. Ahora, como … Si enseño lengua, me comporto de una forma diferente que si estoy enseñando un ramo teórico.

E: Ya.

P: Que evidentemente en el ramo teórico es más importante el contenido que la forma, a menos que la forma impida que uno llegue a contenido. Por lo tanto, cuando corrijo… no sé, papers o borradores de papers, me fijo más en lo que es demasiado evidente, antes que corregir cada una de las palabritas o algo que falta. Eso es una cosa, generalmente trato de trabajar en el computador, por lo tanto si veo errores solo destaco que existe un error no voy a tratar de corregir el error, entonces lo voy a macar con un color distinto. Ahora, si el objetivo fuera, por ejemplo que los alumnos aprenderán a escribir en lengua probablemente haría lo mismo que hago en español porque en español tengo una serie de colores que indican cuales son los errores y entonces eso a mi me parece que es más útil para los alumnos, porque ellos pueden enfocarse en que colores más comunes y eso les determina en qué se tienen que enfocar más, primero…y también obviamente si uno va a entregar una nota los colores están asociados con si el error es un error mayor o un error menor. Además de eso, me gusta utilizar los comentarios que uno puede hacer a los lados en donde dependiendo del nivel de error existen cosas como: " ¿estás seguro que se dice así?" hasta "¿ cómo es posible?" No sé o utilización de signos como de admiración o de pregunta pero a veces es un comentario, es un comentario relacionado con el uso porque obviamente cuando algunos saben más pueden correr más riesgos y eso a veces los lleva a que la comunicación se vea impedida de una forma más profunda que con un alumno que está tratando de hacer las cosas a nivel oracional muy simple. Entonces ahí hay preguntas para que el que está leyendo el alumno se cuestione.

E: Entiendo, ¿ Cómo definiría usted Miss una buena práctica de feedback? Cómo así… dice, Entre las prácticas mencionadas ¿ qué practicas considera que constituyen un buena feedback? Y si existe un factor externo que le impida otorgar el feedback que usted considera bueno. Cómo así, dentro de lo que usted me acaba de describir considera que es como completamente bueno o le gustaría hacer otra cosa y por X motivo o X factor no lo completa o no lo hace como…

P: Ah, bueno algo que se me olvido decir es que yo trato de por lo menos decir en alguna parte que hay alguna idea buena, que está bien lo que hicieron o que la forma en la que escribieron algo está bien explicada. Ya? Porque yo no solo creo en el feedback negativo, creo que eso es una práctica que está arraigada y que probablemente no contribuye 100% a que los alumnos sepan que lo están haciendo bien, solo saben que están haciéndolo mal. Entonces si, a mi me gustaría tener más tempo para poder dar más feedback y probablemente para tomamerme menos tiempo en buscar si los alumnos cometieron plagio , porque es parte de lo que uno tiene que hacer y utilizar ese tiempo en leer con más precisión en entregar… porque uno en general da una visión global, lo lee mas o menos rápido y lo que te salta a la vista lo que tu como lector entrenado encuentras que te hace ruido o que fue muy bueno es lo que destacas porque igual cuando uno lee tu cerebro también repara y a veces uno solo, por tiempo, uno solo puede leerlo una vez de repente si uno lo leyera una segunda vez podría sacar más cosas. Ya, y eso probablemente contribuiría más. Ahora, yo si creo en que probablemente uno se va a enfocar en ciertas cosas en términos de etapas, o sea si uno hace una evaluación como scaffolded uno puede enfocarse en diferentes capas de comentarios.

E: O sea que una buena práctica de feedback en términos generales ¿ sería?

P: Yo creo que en tener un objetivo de lo que uno va a encontrar o sea lo que tu estás buscando, y si el objetivo es la claridad del enunciado o la claridad de la información uno busca eso y uno le ayuda al alumno diciéndole lo que se entiende bien y lo que no se entiende.

E: Entiendo. Ya, en cuanto al foco de feedback ¿ cuáles son las áreas en que se enfoca al momento de dar feedback en los trabajos escritos? Por ejemplo si es la gramática, si la puntuación, el contenido o al organizar las ideas.

P: Yo creo que la organización de las ideas es importante, particularmente si estás tratando de hacer un punto. Entonces, organización de las ideas, discurso porque hay una diferencia importante en como se escribe en castellano como se escribe en inglés, oraciones largas esto de como "El inicio de los tiempos…." Ya? Que no funciona en el ingles, por lo menos en el inglés que yo manejo o que es el del lado de EE.UU y la gramática. Pero la gramática en tanto, yo creo que hay dos niveles ahí, uno que es la inteleligibilidad y otro que es que están demasiado grandes como para tener estos errores.

E: ¿Y eso en el mismo nivel jerárquico o tienen esa estructura jerárquica? Digamos organización de ideas primero, puntuación después..

P: En las rúbricas que yo uso yo trato de que las ideas sean más preponderantes que la forma, entonces las ideas tienen más puntaje que la forma y la forma está apoyada por no solo la parte gramatical y la discursiva sino también por otras cuestiones como no sé, usó formato APA, hizo todas las o sea escribió todas las palabras que se le pedían, etc. Entonces ahí es más a nivel global pero eso está relacionado porque me estoy enfocando, estoy pensando en cursos teóricos, si fuera lengua a lo mejor modificaría algunas cosas pero no demasiadas.

E: Ya, entiendo. En cuanto a los comentarios escritos. No, perdón primero el feedback de error ¿Marca los errores de forma comprehensiva o selectiva? Es decir, por ejemplo comprehensiva sería marcar todos los errores no importa cuántas veces se repitan.

P: ah, comprehensiva.

E: Claro y selectiva sería marcar una vez independiente que se repita muchas veces

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P: Yo creo que, bueno cuando uno está más o menos apurado, uno se da cuenta que yo creo que la segunda vez que uno marca el error uno se da cuenta que y si sigue leyendo como que el alumno es consistente, tiene un "error" y no tiene un "mistake" entonces de repente probablemente uno marca … Yo tiendo a marcar probablemente una buena cantidad al principio y después me voy dando cuenta en qué me tengo que enfocar pero eso también está dado por el tiempo que uno tiene para corregir, ya? Porque, porque al principio de la corrección o sea cuando uno está corrigiendo al principio probablemente uno es más comprehensivo que al final cuando uno dice : "Ah! Ya tengo una visión más panorámica de lo que está pasando en el curso, me voy a enfocar en esto"

E: ya, y ¿ cómo lo hace, marca con un círculo lo subraya?

P: ya a estas alturas me carga corregir en papel entonces si tengo que corregir en papel como me obligaron ustedes, lo subrayo, lo encierro en un circulo y a veces, porque la tarea que pedían ustedes era más global entonces en alguna ocasiones uno solo lee ya? Y ahí te quedas con esta impresión macro.

E: entiendo, ya… Ahora con respecto a los comentarios escritos ¿ Escribe comentarios generales al momento de corregir trabajos?

P: si.

E: ¿por qué?

P: Porque el idioma no es solo un set de palabras, ni gramática si no que es discurso entonces mi intención es poder decirle a los alumnos dos tipos de información; una información a nivel discursiva o a nivel de contenido que es como: "Si, creo que las ideas están bien, has hecho un buen trabajo, bla bla bla , sintetizaste de manera apropiada o hasta donde se entendió algo" y la otra es como: "pone atención a que estás copiando muchos errores en tal área"

E: y ¿Cómo visualiza usted la función de ese comentarios?

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P: En un mundo ideal cuando los alumnos tuvieran, si los alumnos tuvieran tiempo… entregarles más herramientas de… a los alumnos para que se enfocaran en lo que necesitan. Yo creo que los alumnos de cursos superiores necesitan feedback rico de ese nivel y tal vez más para que puedan mejorar porque muchos llegan a un plató y se quedan ahí, esa en mi impresión.

E: Entiendo. Ahora vamos a aspectos más generales ¿Pone notas a los trabajos encritos? Nota número digamos.

P: Claro pero con rúbrica.

E: Con rúbrica. Ya ¿Considera que es importante la nota y por qué?

P: La nota es un termómetro, tenemos que ajustarnos a lo que nos pide la universidad y por lo tanto en general lo que yo trato de hacer es que la nota sea representativa de un trabajo progresivo no de un trabajo de una fotografía del día, entonces uno pone una nota para un trabajo pero ese trabajo es la suma de una serie de trabajos pequeños a lo cuáles se les ha puesto nota antes, por lo tanto si se equivocó una vez y aprendió a la siguiente tiene posibilidades de mejorar.

E: Entiendo, Ahora con respecto al rol del estudiante ¿ Cuál es el rol del estudiante en este contexto universitario con respecto al feedback que se le otorga?

P: yo creo que tiene que ser activo pero me da la impresión que los alumnos sólo les interesa la nota que se sacan, entonces probablemente el alumno que se se va a sacar un cinco y medio para arriba, un cinco tal vez, no se va a fijar mucho en los comentarios a menos que haya a menos que tenga que trabajar con el mismo texto para el futuro y en ese caso yo creo ahí incorporan los comentarios.

E: Entonces en términos específicos ¿qué rol espera usted que los estudiantes cumplan en el proceso de corrección?

P: Yo creo que los alumnos cuando escriben tienen que plantearse el cómo escriben y tienen que tener más o menos claras cuáles son las cosas que pueden hacer para escribir mejor. Uno contribuye o yo trato de contribuir haciendo trabajos donde

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la suma de las partes llegue al final como un todo porque creo que es más fácil y ayuda ah que los alumnos puedan reflexionar sobre la correcciones que uno hace, porque si el trabajo es final los alumnos no reflexionan sobre la corrección. Y espérate… ¿qué mas era?

E: El rol del estudiante con respecto al feedback.

P: Yo creo que tiene que ser un rol activo porque no tiene ningún sentido que uno se gaste horas de esto para tratar de ayudarlos y que los alumnos miren la nota y boten el papel po.

E: Y en cuánto así como tratando de darle un porcentaje asi como súper al ojo usted cree que qué porcentaje de alumnos en verdad lo hacen, en verdad cumplen ese rol activo, de acuerdo a su experiencia.

P: Mira después del trabajo, no sé yo creo que la más representativa es la del trabajo del seminario de métodos, yo creo que… no sé un 75% 80% fue capáz de volver sobre su trabajo y revisarlo porque había una nota de por medio al final y hubo gente que no… que no fue sensible a los comentarios.

E: Pero entonces este rol activo se da por una estructura de trabajo específica, volviendo al tema de que usted hace etapas

P: si, yo creo que si porque si el trabajo es final y tu sólo, como alumno sólo estás enfocado en que tu quieres una nota no quieres aprender porque no haz desarrollado un consciencia suficiente para aprender no te sirve de nada que hagan comentarios, ya? Entonces yo creo que además esto está relacionado con como creamos una… un ambiente en el que lo más importante sea aprender y no sacarse la nota para pasar yo creo que ahí probablemente tenemos que trabajar un poco.

E: y ahí a lo mejor se daría intrínseco el rol activo.

P: Claro.

E: Entiendo, ya… De acuerdo con su experiencia ¿Qué prácticas de feedback considera como efectivas, realmente? Volvemos un poco a la pregunta…

P: Claro, yo creo… de acuerdo a lo que me han dicho mis alumnos, los de español no los de inglés porque no he podido trabajar en eso demasiado específicamente, yo creo que esto de marcar con colores funciona y el que los alumnos se puedan enfocar, o sea yo puedo marcar todos los errores o la mayoría de los errores pero si le digo a los alumnos que se enfoquen sólo en el color que es más preponderante yo he visto mejoras y además también está relacionado con estos otros comentarios al lado que es como: "en este idioma se escribe con oraciones más largas o más cortas, más o menos embeding, uso de no sé qué para apoyar lo que estás diciendo, etc".

E: Entiendo. Con respecto a la efectividad del feedback ¿Cuál considera que es la forma adecuada para evaluar la efectividad de su manera de corregir?

P: Bueno esta cosa es en etapas, cuándo… cuándo uno es capaz de ver que hay un segundo, un tercer borrador y un final uno puede ver que el feedback funciona o no, también lo puedes ver transversalmente cuando probablemente…espérame un segundo.

(Interrupción por llamada telefónica)

E: si, si no hay problema.

P: Perdona.

E: No se preocupe Miss, entonces volviendo a la pregunta estábamos hablando de cuál considera que es la forma adecuada para evaluar la efectividad de su feedback.

P: ya, entonces uno puede ver estos trabajos que tienen varios componentes o qué es lo que pasa con un trabajo que tiene componentes a través o varios componentes a través del semestre o a través del año porque si tu vas entregando

feedback a través del semestre sería… sería deseable ver algún tipo de mejora ya? O que tu estés haciendo un punto y funcione ya? Eso.

E: O sea en ese caso a través del tiempo sería lo más efectivo. Y Miss alguna vez se entrevista con sus alumnos para darles feedback o para comentar algún trabajo?... No pero si quiere vaya a contestar Miss, no hay problema.

(Interrupción telefónica)

E: ya, le preguntaba si alguna vez se entrevista oralmente con sus alumnos para comentar algún trabajo o darles feedback.

P: Eh, si… trato de por lo menos hacer una reunión por un trabajo.

E: ¿ En este contexto educativo?

P: En este contexto educativo, eh… trato, no siempre se puede tener una reunión completa pero a veces… por ejemplo con los alumnos de vocabulario, ellos todavía no desarrollan una consciencia real de lo que significa tener una nota de una prueba entonces lo que hice fue en algún momento a mitad de semestre decirles que sólo iban a saber la nota de la prueba si venían a una reunión conmigo, que es muy obligatorio pero probablemente sea … en este caso es de formación, de práctica, entonces ellos veían dos de sus notas que era una de un trabajo de un video que habían hecho y la otra era una nota de la prueba, entonces ellos tenían algo así como 15 minutos conmigo donde conversábamos qué les había pasado, por qué se habían sacado tan buena nota, por que se habían sacado tan mala nota y la idea era que vieran en retrospectiva que es lo que podrían haber hecho mejor.

E: Y la importancia de ese feedback en relación a todo lo anterior que hemos comentado, el feedback oral en este caso.

P: Yo creo que es complementario y por un problema de tiempo uno no puede hacerlo más con los alumnos o sea si uno tuviera más tiempo probablemente uno se podría sentar con el alumno y decirle, entonces uno cambia o sustituye ese feedback

oral por los comentarios escritos que uno coloca ya, y a veces el comentario escrito te obliga a ser más políticamente correcto porque las palabras permanecen.

E: Claro que si.

P: Y también, pero impide que tu vayas más en profundidad… qué es lo que le pasó al alumno por qué no fue tan efectivo o qué fue lo bueno que hizo el alumno en ese momento porque es solo tu información no la que el alumno puede entregar porque con los alumnos de primero logré saber cosas que no se me habían ocurrido que les podrían haber pasado, durante la prueba.

E: Entiendo, ya pues Miss, muchas gracias… último favor si es que usted me podría dar su teléfono ante cualquier emergencia.

P: ¿Emergencia tuya o emergencia mía? Jajajaj

E: Bueno, podemos tranzar si quiere le doy el mío también.

P: XXXXXXX

E: Ya Miss, muchas gracias.

P: No hay de qué espero que resulte muy bien el trabajo.

P=Teacher E=Interviewer

Interview

P: Profesor

E: Entrevistadora

E: Ya. Entonces, la entrevista dice lo siguiente: Quisiéramos pedir su colaboración para responder el siguiente cuestionario diseñado con el objetivo de conocer sus percepciones y creencias con respecto a sus prácticas de feedback escrito durante su desempeño como profesora del programa de *Lengua y Literatura Inglesas*. El presente estudio corresponde al trabajo final de tesis del grupo de estudiantes del Seminario de Grado en Evaluación dirigido por el profesor Daniel Muñoz. Este estudio tiene como fin investigar las prácticas de feedback que se realizan en nuestro contexto académico. ¿Ya? Las instrucciones generales: la entrevista consta de dos secciones. La primera parte son preguntas de carácter personal y la segunda parte es el set de preguntas que apuntan a investigar las prácticas de feedback. Cabe destacar el aviso de confidencialidad que estos datos van a ser usados solo para este estudio y para nada más. ¿Ya? Entonces, primero que todo información personal.

E: los cursos que enseña actualmente en el programa, miss?

P: Lengua Inglesa II, Discurso Escrito y Lengua Inglesa III, Discurso escrito

E: Ya. En cuanto a la formación académica, miss. Ha tomado algún curso específico (ya sea diplomado, magíster, doctorado), de evaluación o feedback?

P: No. He tomado talleres. Estoy en proceso de tramitaciones doctorales, digamos

E: Ya, y dentro del doctorado contempla ramos de evaluación

P: Más que de evaluación, porque esos se hacen directamente en la facultad de educación y yo estoy en la facultad de letras. Sí estoy tomando varios cursos de alfabetización académica donde se ha visto solo tangencialmente el tema de la evaluación… sí he estado en talleres de distintas cosas, distintas horas

E: Para partir con la entrevista, primero que todo, prácticas de feedback. Describa y explique sus prácticas con respecto al feedback que otorga. Por ejemplo, si subraya, marca los errores, si da feedback oral, escribir comentarios al margen. ¿Cómo lo hace en general?

P: Todo eso. Absoluta y totalmente todo eso. Sí tuve una evolución porque hasta hace unos 3 años atrás, si quieres después te puedo mostrar o enviar cómo lo hacía antes que lo que hacia era que por cada alumno a ver el asunto es que yo trabajo con una rúbrica no sé si está mas adelante en tu…

E: sí, describa usted su práctica

P: Ok. El asunto es que yo tengo una rúbrica con una serie de dimensiones que han sido ajustadas a lo largo del tiempo. Algunas dimensiones han desaparecido y otras han sido incorporadas. Y el punto es que sobre la base de esa rúbrica yo inicialmente trabajábamos con el formato rúbrica, cuando digo "trabajábamos" es porque en ese entonces trabajábamos junto con Daniel Muñoz jaja, y en la rúbrica hacíamos algunas anotaciones y poníamos la nota. Luego yo con el tiempo complejicé eso a hacer una plana redactada para cada alumno respecto de todos y cada uno de los errores cometidos en todas estas dimensiones de análisis contempladas en la rúbrica. Sin embargo, después de haber hecho eso ya un buen tiempo noté, por un lado, que los alumnos no mejoraban necesariamente con eso, de hecho, yo ya tengo algunas ideas respecto de cuán útil puede llegar a ser o no el feedback. Yo creo que hay mucho que tiene que ver con la honestidad académica y

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con el acercamiento entre profesores y alumnos para producir algo mejor, más que creer que el feedback por estar ahí automáticamente ofrece ninguna mejoría porque creo que no. Para serte muy honesta. He estudiado algo al respecto también y el feedback digamos que solamente desde algunos tratamientos tiene algún efecto en las mejorías de las producciones de los alumnos. Tanto lo dicen ciertos autores como me empecé a dar cuenta yo también en esto. Y como te digo eso "a" y "b" me consumía una cantidad de tiempo que era aproximadamente tres horas por alumno. Entonces dejé de hacer eso. Y lo conversé, de hecho, con mis alumnos. Les dije "a ver chiquillos ustedes sienten que esto sirve, no sirve" y alguna vez estuvimos como 45 minutos de una clase con la generación con la que dejé de hacer eso, para que me dijeran así como muy a *calzón quitado* qué sentían del asunto y ellos me decían que sentían que era muy justo que ellos por lo tanto podían entender harto por qué les había ido bien o mal pero que ellos no sentían que en el fondo hubieran dejado de cometer los errores que yo les señalaba porque se los señalara. Y de hecho eso es así. Porque yo después contrastaba las distintas evaluaciones, por ejemplo si ellos tenían un error de preposición más verbo y al verbo no le ponían -*ing* en el trabajo 1, y yo se los señalaba y se los señalaba, en el 2, en el 3, y en el 4 lo seguían haciendo. Entonces algunas cosas que no tienen que ver solamente con señalar el error, si no que con un proceso un poquitito más complejo donde el feedback es un elemento pero en ningún caso creo yo es el principal. Entonces he ido cambiando. Y ¿qué es lo que hago ahora? Una especie de combo de todo esto que tú tienes acá. Ciertamente subrayo, no uso colores si, eso lo he estado considerando para las distintas dimensiones, pero subrayo, encierro, comento y en casi todos los casos sobretodo donde yo siento que hay mucho que *praise*, hay mucho que encontrar muy bueno, o mucho que decir "oye, cuidado con párrafos" qué sé yo, "tus criterios de organización en párrafos, no hay oraciones tópicos", qué sé yo, eso ya es, que es un poco más narrativo, siempre lo hago al final del texto

E: Ya. O sea de todo un poco

P: De lo más combinado

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E: Vamos a lo que es percepción de buena práctica de feedback. Entre las prácticas mencionadas ¿Qué prácticas considerarías que constituyen un buen feedback? Es decir, estamos tratando de explicar cuál es el feedback ideal, en este caso. Cuál consideras tú que es como un súper buen feedback que sería lo que a ti te encantaría hacer en absolutamente todos los trabajos

P: a mí lo que me encantaría hacer en absolutamente todos los trabajos es seguir un poco con esta práctica de comentar mucho el texto, pero luego de tener el tiempo, y este es la situación ideal, y que mi salud no este en el tiempo y las ganas también porque esto no podría ser obligatorio, de venir y pasar unos 15 minutos por alumno discutiendo la corrección ahí, no solamente dejarlo ahí por escrito y como "oye, como te escribí harto date por satisfecho", si no que institucionalizarlo un poquito más, por ejemplo después de cada uno de los grandes trabajos de escritura dejar qué sé yo o bien una clase "no vamos a hacer clases si no que quiero que vengan de a dos ponte tú, qué sé yo, o si hay más tiempo de a uno para pasar entre 10 y 15 minutos discutiendo los trabajos y las correcciones". Dando sugerencias y una cantidad de cosas que desde la oralidad se hacen en mucha más profundidad que desde la mera escritura y anotación, entonces yo creo que debería ser una cosa más combinada. No solamente de las anotaciones si no que también de la discusión y eso propende a un mejor desarrollo del proceso y una mayor conciencia de los errores cometidos porque una vez que uno los discutió es bastante más poderoso el efecto que "oy, parece que me caigo harto en las preposiciones", ponte tú.

E: y ¿qué factores influyen en que eso no se pueda realizar?

P: falta de tiempo, falta de interés de los *cabros*. Yo, por ejemplo, muchas veces, así en niveles bastante más generales si, entonces en la medida que uno no lo hace muy institucionalmente y no es parte del programa y no se plantea como un objetivo así claramente queda como un poco al libre albedrío de alumnos y *profes* "oye, voy a estar en mi oficina, si quieren ir a ver algo" y finalmente no viene nadie. ¿Ya? Entonces claro ahí es un poco medio complicado, yo diría que es básicamente

un poco falta de tiempo, otro poco falta de motivación y otro poco falta de institucionalidad

E: Perfecto. Ahora el foco de feedback. ¿Cuáles son las áreas en las que se enfoca al dar feedback en trabajos escritos? Por ejemplo, si es gramática, puntuación, contenido

P: yo tengo una dimensión que es de aspectos formales que es bien general. Porque incluye gramática, incluye muchos aspectos editoriales también. Y ahí van desde si son, por ejemplo, trabajos escritos preparados en casa. Va desde el tipo de letra, si respeta los márgenes, si siguieron las instrucciones en tanto formato y ciertamente gramática, fundamentalmente. Hay otra dimensión que tiene que ver básicamente con la organización. Tiene que ver con criterios bastante generales de organización en términos de tipo de texto que estemos viendo porque yo trabajo mucho desde la teoría de género, de géneros discursivos. Y luego ya dentro de esos tipos de géneros, vamos a ver, por ejemplo, que las introducciones no son iguales en este tipo de texto A y en este tipo de texto B entonces vamos viendo por especificidades. Pero ciertamente en criterios organizacionales está que haya una estructura de párrafso adecuado, que haya un balance de párrafo adecuado, que tengan oraciones tópicos, que las oraciones no sea muy extensas, que nos salgamos un poco de la retórica española para entrar un poco más en la Inglesa. Perdona, ciertamente puntuación también está en el primero, en el de aspectos formales, que se me había ido decirte. Y en organización está todo esto que te digo. Luego el desarrollo del tópico tiene que ver mucho con, que es una tercera dimensión, el tipo de información que estoy entregando. Si yo estoy planteando un tema X, ojalá me estén entregando autores que lo respalden, algunos datos duros, que no sea solamente un ejercicio de "yo pienso esto", a menos que esa sea la función del texto, ciertamente. Pero si no es eso, que casi nunca es el caso, nosotros hacemos básicamente, sobretodo en tercero año, escritura académica. Entonces no es como "sí, es que me gusta el chocolate". Entonces va por ese lado por el lado de apoyar las ideas presentadas de una manera sistemática y consistente y bien documentada. Y ahí tiene que ver también el tema de bibliografía. Hay una dimensión léxica que tiene

que ver precisamente con eso, con complejidad léxica para el nivel, por supuesto. Y hay algunas categorías ahí, por ejemplo, la presencia de adverbios. Que uno podría pensar que tiene impacto solamente en lo gramatical, pues no, también tiene impacto en lo léxico en tanto da riqueza léxica al texto y un error en adverbios tiene impacto en ambas dimensiones. Y eso también es un criterio. Alguna vez leí, hace no mucho, que el 0.45 de las cláusulas inglesas tiene modificación adverbial, ¿ya? Y nuestros alumnos deben usar -alguna vez hice un cálculo muy ridículo- algo así como 1.2. Entonces está declarativamente explicitado "chiquillos, adverbialicen, ¿ya? Contextualicen su cláusula". Entonces, la cosa léxica ciertamente involucra riqueza general, pero también hay algunos aspectos de explicación en clases: "quiero que usen adverbios en esta *cuestión"*

E: ¿Y esas dimensiones son todas en la misma jerarquía?

P: ¿cómo en la misma jerarquía?

E: por ejemplo, las dimensiones léxicas son más importantes que…

P: no, todas valen lo mismo. De hecho, en la rúbrica, por ejemplo, no desagregué la puntuación de los aspectos editoriales de la gramática, porque considero que pueden ser englobados en esta gran categoría de aspectos formales, porque si ponte tú sacara puntuación de ahí, tendría que darle un poco menos de valor también. Porque, siento yo, desde algún nivel de información y de muchos años también de práctica que la puntuación si bien es importante no está a la altura del desarrollo del tópico

E: Ok. Feedback de error…

E: Ok, feedback de error. Marca los errores de forma comprehensiva o selectiva, es decir si marca por ejemplo si se repite mucho un error ¿lo marca una vez?

P: Lo marco siempre, todo el tiempo, por ejemplo cuando son muy frecuentes, por lo general por ejemplo si veo, para ponerte el mismísimo ejemplo este problema

de preposiciones más verbo, si veo que ocurre por ejemplo tres veces, les empiezo a poner un uno en cada uno de los ejemplos como un pié de página y al pié de página le pongo: "1, Ojo que esto te pasa mucho" … Pero si, los marco todos no hay cosa que no marque.

E: Ya, ok y este marcarlo contempla círculos siempre o si se repite mucho este pié de página.

P: Yo creo que ahí puedo llegar a ser menos consistente de lo que me gustaría. Me gustaría ser más consistente. Lo marco trato de ser clara pero no te podría decir que, que se yo gramática lo encierro en un circulo y errores léxicos los subrayo. Quiero llegar para allá pero a la hora de los quihubos estoy corrigiendo no me resulta.

E: Exacto, comentarios escritos ¿Escribes comentarios generales al momento de corregir trabajos escritos? ¿Por qué?

P: si, porque creo que es necesario por lo que conversamos hace un rato yo creo que de pronto solamente la marcación del ítem erróneo no crea consciencia, yo creo que en la medida por ejemplo que vea muchos errores que se yo a ver te invento… de *agreement* en los verbos, voy a tener que decirle finalmente : "Mijo, usted se cae harto en *agreement* ojo con eso venga a verme" Muchas veces les pongo "Venga a verme" no vienen, para que te voy a mentir , muchas veces ni pescan las correcciones que uno les hace, como que ven la nota y la guardan, entonces mucho menos van a pescarme en el venga a verme. Pero si, lo hago porque lo de los comentario generales, para contextualizar tanta particularidad un poco que hay en el texto que como te digo marco un poco mucho entonces de pronto si no comento "esta es la dimensión de la que te tienes que preocupar más" creo que empiezo a hacer un montón de patas de araña y no tiene…

E: Y una pregunta que se me pasó en realidad, te la debería haber hecho antes ¿Cuándo corriges y marcas das la forma correcta?

P: si.

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E: ¿siempre? O depende si es una estructura muy larga

P: Es que trato de hacerlo siempre, a veces tengo unos problemas de como de formato del tipo de letra por ejemplo que tiene el alumno que tiene muy grande, no tengo donde, no me queda espacio, a veces puedo enfrentar ese tipo de problemas súper logístico regulares digamos, pero trato de dar siempre la forma correcta.

E: ya, en cuanto a la nota ¿evalúas con nota numero los trabajos escritos?

P: si, todos.

E: ¿Por qué?

P: Porque bueno mal que mal estoy en un contexto institucional donde se demanda que mis alumnos tengan notas, de manera que si bien ya ni siquiera estoy trabajando con pre-proyectos cuando hacían *drafts* también les ponía nota, es que aplico la rúbrica y la rúbrica tiene notas, entonces por un lado bueno, es la aplicación de la rúbrica que me lleva naturalmente a poner una nota y por otro lado los cabros necesitan nota.

E: si, exacto. En cuanto al rol des estudiante, que lo esbozamos un poco ¿Cuál es el rol del estudiante en este contexto universitario con respecto al feedback que se le otorga?

P: Yo creo que deberían pedirlo un poco más en el espíritu no solamente de entender la nota. A ver entiendo que eso es fundamental por supuesto que sí, pero es casi una perogrullada o sea entender la nota me parece el piso, la idea yo creo del feedback yo creo no es solamente que entiendan por qué le fue tan bien o tan mal si no que avanzar en un proceso e inclusive ojalá desarrollar una consciencia respecto del propio desarrollo que me diga "Ah, yo me caía con esto y ahora veo que después de 6 meses ya no, parece que lo internalicé" entonces yo creo que eso es como bien ideal, creo entonces que el feedback tiene esa función no solamente retroactiva, sino que proactiva de que tiene que servir para algo no solamente para entender y tengo la impresión de que alumnos no tienen eso claro, me da la impresión de que por

ejemplo cuando nos piden rúbrica, que me parece de toda legalidad y justicia, creen que eso va a tener un impacto inmediatamente positivo en cómo les va a ir, pero no es tan asi, en el fondo es desagregar dimensiones y poder entender el propio proceso de una forma más clara, yo creo que por ahí va más la cosa.

E: Entonces, eso es en el fondo lo que se espera, que el estudiante como que se involucre un poco más en el proceso de feedback.

P: Esa es la cuestión que se involucren más porque si no no tiene sentido, si no para qué tenemos feedback si no lo estás revisando no te estás comparando contigo mismo o no vienes por ejemplo a hablar con tu profe que insisto, eso no es puro de los alumnos no más si no que no hemos sido capaces de darle una institucionalidad a la instancia feedback más allá de la buena onda, esto no puede pasar por la buena onda tiene que pasar por lineamientos institucionales y que todos los profesores dediquen dos horas a la semana ponte tú a ver feedback, pero que los alumnos también tienen que participar de esa institucionalidad y de ese como cambio cultural de decir como "Yo necesito hacer esto, esto es bueno para mi para entenderme para atrás y para mejorar para adelante" .

E: Entiendo y de acuerdo a su experiencia Miss ¿Qué prácticas de Feedback consideraría como efectivas?

P: Yo creo que efectivo… Mira, me cuesta eso porque uno siempre que uno está… yo me lo cuestiono mucho, no es algo como que yo haga como intuitivamente no más, lo he pensado como te digo he tenido distintos modelos de feedback, yo creo que lo que más sirve es anotar el texto ojalá sistemáticamente como yo lo hago también mejorar por lo tanto el formato asi de estupideces como hacer el reglón más amplio no solamente para ahorrar la hoja si no para que les quede más claro ahí in situ en el texto y luego hacer las anotaciones que correspondan pero eso para discutirlo uno a uno con el alumno o en el peor de los casos con dos alumnos pero para discutirlos o sea yo creo que así no más es letra muerta un poco. Prueba doblada dentro del cuaderno.

E: Ya, perfecto… y en cuanto a la efectividad del feedback ¿cuáles han sido como las formas efectivas que consideras que han sido mejor para evaluar tu propio feedback? ¿cómo has logrado tú o que practicas has empleado tu para evaluar tu propio feedback?

P: Hablar con los cabros. Así tal cual o sea cuando yo ya estoy teniendo como alguna presunción de lo que estoy haciendo me cuesta mucho y no sirve para nada por ejemplo que es lo que te contaba o que de pronto tal vez no estoy siendo muy clara lo converso con ellos, lo he conversado con ellos yo creo que con todos mis años que les he hecho clases, hasta en clases y en pasillo, yo re buena para hablar en pasillo con los alumnos, acá en la oficina, caminando en la calle si me los encuentro o sea como que trato de conversar esa cuestión porque encuentro que me interesa por muchas razones, me interesa por mis alumnos, me interesa por cuidar mi propio tiempo también, o sea de verdad me importa. Conversando se entiende la gente yo creo que por ahí va la cosa. A todo esto yo también leo harto al respecto.

E: Si, claro y la última pregunta que ya también sería como un poco redundante pero la vamos a hacer igual ¿qué importancia le otorgas al feedback oral entregado en las entrevistas personales?

P: Altísimo, como te digo no siempre se puede hacer , por lo general y esa es la cuestión como te decía como que queda al libre albedrío como que el que viene a preguntar es por lo general el alumno que ya le va bien, el alumno que te viene a preguntar "Oye, pero ¿acá qué paso? A ver ¿cómo lo podría hacer mejor?" rara vez si es que ahora no recuerdo mal tal vez nunca hayan llegado los alumnos a los que les va peor a preguntarme cómo mejorar el asunto, por lo general yo creo que también tiene mucho que ver con un poco el autoestima, con exponerse frente al profe, con que el mismo profe que te puso el 3.0 es el que te va a decir " ay pero lo hiciste pésimo" más allá de que no sea un poco mi personalidad yo creo que eso es como… lo entiendo porque yo también soy alumna o sea tampoco es rico que vayas para que te digan que lo hiciste todo mal, entonces yo creo que el feedback oral es importantísimo porque no solo lo complementa si no que le da sentido, creo que

debería ser bastante más obligatorio de lo que es , creo que debería ser también bastante menos … desde la norma de la perfección, no creo que… no creo en el hablante ideal ni el escritor ideal de manera que creo que no todos los textos son tan comparables, creo que es súper fundamental por eso porque da una cantidad de matices y creo que los profes debemos ser un poco menos draconianos en la corrección no en términos del rigor de la corrección sino que en términos de la explicación y no hacer sentir que la gente es tonta porque yo creo que es por eso también que de repente no vienen; un poco por flojera, un poco por exponerse a esto de que el profe te encuentre tonto, pero creo que es súper fundamental porque, insisto, uno puede corregir y ponerle colores para arriba para abajo y si no hay un poco como la obligatoriedad de venir a discutirlo queda ahí tu doblas tu prueba y la metes en el cuaderno y nunca más la viste y te acuerdas de que te sacaste un 5,7 "Ah, me fue bien" "me saqué un 6,5 me fue espectacular" "Me saqué un 4,0 ahí no mas" "Me saqué un 3,0" con rabia lo guardas, menos quieres verlo.

E: Es verdad, suele pasar. Bueno Miss, muchas gracias.

P=Teacher E=Interviewer

Interview

P: Profesor

E: Entrevistadora

E: Quisiéramos pedir su colaboración para responder el siguiente cuestionario diseñado con el objetivo de conocer sus percepciones y creencias con respecto a sus prácticas de feedback escrito durante su desempeño como profesor del programa de *Lengua y Literatura Inglesas*. El presente estudio corresponde al trabajo final de tesis del grupo de estudiantes del Seminario de Grado en Evaluación dirigido por el profesor Daniel Muñoz. Este estudio tiene como fin investigar las prácticas de feedback que se realizan en nuestro contexto académico. Bueno, ahí está el aviso de confidencialidad, que el contenido del cuestionario solamente será utilizado para este trabajo. La siguiente entrevista consiste en 10 preguntas diseñadas para ser respondidas en un tiempo aproximado de 15 minutos. La Sección 1 consta de preguntas de carácter personal. La Sección 2 consiste en un set de preguntas semi-abiertas sobre sus percepciones y creencias con respecto a sus propias prácticas de feedback escrito.

E: ¿Cuáles son los cursos que actualmente enseña en el programa?

P: Tres literaturas de la especialidad. Literatura de la especialidad III, IV, y V.

E: ¿Ha tomado algún curso específico (diplomado, magíster, doctorado) de evaluación y/o feedback?

P: No. Cuando ustedes hablan de cursos específicos, ¿puede ser a nivel de pregrado, o no?

E: Sí, por ejemplo si su pregrado contemplaba algún curso…

P: Sí. En el pregrado tuve un curso de evaluación educacional. En el programa de Pedagogía en Inglés.

E: Ya. Primero que todo vamos a hablar de las prácticas de feedback. Trate de describirnos y explique sus prácticas con respecto al feedback que otorga. Por ejemplo: si subraya, si marca los errores, si da feedback oral, si escribe comentarios al margen. En general, decriba sus prácticas al momento de corregir.

P: Mira, como yo trabajo en el área de literatura, lo más importante para mí en ese sentido es evaluar hasta qué punto los estudiantes logran dar una lectura en torno, y en clave literaria, de los textos que estamos estudiando. Yo principalmente hago sugerencias o recomendaciones que tienen que ver con la lectura de los textos. Con la forma en que el estudiante se está aproximando al texto. Pero al mismo tiempo, como es tan importante el matrimonio entre forma y contenido, para mí es muy difícil deshacerte de los errores gramaticales. Entonces como lo señalé, yo lo subrayo. Y por lo general al lado escribo "grammar". Se subentiende que es "faulty grammar". Eso es para la parte formal. Para la parte que tiene que ver con errores de sintaxis, de redacción, "misspelling", errores que tienen que ver también con uso inapropiado de términos y también errores gramaticales. Los errores o desaciertos que tienen que ver con la forma en que los estudiantes se aproximan al texto literario los hago ver en una forma mucho más específica y son, por lo general, o adoptan la forma de comentarios al margen. Rara vez hago comentarios a pie de página, solo si son comentarios que están muy próximos, visualmente hablando, al párrafo o al lugar donde yo encuentro esa deficiencia. Otras veces, y excepcionalmente cuando yo veo que se requiere un comentario más prolongado y más específico, escribo una nota a pie de página. Y cuando no hay espacio, en otro pie de página escribo un número y digo, o escribo a la vuelta. Y ahí la persona encontrará las explicaciones pertinentes al respecto, sobre eso. Las modalidades de evaluación que yo aplico en los cursos de literatura son

principalmente de dos formas. Una que es la prueba individual y otra que es la elaboración del "paper", que puede ser un "paper" de análisis o un "paper" crítico. A veces también son trabajos de investigación que consideran recopilación bibliográfica. ¿Cuál de estos dos espacios me da mejores oportunidades de establecer una comunicación o un diálogo con lo que ha escrito el estudiante, partir de escritura que yo realizo en el texto? Evidentemente el "paper" ¿Por qué? Porque es un espacio, de una forma conceptual y de desarrollo de ideas que el estudiante tiene y que le permite establecer estas ideas con más morosidad, con más calma, con más reflexión también. Y eso, al mismo tiempo me permite hacerlo a mí. Hacer una evaluación que es mucho más tranquila, en el tiempo, y es precisamente en esa modalidad de evaluación que son los "papers", en las que yo inserto estos comentarios que son comentarios escritos. Estos comentarios escritos los voy realizando a medida que voy leyendo el trabajo, y después, cuando el tiempo lo permite, leo nuevamente el trabajo y hago una síntesis completa de lo que se escribió o lo que se propone en el "paper". Esa síntesis, por lo general, la escribo al principio del trabajo, en lo que es la portada del trabajo. De ahí hago una síntesis respecto a los aciertos más importantes del trabajo y también sugerencias o comentarios respecto a cómo revertir algunas deficiencias que yo observo en los trabajos.

P: La segunda pregunta va con respecto a considerar una ''Buena'' práctica de feedback: ¿Entre las prácticas mencionadas, qué prácticas consideraría que constituyen un buen feedback? Esto va apuntado a si usted logra dar lo que usted considera un buen feedback en cada revisión de trabajo o si por x factor no logra hacer todo lo que le gustaría hacer.

E: Lo que yo les acabo de mencionar de lo que hago de feedback en papers, me encantaría poder hacerlo en las evaluaciones individuales. Durante el semestre o al inicio del semestre logro hacerlo. Pero ahora por ejemplo, en la última evaluación que tuvimos sobre una novela de Tony Morrison, no lo pude hacer. Simplemente especifiqué algunas notas muy breves que tienen que ver con errores, el puntaje, el porcentaje y la nota. Con esta última evaluación que tuvimos no lo pude hacer. Evidentemente una de las limitantes que se interponen en este caso para que yo no

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pueda realizar el tipo de feedback que a mí siempre me gustaría hacer consistentemente se precisamente el factor tiempo. Aquí estábamos corriendo contra el tiempo, tenía que entregar las notas, porque los estudiantes se tenían que preparar para su examen, por lo tanto no tenía tiempo para poder hacerlo.

P: Luego, Foco del Feedback. ¿Cuáles son las áreas en las que se enfoca al dar feedback en los trabajos escritos? Por ejemplo la gramática, la puntuación.

E: Principalmente contenido. Y también, cada vez que detecto alguna como… mala práctica en cuanto a la lectura del texto literario lo hago ver y doy alguna recomendación o sugerencia para que eso se revierta. También pienso que es super importante poner en juego esta especie de recomendación o sugerencia no solamente en el ámbito específico o concreto del paper que estoy revisando. También a veces, doy recomendaciones de qué otro libro u otro texto podría leer para afianzar un conocimiento tal vez un poco más profundo del contenido que ese estudiante trata en ese paper. Es decir son recomendaciones de alguna forma mediatas, de mediano y largo plazo incluso, y otras recomendaciones inmediatas, que directamente inciden en el hecho de que ese estudiante podría rectificar de forma práctica en el próximo paper que tenga que escribir. Eso evidentemente es importante, pero me parece que es igualmente importante realizar feedback o recomendaciones que tengan que ver con actitudes, situaciones o con respuestas, "responses" de largo plazo. Porque la inmediatez de la situación es una buena escritura de paper, y eso es evidentemente muy importante, pero también es igualmente deseable el hecho de que el estudiante logre conectar esa escritura en particular con otras tareas más complejas a nivel cognitivo, o a nivel de interrelación entre textos literarios.

P: Profesor, feedback de error. ¿Marca los errores de forma comprensiva o selectiva? Es decir, si marca todos los errores aunque se repitan 10 veces o marca solo uno.

E: Sí. Los marco al principio. Por ejemplo, cuando en un párrafo hay muchos verbos "say" y principalmente para los estudiantes de literatura en lengua y literatura inglesas, que se supone deberían tener un generoso acopio de material lexical,

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entonces ahí yo escribo en un círculo: "use substitutes for say". Usar sustitutos para no estar constantemente recurriendo al mismo verbo, pero eso no lo vuelvo a señalizar cuando aparece en otro párrafo porque sería redundante.

P: Y ¿de qué forma normalmente lo hace? Por ejemplo ¿los encierra en un círculo y da la forma correcta, o simplemente lo subraya para que el alumno se dé cuenta en qué se equivocó?

E: Encierro en un círculo el verbo, o no solamente el verbo, otras interferencias que son palabras super vagas como "people", "thing", "something", "say" y las encierro en un círculo y explico que es importante usar sinónimos. O un concepto mucho más específico al contexto. Si estamos hablando de críticos literarios, por qué no hablar de "literary critics" en vez de "people".

P: En ese caso no da la forma correcta pero sí da una sugerencia de buscar otras cosas.

E: Claro, porque eso sería como incentivar lo que se conoce como "spoon feeding", como alimentar a las guaguitas con… no, uno tiene que indicar puertas de entrada para que la persona se haga cargo de entrar y de transitar por ese terreno. Y otra cosa que he aprendido con el pasar del tiempo es lo siguiente: Yo a veces hago pruebas en las que ustedes tienen que contextualizar pasajes principalmente de obras dramáticas. Entonces yo selecciono un pasaje clave, por ejemplo de Hamlet, y ustedes tienen que dar el contexto, en este caso, "speaker, addressee, context y main theme" y todo eso ¿verdad? Y muchas veces cuando el estudiante no escribe nada y lo pone en blanco me he dado cuenta que no es buena idea poner una cruz indicando malo. Porque evidentemente la cruz, o aparición de cruz significa que de hecho el alumno logró escribir algo y esa escritura no corresponde, pero en ese caso no hay nada. Entonces cuando no hay nada creo que es contraproducente, es un detalle tal vez menor, pero que dice algo importante respecto a cómo también el propio estudiante recibe, o interpreta y asocia lo que él ha producido en una prueba. Y también para tener una gráfica un poco más estimulante y más positiva a lo que es valuación, estoy tratando de eliminar las cruces. Cuando algo no me parece,

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simplemente lo encierro en un círculo o pongo un signo de interrogación.

E: Profesor, hablamos mucho también de los comentarios escritos, usted nos dijo que siempre ponía comentarios escritos al margen, y que en general eran como para complementar, hacer una enseñanza a futuro ¿Cómo visualiza la función de estos comentarios al margen? ¿Cuál cree usted que es la función principal?

P: Eso yo lo veo principalmente como un juego de diálogos múltiples. Porque cuando ustedes escriben *papers,* ustedes indirectamente entrar en un diálogo imaginativo con el autor o con los personajes de la obra. Pero, evidentemente ustedes están escribiendo para una audiencia, y esa audiencia es el profesor quien leerá el *paper.* Entonces a medida que yo voy escribiendo esos comentarios críticos también entro en diálogo no solamente con la obra, si no que evidentemente con el autor de ese *paper*, que es el estudiante. Entonces uno de los objetivos más importantes para mí en estos comentarios críticos que escribo al margen es precisamente estimular ese diálogo y que ese diálogo no se agote, insisto, en el contexto de las 4, 5 u 8 páginas del *paper* si no que sea idealmente un diálogo que continúe a futuro. Entonces, no sé si puedo agregar algo más

E: Sí, sí, por favor

P: Porque, mira, algo que ustedes conocen, yo siempre les decía que una evaluación tiene, a lo largo del tiempo, bastantes etapas y momentos importantes. Entonces cuando yo les entrego, por ejemplo, en una clase un *paper* corregido con el porcentaje, con la nota y con mis sugerencias

E: el porcentaje, *profe*, perdón, ¿se refiere al porcentaje de logro?

P: de logro alcanzado, exactamente. Y a veces se da a escala de 60 o 70%. Y al lado viene la nota. Entonces cuando ustedes reciben el *paper,* o el trabajo de investigación en este caso, cuando ustedes lo reciben personalmente eso no significa, por lo menos para mí, de que el proceso de evaluación terminó, al contrario todavía estamos en proceso de evaluación, porque yo creo que una evaluación pertinente, y significativa, y expansiva como deberían ser todas la evaluaciones, independiente de

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su modalidad, debería considerar la importantísima instancia en la que el estudiante logra re-leer su *paper,* en este caso especifico hablo de literatura, re-leer el *paper*, leer los comentarios que yo escribí, las sugerencias y después de eso, y no contentos con eso mejor dicho, lo ideal sería que el estudiante conversara conmigo y que entráramos en dialogo nuevamente respecto a ¿qué cosa? Al producto que entregó. Y después que hacemos esa discusión, con tiempo, con tranquilidad, no en el pasillo, no fumándonos un *pucho*, no. Con mucha tranquilidad, con mucho tiempo, no ni siquiera en el contexto de la sala de clases, porque es un diálogo muy personal. Una vez que termina esa conversación y una vez que tanto el estudiante como el *profe* logran confirmar tanto las debilidades como las fortalezas en ese trabajo tal vez ahí recién podríamos estar hablando de un término que yo llamaría *conceptual* de la evaluación. Es el término de la reflexión que implica esa evaluación. Porque claro evidentemente cuando tu escribes las notas en una prueba o *paper* ese se puede considerar como el término formal, solamente, el término numérico de la evaluación. Pero una evaluación es algo mucho más complejo, una evaluación involucra definitivamente, desde mi perspectiva, diálogo. Es como que *para bailar tango se necesitan dos personas*, para una evaluación se necesitan por lo menos dos partes. El evaluador y el evaluado

E: entonces usted contempla siempre reuniones orales con sus alumnos, en el ideal

P: sí, pero eso es lo que yo resiento. Lo presiento y lo resiento. Porque muy pocas veces tenemos la posibilidad de realizar esas reuniones individuales. Porque aún cuando yo doy las instancias a los alumnos para que relean el *paper* y se acerquen a mí y me hagan preguntas, muy pocas veces, de hecho, sucede o se hace el trance en que el alumno se acerca y me dice "mire, sabe qué? Sería bueno discutir el *paper,* tengo una duda o me gustaría que conversáramos sobre esto", porque al parecer como todo va tan rápido, estamos muy concentrados en los productos numéricos y tangibles, entonces evaluación significa sentarse, ponerse nervioso, escribir algo rápido, y termina la evaluación cuando te entregan eso que tú escribiste con una nota, ese es el fin de la evaluación. Pero ese es un fin muy pobre de lo que

entendemos por evaluación, una evaluación insisto debería terminar recién cuando logramos fomentar el diálogo. En base a lo que ustedes han escrito, en base también a las sugerencias que hago y porque es importante también que esa instancia de diálogo se forme una especie de, por qué no decirlo, crítica constructiva. Muchas veces ustedes no estarán de acuerdo con las notas que yo hago o con las sugerencias o tal vez lo que tú consideraste en tu momento como una fortaleza y una contribución para mí es un lugar común. Entonces, es importante también conversar sobre ese tipo de discrepancias

E: Claro que sí. Bueno y hablábamos también del rol del estudiante. Entonces en este caso ¿sería que el alumno no considere que la evaluación se termine con la nota? Ese es lo que usted consideraría como el rol del estudiante

P: Yo creo que el papel del estudiante claro debería ser idealmente eso entrar en diálogo. Y entrar en diálogo significa siempre... A ver, el sostener un diálogo a través del tiempo, y es sostenerlo no solamente en forma lineal prolongada, si no que en forma profunda, involucra siempre un determinado nivel de compromiso. Entonces tal vez deberíamos entre todos fortalecer más ese nivel, el nivel de compromiso. "Yo me comprometo en el hecho de entrar en diálogo con tu prueba, con tu *paper*, con tus respuestas, con la forma en que tú te aproximas al curso. Pero ustedes también como estudiantes tienen que comprometerse a los mismos productos que ustedes realizan". Es decir, yo creo que aquí hay algo que es como muy claro y nítido, y que muy pocas personas podrían contradecir, es que lamentablemente estamos al interior de una matriz administrativa y burocrática que nos colmina a realizar todo rápidamente y que nos colmina a dejar de lado, muy al margen, ni siquiera en segundo lugar, si no que muchas veces está en tercer lugar, la instancia de reflexión "¿Por qué diablos yo estoy leyendo esta novela, por qué me hacen leer esta novela. Eso es importante porque implica reflexión. "¿Por qué leemos lo que leemos, por qué usamos estas variantes o aproximaciones críticas para entender estos libros que estamos leyendo?" Incluso en el ámbito de la literatura, uno podría decir hasta qué punto la literatura o el discurso literario promueve estos sitios de enunciación que tienen que ver precisamente con la reflexión de lo que estamos haciendo. Entonces, y

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con esto termino, es que es interesante el tema que están abordando ustedes, yo creo que debería haber idealmente, porque esto también tiene que ver con la evaluación, que durante el semestre en un curso debería ser siempre, debería haber instancias o momentos en que se promueva reflexión en conjunto con la acción. Hacer una especie de pausa, es decir, "hasta el momento hemos cubierto estos contenidos, estas lecturas, estos ensayos, a estos autores. ¿Por qué, para qué?" Reflexionar sobre aquello. Y luego que se hayan clarificado algunas preguntas sobre eso, continuar

E: Profesor, bueno, ¿usted evalúa con nota, cierto? ¿Hay alguna clase de trabajo que usted haga escrito que no lleve nota alguna vez? Por alguna otra razón

P: Sí, sí. Los preliminares

E: un *draft*

P: Claro. Exactamente. Porque cuando ustedes hacen el primer curso de literatura conmigo, que es la Literatura III, el primer *paper*, por lo general, yo lo recibo y muchas veces no digo que es un *draft*, les digo que tiene fecha de entrega y lo recibo y yo hago todos esos comentarios escritos con bastante detención, y lo evalúo, pero esa evaluación no es la evaluación final, si no que se los entrego, les digo "en base a lo que he escrito acá, reelaboren, justifiquen, reconsideren", y luego, en ese tipo de situaciones, me entregan el *paper*. Entonces, la primera vez que lo entrego, lo entrego simplemente con anotaciones y después entrego el trabajo ya con la nota

E: Ahora hablando de la efectividad del feedback. ¿Cuál considera usted que es la mejor manera, de acuerdo a su experiencia, cuál es la mejor manera para evaluar su propio feedback? ¿Cómo usted considera, cómo llega la reflexión de que "esta forma de feedback es buena, esta no es tan buena"? Mediante, por ejemplo, la evolución de un mismo alumno. Cuando el alumno al final llega a la reflexión y se acerca a usted a conversar, continuar con el diálogo con respecto a un *paper*. ¿Cómo lo hace para evaluar su conducta de feedback como efectiva?

P: Eso tiene que ver justamente con lo que ustedes mencionan con los objetivos que uno se propone. Porque para mí el feedback, uno de los objetivos más importantes, es que genera una instancia de diálogo. No un diálogo cortoplacista, no un diálogo que tenga que ver con los resultados de la prueba número 3, parcial, de X curso, si no que es un diálogo que se mantenga o que se sostenga a lo largo del tiempo. Entonces, un indicador importantísimo para mí, que me permite establecer si ese feedback es efectivo, es pertinente, o es significativo, es justamente la conversación o diálogo que yo puedo mantener con el estudiante respecto a ese tipo de comentarios. Como te digo, hasta el momento, no son muchas las ocasiones en las que los estudiantes voluntariamente se acercan para conversar sobre sus *papers*. Entonces desde ese punto de vista podría decirte que yo tengo muy poco feedback, para auto evaluar si el feedback que yo promuevo en mis estudiantes es eficaz o no. Por otra parte, tengo otro parámetro que tiene que ver simplemente con lo que se conoce con el término de la competencia o *performance* de los estudiantes. Cuando yo veo que en el próximo *paper* mejoran eso me da un indicio indirecto, en este caso, de que el feedback que incluí en el *paper* anterior está, en este caso, dando efecto. Y otro tipo de indicador que me permite de alguna forma monitorear la calidad de mi propio feedback es las lecturas que tengo de otras formas que tienen otras personas de otras disciplinas de evaluar sus trabajos. Porque eso es súper interesante también. Uno siempre está usando el modelo, está usando algunas como molduras que después uno obviamente ajustará a la especialidad de uno. Pero es importante verlas y reaccionar ante esas. Por ejemplo, en algún momento, y nuevamente esta actividad se descontinuó por falta de tiempo, hacíamos los famosos *learning logs*. No sé si ustedes conocen qué son los *learning logs*

E: no, no

P: Eso es súper bueno porque permite de hecho generar esta instancia de reflexión. Es cuando tú tomas un papel lo doblas en la mitad y son sorpresivos no tienen absolutamente ninguna nota entonces son súper importantes para pesquisar el feedback de estos estudiantes y para también monitorear tu propio feedback en la evaluación de los cursos. Entonces allí en ese *learning log* tú lo puedes hacer por

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ejemplo a mitad de un semestre y con una pregunta bastante básica, "tell me what you have learnt so far", entonces esa es una instancia en que el alumno se toma al menos una hora o 45 minutos y reflexiona y de forma muy honesta escribe los nuevos conceptos que ha aprendido y cómo esos nuevos conceptos le permiten leer mejor los textos literarios o cómo esos nuevos conceptos le dan un punto de entrada a perspectivas críticas y teóricas que desconocía. Y eso es bastante útil para los propósitos de evaluación. Si también es una forma de evaluar lo que sucede en el curso, con los estudiantes, y con la forma en que ellos están leyendo los textos. Es como una bitácora de aprendizaje, eso es. Así como hay bitácoras de viaje, esta es una bitácora de aprendizaje que en algún momento se hace, como una especie de recuento. Usamos mucho la imagen como de territorio. He transitado ya por este territorio entonces cuáles han sido los hitos que me han llamado la atención respecto a este territorio por el cual yo ya he transitado, describirlos brevemente y decir por qué son importantes. Entonces, yo creo que ese deseo de alguna forma es como que organiza la casa que está desordenada, nos da un mínimo de orden, un mínimo de disciplina para comprender lo que hemos adquirido y cómo lo estamos adquiriendo o asimilando o entendiendo

E: Bueno, profesor, muchas gracias, con esto terminamos

P: No, gracias a ustedes, me parece súper bueno lo que están haciendo

P=Teacher E=Interviewer

Interview

P: profesor

E: entrevistadora

E: Ok, so, we are going to do our thesis project. Our thesis project is about feedback, ok, specifically feedback about written tasks. So the questions are looking for the information of how you provide feedback to students. Written feedback, how do you do it and what are your perceptions about your feedback. That is what the interview is about. So, the first question, practices of feedback, describe and explain your practices in relation to the feedback you give to the students, for example if you mark the errors or if you underline the errors or you just write, may be a dot and then you explain. How do you do it?

P: So, basically I provide feedback in different ways for students at different levels and also recursively. So, let me explain. If it's say a student at the basic level, and this is the first time I am, depending on the task I ask them, let's say I ask them to write a paragraph, a simple thing ok? Usually, first I have them and I don't give them direct feedback I put them, I give them the peer feedback, so I switch their papers and very often I happen to write paragraphs in pairs and not individually, so in that way first they start getting feedback from their own classmates, and then I ask them to switch papers or the paragraphs and give it to the next group and receive feedback from them. And then, after that if it is only a class activity I go to a simple, you know, like examples to see what people have done how they can improve it or what kind of systematic problems are rather than individual problems, but if it's more

of, in terms of, like a class paper or something that they have to hand in individually, then my method is not to basically, to take them to several steps, rather than just giving them one shot of feedback, and going again, going back to a specific questions like how do I mark it, how do I … usually I try to provide different kinds of feedback, for instance if it's regarding spelling, just me put like:" there is something wrong with the spelling" ,if its regarding punctuation then I write: "double check your punctuation", or, so, basically rather than telling them what is the correct form I would rather have them to come up with their own answer. I feel like in this way if you struggle to find the resp... The answer, then it actually sticks, it stays with you, so that is my method. And then, so, basically, again going to different levels, let me give you an example, so lets say , the first step is to hand in a paper, and I tell them : "ok , this time I am only concerned regarding the content ", so I give them some content feedback, lets say:" I'm not sure what you mean here, may be you want to", you know, "push up this arguments and bring down the other arguments", things like that, and give them back the paper and say "go, ok, make the revision and give it back to me", they do that and then I take it to a grammatical level, so I give them again other opportunity to correct the things at the grammatical level, like, again, providing some sort of a feedback that they have to struggle to find the answer rather I give them the right answer. And then, going down...

E: ok, you are making them to find out what was the error

P: yes, and very often I actually, rather than only pointing out what are the errors, I also point out what are the good things. I specifically write that, for instance," this is a very good choice of words", or, you know: "the connectors are perfect". Things like that, so I provide a mixture of you know, rather than pointing out only errors as well as in a good point I say .. students know what are the good structures they are using so they can also encourage to keep using those structures so, and then I go through this a couple of three times and in every step I emphasize a certain forms, and I hope, you know, that by the end of going three times to the you know the feedback then they come up with a good and polished writing

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E: ok, so the second question it's also in the line of practice of feedback, ok? But related to a good practice of feedback what do you thing that are … what do you think … what parts of these practices of feedback that you already described are part of a good practice of feedback

P: what do I, ok, so, teachers tend to think they are good teachers and that their practices are the best so, they wouldn't do things they know that are wrong so obviously hahaha

E: but, what would you like to do, what do you think is good but you are not doing it because of --- of maybe because of time?

P: ok, so, I think one good practice that is time consuming and I would like to do it but probably I don't do it very often, if I do writing classes which I do not do right now, is to model, so to, because I believe writing as a skill is not, there is no hand book of writing that you can read and all of a sudden you become a good writer. It takes a lot of practice and modeling so I would love to provide lots of good models for students and make explicit instruction to the forms so every time you know if I ask them ok, this is what it is what you are doing wrong I point out what a model, to the model to tell them this is how it should be. So I provide different kinds of models that are good samples so they, they get the idea, they get the style, they can put themselves in the authors minds, and how this, you know, were able to work, expressions, things like that

E: And what do you think are the main reasons why, you sometimes cannot give a complete good practice of feedback or a complete way of giving feedback, is there any reason or any factor that is not allowing you to give a ..

P: Usually, with writings it is always a matter of time, it is always time, so yes, you have to read through and, yes, the other thing that baffles me all the time is

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that, you, somehow you know what the students want to say but because you get into their minds, its very difficult to say it in the correct way or may be you feel like if you change the whole thing, this is not what the student really intended to say. So, you are thinking for them, basically

E: Ok, so, let's continue

P: Ok, so, basically like I was saying, for me is this fine line of trying to provide feedback, but at the same time, along with the students, to say what they intended to say. So, you are not changing their thoughts patterns or their structures fundamentally, but stay within, you know, forms of feedback

E: Yes, ok. Feedback of error, a name to call it, do you mark the errors comprehensively or selectively? That is to say you mark every error or just if one error is repeated along the task you mark just one and then not the others or all of them?

P: So, again it depends on what class am I teaching, what task is it that the students are involved, so I take all those things into consideration, if, lets say, if today I taught a, let's say irregular past tense in English, then I rather pick on only those things than having like a global view of all the errors and spellings and regulations and everything so focus on that form so they actually, they learn something they can, they will be able to implement it right the way. But, let's say, now is a taking class paper, so like I said in that way if that is the task, an activity, then I would rather take them to several steps. So, first I would just point at the discursive level, then I would take it to the grammar, and then I would take it to punctuation, so by the end of like three times, they will have a polished paper they have all it consistent. If it's say a thesis that a graduated student has written, and then I would basically, chill it, I would give all kinds of feedback I can give to the student, in the spelling, any problem

----phone ringing------

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E: Ok. So, in general, the amount of errors that you mark depends on the task

P: It depends on the task, depends on the level, depends on the activity, depends on graduate students, undergraduate students, so I don't have like one general rule that I would apply to everybody, I would say what is it that I want to accomplish with this feedback, I take all these variables into

E: usually, how do you do it? You mark…you underline the errors? Do you circle the error? You provide the correct form?

P: a mix a mixture of all this things, so basically, usually it is, let's say for instance, like I said, I try to be, to create an opportunity for the student to self-correct himself or herself, for the most part. So, I would put a question mark that says, like for instance: "Are you sure about this form?" Or, provide the hint that there is something wrong let's say with the grammatical structure. To make them a little bit softer, basically, to get the response, rather than just spoon-feed them with the response, because I think if you give them they see it, they forget it. But if they have to struggle with their knowledge they, it sticks with them, so lets say, well with the spelling I would probably just cross the spelling or things that you know, takes more time to accomplish, I am not the master of spelling myself, so If somebody points out a spelling to me I would not mind it either, so sometimes also, I see like through their discursive problem, lets say for instance students use Spanish discourse in English, like they write loooong sentences so I would then provide the specific feedback, "may be you want to break down this complex sentence into several more sentences". I prefer, my method is usually I try to use with a PDF file so I can provide sticky notes, write comments regarding things as well as be able to, to go and cross multiple things either than just one

E: Ok, the next question is related to comments, so, about written comments, do you write general comments when you are giving feedback in written tasks?

P: Yes, I provide comments. And I provide it for different reasons, one is I write comments for lets say for a sentence or at the end of a section, I write another

comment for that section. To say what was good about it or what was wrong about it, or how effective it is or things like that.

E: ok, and what do you think is the function of these comments?

P: Basically, with that question we go back to the idea of what do you think is learning. I think to me, learning is not transferable knowledge, is not that I am telling to the students to do something and they do it, but rather I think learning is constructed, in such a way that I have to put myself in the students mind and say "what is it that they wanted to say? How did they say it? And, what is it that I can say to make them aware or conscious of the things they wanted to say and improve it?" So we are going recursive feedback with their writing they are giving me a feedback of how they are seeing, what kinds of good things they have, what kind of bad things they have, this is a feedback for me. Now I get that feedback I turn it the other side I give them, provide them feedback. Things should be maybe with this way or that way and then I see how they digested it and I get…this recursive point knowledge basic I feel like they can hopefully improve

E: Ok, and about the mark do you evaluate with marks? Here in Chile we have numbers and do you evaluate the students in this program with marks?

P: Ok, so, my tendency usually is, for papers, not to provide. As, basically, for me, providing mark is an old-dated system, I would use it as little as possible. Specially, for writing, is a complex thing and assigning just one number to it is not with the justice. So, basically rather than giving a mark so the students feel bad or good about it I rather provide, make it as part of another task, let's say, for instance, very often what I do is, in writing classes, is to tell the students to write a small play, or children book, or a script for a movie, or things like that, so, the goal is, for me, is not to have the grade, but rather to accomplish a project. So, at the end you may assign a grade to that project, but I feel like, meanwhile, that the students are getting all these feedback from the teacher, I hope at least, that they are concentrating to accomplish a project to see that they are writing a story, and how good that story will

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get eventually, not what grade I am going to get eventually. So, I try to use the grades as little as possible

E: We are going to talk about the student's role. What do you think is the role of the student of this context, in this academic context, related to feedback? What do you think the students should do with the feedback that you provide?

P: I think the basic idea, and I think this is what usually happens, is that students get their feedbacks but because there is a number assigned to that work they, even if they go through the feedback, to see the feedback, it is usually with this mind set of saying of, to justify themselves that they've done better than the grades, so, basically, they look at the feedback not for "what kind of mistakes I got, so I can correct them", but is this grade really justifies what I got. So, I think the role of the students is a cultural shift in their own mind. "This is my education, I have to improve on my writing skills, I have to look at this feedback because somebody sat down, my teacher, and took the time to provide this kinds of feedbacks" and let me tell you, is not easy to provide the feedback for writing, for me is a very difficult task. For them to take the responsibility, to know that somebody took the time to do this, so "I also have to give it the time to understand how I can improve in this"

E: According to your experience, what are the most effective practices of feedback? What is more effective? Comments, marking the errors, providing the correct form. What is more effective?

P: I tend to believe that is has to be a mixture of, if you are asking about the technique I use, it has to be a…a good teacher should provide a mixture of techniques for different cases, also, and this is regarding the logistics of it, also regarding technical aspects a teacher should also consider, feedback for writing is a recursive process in which you cannot give one shot feedback but you have to take it as several steps to achieve a good form and emphasize not only the bad aspects, but actually try to emphasize a lot on the good points they are doing because students don't really know what they are doing is good or bad. So, if you emphasize the good parts they are encouraged, they know what is good, and they repeat it

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E: Also related with effectiveness of feedback, what do you think is the best way to evaluate the effectiveness of your feedback? How do you evaluate your practices of feedback? How do you see or evaluate your feedback practices? If they are effective

P: From 1 to 7, I would give myself a 5

E: Ok, and how do you perceive that 5? How do you evaluate yourself? Why a 5 and not a 7 in this case, for example? Do you evaluate yourself taking into account the improvement of one single student, for example if you have one student that had a 4 in the first test and then had a 6 in the second test, do you evaluate that as a…

P: Aha, I see. Student's improvement definitely can point out the effectiveness of certain practices of feedback but I think that also most importantly is how students feel about it. You have to take into consideration and also ask the students because you don't know their history, you don't know if, for instance, maybe before your class, actually they had much more improvement and now you see improvement but maybe that improvement has slowed down, because you don't know what has happened before, you don't know their potential. So, what you see as an improvement may not be their actual potential but you just tapping into a little bit of what they could actually deliver. So, I think it is a very good idea to have a constant talk with students, provide different kinds of…, be open minded to provide different kinds of feedback, to see which one is more effective with whom, or in general one class as oppose to another class, so you as a teacher also improve yourself, you are not stuck, because something is working, you don't know what is improvement, what is the range of improvement, unless you provide different types of… talk with the students

E: And the last question teacher, do you have oral interviews with the students to give them feedback?

P: In regard to the writing, the writing skills, yes. Very often

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E: Do you think that interviews are important?

P: Yeah. Because, what happens very often is when you put something in their writings, basically you block the interaction because you don't know what students are reading. When you are face to face, two things happen: they give you direct feedback of how they understood it, and second, you can troubleshoot any problem right away. That is you can go back and forth, and also another thing I would add is that is always more time-consuming and imprecise to write something as oppose to say something. So, I would definitely prefer oral interviews

E: Ok, the last thing professor. Have you ever taken a specific course about feedback? A diploma…

P: no. never. I read books

E: Ok, that's all, thanks!

Appendix S – **MATRIX FOR TESTS ANALYSIS**

TEST SAMPLES	DESCRIPCIÓN	N (Cantidad de Pruebas)	CIRCLE	COMMENT	QUESTION SIGNATURE	CROSS OUT	QUESTION MARK	UNDERLINING	LINE	MISSING ELEMENT	ZERO	TICKETS	ACHIEVED PERCENTAGE	BRACKET	TOTALS
T1E	Experimental Test		22	17	0	3	6	13	0	14	0	4	0	1	80
T1N	Naturalistic Test		41	36	2	22	3	36	9	44	1	97	0	0	291
T2E	Experimental Test		18	34	13	1	8	38	0	21	10	1	0	12	169
T2N01	Theory Test Essay-Type		17	11	0	0	0	18	1	15	4	16	0	4	87
T2N02			14	4	0	2	0	5	0	8	3	19	0	1	57
T2N03			3	10	0	0	0	2	0	9	3	27	0	0	55
T2N04			1	3	0	7	0	0	0	0	0	9	0	0	20
T2N05			1	2	0	3	0	2	1	3	0	13	0	0	25
T3N	Experimental Test		6	8	6	0	7	22	3	0	0	12	7	4	108
T4E	Experimental Test		3	38	7	0	0	9	0	0	0	0	0	0	57
TOTALS			126	163	28	38	24	145	14	114	21	198	7	22	949
%			13,28	17,18	2,95	4,00	2,53	15,28	1,48	12,01	2,21	20,86	0,74	2,32	100,00

	FOOTNOTES	POINTS	HIGHLIGHT	UNDERLINING INSTRUCTION	SIGNATURE	TOTALS
T1E	0	0	0	0	0	80
T1N	0	0	0	0	0	291
T2E	1	0	0	2	10	169
T2N01	1	0	0	0	0	87
T2N02	0	0	1	0	0	57
T2N03	0	0	1	0	0	55
T2N04	0	0	0	0	0	20
T2N05	0	0	0	0	0	25
T3N	0	33	0	0	0	108
T4E	0	0	0	0	0	57
TOTALS	2	33	2	2	10	949
%	0,21	3,48	0,21	0,21	1,05	100,00

Appendix T – **TEACHER'S INTERVIEWS RESULTS**

ORGANIZED IN THREE CRITERIA

Relevant Aspects of Feedback	T1	T2	T3	T4
Students' Role	-It should be active, and a small percentage of students play this role	- It should be active - The students should be aware of the importance of being interested on how the teacher corrected them	- It should be active - The student should engage in his/her evaluation process, and commit to the dialogue involved in the evaluation	- There should be a cultural change - Students should take responsibility of their own education and be interested on learning and improving -Students should be aware and also take the responsibility that someone, the teacher, took the time to correct and give feedback for them to improve
Effectiveness of Feedback	-An effective feedback is given by means of levels, steps or phases -Feedback given through time -Evaluation of the effectiveness by asking the students	-Evaluation of the feedback by asking the students how they feel about the corrections -Dedicating part of the class to discussion about the feedback, and the performance of the students	- If my objective is to generate a dialogue, I will consider my feedback effective if the student **engages in** his/her **evaluation** actively - As students do not engage and commit to their **evaluation process I do not** get any feedback from them and I can't get a clear idea of the effectiveness of the feedback I give - **Student's** performance	- An effective feedback is a mixture of techniques for different cases - Take the evaluation in several steps - Always give positive feedback - Asking the students how they feel about it to know their history and learning backgrounds

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Influential Factors	-Time to read the documents more than once	- Time - Lack of interest/motivation from the students - Lack of institutionalization	- Lack of time - Lack of interest and time of the students - Deadlines at University - Lack of organization within the department	- Time

Feedback	T1	T2	T3	T4	
STRATEGY	- If it is a digital document the error is highlighted and commented -Use of colours to categorize de errors (language instruction) - **Written comments** -Reading the document more than once to notice and check different aspects -Underline, circle, and mark the errors -**Prefers comments rather than giving the correct form** - **Use of rubrics**	- **Underline, circle, written comments at the end (for praising or discussing ideas and contents)** - **I always give the correct form** - **Use of rubrics**	- **Written suggestions, comments and remarks concerning ideas and content** - **Specific comments at the end of the essay when further suggestions are needed** - Underline and write what type of error is it. For example 'grammar', concerning form - **Types of evaluation:** individual tests, papers or research-work tasks - Circle the error and suggest to use another word or structure, for example - **Not giving the correct form but showing the correct path to follow; "opening doors"** - **I do not use crosses. When something seems wrong I just circle it or use an interrogative mark**	- *I don't give direct feedback* - *I use peer feedback activities* - *Discuss in class common errors; systematic problems more than individual mistakes* - **Students use PDF files so I can provide sticky notes, write comments regarding things as well as being able to go and cross multiple things either than just one** - **Write comments at the end of a sentence and at the end of a section**	First, fo then foc in spell etc. - It depe exampl - when tense, fe rather th global v and spe and eve - Focus so the s actually they ca able to away
FOCUS	-Organization of ideas, especially in argumentation (elaboration of arguments) -Style of discourse Mainly the differences that exist between languages (English/Spanish) -Grammar related to intelligibility and errors corresponding to every learning level - Organization of ideas appears in the rubrics as more relevant than grammar. The rubrics depend on the subject – theory or language.	-Every aspect, from punctuation to content/ideas, in the same hierarchy: - Formal aspects - Genre aspects - Paragraph organization - Style of discourse (From Spanish structures to English structures) - Lexical choices - Content, ideas, arguments	- Content - Malpractices when dealing or approaching literary texts - Deep knowledge and understanding of the text we are working with - Attitudes, situations and responses in a long term - Focus on form and content, giving each student time to read, understand and think about their mistakes and errors	First, focus on discourse, and then focus on grammar, then in spelling and punctuation, etc. - It depends on the task. For example: - when working in a specific tense, focus on those things rather than having like a global view of all the errors and spellings and regulations and everything - Focus on a specific task so the students can, actually, learn something they can handle and be able to implement right away	- Feedb for stud levels - **Take** **differe** - *I don'* *feedbac* - *I use p* *activitie* - *Discu* *errors;* *more th* *mistake* -**Rathe** **what is** **would**
CRITERIA	-Mark the errors as much as time allows doing it -Give positive feedback on what students are doing well -Feedback practices vary depending on the subject - If it is a digital document the error is highlighted and commented -Scaffolded evaluation -*Having a clear objective of what the teacher wants to find in the task, thus it is easier for the teacher to tell the student what is he/she doing*	- **Many written comments to maintain the discussion with the students and afterwards dedicate time to discuss the correction. Not only as a written form but also as an oral interview, to assure a good evaluation process** - **Mark all the errors, every time** - **If they are too frequent, I write it as a footnote, to make the student notice the frequent error**	As he works on the area of **Literature:** - written suggestions, comments and remarks concerning ideas and content - **Specific comments at the end of the essay when further suggestions are needed** - **Always considering a personal interview after the evaluations** - **The focus of feedback depends on the topic**	- Feedback in different ways for students at different levels - Take the evaluation in different steps - *I don't give them direct feedback* - *I use peer feedback activities* - Discuss in class common errors; systematic problems more than individual mistakes -**Rather than telling them what is the correct form I would rather have them to**	

wrong or right -The focus of the feedback depends on the topic - Marks errors mostly at the beginning of the correction, leading it to a global view of the document -Prefers comments rather than giving the correct form - Gives written comments because: the student and the teacher are leading with discourse, to give the students two types of information; discursive info. and info. about content, as a way of communication with the students, to give them more instruments, and to help them to focus on what they need to improve -Feedback given by means of levels/steps/phases -Feedback given through time -Oral Feedback is a complement of the whole process of correction, and it is useful to clarify some points that may have not been clear in the correction - **There is a rubric and the rubric incorporates the mark**	*- The way I mark the errors is less consistent than I would like them to be* - I always give the correct form *- Just marking the errors does not make any consciousness in the student about it* *- When they make the same error many times I just write "Come and see me"* *- Written comments helps to contextualize all the errors I mark* *- I use a rubric and it incorporates a mark* *-Every work, draft, essay is evaluated with a mark* *- Oral Feedback is very relevant since it completes, complements and gives sense to the process of correction*	- **Mark the errors only at the beginning, selectively** *- I do not use crosses. When something seems wrong I just circle it or use an interrogative mark* -**Written Comments: I see it as a multiple dialogue game. Where the writer, the audience, the author and the characters have to dialogue** - **I encourage the students to dialogue not only in the context of the test or the paper but in a further deep thought about the reading** - **Stimulate students to maintain the literary discussion after the evaluation** - **I give marks because it is part of the programme** - **Drafts do not necessarily need a grade. They only get written comments and suggestions to encourage them to justify and reconsider their ideas or thoughts** *- The effectiveness of the feedback depends on the objective. If my objective is to generate a dialogue, I will consider my feedback effective if the student engages in his/her evaluation actively* *- As students do not engage and commit to their evaluation process I do not get any feedback from them and I can't get a clear idea of the effectiveness of the feedback I give* *- Student's performance* *- Comparing my feedback with other colleagues* - **Oral feedback is very relevant; the process of correction does not end with the mark, there is an important part that is the moment of discussion with the teacher**	come up with their own answer - **Point out what are the good things** *- Modeling. Providing correct models and giving explicit instruction concerning forms.* *- Point out the model to tell the students how it should be.* *- Provide different kinds of models that are good samples for them to get the idea, get the style* -**The focus of feedback depends on the task** - **It depends on the task, depends on the level, depends on the activity, depends if they are graduate or undergraduate students** *-Self-correction, giving them little hints about the correct forms* - **Students use PDF files so I can provide sticky notes, write comments regarding things as well as being able to go and cross multiple things either than just one** - **Write comments at the end of a sentence and at the end of a section** - **Highlight good aspects always** - **Use written comments as a recursive process between the teacher and the student** *- I don't like grades. Numbers do not represent the complex process that writing is* *- I like students to concentrate on accomplishing the task or the project rather than focusing on what mark they are getting* *- A mixture of techniques for different cases* - **Take the evaluation in several steps** - **Always give positive feedback**

Appendix V – **RESULTS FOR STUDENTS QUESTIONNAIRES REGARDING T1**

1 - Personal information

	Total answers	Percentages
Name	7	100%
Last Name	7	100%
Total	7	

1.2- Age

	Total answers	Percentages
17	0	0%
18	0	0%
19	0	0%
20	0	0%
21	1	14%
22	2	29%
23	1	14%
24	1	14%
25	2	29%
26	0	0%
27	0	0%
28	0	0%
29	0	0%
30	0	0%
31	0	0%
32	0	0%
33	0	0%
34	0	0%
35	0	0%
36	0	0%
37	0	0%
38	0	0%
39	0	0%
40	0	0%
Total	7	

1.2.1 - Where did you study before entering this programme?

	Total answers	Percentages
Please, write the name of your High School	7	100%
Total	7	

1.2.2 - Other Studies

	Total answers	Percentages
Please name the institution and the subject	3	100%
Total	3	

2- 2.1 - Regular English course at school (Between 2-4 hour a week)

	Total answers	Percentages
Yes	7	100%
No	0	0%
Total	7	

2.2 - Additional optional courses (Between 2-4 hours extra of English classes)

	Total answers	Percentages
Yes	0	0%
No	7	100%
Total	7	

2.3 - I attended a school where an intensive English language instruction was given (5 hours or more)

	Total answers	Percentages
Yes	0	0%
No	7	100%
Total	7	

2.4 - I attended a bilingual school (English was the language of instruction for all courses)

	Total answers	Percentages
Yes	0	0%
No	7	100%
Total	7	

2.5 - Contact information

	Total answers	Percentages
E-mail	7	100%
Phone number	7	100%
Total	7	

3- 3.1 - Is T1's feedback, in general, legible? (please choose only one answer)

	Total answers	Percentages

Totally legible	6	86%
Some	1	14%
Not legible at all	0	0%
Total	7	

3.2 - Which of the following types of feedback do you like T1 to give you more? (please choose only one answer)

	Total answers	Percentages
Written comments	6	86%
Error feedback (the teacher focuses only on your mistakes)	1	14%
None of the above	0	0%
Total	7	

3.3 - Which of the following type of feedback do you like T1 to give you less? (please choose only one answer)

	Total answers	Percentages
Written comments	1	14%
Error feedback ((the teacher focuses only on your mistakes)	4	57%
None of the above	2	29%
Total	7	

3.4 - Which of the following types of feedback are you normally interested in finding out when you receive it? (please choose only one answer)

	Total answers	Percentages
The mark/grade	0	0%
Teacher's written comments on my writing	4	57%
Teacher's oral comments on my writing	1	14%
The errors I have made	2	29%
Others (please specify)	0	0%
Total	7	

3.5 - Which of the following areas do you like T1 to emphasize more? (you can choose only ONE answer)

	Total answers	Percentages
Content	4	57%
Organization (e.g., paragraphing, links between ideas)	1	14%
Language (e.g., grammar, vocabulary sentence pattern)	2	29%
None of the above	0	0%
Other (please specify)	0	0%

	Total	
Total	7	

3.6 - Which of the following areas do you like T1 to emphasize less? (you can choose only ONE answer)

	Total answers	Percentages
Content	0	0%
Organization (e.g., paragraphing, links between ideas)	1	14%
Language (e.g., grammar, vocabulary, sentence pattern)	4	57%
None of the above	2	29%
Other (please specify)	0	0%
Total	7	

3.7 - Choose ONE box below to indicate the amount of error you like T1 to pay attention to. (if your answer is 'None', go to question 18)

	Total answers	Percentages
None	0	0%
All	4	57%
Some only	3	43%
Total	7	

3.8 - Which of the following methods do you like T1 to use more when responding to errors? (please choose only one answer)

	Total answers	Percentages
Underline/circle my errors (e.g., has went)	1	14%
Underline/circle my errors and provide corrections for me (e.g., has went [gone])	1	14%
Underline/circle my errors, categorize them (e.g., has went [verb form])	2	29%
Underline/circle my errors, categorize them, and provide corrections (e.g., has went [gone] [verb form])	1	14%
Give me a hint about my errors (e.g., by putting a mark in the margin to indicate an error on a specific line)	0	0%
Give me a hint about my errors and categorize them for me (e.g., by writing 'T' in the margin to indicate 'Tense' error on a specific line)	2	29%
None of the above methods	0	0%
Total	7	

3.9 - Which of the following do you think T1 should ask you to do more often when she returns your compositions? (you can tick a maximum of 3 boxes)

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	Total answers	Percentages
Read the grade/mark	0	0%
Read the comments	1	14%
Correct all the errors	2	29%
Correct some of the errors	0	0%
Rewrite the whole composition	2	29%
Ask the teacher for clarifications, explanations or help in class	4	57%
Consult dictionaries, grammar books or writing textbooks	0	0%
Refer back to previous compositions	0	0%
Work with a partner to help each other improve the composition	2	29%
Work on a proofreading* exercise (*Proofreading is a revision of the structure (form) of the written task paying no attention to content)	1	14%
Read aloud some good sentences in class	1	14%
Hold an individual conference with the teacher to get his/her advice	4	57%
None of the above	0	0%
Others (please specify)	0	0%
Total	17	

Appendix W - **RESULTS FOR STUDENTS QUESTIONNAIRES REGARDING T2**

1 - Personal information

	Total answers	Percentages
Name	9	100%
Last Name	9	100%
Total	9	

1.2 - Age

	Total answers	Percentages
17	0	0%
18	0	0%
19	0	0%
20	0	0%
21	2	22,22%
22	1	11,11%
23	3	33,33%
24	1	11,11%
25	1	11,11%
26	0	0%
27	1	11,11%
28	0	0%
29	0	0%
30	0	0%
31	0	0%
32	0	0%
33	0	0%
34	0	0%
35	0	0%
36	0	0%
37	0	0%
38	0	0%
39	0	0%
40	0	0%
Total	9	

1.3 - Where did you study before entering this programme?

	Total answers	Percentages
Please, write the name of your High School	9	100%
Total	9	

1.4 - Other Studies

	Total answers	Percentages
Please name the institution and the subject	2	100%
Total	2	

2-2.1 - Regular English course at school (Between 2-4 hour a week)

	Total answers	Percentages
Yes	9	100%
No	0	0%
Total	9	

2.2 - Additional optional courses (Between 2-4 hours extra of English classes)

	Total answers	Percentages
Yes	1	11,11%
No	8	88,89%
Total	9	

2.3 - I attended a school where an intensive English language instruction was given (5 hours or more)

	Total answers	Percentages
Yes	0	0%
No	9	100%
Total	9	

2.4 - I attended a bilingual school (English was the language of instruction for all courses)

	Total answers	Percentages
Yes	0	0%
No	9	100%
Total	9	

2.5 - Contact information

	Total answers	Percentages
E-mail	9	100%
Phone number	9	100%
Total	9	

3- 3.1 - Is T2's feedback, in general, legible? (please choose only one answer)

	Total answers	Percentages
Totally legible	9	100%

	Total answers	Percentages
Some	0	0%
Not legible at all	0	0%
Total	9	

3.2 - Which of the following types of feedback do you like T2 to give you more? (please choose only one answer)

	Total answers	Percentages
Written comments	5	55,56%
Error feedback (the teacher focuses only on your mistakes)	3	33,33%
None of the above	1	11,11%
Total	9	

3.3 - Which of the following type of feedback do you like T2 to give you less? (please choose only one answer)

	Total answers	Percentages
Written comments	0	0%
Error feedback (the teacher focuses only on your mistakes)	1	11,11%
None of the above	8	88,89%
Total	9	

3.4 - Which of the following types of feedback are you normally interested in finding out when you receive it? (please choose only one answer)

	Total answers	Percentages
The mark/grade	2	22,22%
Teacher's written comments on my writing	2	22,22%
Teacher's oral comments on my writing	0	0%
The errors I have made	5	55,56%
Others (please specify)	0	0%
Total	9	

3.5 - Which of the following areas do you like T2 to emphasize more? (you can choose only ONE answer)

	Total answers	Percentages
Content	0	0%
Organization (e.g., paragraphing, links between ideas)	6	66,67%
Language (e.g., grammar, vocabulary sentence pattern)	3	33,33%
None of the above	0	0%
Other (please specify)	0	0%
Total	9	

3.6 - Which of the following areas do you like T2 to emphasize less? (you can choose only ONE answer)

	Total answers	Percentages
Content	4	44,44%
Organization (e.g., paragraphing, links between ideas)	0	0%
Language (e.g., grammar, vocabulary, sentence pattern)	0	0%
None of the above	5	55,56%
Other (please specify)	0	0%
Total	9	

3.7 - Choose ONE box below to indicate the amount of error you like T2 to pay attention to.(if your answer is 'None', go to question 18)

	Total answers	Percentages
None	0	0%
All	8	88,89%
Some only	1	11,11%
Total	9	

3.8 - Which of the following methods do you like T2 to use more when responding to errors? (please choose only one answer)

	Total answers	Percentages
Underline/circle my errors (e.g., has went)	0	0%
Underline/circle my errors and provide corrections for me (e.g., has went [gone])	1	11,11%
Underline/circle my errors, categorize them (e.g., has went [verb form])	2	22,22%
Underline/circle my errors, categorize them, and provide corrections (e.g., has went [gone] [verb form])	5	55,56%
Give me a hint about my errors (e.g., by putting a mark in the margin to indicate an error on a specific line)	0	0%
Give me a hint about my errors and categorize them for me (e.g., by writing 'T' in the margin to indicate 'Tense' error on a specific line)	1	11,11%
None of the above methods	0	0%
Total	9	

3.9 - Which of the following do you think T2 should ask you to do more often when she returns your compositions? (you can tick a maximum of 3 boxes)

	Total	Porcentaje

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	answers	
Read the grade/mark	0	0%
Read the comments	7	77,78%
Correct all the errors	5	55,56%
Correct some of the errors	0	0%
Rewrite the whole composition	1	11,11%
Ask the teacher for clarifications, explanations or help in class	2	22,22%
Consult dictionaries, grammar books or writing textbooks	2	22,22%
Refer back to previous compositions	2	22,22%
Work with a partner to help each other improve the composition	3	33,33%
Work on a proofreading* exercise (*Proofreading is a revision of the structure (form) of the written task paying no attention to content)	0	0%
Read aloud some good sentences in class	1	11,11%
Hold an individual conference with the teacher to get his/her advice	3	33,33%
None of the above	0	0%
Others (please specify)	0	0%
Total	26	

Appendix X – **RESULTS FOR STUDENTS QUESTIONNAIRES REGARDING T3**

1 - Personal information

	Total answers	Percentages
Name	9	100%
Last Name	9	100%
Total	9	

1.2 - Age

	Total anwers	Percentages
17	0	0%
18	0	0%
19	0	0%
20	0	0%
21	0	0%
22	4	44,44%
23	1	11,11%
24	1	11,11%
25	0	0%
26	1	11,11%
27	0	0%
28	0	0%
29	0	0%
30	0	0%
31	1	11,11%
32	1	11,11%
33	0	0%
34	0	0%
35	0	0%
36	0	0%
37	0	0%
38	0	0%
39	0	0%
40	0	0%
Total	9	

1.3 - Where did you study before entering this programme?

	Total answers	Percentages
Please, write the name of your High School	9	100%
Total	9	

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1.4 - Other Studies

	Total answers	Percentages
Please name the institution and the subject	2	100%
Total	2	

2-2.1 - Regular English course at school (Between 2-4 hour a week)

	Total answers	Percentages
Yes	6	66,67%
No	3	33,33%
Total	9	

2.2 - Additional optional courses (Between 2-4 hours extra of English classes)

	Total answers	Percentages
Yes	1	11,11%
No	8	88,89%
Total	9	

2.3 - I attended a school where an intensive English language instruction was given (5 hours or more)

	Total answers	Percentages
Yes	1	11,11%
No	8	88,89%
Total	9	

2.4 - I attended a bilingual school (English was the language of instruction for all courses)

	Total answers	Percentages
Yes	0	0%
No	9	100%
Total	9	

2.5 - Contact information

	Total answers	Percentages
E-mail	9	100%
Phone number	9	100%
Total	9	

3 - 3.1- Is T3's feedback, in general, legible? (please choose only one answer)

	Total answers	Percentages
Totally legible	4	44,44%
Some	5	55,56%
Not legible at all	0	0%
Total	9	

3.2 - Which of the following types of feedback do you like T3 to give you more? (please choose only one answer)

	Total answers	Percentages
Written comments	9	100%
Error feedback (the teacher focuses only on your mistakes)	0	0%
None of the above	0	0%
Total	9	

3.3 - Which of the following type of feedback do you like T3 to give you less? (please choose only one answer)

	Total answers	Percentages
Written comments	1	11,11%
Error feedback (the teacher focuses only on your mistakes)	5	55,56%
None of the above	3	33,33%
Total	9	

3.4 - Which of the following types of feedback are you normally interested in finding out when you receive it? (please choose only one answer)

	Total answers	Percentages
The mark/grade	4	44,44%
Teacher's written comments on my writing	5	55,56%
Teacher's oral comments on my writing	0	0%
The errors I have made	0	0%
Others (please specify)	0	0%
Total	9	

3.5 - Which of the following areas do you like T3 to emphasize more? (you can choose only ONE answer)

	Total answers	Percentages
Content	7	77,78%
Organization (e.g., paragraphing, links between ideas)	2	22,22%

	Total answers	Percentages
Language (e.g., grammar, vocabulary sentence pattern)	0	0%
None of the above	0	0%
Other (please specify)	0	0%
Total	9	

3.6 - Which of the following areas do you like T3 to emphasize less? (you can choose only ONE answer)

	Total answers	Percentages
Content	0	0%
Organization (e.g., paragraphing, links between ideas)	0	0%
Language (e.g., grammar, vocabulary, sentence pattern)	4	44,44%
None of the above	5	55,56%
Other (please specify)	0	0%
Total	9	

**3.7 - Choose ONE box below to indicate the amount of error you like T3 to pay attention to.
(if your answer is 'None', go to question 18)**

	Total answers	Percentages
None	0	0%
All	5	55,56%
Some only	4	44,44%
Total	9	

3.8 - Which of the following methods do you like T3 to use more when responding to errors? (please choose only one answer)

	Total answers	Percentages
Underline/circle my errors (e.g., has went)	0	0%
Underline/circle my errors and provide corrections for me (e.g., has went [gone])	2	22,22%
Underline/circle my errors, categorize them (e.g., has went [verb form])	0	0%
Underline/circle my errors, categorize them, and provide corrections (e.g., has went [gone] [verb form])	3	33,33%
Give me a hint about my errors (e.g., by putting a mark in the margin to indicate an error on a specific line)	3	33,33%

Give me a hint about my errors and categorize them for me (e.g., by writing 'T' in the margin to indicate 'Tense' error on a specific line)	1	11,11%
None of the above methods	0	0%
Total	9	

3.9 - Which of the following do you think T3 should ask you to do more often when she returns your compositions? (you can tick a maximum of 3 boxes)

	Total answers	Percentages
Read the grade/mark	0	0%
Read the comments	5	55,56%
Correct all the errors	0	0%
Correct some of the errors	2	22,22%
Rewrite the whole composition	1	11,11%
Ask the teacher for clarifications, explanations or help in class	6	66,67%
Consult dictionaries, grammar books or writing textbooks	0	0%
Refer back to previous compositions	1	11,11%
Work with a partner to help each other improve the composition	2	22,22%
Work on a proofreading* exercise (*Proofreading is a revision of the structure (form) of the written task paying no attention to content)	1	11,11%
Read aloud some good sentences in class	2	22,22%
Hold an individual conference with the teacher to get his/her advice	5	55,56%
None of the above	0	0%
Others (please specify)	0	0%
Total	25	

1 - Personal information

	Total Answers	Percentages
Name	9	100%
Last Name	9	100%
Total	9	

1.2 - Age

	Total Answers	Percentages
17	0	0%
18	2	22,22%
19	0	0%
20	2	22,22%
21	0	0%
22	2	22,22%
23	1	11,11%
24	0	0%
25	1	11,11%
26	0	0%
27	1	11,11%
28	0	0%
29	0	0%
30	0	0%
31	0	0%
32	0	0%
33	0	0%
34	0	0%
35	0	0%
36	0	0%
37	0	0%
38	0	0%
39	0	0%
40	0	0%
Total	9	

1.3 - Where did you study before entering this programme?

	Total Answers	Percentages
Please, write the name of your High School	9	100%
Total	9	

1.4 - Other Studies

	Total Answers	Percentages
Please name the institution and the subject	5	100%
Total	5	

2-2.1 - Regular English course at school (Between 2-4 hour a week)

	Total Answers	Percentages
Yes	8	88,89%
No	1	11,11%
Total	9	

2.2 - Additional optional courses (Between 2-4 hours extra of English classes)

	Total Answers	Percentages
Yes	1	11,11%
No	8	88,89%
Total	9	

2.3 - I attended a school where an intensive English language instruction was given (5 hours or more)

	Total Answers	Percentages
Yes	1	11,11%
No	8	88,89%
Total	9	

2.4 - I attended a bilingual school (English was the language of instruction for all courses)

	Total Answers	Percentages
Yes	0	0%
No	9	100%
Total	9	

2.5 - Contact information

	Total Answers	Percentages
E-mail	9	100%
Phone number	9	100%
Total	9	

3-3.1 - Is T4's feedback, in general, legible? (please choose only one answer)

	Total Answers	Percentages
Totally legible	8	88,89%

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	Total Answers	Percentages
Some	1	11,11%
Not legible at all	0	0%
Total	9	

3.2 - Which of the following types of feedback do you like T4 to give you more? (please choose only one answer)

	Total Answers	Percentages
Written comments	5	55,56%
Error feedback (the teacher focuses only on your mistakes)	4	44,44%
None of the above	0	0%
Total	9	

3.3 - Which of the following type of feedback do you like T4 to give you less? (please choose only one answer)

	Total Answers	Percentages
Written comments	3	33,33%
Error feedback ((the teacher focuses only on your mistakes)	0	0%
None of the above	6	66,67%
Total	9	

3.4 - Which of the following types of feedback are you normally interested in finding out when you receive it? (please choose only one answer)

	Total Answers	Percentages
The mark/grade	0	0%
Teacher's written comments on my writing	2	22,22%
Teacher's oral comments on my writing	3	33,33%
The errors I have made	3	33,33%
Others (please specify)	1	11,11%
Total	9	

3.5 - Which of the following areas do you like T4 to emphasize more? (you can choose only ONE answer)

	Total Answers	Percentages
Content	0	0%
Organization (e.g., paragraphing, links between ideas)	3	33,33%
Language (e.g., grammar, vocabulary sentence pattern)	5	55,56%
None of the above	0	0%
Other (please specify)	1	11,11%
Total	9	

3.6 - Which of the following areas do you like T4 to emphasize less? (you can choose only ONE answer)

	Total Answers	Percentages
Content	0	0%
Organization (e.g., paragraphing, links between ideas)	2	22,22%
Language (e.g., grammar, vocabulary, sentence pattern)	0	0%
None of the above	7	77,78%
Other (please specify)	0	0%
Total	9	

**3.7 - Choose ONE box below to indicate the amount of error you like T4 to pay attention to.
(if your answer is 'None', go to question 18)**

	Total Answers	Percentages
None	2	22,22%
All	5	55,56%
Some only	2	22,22%
Total	9	

3.8 - Which of the following methods do you like T4 to use more when responding to errors? (please choose only one answer)

	Total Answers	Percentages
Underline/circle my errors (e.g., has went)	0	0%
Underline/circle my errors and provide corrections for me (e.g., has went [gone])	3	42,86%
Underline/circle my errors, categorize them (e.g., has went [verb form])	0	0%
Underline/circle my errors, categorize them, and provide corrections (e.g., has went [gone] [verb form])	2	28,57%
Give me a hint about my errors (e.g., by putting a mark in the margin to indicate an error on a specific line)	0	0%
Give me a hint about my errors and categorize them for me (e.g., by writing 'T' in the margin to indicate 'Tense' error on a specific line)	1	14,29%
None of the above methods	1	14,29%
Total	7	

3.9 - Which of the following do you think T4 should ask you to do more often when she returns your compositions? (you can tick a maximum of 3 boxes)

	Total	Percentages

	Answers	
Read the grade/mark	0	0%
Read the comments	1	11,11%
Correct all the errors	4	44,44%
Correct some of the errors	2	22,22%
Rewrite the whole composition	0	0%
Ask the teacher for clarifications, explanations or help in class	3	33,33%
Consult dictionaries, grammar books or writing textbooks	3	33,33%
Refer back to previous compositions	1	11,11%
Work with a partner to help each other improve the composition	1	11,11%
Work on a proofreading* exercise (*Proofreading is a revision of the structure (form) of the written task paying no attention to content)	1	11,11%
Read aloud some good sentences in class	1	11,11%
Hold an individual conference with the teacher to get his/her advice	6	66,67%
None of the above	0	0%
Others (please specify)	0	0%
Total	23	

Appendix Z – **COMPLETE SET OF TESTS USED IN THIS STUDY:**

Dropbox:

https://www.dropbox.com/sh/9v7lggjdcw20r1g/J5NOWyvDXO?m