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Audio feedback to second language students on written tasks at university level

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Index

Abstract	7
Chapter 1: Research Problem	8
Research Problem.....	8
Research Questions.....	11
Research Assumptions	11
General Objective.....	11
Specific Objectives	11
Chapter 2: Theoretical Framework.....	12
Writing	12
The Role of Writing in Second Language Acquisition	12
Writing at University Level.....	14
Feedback.....	14
Delivering Feedback.....	17
Feedback to Written Task	18
Oral Feedback or Audio-Taped Feedback.....	20
Students Perceptions, Feelings, and Responses Towards Oral Feedback	21
Student's Perceptions and/or Opinions.....	22
Student's Feelings and Emotions.....	23
Student's Actions	24
Chapter 3: Methodology	26
Research Paradigm and Design.....	26
Participants.....	26
Instrument.....	27
Data Collection	27
Data Analysis Procedures.....	28
Chapter 4: Result Analysis	31
Specific Objective 1: "To Find out the Students' Perceptions About the Impact Oral Feedback has on Their Written Tasks"	31
Category: Experiences Regarding Feedback.....	31
Category: Impact of Audio Feedback in Writing	34
Category: Preference Oral or Written feedback.....	35
Specific Objective 2: "To Study the Students' Affective Reactions Towards Oral Feedback".	37

Category: Opinions about Audio Feedback	38
Category: Feelings	41
Category: Motivation.....	45
Specific Objective 3: “To Identify What the Students do After Receiving Feedback”	46
Category: Actions	46
Category: Reasons for Adopting and/or Ignoring Feedback	49
Chapter 5: Discussion and Conclusions.....	50
Discussion	50
How the Results are Supported by Other Studies	52
How the Results Support Other Studies	53
How the Results Differ From Those From Other Studies	54
Conclusions.....	55
Specific Objective 1: “To Find out the Students’ Perceptions About the Impact of Oral Feedback in Their Written Tasks”	55
Specific Objective 2: “To Study the Students' Affective Reactions Towards Oral Feedback”	56
Specific Objective 3: “To Identify What the Students do After Receiving Feedback”	58
Limitations	59
Further Research	60
References.....	61
Appendices	71
Appendix A. Informed Consent.....	71
Appendix B. Instrument.....	74
Appendix C. Transcription Interview Student 6	75
Appendix D. Transcription Interview Student 8	78

Table Index

Table 1. <i>Categories of Analysis (Adapted from Hermosilla et al., 2021)</i>	28
Table 2. <i>Experiences Regarding Feedback</i>	31
Table 3. <i>Impact of Audio Feedback in Writing</i>	33
Table 4. <i>Preference: Oral or Written Feedback</i>	35
Table 5. <i>Opinions about Audio Feedback</i>	37
Table 6. <i>Feelings</i>	41
Table 7. <i>Motivation</i>	44
Table 8. <i>Actions</i>	47
Table 9. <i>Reasons for Adopting and/or Ignoring Feedback</i>	49

Abstract

Feedback is one of the crucial paths in the student-teacher relationship. It is fundamental to the student's development, and the perceptions that are glued to this feedback could adjust the student's proficiency in a positive or negative way. Therefore, the purpose of this research was to analyze the student's perceptions when it comes to oral audio feedback and its impact on written assignments at university level. A qualitative analysis was conducted based on three specific objectives related to the impact, the perceptions and the actions following the oral feedback. The investigation was made through non-numerical data collection that analyzes discourse, language and expression. The study was integrated by 11 students of an ESL course at university. This was a mix genre sample, all over 18 years old that had received oral feedback in written assignments before. All of them submitted to 14 open questions in a semi-structured interview, which was recorded, transcribed and analyzed based on the main objectives of the study. The results showed that oral feedback does have an impact, mostly positive among the students, although the lack of impact was also evidenced. Regarding the feelings that audio feedback evoke, the research presents a kaleidoscope that varies from anxiety to motivation. Lastly, the final aspect of the result shows a direct connection between the perception of oral feedback and the actions afterwards. In conclusion, the findings of this study suggest that well-implemented oral feedback is crucial in the development of the student.

Keywords: Oral feedback, impact, written assignments/tasks, perceptions, feelings, actions.

Chapter 1: Research Problem

Research Problem

In order to master a language in the educational system, its teaching has to be divided into different skills: writing, listening, speaking, and reading (Sadiku, 2015). The first skill mentioned, writing, has a crucial role in English as a second language (ESL) learning. By working on this skill, students can master the language, management of ideas, and different topics by delivering reports, essays, stories, etc. However, to achieve successful English learning, specifically writing in a university context, it is necessary to work with an English teacher who guides the student's process. If the language learners become aware of their needs, they will improve their written performance (Listyani, 2021). This will be beneficial for them since they will be developing their writing skill to apply it later in their career (Ismail, 2011). Thus, the importance of the teacher's feedback is fundamental, since it provides information about the learner's production on the written task, in order to help them to upgrade their writing skills (Ur, 2012).

Some of the ways of providing feedback are via written and oral forms. At the moment of providing feedback, its written form tends to be the most common and used (Hyland, 2003; Jolly & Boud, 2013). Written feedback is defined as "any comments, questions or error corrections that are written on students' assignments" (Mack, 2009, p. 34). According to Hyland (2003), it varies from margin or end comments, rubrics, symbols, emails, and the comment function provided by applications. Additionally, it focuses on the technicalities of the language, such as punctuation, verb tenses, and structures, as well as the development of content and ideas (coherence and cohesion) (Cinkara & Galaly, 2018). Simultaneously, it is expected to help learners "in producing written works with minimum errors and maximum clarity" (Pei Leng, 2014, p. 390). While oral feedback is more or less the same but through audio or video recordings and online or face-to-face meetings, which create the opportunity for a more immediate communication.

Regarding the last topic mentioned, oral feedback is directly related to the use of integrated skills, productive and receptive skills. For the purpose of this research, oral feedback is presented through audio recordings, therefore, it is necessary for the student to decode the message by hearing it attentively. The four skills, reading, listening, writing, and speaking are essential for a better understanding of the second language (L2). They all need to work together to encounter the language as a whole in order to achieve the L2 in the closest way to a real communicative situation (Muñoz et al., 2011). Hence the goal of process feedback as something beneficial can be done in a more proficient way. A student who is able to integrate the four skills of the language will have a better understanding of the feedback provided by the teacher.

Furthermore, in this research, the use of feedback will be understood as “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (Hattie & Timperley, 2007, p. 81). In other words, it provides an assessment that, in this case, helps the student’s progress. However, without feedback, there might be no growth known in the student’s performance.

Even though many authors (e.g., Hyland, 1990; Merry & Orsmond, 2008; Ribchester et al., 2008) have already worked with oral feedback and its audio-recorded version, it has not been sufficiently explored within Chilean academic context (e.g., Hermosilla et al., 2021). Therefore, there is a need to study this field, since it tends to be more personal, detailed, and natural for the students (Anson et al., 2016). Additionally, as it simulates a conversation, students feel like they have a closer and more friendly relationship with their teacher (Hyland, 1990; Anson et al., 2016). Besides, audio files might help teachers to orient their class on writing, specifically process writing, due to help them to improve their final product, by enhancing teacher-student relationship, by mimicking a conversation and being faster and personalized (Hyland, 1990; Anson et al., 2016). Furthermore, it is necessary to consider that

working with recorded audios not only provides the students with feedback but also allows them to practice their listening skills (Huang, 2000; Park, 2006).

Oral feedback can be a more efficient method than the written counterpart, due to the fact that it consumes less time for the teacher and can also be beneficial for the students. Furthermore, Chilean ESL classrooms at university, count with at least 25 students per class. This situation creates a harder context to provide the same quality feedback for every student's written assignment. Moreover, students can benefit from oral feedback. First, audio feedback provides independence to the student, because the recorded file can be reproduced as many times as the student wants and wherever they are (Cann, 2014). Second, as it is autonomous work, it gives the student privacy to recognize and identify their process and provides a more helpful, individualized and explanatory response (Mellen & Sommers, 2003). Third, it provides a better understanding of the ideas as the teacher's voice can be recognized and interpreted (Anson et al., 2016). Therefore, oral feedback can be advantageous for both the teacher and the student.

Presuming that written feedback is not motivational enough for students, due to the main focus on the more normative aspects of the text, such as grammatical mistakes, rather than focusing on the content of the text (Cavanaugh & Song, 2014). This entails that students' writing products are not really assessed on their quality. Besides, sometimes students do not know how to respond to the comments provided or they are not interested enough to integrate them.

While investigating the current topic, *feedback*, another aspect was found. The majority of the teachers mostly or only focus on grammatical features of the student's piece of writing (e.g., Rauber & Gil, 2004; Bitchener et al., 2005; Sachs & Polio, 2007; Daneshvar & Rahimi, 2014), leaving the general ideas and coherence of the texts out of revision or without providing a proper emphasis. According to Duijnhouwer, "the ultimate purpose of feedback is to enhance students' performance" (2010, p. 16), in other words, feedback must consider every aspect of the text. Hence, providing partial feedback, in this case, grammar-related, will not lead to any

improvement in terms of content. In fact, coherence, cohesion, and grammar as well as the writing process should be taken into account when providing feedback.

This work is aimed at academics, EFL/ESL teachers, future EFL/ESL teachers, EFL/ESL students, English teachers, English students, future English teachers, and anyone involved in this type of situation where a second language learner is to be evaluated on a written task. It allows the audience to understand the benefits of oral feedback and how it affects the outcome and student's perspectives of written tasks.

In the context of the research problem, the following research questions and research assumptions are proposed.

Research Questions

This research attempts to answer the following questions:

1. According to the students' perceptions. Does oral feedback have an impact during the development of the written task?
2. How do the students feel when receiving oral feedback?
3. What do the students do with the oral feedback that they receive?

Research Assumptions

1. Students consider that oral feedback is helpful since it provides enough details to improve their piece of writing.
2. Students feel positive about oral feedback and ease their feelings towards the skill.
3. Students act upon the received feedback to enhance their written work.

General Objective

To analyze students' perceptions related to oral feedback and its potential impact on their written tasks at university level.

Specific Objectives

1. To find out the students' perceptions about the impact of oral feedback in their written tasks.

2. To disclose the students' affective reactions towards oral feedback.
3. To identify what the students do after receiving feedback.

Chapter 2: Theoretical Framework

Since the current research focuses on analyzing the perceptions of university students towards audio feedback and the impact this has on their written assignments it was found necessary to define *writing*, *feedback*, and student's perceptions. When defining *writing*, apart from defining the skill, *writing in second language acquisition*, and *writing at university* will also be explained. For *feedback*, its definition, *positive and negative feedback*, *feedback to written tasks* and *oral/audio feedback* will be included. Lastly, students' *perceptions*, *feelings* and *actions* towards audio feedback will be clarified too.

Writing

In the process of learning a new language, it is required to successfully manage the productive and receptive skills (speaking, listening, reading, and writing). Writing allows the students to reproduce their learning through written-based content with a specific topic.

The concept of writing can have many approaches depending on different authors. According to Brown (2001), writing as a “thinking process” (p. 336) that can be rearranged infinite times before releasing a final product. White & Arndt (1991, as cited in Nunan, 1999) also explained that writing is a cognitive process that involves intellectual effort over a substantial amount of time. Referring to the mental work required for writing, Sokolik (2013) stated that this work implies the production and organization of ideas in order to express them in a way that is clear and easy to understand for the reader. In other words, all the definitions convey the idea of a thinking process before proceeding to write.

The Role of Writing in Second Language Acquisition

When teaching a second language (L2), writing is the go-to skill, since, through it, students are able to acquire the target language in terms of “grammatical structures, vocabulary and idioms” (Ismail, 2011, p. 63). Additionally, as most of the classrooms have a large number

of students, not all the learners are able to participate in the discussions or oral activities (Harklau, 2002). For that reason, Harklau (2002) acknowledged learners are able to participate and actually produce different sentences while utilizing a variety of words in their output, even handling multiple drafts when they are exposed to the productive skill, writing. Moreover, students are more likely to receive feedback through their written activities that, as it will be discussed subsequently in this paper, help them to improve their skill and learning in general (Harklau, 2002). As a result, students interact and play more with the language when they produce written activities, for they have to make sure their ideas are fully understood by the reader (Maley, 2009).

Second language writing influences students' cognitive development. As it was stated by Klimova (2013), they learn how to analyze sources and synthesize information. As well as preparing them for their professional future, considering, they will have to communicate with peers, employers, professors, and produce emails, reports and other formal writing (Walsh, 2010). This means that through developing writing skills students will also be able to apply them in their daily lives and future. For this reason, as Klimova (2013) also indicated, learners may prefer the writing skill because they are able to create outlines to make sure their ideas are well-organized.

Moreover, Klimova (2013) pointed out learners can reflect on them, decreasing their nervousness and eventually coming back after some time to check and change it if they want to. Furthermore, Nunan (1999) stated that no text can be perfect, but focusing on process writing may help students come closer to perfection. Hence, to get a better product at the end, learners need to reflect and discuss their work to improve it (Klimova, 2013). Besides, Reid (2001) also mentioned these differences again, affirming that product-oriented writing merely focuses on the task's outcome. Additionally, this writing process creates opportunities for granting and receiving feedback. Also, it allows the development of the text, and so focusing on the steps involved in creating a piece of writing. As a result, even though product-oriented writing may be easier to

get done for the student and the teacher to correct, to really improve this skill and create in depth meaningful learning, reflection and discussion is needed, and process writing allows for these instances.

Writing at University Level

Teaching at a university level prepares students for future collaborations in academic studies, research, publications, and basically any particular purpose that aims to contribute to a specific area of the variety of academic disciplines that exists. Also, it has the exigency of academic writing for conciseness and accurate word choice for academic investigation. Academic writing, therefore, plays a major role in the research work at the university level.

Written tasks at university are sometimes left aside in the English classroom due to the amount of time spent on correcting and giving feedback (Foltz et al. 2000), but the importance of developing this skill is crucial for the students' development of the language. Klimova (2013) claimed writing gives students the opportunity to choose the language structures and vocabulary that best express their ideas. As well as forcing them to play an active role at the moment of selecting pertinent information (Klimova, 2013). Moreover, the integration of the written skill with the other three ones will assure a more effective and purposely real-life communication (Sadiku, 2015). Hence, feedback and its delivery manner along the writing process are key in the process.

Feedback

In this study, feedback provided to written tasks is the main topic to investigate. It is relevant to expose this concept because it will be constantly mentioned during the entire line of work. Because of that, it is imperative to start with a few definitions to understand the idea of feedback through different authors.

One definition of feedback to discuss was crafted by Ryan et al. (2017). They considered feedback as a procedure in which the students take the information about the task and use it to

improve the standard of their subsequent work (Ryan et al., 2017). By this, the authors meant that feedback is a necessary data in order to rank up the quality of the student's piece of work.

Feedback can also be portrayed as an instructional communication tool that makes allusions to the learner's performance regarding an expected performance quality and the way to reach that point, transforming and restructuring what the learner knows about the subject and themselves (Kerssen-Griep & Terry 2016). In this way, feedback is understood as a communicative resource to improve not only the task itself, but also the learner's self-perspective.

Moreover, Kerssen-Griep and Terry (2016) also stated that feedback is a complex social intervention in which its effects are reached, and the meaning is being interpreted by the learner, taking into consideration their culture and their organizational, situational, and relational contexts surrounding that specific social intervention. This means that the social context where the learners are inserted is a key point in the effectiveness of the feedback itself. Continuing this idea of considering context, Goldstein (2006) added the student's background. Declaring the student as the main agent of the learning process, hence, to ensure the effectiveness of feedback, their context must be taken into account (Goldstein, 2006).

Lastly, Hattie (2009) defined feedback as a compelling influence on the learner's achievement process that happens when the teacher is open to comprehend several aspects of the learner's learning process, such as the things the learner understands, the misconceptions, the lack of engagement, etc. By this, creating a synchronized bond between the learner and the teacher, making the learning concept a visible thing.

Therefore, as feedback has several approaches, it can be perceived as a tool to enhance the quality of the learner's tasks. In order to be provided correctly, it needs certain elements such as social context and the way the teacher engages and provides feedback in the learner's learning process.

Hattie and Timperley (2007) together with Bashir et al. (2016) agreed that the use of feedback implies adjusting the distance between the original level of knowledge and the learning objective. This idea of feedback is closely connected to the Zone of Proximal Development (ZPD) proposed by Vygotsky and Cole in 1978. The general idea of the ZPD is to view the teacher as a mediator between the zones the student is inserted in and the zone the student wants to reach (Vygotsky & Cole, 1978). In here, feedback can be the link to help the learner cross that barrier between zones and achieve their goal of improving and learning. Moreover, Nicol and Macfarlane-Dick (2006) mentioned that students improve their performance and take control of their learning process by knowing where they are compared to their goal. For that reason, in writing, the use of feedback helps the writer grasp the reader's interpretation of their knowledge, whether the reader is presented with a draft or the final assignment. As mentioned before, feedback is more successful when it has context and takes into consideration the quality of engaging, improving and linking the task in the learner's learning process.

In order to make certain that the teacher's advice ends up being taken into account by the students, it is relevant to get the students to act on it. Hence, they must value it and develop a sense of self-judgment in order to improve their work (Boud, 2015). Moreover, Duijnhouwer (2010) claimed that since feedback improves the final outcome, maintaining the student's engagement or motivation is important to the development of the task. Furthermore, to avoid misunderstandings and to ensure the effectiveness of the feedback, there must be a dialogue (Price et al., 2011). For Telio et al. (2015), this "shared understanding" (p. 612) must revolve around the negotiation of meaning between student and the professor to achieve the desired goal. Since feedback not only provides where the students are compared to their goal but it additionally helps them to understand the task better (Bloxham & Campbell, 2010). For this reason, students might present a positive disposition towards receiving feedback and producing a written task not only because of the shared meaning but due to the dynamic it provides (Marefat, 2005).

Nonetheless, Taggart and Laughlin (2017) found that the learner's perception of feedback, response, and disposition towards it rely on their relationship with their teacher. At the moment of facing feedback, students tend to think the teacher is addressing them. Thus, if they do not completely agree with the comments provided, it might create friction due to students considering feedback as a personal threat (Taggart & Laughlin, 2017). Additionally, if students perceive a negative tone coming from the comments, it can also impact the student progress (Anson et al., 2016). All of these factors influence the language learner's emotions which directly affects their engagement to the feedback (Rowe, 2017). Therefore, social and affective aspects are also involved within feedback which might affect the teacher-student relationship as well as their view and disposition regarding the teacher's comments.

Altogether, it can be said that the exchange of meaning can benefit not only the product but also the attitude that students may have towards the skill, the task, the feedback and the relationship they have with their teachers. Nevertheless, even though feedback can be helpful, it has to be given carefully, while considering tone and the student's emotions.

Delivering Feedback

Having explained and defined the role and use of feedback, it is also necessary to understand how the manner of delivery affects the effectiveness of oral feedback. First, even though feedback is useful, the way it is provided can influence the students' emotions. For example, despite the fact that the implementation of negative feedback does not necessarily make them lose their self-confidence and/or motivation (Can & Walker, 2011), it still affects them and their performance (Wang & Li, 2011). This is why, when negative feedback is presented, students may feel demotivated and discouraged about their performance in the writing skill. As Wang and Li (2011) remarked, focusing only on the negative aspects of a task affects students' performance as well as their self-esteem regarding their abilities in the task.

Moreover, the over-error correction by the teacher is ineffective, while negatively affecting their motivation (Tseng, 2007). As previously stated, on some occasions, feedback can

be very tiresome and discouraging for the students because it may come across as too critical or threatening. This is caused by the tone being used as well as the role of the teacher's involvement assigned by the students (Anson et al., 2016; Taggart & Laughlin, 2017). Therefore, teachers need to manage feedback very carefully in order to accomplish something helpfully and not as a setback for the students and their developing process. One example of this statement is Anson et al.'s (2016) perception about negative tone, they expressed that negative tone in feedback could threaten stalling the student progress. Besides, Bashir et al. (2016) mentioned that, to refer to the improvement to be made, it is necessary to provide feedback in a positive way. Thus, with the purpose of not affecting the students nor their performance negatively.

Overall, the manner of delivering feedback needs to be carefully thought out. Since, if the feedback is full of negative remarks, it might affect the way students perceive themselves, the skill and their performance.

Feedback to Written Task

The impact feedback has on the student's work can also be affected by what the focus of the feedback is. At the moment of revising students' writing, teachers primarily focus on analyzing grammatical structures, hence, the most common feedback is grammar-oriented (Furneaux et al., 2007; Lee, 2008). It consists of preparing the feedback around local inaccuracies and focusing merely on the technical aspects of the writing such as word choices and the organization of a sentence rather than the ideas in depth.

Besides, Bazerman (2015), stated that most students are taught about writing with an emphasis on correcting grammatical errors, leaving aside critical thinking and the construction of their own ideas. Thus, during their education, writing is seen as a reproduction of content to pass evaluations regarding specific subjects (Bazerman, 2015). In this context, content-based feedback has a direct effect on these abilities. This type of feedback pays attention to what the reader tends to focus on in a text, such as "ideas" and "knowledge," and not necessarily on how

accurate the grammar structures are within it (McGarrell & Verbeem, 2007). In other words, students, authors and researchers lean towards the meaning and the ideas of a text at the moment of researching rather than grammar, punctuation and spelling. Therefore, teachers should help guide students to develop clear ideas of what they want to portray.

Both types of feedback relate to a form of expressing correction to the student's performance. One focuses on the structure of language in general of the student's piece of work, and the other checks the content, ideas, and their reflections. Both approaches could help develop their skills and achieve the pedagogical goals.

Nonetheless, written feedback and oral feedback have the tendency of focusing just on one aspect. Oral feedback tends to focus on content and idea development while written feedback focuses on grammar, punctuation, and so on (Cavanaugh & Song, 2014). Despite this, both types of feedback must consider both focuses in order to provide a proper response to the students (Hyland, 2003).

Another point to consider while choosing the way of giving feedback is the student learning strategies. Some students may prefer to have the visual reference provided by written feedback to make the corrections needed, while others might be able to understand better if the feedback is explained orally (Sarcona et al., 2020). In other words, knowing the student and their feedback preference can ensure the effectiveness of the feedback.

Besides, for some students the ink color of written feedback might affect them and their text negatively. Mahfoodh and Pandian (2011) found that students tend to have a negative reaction towards it due to being written on red ink. Hence, the negative perception of the ink color may affect how the feedback is perceived by the students.

To conclude, concentrating just on one focus may be harmful to the student as well as ignoring their learning style. To prevent this, grammar-oriented and content-oriented feedback together with knowing which type of feedback (written or oral) works the best for the student, can indeed guarantee the student's improvement on the writing skill.

Oral Feedback or Audio-Taped Feedback

One of the ways of providing feedback, either focused on grammar, content, or both, is through oral assessment. Oral feedback is understood as spoken feedback given either lively or by a recording (Pirhonen, 2016). Additionally, Park (2006) claimed the possibility of using “recording remarks” (p. 70), which is assigning numbers in the paper and mentioning them in the recording, with the purpose of using less time doing it while allowing the student to practice listening. It can be said, oral feedback not only helps to improve the writing skill but also the other language skills such as listening and speaking.

Additionally, as Carless (2006), Price et al. (2011) alongside Ajjawi and Boud (2017) stated, feedback is presented as a conversation between the student and the teacher which allows the students to improve their performance. Therefore, students are able to ask questions, have more fluent communication and express what they want to convey in their written task. Nonetheless, oral feedback can be provided in different formats.

Even though there are many ways of providing oral feedback, such as face-to-face feedback, screen-recorded feedback, and so on, this research will consider oral feedback as audio-taped feedback. Hyland (1990) and Olesova (2011) addressed audio feedback as the teacher’s comments given through audio recording which is attached to the students’ written assignments. However, as nowadays technology has advanced this audio tape has evolved with it, for this reason, audio recordings are currently in a digital format.

Moreover, Swan-Dagen et al. (2008) said that feedback is better when it is given in an audio format, since it provides more information to the students on how to improve their writing skill and written tasks. Added to this, King et al. (2008) claimed audio feedback gives more comments due to the amount of spoken words per minute. In addition, it offers an extra practice in listening comprehension as previously mentioned by Huang (2000) and Park (2006). Moreover, the advocates of audio feedback postulate that this type of feedback results in more personalized communication (King et al., 2008) and high student satisfaction (Ice et al., 2007)

due to the fact that teachers can focus more on the specifics of each student's work. Hence, students tend to find this type of audio more detailed than written feedback (Lunt & Curran, 2010; Mathisen, 2012).

In addition, Cann (2014) stated that since the audio can be listened to as many times as the learners want, its usefulness increases. Not only that but one of the findings made by Lee in 2013 declared students learn more due to audio-taped feedback presenting ways on how to improve their written test.

Students Perceptions, Feelings, and Responses Towards Oral Feedback

The action of providing feedback can have multiple effects or responses, especially in its receptor. In this particular case, the receptors are the students as well as their written products. It is important to delve into this topic because it allows the study of how it can further affect the participants. For example, Rowe (2017), talked about the engagement that feedback has on the learner is based on the emotional impact it produces on them. Meaning that if the feedback can contribute to a student's emotions whether positive or negative, the engagement will be completely dependable on that emotional impact. Additionally, Taggart and Laughlin (2017) stated that negative responses towards feedback usually happen because students tend to look for the teacher-student relationship involved. Which results in taking feedback as something personal, such as personal attacks or something deeper as personality traits that are in conflict with the teacher's opinion (Taggart & Laughlin, 2017).

However, Ming et al. (2021) explained that individuals receiving continuous positive feedback and also avoiding negative feedback can be beneficial as a strategy to develop more positive experiences related to feedback in the future. Therefore, an important impact of feedback is the way the student can perceive feedback in future tasks, associating feedback with positive or negative experiences based on past encounters.

Student's Perceptions and/or Opinions

Feedback can be perceived as a tool for understanding the main concerns in the development of the task. But it also can have different appreciations depending on the way the feedback is provided, and the relationships involved at the process of giving feedback (Pokorny & Pickford, 2010). Therefore, feedback can be interpreted as something beneficial, helpful and useful, and in the same conditions can be acquired as unfavorable, hostile or even not suitable at all for the task itself. Moreover, the way to present feedback as an objective matter is extremely important since the student's reactions may differ. That is why it is essential to understand the way that teachers provide feedback, usually being guided by their beliefs on what the student needs to improve (Lee et al., 2017). At the end, it all comes to the final perception the student may have about feedback depending on the context and the way feedback is being laid out. Thus, this research explores the benefits of feedback and the perceptions of the interviewees towards oral feedback.

There are a variety of perceptions toward feedback. The first one focuses on feedback being viewed and used to improve the piece of writing as well as the writing process (Pokorny & Pickford, 2010). The second is the importance of feedback given from a general view, rather than focusing on specific and particular aspects (Carless, 2006). The third perception includes the idea that it can also be used as a starting point to track and measure progress, because they can compare their first assignments to the last one and reflect on their language development (Carless, 2006; Xu & Hu, 2019). The last perception states that, in the student's vision, short-term feedback on the draft versions of the work is much more useful than the final feedback, since it provides the opportunity to correct and check their performance during the learning process, and not only at the end (Carless, 2006). Additionally, students mentioned that oral feedback can also be applied in future assignments that have similar conditions to the one that received the teacher response (Carless, 2006; Xu & Hu, 2019). Besides, students tend to find audio or oral feedback more personalized due to several reasons, such as being able to

hear their name (Anson et al., 2016), providing in-depth comments (Rodway-Dyer et al., 2009; Parkes & Fletcher, 2017), tending to be positive (Bourgault et al., 2013) and easier to understand (Rodway-Dyer et al., 2009; Parkes & Fletcher, 2017).

Moreover, in the study carried out by Anson et al. in 2016, some students found that audio feedback might benefit teacher-student relationship. Besides, learners expressed that audio feedback helped them to improve their intonation and pronunciation (Shufen, 2021). Furthermore, in the research made by Parkes and Fletcher (2017), the participants expressed that audio feedback identified their strengths and weaknesses regarding their written piece. Not only that but Olesova et al. (2011) and Heimbürger (2018) found that interviewees believed teacher's intonation helped them to avoid misunderstanding the feedback. Finally, most of the time, students agreed with the amount of comments received in the audio file since it covered all the improvements to be done (Parkes & Fletcher, 2017).

Not only the learner's perceptions are important but their feelings and emotions towards audio feedback can also affect them and their work.

Student's Feelings and Emotions

Since the student's emotional reaction is the first response when it comes to considering how useful feedback is (Ilies et al., 2007). Hence, for this study, the emotional response has to be considered at the moment of analyzing the student's position towards audio feedback.

According to Ming et al. (2021), positive feedback is directly related to positive emotions. In other words, when the feedback highlights what the students did right while providing how to improve their flaws, the student will present a better disposition towards feedback due to feeling better with themselves, the skill and their product. Besides, Rowe (2017) stated that the learner's feelings settle the level of engagement they have with feedback. Nonetheless, some students might feel threatened. If the feedback contains constructive comments, they may trigger a negative emotional response to feedback (Taggart & Laughlin, 2017). Hence, not only

student's emotions should be taken into consideration but also the way of giving feedback needs to be carefully thought through.

Overall, how learners feel regarding feedback can affect their performance on the written assignment together with their perception of themselves, the subject, and the skill itself.

Student's Actions

At the end of the day, due to students' perceptions and feelings, the learners are the ones who choose if they want to integrate the teacher's comments into their writing or not. In this case, there are three main responses that students usually tend to follow. The first action that learners do is ignoring the audio-taped feedback. According to Xu and Hu (2019), this has two major reasons. On one hand, the low English level students have may generate an unintentional ignorance towards the teacher's comments (Xu & Hu, 2019). On the other hand, the way in which the feedback is given (e.g., open-ended) might be too ambiguous to match the student's capability (Xu & Hu, 2019).

The second one is when students strictly follow the feedback. Here, learners implement only what they have been told by their teacher. Xu and Hu (2019) had also studied several reasons behind this phenomenon. One of them is the same as the previous response, because of their lack of knowledge in the target language (Xu & Hu, 2019). Another one is due to the view they have about their teacher. Since they perceive the teacher as an authority, they just make the told changes because they are the experts in the subject (Xu & Hu, 2019).

In the last reply, students go beyond what they have been told. In this case, apart from applying the current comments, students also carry out feedback from past assignments or activities, especially if the previous task has some similarities to the current activity (Carless, 2006; Xu & Hu, 2019). This means, if the student believes that the prior feedback is useful in their current writing, they are more likely to apply it. Additionally, they acquire new feedback in order to improve their future tasks. Resulting in the student developing their writing accuracy since they are able to go back and review their previous written assignments (Carless, 2006; Xu

& Hu, 2019). This means, learners can check and see how they have improved their writing over time. Despite the improvement that students may have, Carless (2006) also mentioned that if the feedback provided by the teacher is too narrow, students are not able to use it in future. Meaning, the teacher's comments are given to a specific situation which makes it difficult to use them as feedforward.

Nonetheless, some of these responses may cause a certain dependency towards the teacher which may affect the student in the long term (Xu & Hu, 2019). Hence, due to the necessity of having someone else to check their written work, their development in the target language might not be the best.

To summarize everything, as writing is an important skill to use all the language and knowledge the students have, using them especially in ESL classroom and university level have important effects at the moment of acquiring a new language, developing cognitive skills and preparing learners for their future jobs. With writing, language trainees can experiment with the target language in order to make themselves clear. For this reason, receiving feedback is essential, since they will be able to rank and compare themselves with the goal, while tracking their progress over time and seeing how much they have improved. Furthermore, it was found that receiving it during the writing process can be even more beneficial than receiving it after the task is completed.

Nonetheless, the approach the teacher takes to provide feedback might affect students' perception and feelings towards the skill and the subject which can become an obstacle to the learning process. Therefore, focusing on content and grammar plus being objective not only can help in their perception and feelings but also in what they can do with the feedback. Hence, audio feedback can be the most suitable way of providing feedback.

Audio feedback not only provides information regarding the student's performance but additionally it helps them to practice their listening skill. Besides, it is more personalized and can give more information than the regular written feedback. Moreover, if it is well given, students

can apply it and are able to utilize it as feedforward. Nonetheless, how it will be implemented depends on the learners and their language level. If they have a low level in the target language, they might not be able to understand the audio feedback provided and take action. But, if they do have an intermediate or high level, they can implement it into their writing and use it for future tasks.

Chapter 3: Methodology

Research Paradigm and Design

This research project is concerned with identifying the main reactions, actions and feelings of university students. Hence, since the study analyzed the discourse, expression and language of the students by an exploratory and descriptive design, this study is categorized as qualitative (Plano & Creswell, 2015).

It was applied in this manner because it is the most accurate form of gathering information in depth regarding the benefits and advantages of using oral feedback in written tasks.

Participants

The participants that were part of the process of data collection in this research were all university level students. The number of participants was 11. The sample was mixed, therefore, included both men and women. This is due to the fact that responses were anonymous, hence gender was not a factor to consider in the research. All of them were currently in their third, fourth and fifth year of the English Pedagogy Major. Their English level is placed within B1 and C1 range, an intermediate-advanced level, based on the degree's curriculum. It is important to note that all of the participants went through the process voluntarily and anonymously. Therefore, one of the requirements was to sign an informed consent form (see Appendix A) that indicated the nature of their contribution to this research.

Moreover, for this research, it was necessary to fulfill certain aspects to be able to participate in the data collection. The students chosen had three characteristics in common

which were: 1) being over 18 years old, 2) being an ESL student at university, and 3) having received oral or audio feedback before.

Instrument

As the purpose of this study is to gather qualitative information, the chosen instrument was a semi-structured interview adapted from a research project CIEDE (2017-2018) — that consisted of 14 questions. These questions focused on the three specific objectives that the present study has: 1) to find out students' perceptions about the impact oral feedback has on your written work; 2) to study the learners' affective reactions towards oral feedback; 3) and to identify what students do after receiving feedback (see Appendix B).

The questions were open-ended to ensure the learner's answers were authentic. However, in question number 12, the interviewees were given options to describe the range of emotions they might have felt when receiving audio feedback. Nonetheless, they were granted the opportunity to provide another emotion in case they did not identify themselves with the alternatives mentioned. Additionally, students were given the opportunity to answer the questions in Spanish.

Data Collection

To collect data required for the study, the first step was to ask the learners if they met the requirements stated by the investigators. Once the positive answers were delivered to the interviewers, they proceeded to send an email with the informed consent form to each participant. After the consent was received and signed, the procedure to interview each individual began.

The interviews took around 2 weeks to be completed, they were done through zoom sessions. They were recorded as individual audio files, and were later uploaded to a folder in Google Drive. Each audio had an average time of 20 minutes. In addition to this, the interviews were carried out by the members of the thesis group individually. After the interviews were

finalized, they were transcribed (see Appendix C & Appendix D) and uploaded to Google Drive as Microsoft Word documents.

Data Analysis Procedures

Once all the transcriptions were completed, the data analysis procedures began. For the analysis to start, it is necessary to define the content analysis. This technique analyzes the ideas expressed in a text or speech (López, 2002). Meaning, not only the format is taken into consideration but the content is also part of the analysis. Additionally, López (2002) claimed “with this technique is not the text’s style what is being analyzed, but the ideas expressed within the text, being the meaning of the words, topics, or phrases is what is trying to be quantified” (p. 173). In other terms, each word, phrase, and sentence are a subject to study. To analyze them, each response was taken into account individually. Following this, the coding process took place. This means the answers given by the students were fragmented and classified into each category. Each of the learners’ responses were categorized under six predetermined categories and two emergent categories (see Table 1). A predetermined category is fixed by the theory revised in the study whereas an emergent category comes from the data collected through the answers provided by the students, and they appeared during the codification process. The researchers, individually, were the ones who carried out this stage. While the coding was being done, the category of motivation and preferences with its subcategories emerged, and the category of feelings was adjusted. Before coding all the interviews, the process of coherence was calculated through a Kappa coefficient and the result was 0.65, a moderate degree of agreement. The coefficient was calculated by crossing each researcher's code books that analyzed the same amount of information from interview one, in order to identify the common response within each category. At this moment, it was possible to initiate qualitative analysis. Table 1 presents the categories and their subcategories for the coding process:

Table 1

Categories of Analysis (Adapted from Hermosilla et al., 2021)

Category	Definition of the Categories	Subcategories
Experiences Regarding Feedback	This category aims to understand all the students' previous experiences receiving feedback in written tasks	
Opinion about Audio Feedback	This category reviews the students' viewpoints over the audio-file they were provided, regarding usefulness and the tool itself.	Positive
		Negative
		Amount of Comments
		Other
Impact of Audio Feedback in Writing	This category alludes to how the audio feedback might have affected the student's written piece.	
Actions	This category refers to the actions taken by the participants after listening to the recorded comment.	Actions in case of not understanding
		Actions in case of disagreement
		Future Actions
Feelings	This category aims to distinguish the different affective responses that emerged when the participants listened to the oral recorded feedback.	Positive
		Negative
		Other
		Emotions
Reasons for Adopting and/or Ignoring Feedback	This category focuses on the different motives the students may have for ignoring or adopting the oral feedback provided by the teacher.	For adopting
		For ignoring
Preferences: Oral or	This category refers to what the	Audio Feedback

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		Actions in case of disagreement
		Future Actions
Feelings	This category aims to distinguish the different affective responses that emerged when the participants listened to the oral recorded feedback.	Positive
		Negative
		Other
		Emotions
Written Feedback	undergraduates prefer in terms of receiving feedback.	Written Feedback
Motivation	The category indicates if the audio feedback stimulated the students to carry out the necessary arrangements on their written assignment and the reasons for their decision.	

Note. The categories *experiences regarding feedback*, *opinion about audio feedback*, *impact of audio feedback in writing*, *actions*, *feelings* and *reasons* are considered predetermined categories. *Preferences* and *motivation* are the emergent categories.

Chapter 4: Result Analysis

All of the information, results and evidence will be presented in the following section. By each specific objective, and their corresponding category and subcategory of analysis all through the following chapter.

Specific Objective 1: “To Find out the Students’ Perceptions About the Impact Oral Feedback has on Their Written Tasks”

The purpose of this objective is to identify the students' impression regarding the effect of oral feedback on their written assignment, whether the feedback provided by the teacher had a positive, negative or no influence on them. Therefore, to analyze specific objective one, data from the categories: *experience*, *impact* and *preferences* was considered.

Category: Experiences Regarding Feedback

This category refers to all the encounters students have had with feedback over the years they have been studying their English pedagogy degree, and the various results they have obtained on their written work.

Table 2

Experiences Regarding Feedback

Experiences Regarding Feedback	
Student 6	I have received audio feedback, oral feedback, and written feedback...Regarding oral feedback...it was very general and it did not had[sic] an impact on my work.
Student 2	Most of the time I receive my feedback at the end of my work, so it's like a review of my mistakes...it's not very helpful...usually I read the comments once but then I forget what the teacher said.
Student 7	Well my experience is that it is ok written feedback is not the same as audio feedback or oral feedback, and I think [the] type of feedback depends on the

Experiences Regarding Feedback	
	teacher, because when they spend the proper time [providing] feedback a student it's good...I think that I found more useful the audio feedback or oral feedback rather than written one.
Student 8	...well for most of my career at the university I received written feedback...the first couple of years it was very grammar centered and then, as I progressed it became more about the format and the way we write.

To start with the category of experience, all of the learners reported having been given some form of feedback whether it was written, oral, audio or all of them.

Regarding *written feedback*, all of the interviewees had received it throughout their university experience. On one hand, six out of 11 interviewees mentioned having received written feedback and its beneficial effect on written tasks. For instance, they expressed that since they were still learning the language, written feedback was ideal due to its focus on grammar which agrees with the results found by Cavanaugh and Song in 2014. The authors claimed that written feedback had a tendency to focus on the grammatical aspects of a task (Cavanaugh & Song, 2014). Besides, student 6 added that written feedback gives the necessary visual cues to address the improvements to be made easier. This is related to the learner's feedback preference which follows Sarcona et al.'s (2020) idea of considering it at the moment of providing feedback. On the other hand, most of the undergraduates described written as not being too detailed and not specific enough, however, they did not expand on this idea.

In the case of *oral feedback*, all of the university students had received it at least once. Within the same question, several learners showed their preference towards this type of feedback. According to them, it is more clear and precise which coincide with the findings made by Lunt and Curran (2010) and Mathisen (2012). The researchers stated that the students referred to feedback given orally as being more meticulous and detailed than the written counterpart.

As far as *audio feedback* is concerned, it was given at least once. The most common experience regarding this type of feedback was portrayed as “helpful” by the undergraduates. One of the reasons for this is due to being replayable, as student 2 said “you can replay [the audio].” This matches with one of the findings made by Cann (2014), in which learners comment on the usefulness that feedback provides, because they were able to access the audio file and listen to it several times. In addition, student 10 shared the idea that oral feedback is more “human” in the sense that they heard the teacher addressing them directly. The last statement was also concluded by Anson et al. (2016). In their research, they found out the teacher-student relationship improved due to students hearing their name being mentioned (Anson et al., 2016).

Moreover, one interviewee also compared written and audio feedback. Student 7 differed audio feedback from written feedback at the moment of considering the role of the teacher. For them, the quality of the feedback will depend on the *amount of time* the educator dedicates to it and *how complete* the feedback is. Therefore, it is significant for the university student to receive detailed feedback where the improvements are explained and given a cue on how to arrange them, rather than a feedback based on symbols and a few remarks. This line of thinking supports the study made by Parkes and Fletcher in 2017. The authors claimed that students believe feedback that provides reasons why something is wrong and how to improve it is better than feedback that only signals what is not correct.

Finally, it is also worth mentioning that student 2 declared to have been given process feedback and how it was helpful for them at the moment of developing their task, since they were able to improve their final product. As expressed by Nicol and Macfarlane-Dick (2006), in order for learners to improve their performance, they need to know how they are progressing in their work. Additionally, Hattie and Timperley (2007) with Bashir et al. (2016) also agreed with the interviewee’s statement, due to declaring feedback as a way to close the gap between where the student is at that moment of the task with the goal. Furthermore, this line of reasoning

also matches up with one of the statements made by Nunan (1999) where process feedback helps language learners to improve their final product.

Category: Impact of Audio Feedback in Writing

This category aims to identify the effects audio feedback has on the students, whether it is meaningful or not. As well as how it affects the students' assignments, and their views regarding their written work.

Table 3

Impact of Audio Feedback in Writing

Impact of Audio Feedback in Writing
Student 6: ...regarding the audio feedback for me, it was very general and it did not had an impact on my work...It can be said that I ignored the audio feedback because I did not do anything with this audio...many things were happening to me at that time so...I was not in my[sic] mood even to do something with this audio feedback.
Student 2: I would say that it was important, because while I was writing my essay or doing my task, I actually learn[sic] from my mistakes because that feedback shown[sic] me my failures and that[sic] kind of things I had to improve...it is important to me because you can change your work or you can change the mistakes and most important you can learn from the mistakes and I would say in the right moment, not at the end like the others, and you can remove that mistake.
Student 7: Well it helped me a lot...it was very helpful for me because I paid attention to what the teacher want[sic] me to do, what was correct and incorrect, so the task I am how[sic] writing, I am more aware of those processes while writing a task.
Student 8: I think it was well done by the teacher because it gave a lot of cues as to where the mistakes where...I also felt like my work wasn't a failure because the tone in which the teacher gave the feedback made me feel they weren't critiquing me, they were critiquing my work which is a way to delayed[sic] from you

Table 3 shows most of the interviewees experienced a positive impact when it comes to audio feedback. Specifically, it was described as “meaningful,” “helpful,” and “complete.” As student 2 mentioned “I would say that it was important, because while I was writing my essay or doing my task, I actually learn[sic] from my mistakes because that feedback shown[sic] me my failures and that[sic] kind of things I had to improve...” Basically, the undergraduate claimed they learn by recognizing what they need to improve. This statement can also be seen in Lee’s

study from 2013. One of the findings made by the author showed that students strongly agreed with the statement that they learn more when their teachers mention the improvements to be done (Lee, 2013).

Nonetheless, to some participants, it did not make a significant impression on their assignment. Student 6 is a clear example, they said "...for me, it was very general and it did not had[sic] an impact on my work..." In fact, the undergraduate even declared they ignored the feedback due to having some personal issues when they received it. In other words, considering the learner's background is necessary to provide accurate feedback, since the student is an essential agent in the learning process (Goldstein, 2006). Therefore, if the teacher understands the language learner's current situation, the professor's comment would not have been avoided.

Additionally, student 8 provided information regarding the emotional impact the feedback had on them "...I also felt like my work wasn't a failure because the tone in which the teacher gave the feedback made me feel they weren't critiquing me..." Meaning, the educator used an adequate tone to provide feedback while addressing the piece of work rather directly speaking to the writer. According to Anson et al. (2016), the tone is crucial because, as he stated, negative tone in the process of feedback can be threatening and harmful to the task.

Category: Preference Oral or Written feedback

The *preference* category is related to which type of feedback, written or oral, students prefer to receive and their reasons for why they selected them.

Table 4

Preference: Oral or Written feedback

Preference: Oral or Written feedback
Student 6: For me it is more significant to receive written feedback...because I am a very visual person so I need to see the things specifically.
Student 2: so I think the audio feedback is better and quite different because it is more clear and precise with the final goal. Personally [it] is more understandable.

Preference: Oral or Written feedback
Student 7: ...I think that I found more useful the[sic] audio feedback or oral feedback rather than [the] written one...I think that audio feedback is one of the better options to feedback or feedforward the students, and it is better than written feedback, because written feedback sometimes is ambiguous, not straight to the point, it is not accurate, sometimes teachers go through the bushes
Student 8: I feel like I'm more taking into account in[sic] audio feedback because, in my experience the teacher said hello to me and said my name and[sic] then said goodbye so it feels more personal and it engages you more. It makes you want to change your work.

Based on the data collected, the majority of the participants indicated a preference of audio feedback over written feedback. One of the reasons is that interviewees found the piece of audio more personalized and specific since the teacher generally mentions the students name. This lends the learner to feel the interest from the professor which engages the student's attention. This thought is supported by Anson et al. (2016). In their study, undergraduates believed the feedback being more personalized since they heard their name (Anson et al., 2016). Besides, student 2 indicated that they preferred audio feedback because it was more "clear" and "precise" with the final objective, which made it more understandable for the language learners. This situation can be compared to the findings of Rodway-Dyer et al. (2009) together with Parkes and Fletcher (2017) that showed the main advantage of audio feedback, as reported by the learners, is its personalized and in-depth comment's nature.

Nevertheless, one student differed from the trend. Student 6 thought that audio feedback is too general since the tutor provided more global commentary than specific comments in the audio file. This idea was also covered by Cavanaugh and Song (2014). In their research, they stated that educators commonly give global comments when implementing oral feedback. Additionally, the participant acknowledged that, since they are a "visual learner", they need to see the comments on their assignment. As Sarcona et al. mentioned in 2020, the professor needs to adapt their response to the student's feedback preference to guarantee feedback's usefulness.

Another finding of the university students' preference of audio feedback over written feedback is that the latter usually discourage learners along the revision of the task. It is due to the negative remarks the professor may use and the lack of explanation the feedback can have. As student 9 declared: "...sometimes with written feedback some teachers are used to like[sic] putting a cross on parts of the assignment and...that is really hard to see, it is like all of that is bad and sometimes they do not even give you a reason why that part of you assignment is wrong..." Wang and Li (2011) coincide with this. They remarked that focusing only on the negative aspects of a task affects students' execution, whereas because the undergraduate does not have a high self-esteem regarding their abilities, or for expecting the educator to provide some sort of help on how to improve (Wang & Li, 2011). Moreover, written feedback can be considered too ambiguous which can make it difficult to get. In student 7 words: "...because it is not straight to the point, sometimes teachers go through the bushes..." Furthermore, some interviewees indicated they felt discouraged when they saw comments on red ink. In fact, Mahfoodh and Pandian (2011) found that one of the reasons a learner is likely to have negative reactions towards the teacher's written feedback, are red marks displayed through their work.

Finally, there was a third response where one of the interviewees did not state a preference over any type of feedback since they did not perceive any difference when receiving feedback. According to the student, their anxiety levels remained the same when receiving any type of feedback. Nonetheless, there is no record of any similar situation in the field, hence there is no study or author to support this statement.

Specific Objective 2: "To Study the Students' Affective Reactions Towards Oral Feedback"

The purpose of the second specific objective is to explore the learner's feelings towards oral feedback, whether they had positive, negative, or any other types of reactions. Therefore, to properly analyze the student's affective responses, three categories were included, which were *opinions about audio feedback, feelings, and motivation*.

Category: Opinions about Audio Feedback

This category is related to the opinions students have regarding audio feedback, their conception towards it, and what they think about the amount of comments in the audio feedback that they received. In order to do this, four subcategories were chosen: *positive*, *negative*, *amount of comments*, and *other*.

Table 5

Opinions about Audio Feedback

Opinions about Audio Feedback	
Positive	<p>Student 1: ...I understood better than normal written feedback because pude escuchar su[sic] entonaciones, también en qué parte debía mejorar y en qué parte lo había hecho bien...I think it was good, because it was detailed.</p> <p>Student 4: ...me ha ayudado un montón, creo que es mucho mejor que el feedback general o párrafo por párrafo, porque...con audio es mucho más específico y vas pausando el audio a medida que vas avanzando en tu writing y siento que ayuda mucho más y puedes dar más detalles.</p> <p>Student 8: It definitely feels more personal...I felt like the teacher really put effort into the feedback, so It was appreciated...it is easier to follow because...oral feedback you can get the tone and more cues as the what the teacher really wants for you to do...it made me feel like the critics were mainly about my work instead to[sic] my person.</p>
Negative	<p>Student 6: it was very general...it was very basic for me, it was not significant, it did not had[sic] an impact on me...the audio feedback were[sic] not that clear, in terms of...the teacher told me that in the paragraph four and page three, we tried to find the paragraph but the number of the pages...did not coincide...so...in that case, it were[sic] not helpful at all.</p>
Amount of Comments ^a	<p>Student 1:...it wasn't long audio so it was good.</p> <p>Student 4: ...creo que fue apropiado...yo mientras más audio mejor, porque tengo mejor o más chance de editar mi task...fue como el adecuado, no fue ni muy largo ni muy corto...</p> <p>Student 6: ...the errors were very similar...they can be classified into three categories...I could count maybe twelve different things...but all of them can be categorized in the three...even though they were a lot, they were all the same so it was not that much to receive that amount of things...</p> <p>Student 8: I only had experience with one feedback given orally.</p>

Opinions about Audio Feedback	
Others	Student 8: ...it should be done carefully because it may not work.

^a In the subcategory *amount of comments*, some students answered with extra information and/or something else from what they had been asked. This happened because the interviewees might have misunderstood the question and, as it was open-ended, the interviewers could not interfere with the answer.

To begin with the analysis, most undergraduates had a positive perspective and/or opinion about audio feedback. Words such as “detailed,” “complete,” “useful,” and “helpful,” were predominant within the participants' responses. It coincides with a past study made by King et al. (2008) where they mentioned that audio feedback provided “a greater quantity” (p. 158) of comments due to being “more detailed” (p. 151) which improved the understanding of the tasks. Additionally, it is important to point out why feedback was described as positive. For them, audio feedback not only supplied them with what they have not done well, but it highlighted how to improve those parts, what they have done right, and what they did not include. Those reasons support the findings of audio feedback being the ideal tool to identify the strengths and weaknesses of the learner' written piece stated by Parkes and Fletcher (2017).

Moreover, some interviewees indicated the teacher's intonation gave the student more cues about their written work. These helped them to interpret the comments correctly, avoiding misinterpretations that written feedback may present (Olesova et al., 2011; Heimbürger, 2018).

Furthermore, a couple of undergraduates indicated that audio feedback was more “human” and “personal,” due to noticing the professor saying their name and talking to them. These opinions promote the idea of hearing the teacher saying the learner's name made them feel connected with their educator (Anson et al., 2016). In addition, the fact that receiving audio feedback was a “novelty” for several learners, resulted in them having a good perception of their pedagogue. All of this helps at the moment of creating a bond between them. According to

Anson et al. (2016), the importance of this relationship can mark how the learner relates with their learning.

Regarding the *negative* subcategory, two participants felt their feedback was “too general.” Both of them reported that audio feedback lacked grammar correction which fomented one of Cavanaugh and Song’s (2014) ideas. The authors declared that audio feedback tends to focus on content or ideas development while written feedback focuses on grammar and language use (Cavanaugh & Song, 2014). Besides, one of those students claimed that they could not find the comments on the paper claiming that their learning style was not compatible with the way of receiving feedback, via audio. For this reason, Sarcona et al. (2020) remarked that it is important to know the learner’s feedback preference to ensure their learning.

In the *amount of comments* subcategory, most of the interviewees stated that the amount received was “ok,” “perfect,” and “appropriate.” This line of thinking is added to the observation made by Parkes and Fletcher (2017), where, same as the present study’s case, students agreed with the amount of comments they had received. However, some undergraduates added more information or provided a completely different answer than what was expected due to the question being open-ended and that learners may have not understood the questions correctly.

Finally, for the *other* subcategory, a couple of interviewees provided their point of view regarding when or for which activities audio feedback could be more suitable. One participant claimed that the focus of the task is crucial to define which type of feedback, written or oral, should be given to the students. This idea supports Cavanaugh and Song (2014) who expressed that audio feedback focuses mostly on the content while written feedback is more grammar-oriented. Hence, depending on which area, content or grammar, the task is centered, one feedback type would be better than the other. Student 9, for example, specified “...oral feedback could be better for oral tasks...so that maybe I could correct my[sic] or my pronunciation...” in other words, due to the fact that it is an audio, tutors can mention some

pronunciation and intonation improvements if needed. This thought is sustained by Shufen (2021) who recognized that audio feedback can help developing learner's pronunciation. Whereas other two participants declared it could be a "useful tool" to lower their anxiety level, and for those who have problems with the correction code that is usually given in the written feedback. The latter idea is related to the feedback preference of students and the adaptations that the teacher should make on their teaching practices to promote learning (Sarcona et al., 2020).

Category: Feelings

The category of feelings refers to the affective perceptions that students might have felt while receiving audio-taped responses. This classification is divided into four subcategories which are: *positive*, *negative*, *emotions*, and *other*.

Table 6

Feelings

Feelings	
Positive	<p>Student 1: ...sentiría motivación para después poder mejorar en lo que me he equivocado...</p> <p>Student 3: I do like feedback while I'm reading it and while I can use it and apply it on my task...</p> <p>Student 4: ...hizo un feedback general como positivo primero, y después lo que había que mejorar y así, bien estructurado entonces no me hizo sentir mal ni mucho menos...con el audio al menos tú escuchas al profe[wis] con lo que se refiere es mucho más específico encuentro yo, por eso le gusta más el audio, uno tiene el chance de hablar más con el profesor. Capaz y decirle eh...profe[sic] en el audio me dijo eso y lo cambié ¿está bien?</p> <p>Student 10: I remember it to be fun, to be cool...</p>
Negative	<p>Student 1: I think I feel anxiety because an audio feedback you don't know que es lo que viene ahí...Si es algo bueno o algo malo a menos de que ya te hayan dado la nota.</p> <p>Student 4: ...el hecho que uno entregue un ensayo o lo que sea escrito, eso sí me produce ansiedad porque ni se como me va a ir, ni se si lo estoy haciendo</p>

Feelings	
	bien o si me equivoqué en algo, porque no me están dando feedback al entregarlo...
Other	<p>Student 1: ...it was a little weird...because it was the first time that kind of feedback...but because we had to imagine the teacher talking to you...</p> <p>Student 3: ...I do feel a little bit anxious as a normal condition when I received any type of feedback.</p>
Emotions ^a	<p>Student 1: I think I feel anxiety because an audio feedback you don't know que es lo que viene ahí en ese audio. Si es algo bueno o algo malo a menos de que ya te hayan dado la nota...</p> <p>Student 3: ...I do feel a little bit anxious as a normal condition when I received any type of feedback...I think that I also felt gratitude because another person is taking the time and taking the effort to do this in order to me...</p> <p>Student 4: ...el hecho que uno entregue un ensayo o lo que sea escrito, eso sí me produce ansiedad porque ni se como me va a ir, ni se si lo estoy haciendo bien...porque no me están dando feedback al entregarlo...tranquilidad...si recibí feedback durante y al final, siento que pude arreglar todo lo que la profesora me dijo, estoy conforme con mi trabajo y obviamente lo entrego seguro de mi mismo...</p> <p>Student 10: ...I felt excitement and motivation...I don't know if love but as if the teacher was worried about me, so like that feeling...</p>

^a In the *emotions* subcategory, some students answered with different information that did not fit in the specific category of emotions. This happened because the interviewees might have interpreted the question in a different way than the expected and presented a response that did not qualify for being classified in the subcategory that the research was analyzing.

The first subcategory deals with *positive feelings*. Here was found a very similar response among the participants. Most of them pointed out the importance of feedback and its positiveness. For example, student 3 said “I do like feedback while I’m reading it and while I can use it and apply it on my task...,” this shows the valuable resource that feedback is. Bashir et al. (2016) agreed with the last statement, since they stated that good feedback can fulfill the learner with useful information. In other words, it provides information to close the gap between

where they are compared to where they should be. The information about feelings on audio files feedback can be presented as an opportunity to improve the learning experience by learning from the perceptions that feedback can have on the students.

In addition, it was shown the importance of feeling understood by the teacher and the closeness that the audio feedback brings when compared with written feedback. Student 4 affirmed "...hizo un feedback general como positivo primero, y después lo que había que mejorar y así, bien estructurado entonces no me hizo sentir mal ni mucho menos..." One of the conclusions of Rowe (2017) matches with the preview line of thinking, he indicated that the engagement's level of feedback is determined by the emotional impact that it has on the language learner. Therefore, positive feelings or perceptions can contribute to the level of commitment in the usage of the provided feedback.

Furthermore, the audio feedback can be perceived as more "specific." This is linked with the idea that feedback can be more "personal" referring to the way the learner connects with the feedback in a positive way. For example, student 5 commented "...the teacher was interested in my assignment and because...I know what I wrote and as she was like[sic] talking to me about the topic and my opinions I could notice that she read it and it felt great..." The last statement coincides with Ming et al. (2021). The authors suggested that language learners receiving feedback should attempt to continuously look for positive feedback, considering it can provide positive emotional experiences (Ming et al., 2021).

The second subcategory focuses on *negative feelings towards audio feedback*. Here, almost all the interviewees referred to anxiety as the main feeling at the moment of being given feedback and before. A couple of undergraduates recalled sadness and frustration as their main feelings, mainly as a result of this type of feedback not being an instant action that occurs right after the assessment is handed in. For instance, as student 5 signaled "...el hecho que uno entregue un ensayo o lo que sea escrito, eso sí me produce ansiedad porque ni se como me va a ir, ni se si lo estoy haciendo bien o si me equivoqué en algo, porque no me están dando

feedback al entregarlo...” Feedback can potentially apply stress and anxiety in the student as it is considered as something that they might fail if they do not achieve instant results. As Kerssen-Griep and Terry (2016) signaled, feedback is viewed not only as a communication tool, but also a preconceived self-perspective idea that the feedback was not positive. Taggart and Laughlin (2017) said that learners tend to take feedback as a personal attack. Hence, if the feedback has some constructive comments, language learners might feel attacked by the teacher which results in negative emotions towards feedback in general.

The third subcategory, *other*, deals with a different perception or feeling that does not fit in the first two categories. An example of this was student 5, they referred to the impression of receiving feedback as something “funny.” This happened due to the idea of looking at the written assignment and relating it immediately with what the professor was pointing out in the audio file. Moreover, student 1 claimed, “...it was a little weird...because it was the first time that kind of feedback[sic]...but because we had to imagine the teacher talking to you...” They used the word “weird” as another way to perceive feedback, especially since it was the first time using an audio file as a feedback method. In fact, Ilies et al. (2007) stated that affective reactions are one of the first pieces of information that can be analyzed for the interpretation of feedback. Consequently, within the study, this subcategory plays an important informative role to translate feedback into a useful spectrum of interpretation.

Lastly, the fourth category centers on *emotions* about audio files as feedback. In this category anxiety was, again, one of the main emotions mentioned by almost all the participants. However, student 10 said “I felt excitement...but as if the teacher was worried about me, so like that feeling...” As student 10 indicated, feedback can produce other types of emotions that do not fit in the positive or negative categories. This might happen because of the open-ended questions of the interview, and due to emotions being a large spectrum that can have more categorizations than the ones presented in the research.

Category: Motivation

The last category that involves specific objective number two is *motivation*. Here, the goal was to comprehend and verify if audio feedback brought any motivation at all to the students to include the improvements mentioned in the audio feedback and what exactly caused this motivation to exist or to disappear.

Table 7

Motivation

Motivation
<p>Student 1: ...los feedback en sí...motivan y desmotivan un poco porque te dan como te dicen exactamente "te equivocaste en esto" y si está todo mal es como pucha que fome</p>
<p>Student 6: No, it did not motivate me to correct my work, it was that general...</p>
<p>Student 8: It does mainly because since you feel like the teacher put from[sic] their time to give you their feedback, you have like[sic] to pay them back...after I received the feedback, I felt motivated to make the correction[sic] needed...</p>

In the *motivation* category, it was found that most of the interviewees were motivated to improve their written task. Two participants felt motivated to make the changes needed, since they stated that the audio feedback was "very well-explained." It agrees with Duijnhouwer (2010) who mentioned that maintaining the purpose of feedback, which is to boost the final product, while keeping the learner motivated is a crucial aspect for the improvement of their task. However, seven students claimed that motivation is highly influenced by the type of comments, positive or negative. If the comments were mostly negative, their emotions would be affected, hence their motivation to improve their piece of writing will also suffer. This idea of motivation being affected by the emotional response that the feedback produces on the student is also discussed by Wang and Li (2011).

Nonetheless, one university student did not feel motivated due to the feedback being too general. Based on the student, it only focused on the development of the ideas and content. It

agrees with one of Cavanaugh and Song's (2014) ideas of audio feedback tending to be content-oriented. Besides, the same undergraduate stated the audio lacked a visual element to identify the comments in the assignment itself. All of this is part of the feedback preference of the student which, according to Sarcona et al. (2020), must be taken into consideration at the moment of performing the feedback.

Specific Objective 3: "To Identify What the Students do After Receiving Feedback"

The last specific objective aims to recognize the different actions that the student might or might not do with the audio file received. Hence, to analyze this objective, the subcategories *actions* and *reasons* will be considered.

Category: Actions

This category makes reference to what the students did with the feedback provided by the teacher as well as what students would do if they did not understand the comments and if they disagreed with them. The subcategories being considered are: *actions*, *in case of not understanding* and *in case of disagreeing*.

Table 8

Actions

Actions	
Actions	<p>Student 5: What I did was to write down like[sic] in bullet points the main things that I had to improve and well that's it</p> <p>Student 6: we just received the feedback, heard it and that is it, we did not do anything with it.</p> <p>Student 9: I used to... replay it once again so I could check... like that is[sic] the part where I had a mistake... that is[sic] what I have to correct</p> <p>Student 11: I followed the audio carefully.</p>
In case of not understanding	<p>Student 5: Well in my case I did understand but if I hadn't I think I would have wrote sic] to my teacher asking her to explaining[sic] again please[sic].</p> <p>Student 6: in our case, as we decided to not correct the things that the teacher told us in the audio, it was not necessary for us to ask her again</p>

Actions	
	<p>what she meant...but in the case, we decided to do something about the feedback and correct our errors... I would write[sic] her an email</p> <p>Student 9: I think as we had the opportunity of replaying it again, we would do that but maybe if I do not understand the idea of my teacher... I could ask them again what are the mistakes that I am making</p> <p>Student 11: ...I think that I have to point out that to the teacher or talk with a classmate and talk with the teacher in the class.</p>
In case of disagreement	<p>Student 5: I would ask and maybe try to explain that I did what the teacher think[sic] that I didn't do.</p> <p>Student 6: I did not...disagree with the things that the teacher told us in the audio...If I disagreed with this, I do not know what I would do something[sic], because sometimes as a student you feel like[sic] you...do not have to tell the teacher that it is wrong...it is not fear, at least for me [it] is[sic] like a respect to the teacher.</p> <p>Student 9: I think that maybe if I am 100% sure that my answer is right and that the teacher made a mistake...I would try to argue with them like...No, I think my answer is right so...maybe you could correct the points or you could leave it like a correct answer, right?</p> <p>Student 11: In the case I disagreed with a comment of my teacher, it's necessary to talk with her and understand why she thinks that about your task, we always have to communicate with the teacher.</p>
Future actions	<p>Student 5: / think that I was like trying not to repeat the same mistakes</p> <p>Student 6: Yes, of course, I will make sure not to repeat the same errors.</p> <p>Student 9: I would probably think about some things that are in my mind that maybe a teacher corrected me in the past while giving me feedback.</p> <p>Student 11: Yes, actually I could do a better work in others assignments, due to the recording that the teacher gave us it also gave us a kind of advice...pude ver realmente en qué era más débil, en qué debía concentrarme más que igual tenía que como[sic] organizarme mejor en cuando tuviera que hacer un assignment, por donde podía empezar...cómo podía hacer el task y eso me ayudó bastante en realidad.</p>

Regarding the *actions* taken with the feedback, all of them listened to the recording, none left it unheard. However, though most did, not all of them took the feedback into consideration. Out of all the interviewees, four claimed not applying the feedback and regretting

not doing so. When asked why, they stated they were having personal issues, or they had a language barrier and lack of listening comprehension which agrees with Goldstein (2006) with Xu and Hu (2019). Additionally, Price et al. (2011) mentioned that in order to ensure that the students use the feedback, there must be a dialogue, a conversation. Nonetheless, some participants said audio feedback lacks in that aspect, because they cannot directly reply to the teacher. Hence, they decided to not apply the feedback.

On the contrary, those who listened and based their corrections on the comments, were fond of the fact that they could go back and replay the feedback. It allowed them to go over their mistakes and to not leave out any remarks made by the language tutor. Cann (2014) had similar findings about the previous line of thinking. One of their conclusions refers to the replayable characteristic of feedback as useful (Cann, 2014). It benefited the learner's outcome and even provided a deeper and more meaningful learning.

If they did *not understand* the feedback, university students either asked for an interview, discussed it in class or, in most cases, sent an email with their doubts. Since the feedback was sent through email, the easiest way of asking the teacher is by answering that exact email.

As for *disagreeing* with the audio, the interviewees presented a similar tendency. They were open to discuss with the professor if they had found it necessary, but at the same time, disagreement with the feedback on behalf of the learners is rare. On one hand, some indicated that due to the feedback being personalized, they claimed it was very complete and not necessary to argue with. Something King et al. (2008) developed in their work, concluding that this type of feedback provides a more personalized conversation. On the other hand, undergraduates see their educator as an authority figure, so they tend to not question the corrections they received. The idea is also stated by Xu and Hu (2019), in which students see their tutors as an epistemic authority.

All participants will apply the corrections to their future assignments, especially if the tasks are similar to the one where they got the feedback on (Carless, 2006; Xu & Hu, 2019).

Considering it is a recording, they go back to it if necessary. This goes hand in hand with the language learners questioning the teacher. For them, the professor is the most knowledgeable, they apply the corrections and do not doubt them (Xu & Hu, 2019).

Category: Reasons for Adopting and/or Ignoring Feedback

As for the reasons, this category focuses on the different arguments the students had for either adopting or ignoring the audio feedback received. Two subcategories will be taken into consideration: *reasons for adopting* and *reasons for ignoring*.

Table 9

Reasons for Adopting and/or Ignoring Feedback

Reasons for Adopting and/or Ignoring Feedback	
Reasons for adopting the feedback	<p>ST 5 : I adopted [the feedback]...I wrote everything that she said.</p> <p>ST 9 : I have used it, I have heard it and I have tried to[sic] my written[sic] skills because in my case I would say that writing is one of the skills that is a bit more complicated for me so... the times that I have received feedback... I try to read it, listen [it], and use it in the future for my tasks and assignments.</p> <p>ST 11 : ...the recording helped me a lot with my task I could improve a lot also and I think that as a student we shall not como dejar de lado el audio de la profesora porque fue una herramienta muy importante para nosotros...</p>
Reasons for ignoring the feedback	<p>ST 6: I ignored the audio feedback...many things were happening to me.</p>

In the area of either *adopting or ignoring* the audio feedback, almost all students considered what the teacher said and adopted the comments, whereas one undergraduate decided to ignore the comments.

The *reasons for adopting* were all similar, interviewees claimed the tutor's comments to be a tool and so they used it to fix and prevent mistakes, while using the feedback as a reference for similar future tasks. This line of thought agrees with Carless (2006) together with Xu and Hu (2019). Since most of the university students found the feedback very thorough, it

became an instrument to improve their work and, therefore, learned from it. Seeing the professor as a knowledgeable person, who in their cases handed in very rich feedback, allowed for most students to listen to it and act upon it. As it was mentioned previously, the learners take the feedback into account because the teacher's comments will not likely be questioned (Xu & Hu, 2019).

In the case of *reasons for ignoring the feedback*, only one interviewee, out of those who listened to the feedback, decided to ignore the comments. The reasons were varied: it did not have a visual aid, it evoked a negative feeling and the learner declared not being well mentally at the time. The student's feedback preference as well as their context must be taken into consideration to ensure the language learner will use the feedback (Goldstein, 2006; Sarcona et al., 2020).

Chapter 5: Discussion and Conclusions

Discussion

At the beginning of the study, three research questions were stated: 1) according to the students' perceptions, does oral feedback have an impact during the development of the written task? 2) How do the students feel when receiving oral feedback? and 3) What do the students do with the oral feedback that they receive?

After collecting, classifying and analyzing the data of the study, some conclusions have been made. The first research question dealt with the perceptions of the students and if audio feedback had an impact in the development of their written task. Thanks to the analysis, it was proven that audio feedback does have an impact based on the student's answers. Mentioning, audio feedback showing to be more clear and precise. Followed by considering audio feedback "helpful" by the versatility that provides the action of repeating the audio as many times as the student wants. Moreover, it was found out that the audio feedback had a positive effect on most of the students. Nevertheless, it was also shown to have a negative impact for at least one student at the moment of receiving audio feedback due to the *generality* of it in terms of focus.

Lastly, most students chose audio feedback over written feedback due to its duality of being customizable and individual at the same time.

The second research question centers on the feelings of students when receiving audio feedback. Here, a variety of positive and negative feelings and emotions were discovered. On the positive side, students mentioned feelings such as “motivated,” but also described the perception they had about feedback, portraying it as something “cool” or “fun” and overall “positive.” On the negative side, most of the students agreed that they felt anxiety when receiving feedback. Some students pointed out being nervous about the action of receiving feedback, more than the content of the feedback itself. Lastly, all of the interviewees referred to at least one type of perception, feeling or emotion towards audio feedback. For example, one of the students felt “anxious.” Some described it as “weird,” since they were not used to receiving this type of comments nor listening to the teacher while providing feedback. However, they still ended up feeling motivated to correct their work.

Finally, the last research question involved the actions that students do with the audio feedback that they received. Here, the data showed a connection between the reception of the audio feedback in terms of perceptions and feelings, and the actions taken afterwards. It was discovered that if the reception was positive, the students will likely incorporate corrections (if necessary) about the comments that the teacher provided. However, one of the students stated that they received feedback, but they did not take any actions towards it due to personal issues and their learning style. Nevertheless, most of the students did act in some way towards the audio feedback. For example, in case of not understanding what the teacher was explaining, students pointed out they are highly likely to ask for clarification. Additionally, some students instead of asking for clarification, decided to listen to the record again in order to find answers.

Overall, all the research questions were answered. Some of them had more depth than others, because the instrument used allowed the researchers to connect the answers and mixed

the categories, therefore, some answers to the research questions were more complete than others.

Regarding the assumptions that were placed in the beginning of the research, as it was shown in the results two out of three were fulfilled. Almost all students indeed did consider feedback as a helpful tool that provides important information to improve their written task, also students acted upon the information after receiving feedback. However not all students felt positive about oral feedback, and for some of them it made the experience of the writing skill more “anxious.”

How the Results are Supported by Other Studies

As the students mentioned in the interviews, the audio feedback provided to them is mostly what Hattie and Timperley (2007) called feedback to the process and self-regulation. Meaning the teacher included in the recording examples or a detailed explanation on how to complete the task better, and how to self-evaluate/self-correct their work to improve it. This is what the previously mentioned authors considered in their work; the most effective focal points of the feedback to provide, and in the case of this investigation, precisely what the students found most helpful. The help audio feedback provides goes hand in hand with how detailed it is, and this is reflected in the students’ points of views, the more complex and detailed the feedback is, the better they are able to correct their work. Which is something that King et al. (2008) highlighted in their work, being able to record feedback, means the mentor is able to give fuller comments and, therefore, make any remarks more meaningful, helping the final outcome of the student. Furthermore, Mathisen (2012) stated that the students referred to feedback given orally as being more meticulous and detailed than the written counterpart, which is an outcome clearly reflected in the results of this investigation.

Besides, something this investigation provided is that students preferred the recorded version of feedback. They mentioned that recordings were the most helpful, because they could go back to them and listen more than once if necessary. Additionally, learners expressed that

this useful characteristic enhances future similar tasks. Cann (2014) supported this statement, since, in their work, they found that having recorded remarks allowed students the opportunity to go back to their feedback, and listen to comments as many times as needed.

Furthermore, apart from the recordings themselves being beneficial, giving it at the time as the students perform their task benefits them the most. From the students' point of view, feedback along the writing process is more helpful. Something Carless (2006) promotes as well. The opportunity to have feedback as they write, allows them to correct their mistakes along the learning process and not just at the end. Giving them the opportunity to improve their writing before handing in the last version. As mentioned by the students, it makes them learn and internalize the corrections more, hence they can actually fix their work and not wait until they have to do a similar task to apply the learnt corrections.

How the Results Support Other Studies

Since this research focuses on three main areas, *perceptions*, *actions* and *feelings*, related to the students and audio feedback, several studies can be linked towards the findings made in the current study. It was found students do agree that audio feedback is beneficial to them due to considering it clearer, and because they had the opportunity to go back and listen to the audio feedback as many times as they needed it to. As stated previously, being replayable is seen as a benefit for the learners which promotes one of the ideas discussed by Cann (2014). Besides, students claimed they preferred audio feedback over written for the reasons stated above. It supports one of the findings presented in Ice et al. (2007), where students mentioned preferring audio feedback as compared to the traditional written feedback.

Furthermore, the students' answers match with the research made by King et al. (2008) that indicates that audio feedback provides a more customized communication. This finding was pointed out by one of the interviewees, student 8 who stated he felt like it was a personalized experience and that it was engaging to listen to the corrections.

Amidst these findings it can be concluded that the research supports the theoretical framework presented. Nevertheless, there are some aspects in which these studies differ from the results of the current research done.

How the Results Differ From Those From Other Studies

Even though the results from this study and Ice et al.'s (2007) support the use of audio feedback, the purposes to look into this matter in both investigations are different in each case. In the current research, the aim is to gather general information regarding university students' perceptions, actions and feelings related to audio feedback and its impact on their written assignments. Whereas, for Ice et al. (2007), the main focus was to see if the sense of belonging between student-class and student-teacher increases.

Besides, the reasoning behind the implementation of this technique differs between each other. For Ice et al. (2007) the matters to consider asynchronous audio feedback as the best option, included that it reduces the social distance in the students as well as reinforces the feeling of belonging to the class. Moreover, it seems to increase the sense of caring from the teacher among the students (Ice et al., 2007). In comparison to this research's findings where the students highlighted the ability to be reproducible as one of the prominent reasons to consider audio feedback the best option. In addition to being more detailed and personalized, referring to what the learners have done well, what is wrong, what is missing, and providing hows and examples. Furthermore, it is important to state that the current investigation found at least one student that did not find audio feedback helpful in comparison to Ice et al. (2007) where no negative remarks were found regarding the use of audio feedback.

Throughout our research, it became clear that audio feedback can be a useful tool for both teacher and student. However, when comparing the results with those of King et al. (2008), it is possible to identify that aspects such as the management and mastery of technology by the teacher also have an impact when delivering feedback. If they lack the knowledge of the use of technology, giving audio feedback would be more time consuming since whether they make a

mistake while recording they will have to start all over again spending more time than expected. (King et al., 2008).

Conclusions

The following conclusions are based on the specific objectives of this research.

Specific Objective 1: “To Find out the Students’ Perceptions About the Impact of Oral Feedback in Their Written Tasks”

The first category, *experience*, shows that all of the students had received a form of feedback throughout the years they have been at the university, whether it was audio, oral or written feedback. In the case of *written feedback*, six out of 11 learners expressed its usefulness in terms of grammar. Nonetheless, most students described it as not detailed and specific enough for them to understand, but they did not go in depth with this idea. Moving to *oral feedback*, many of the students stated it was more clear and more precise which agrees with the findings made by Lunt and Curran (2010) as well as Mathisen (2012). The researcher stated that the students referred to feedback given orally as being more precise than written feedback. Finally, when considering *audio feedback*, most of the students described it as “helpful,” due to the ability to replay the audios, as student 2 said “you can replay [the audio].” This matches with one of the findings made by Cann (2014).

The category of *impact* shows that most of the learners experienced a positive impact when it comes to audio feedback. In fact, it was described as “meaningful,” “helpful” and “complete.” Overall, this type of feedback helped them to improve the task because it pointed out what needed to be fixed. The last statement is supported by Lee (2013), stating that students learn more when they are specifically told on what to improve. The reason why few students did not find audio feedback as a significant support was due to the fact it was mainly general. This can be associated with how receptive the student was at the moment of receiving the teacher's feedback. In other words, engagement takes an important role in the learning process. Therefore, since the student reproduces the role of an essential agent in the learning

process, it is necessary to understand the individual student's context to deliver appropriate feedback (Goldstein, 2006). Furthermore, it was also found that the tone in which the teacher gives feedback has an effect on the students. Which Anson et al (2016) included by explaining that the use of negative tone when giving feedback can be interpreted as damaging to the task.

In relation to the category of *preferences*, most students expressed a preference for audio feedback rather than written feedback. The audio feedback offered an individual and customized piece of audio for each student, which engages their attention. Aspects such as hearing the student's name makes students consider it more personalized (Anson et al., 2016). The usefulness of audio feedback is directly related to its in depth nature and how personalized it can be (Rodway-Dyer et al., 2009). Besides, the negative remarks were considered discouraging by the students since focusing exclusively on the mistakes may affect the student's performance (Wang & Li, 2011). Then as well, the red ink used when given written feedback was another aspect found as discouraging. As Mahfoodh and Pandian (2011) found, learners tend to have negative reactions toward feedback because of the red mark implemented along their task. In summary, it was found that students tend to select audio feedback over written feedback because it is more understandable, positive and personal (Rodway-Dyer et al., 2009; Parkes & Fletcher, 2017; Anson et al., 2016).

Specific Objective 2: “To Study the Students' Affective Reactions Towards Oral Feedback”

The second specific objective considers three categories which are *opinions*, *feelings* and *motivation*. For the *opinions* category, four subcategories were contemplated: *positive*, *negative*, *amount of comments*, and *other*. Overall, the students provided a positive perspective of audio feedback due to several reasons. For instance, learners claimed that audio feedback was “detailed” (King et al., 2008), because it provided what they did well, what they did not do well, how to improve their work and what they should include (Parkes & Fletcher, 2017). While others stated that listening to the teacher's intonation provided more cues (Olesova et al., 2011;

Heimbürger, 2018) as well as they felt more connected with their teacher since they said the interviewee's name (Anson et al., 2016). Moving on to the rest of the subcategories, on the *negative* subcategory, one student said the audio files just focused on content (Cavanaugh & Song, 2014) and it lacked a visual component (Sarcona et al., 2020). In the subcategory, *the amount of comments*, most of the students agreed with the amount received (Parkes & Fletcher, 2017). While in the *other* subcategory, some students mentioned that the focus of the task (Cavanaugh & Song, 2014), the skill (Shufen, 2021), and the student's feedback preference (Sarcona et al., 2020) need to be considered at the moment of choosing which type of feedback should be given. In conclusion, audio recordings were found detailed and the professor's intonation provided more information which made the students accept the amount of comments. Additionally, audio files improved the teacher-student relationship, nevertheless, focus and learning style must be considered when thinking about which type of feedback should be given to the students.

The category of *feelings* was divided in four subcategories: *positive*, *negative*, *emotions* and *others*. In *positive feelings* towards audio feedback, it was found that most students mentioned the importance of feedback and reacted in a positive way to it. In addition, some students referred to feedback as something "useful" to improve their written task (Bashir et al., 2016). Signaling words as "motivation," "fun" and "cool" among others. However, in *negative feelings* regarding audio feedback the word "anxiety" was the most used among students, mostly because of the expectation due to not knowing what was the information that the audio contained. Here, feedback was perceived not only as a communication tool (Kerssen-Griep & Terry, 2016), but also a preconceived self-perspective idea that the feedback was not positive. In *emotions*, students referred to anxiety, excitement and motivation to describe how they felt. This category proves what Ilies et al. (2007) refers to by stating that feedback evokes affective reactions as one of the first aspects to be analyzed. Lastly, in the *other* category, students brought up words such as "weird" and also "anxious" again, but it was categorized here due to

the context of the moment of receiving audio feedback. To conclude, in the category of feelings, it was found that students had a positive response towards audio feedback with a few exceptions, it was also found that students consider audio feedback as something useful, fun and more personal than just written comments.

Finally, in *motivation* most of the students considered the audio feedback “well-explained” which made them feel encouraged to improve their written piece (Duijnhouwer, 2010). Nonetheless, several learners expressed that their motivation is mainly influenced by the manner of delivering feedback, positive or negative comments (Wang & Li, 2011). The last finding refers to how the feedback might not match the student’s preference. One student mentioned that the way the feedback was provided, and its focus affected their motivation (Sarcona et al., 2020). To summarize, motivation is influenced by how detailed the feedback is, if the comments are positive or negative, and if it matches the student’s preference.

Specific Objective 3: “To Identify What the Students do After Receiving Feedback”

The third and final specific objective, the categories *actions* and *reasons for adoption and/or ignoring feedback* are being contemplated. For the category of *actions*, four subcategories are considered: *actions*, *actions in case of not understanding*, *actions in case of disagreement* and *future actions*. In the case of *actions*, all the students listened to the audio, however, four learners mentioned not following the feedback and regretting not doing it. Their reasons were personal issues at the moment of receiving feedback and the lack of knowledge in L2. These findings agree with Goldstein, 2006 together with Xu and Hu 2019. Nevertheless, some students claimed audio feedback lacked a direct dialogue setting, hence, they omitted it. Nonetheless, the students who listened and implemented their teacher’s response, highlighted the ability of replaying the audio. They found it helpful since they were able to listen to it over and over again with the purpose to implement every single comment (Cann, 2014). Moving on to *actions in case of not understanding*, all of the interviewees mentioned they would contact their teacher by requesting an interview, approach them after classes, or sending them an

email. As for *actions in case of disagreement*, most students claimed disagreeing with their teacher is not usual. Especially since they believed audio feedback is complete (King et al., 2008). Moreover, they viewed their teacher as an authority figure, hence, they would probably not argue and just follow the feedback. The last idea supports Xu and Hu (2019) findings. The last subcategory, *future actions*, all students declared using the feedback for future similar assignments (Carless, 2006; Xu & Hu, 2019). Overall, almost all of the students would and will take action, whether listening and applying the feedback for the current task or future ones, or contacting their teacher in case of doubts.

The last category, *reasons for adopting and/or ignoring feedback*, is divided into two subcategories, *reasons for adopting the feedback* and *reasons for ignoring the feedback*. For the first subcategories, *reasons for adopting the feedback*, 10 out of 11 learners considered and implemented their teacher's response. They referred to their teacher's comment as a tool to identify and improve in what they lack, agreeing with Carless (2006) with Xu and Hu (2019). Moreover, since the teacher is viewed as an authority or the expert, their comments are always followed (Xu & Hu, 2019). In the case of *reasons for ignoring feedback*, one student mentioned ignoring the feedback due to personal reasons, such as their mental health, and the lack of visual representation audio feedback has (Goldstein, 2006; Sarcona et al., 2020). To conclude, most of the students considered and used audio feedback since it provided more information than just pointing out what they need to improve, such as how to improve and providing examples. Nonetheless, it is necessary to mention that the student context and learning style might affect their response towards the feedback.

Limitations

The current research faces two main limitations. The first one being the sample size. Since the study followed an exploratory design, the participants must have had certain characteristics in addition to being willing to become part of the study. Hence, the results cannot be generalized to all the students who have received audio feedback. Another limitation

presented is the possibility of being considered biased, due to the interviewees knowing they would be asked about audio feedback, and they had had the chance to revise the questions before the interview. For those reasons, their perception could have been influenced by what they thought the authors were expecting from them. Nonetheless, it was clarified on the interview itself that they could express themselves freely, even if that means to have a negative opinion about the topic being discussed.

Further Research

As previously mentioned, the sample size could be an issue for the current research. Therefore, to prevent this from happening, a similar study could be conducted with the difference of having the researchers or the teachers providing audio feedback to a specific task. Resulting in the restriction of having received audio feedback to perform the interview out of the participant's characteristics.

Moreover, because this research analyzed students' opinions, actions and feelings related to audio feedback and most of the literature available regarding the same topic is not contextualized to Latin America, there is a need to investigate it in Chilean context. For this reason, the first proposal for further research is to study how audio feedback would work on the Chilean educational system, on the different educational levels. A qualitative study, with a case study research design, must be carried out. Here, the perceptions, actions and feelings of students as well as teachers about audio feedback could be analyzed.

Finally, another suggestion would be to analyze and compare the impact of the most common types of feedback (in-person and written feedback) with audio feedback on students' written work and their learning process. For this, a qualitative and quantitative study must be conducted with a true experiment and case study research design. It should consider three groups of students, one group per feedback type. Thus, not only the perceptions, actions and feelings of both students and teachers are considered, but the student's drafts and the feedback itself are addressed too.

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Appendices

Appendix A. Informed Consent



Programa de Formación Pedagógica
Facultad de Educación

CONSENTIMIENTO INFORMADO

Estimado estudiante:

Mediante el presente, es un agrado invitarle a participar de la investigación: **“Retroalimentación por medio de un audio a estudiantes de una segunda lengua en sus tareas escritas a nivel universitario”**, cuyos investigadores responsables son Pablo Jesús Alarcón Leiton **RUT.: 19.123.315-8**, Katherine Valentina Guzmán Figueroa **RUT.: 20.486.859-K**, Moira Francisca Leal Ormazábal **RUT.: 18.987.526-6**, Victoria Hinojosa Sotomayor **RUT.: 20.244.487-3**, y Francisca Belén Rivas Retamal **RUT.: 20.021.169-3**, estudiantes del programa de Pedagogía en Educación Media en Inglés, perteneciente a la Facultad de Educación de la Universidad Católica de la Santísima Concepción, bajo la guía de la profesora Mg. Roxanna Correa Pérez.

La investigación tiene por objetivo analizar las percepciones de los y las estudiantes respecto a la retroalimentación y su potencial impacto en las tareas escritas a nivel universitario, y que pertenecen a la carrera de Pedagogía en Educación Media en Inglés.

Su participación consistirá en responder el consentimiento informado y una entrevista de 14 preguntas.

Beneficios

La participación en esta investigación no conlleva beneficios económicos, no obstante, los resultados que se obtendrán contribuirán un aporte al conocimiento, respondiendo a la falta de un instrumento en la temática a investigar.

Costos

Su participación no tendrá costo alguno, ya que todos ellos serán asumidos por la investigación.

Riesgos

Su participación en la investigación no conlleva riesgos para usted, dado que se le realizará una encuesta personal y confidencial. Sin perjuicio de lo anterior, estará garantizada la posibilidad de detener su participación si se sintiera afectado (a) o decidiera sin mediar explicación alguna retirarse.

Confidencialidad

Toda la información que se genere a partir del trabajo será tratada confidencialmente. Al respecto, su nombre no aparecerá en el trabajo final, ni en los informes parciales o en la difusión académica de los resultados, ya que sólo se utilizarán siglas y/o edad y/o género y/o nombres ficticios si fuera necesario, es decir, se codificará.

Derechos



**Programa de Formación Pedagógica
Facultad de Educación**

Si ha leído y firmado este documento está señalando su voluntad y decisión de participar de esta investigación. Sin embargo, podrá poner fin a ésta cuando lo desee sin ningún tipo de perjuicio en su contra.

Si estima que no se ha respetado este acuerdo, podrá presentar una queja formal a la profesora responsable, Mg. Roxanna Correa Pérez (rcorrea@ucsc.cl) y/o al jefe de carrera de Pedagogía en Educación Media en Inglés, Dr. Juan Molina Farfán (jmolina@ucsc.cl), y/o al Decano de la Facultad de, Dr. Jorge Lillo Durán (jlillo@ucsc.cl) y/o a la Presidente del Comité de Ética de la Universidad Católica de la Santísima Concepción, Sr. Antonio Brante Ramírez Vicerrector de Investigación y Postgrado (abrante@ucsc.cl). Esta propuesta ha sido revisada y aprobada por el Comité Ético Científico de la Universidad Católica de la Santísima Concepción.

Este documento se firma en dos originales, uno para los Investigadores Responsables y el otro para el participante.

Yo, declaro de manera libre y voluntaria, que he sido informado de los aspectos éticos de la investigación, siendo debidamente informado de los beneficios y riesgos de mi participación.

Nombre Participante	Firma	Fecha
Investigador Responsable	Firma	Fecha
Coordinadora del Programa	Firma	Fecha

Estimadas(os) estudiantes,



En el marco del proyecto de investigación **“Retroalimentación por medio de un audio a estudiantes de una segunda lengua en sus tareas escritas a nivel universitario”**, perteneciente al programa de Pedagogía en Educación Media en Inglés. Solicitamos a usted contestar la siguiente entrevista la cual es completamente anónima. Esta información será utilizada sólo por los estudiantes investigadores, resguardando su identidad. Se agradece el tiempo invertido y su valiosa cooperación.

Objetivo General

Analizar las percepciones de los y las estudiantes respecto a la retroalimentación oral y su potencial impacto en sus tareas escritas a nivel universitario.

Objetivos Específicos

1. Descubrir las percepciones de los y las estudiantes sobre el impacto de la retroalimentación oral en sus tareas escritas.
2. Estudiar las reacciones afectivas de los y las estudiantes respecto de la retroalimentación oral.
3. Identificar qué hacen los estudiantes luego de recibir retroalimentación oral.

Entrevista

1. Tell me your experience about receiving feedback on your written assignments at the university
2. What is your opinion about this audio feedback you received?
3. How did the audio feedback from your teacher help you in the process of writing your task?
4. What did you do with the audio feedback provided by the teacher in your written tasks?
5. What did/would you do if you didn't understand the audio feedback from the teacher?
6. What did/would you do if you disagreed with the comments provided by your teacher on your tasks?
7. What do you think about the amount of audio comments received on your tasks?
8. How did the teacher's audio feedback make you feel? Why?
9. Does the audio feedback motivate you to improve your written work? Why?
10. Do you adopt or ignore your teacher's audio feedback comments in your writing? Why?
11. Do you feel different about receiving audio feedback rather than written feedback? Why?
12. Which of the following emotions did you feel when you received audio feedback? stress, anxiety, excitement, motivation, none, other.
13. Is your motivation affected by what the audio feedback points out about your proficiency in writing? Why?



14. Do you contemplate taking your teacher's feedback into consideration for your future written assignments? Why?

Appendix B. Instrument

Instrument

The following interview will be part of the research for our thesis which deals with oral feedback to second language students on written tasks at university level.

For this reason, we are gathering information about oral feedback to written tasks and their effects not only on you but also on your written work. An interview was developed, the answers will be anonymous, and in order to participate, you must be an ESL student, be over 18 years old, and have received oral feedback on your written assignments. The questions will focus on 3 main objectives. The first one is to find out your perceptions about the impact oral feedback has on your written work, the second one is to study your affective reactions towards oral feedback, and the third one is to identify what you do after receiving feedback. In your email, I sent you an informed consent and we need you to sign it or to write your name and ID.

1. Tell me your experience about receiving feedback on your written assignments at the university.
2. What is your opinion about the audio feedback you had received?
3. How did the audio feedback from your teacher help you in the process of writing your task?
4. What did you do with the audio feedback provided by the teacher in your written tasks?
5. What did/would you do if you didn't understand the audio feedback from the teacher?
6. What did/would you do if you disagreed with the comments provided by your teacher on your tasks?
7. What do you think about the amount of audio comments received on your tasks?
8. How did the teacher's audio feedback make you feel? Why?
9. Does the audio feedback motivate you to improve your written work? Why?
10. Do you adopt or ignore your teacher's audio feedback comments in your writing? Why?
11. Do you feel different about receiving audio feedback rather than written feedback? Why?
12. Which of the following emotions did you feel when you received audio feedback? stress, anxiety, excitement, motivation, none, other.
13. Is your motivation affected by what the audio feedback points out about your proficiency in writing? Why?
14. Do you contemplate taking your teacher's feedback into consideration for your future written assignments? Why?

Appendix C. Transcription Interview Student 6

Date: November 25th, 2021

Hour: 14:05

1. I: Tell me your experience about receiving feedback on your written assignments at the university.

S: Okay, so I have received audio feedback, oral feedback, and written feedback... regarding the audio feedback...for me, it was very general and it did not had an impact on my work, because on that opportunity I had the chance to arrange some things of my written task, but it was so general that it did not...it did not give me the...I did not want to revise my work, to check what the teacher told me and everything. Regarding oral feedback I had a very good experience because even though it was oral I had my task on the screen via zoom, so the teacher was pointing out the things that was okay and the things that were wrong and everything, so it was more significant for me because I could see the things that were right and were wrong...especially because I am a very visual person so I need to see the things specifically... so maybe that is why it was more significant than the audio and in the case of written feedback, it also was more significant than the audio because of course, the revisions are in the pdf or in the word file so the teacher highlights and can create a comment on the things that are right or wrong so... again, I could see the things that are right and wrong, so it was easy for me to revise them, check them and correct the things that were wrong.

2. I: What is your opinion about the audio feedback you had received?

S: As I told you, it was very basic for me, it was not significant, it did not had an impact on me...in this audio feedback... for example, syntax and grammar errors were not pointed out...maybe because they are not that important in that case, it was a comparative essay, so... the main point was to compare...but I think that... even though the task that you are doing or giving in this case for the teacher, it is necessary to check those errors too... and that is it...my general impression is basic, it was not significant, it did not have an impact.

3. I: How did the audio feedback from your teacher help you in the process of writing your task?

S: Well, as I mentioned, when I received this oral feedback I had the opportunity to check my work and correct these errors...but I do not know if it is because it was the end of the semester or my mental health was not very okay but... with my partner we decided to not do anything with the feedback that we received, to our work... well, the mark, it was not that bad for us, it was okay, so... we just received the feedback, heard it and that is it, we did not do anything with it.

4. I: The next question was about what you did with the audio feedback, but you just answered that, so let's move on with the next question.

5. I: What did/would you do if you didn't understand the audio feedback from the

teacher?

S: In my case, the audio feedback were not that clear, in terms of... for example, the teacher told me that in the paragraph four and page 3, we tried to find the paragraph but the number of the pages that the teacher told us, it were not, it did not coincide with... what the teacher told us in the audio with what we had with our work, so...in that case, it were not helpful at all... in our case, as we decided to not correct the things that the teacher told us in the audio, it was not necessary for us to ask her again what she meant... but in the case, we decided to do something about the feedback and correct our errors... I would write her an email probably or ask her for a personal interview or...ask her for a minute before or after the class or something to clarify our doubts regarding the paragraphs and pages.

6. I: What did/would you do if you disagreed with the comments provided by your teacher on your tasks?

S: In my experience, I did not... disagree with the things that the teacher told us in the audio, because they were generally... things that were wrong with APA and I think...I know that is an issue to me and I know that the things she was telling us were right... we also had some errors regarding lack of coherence and some contradictions that we had in our comparative part... If I disagreed with this, I do not know what I would do something, because sometimes as a student you feel like you... do not have to tell the teacher that it is wrong... it is not fear, at least for me is like a respect to the teacher...I know we are humans and nobody is 100% right or wrong...but in my case, I am not sure if I would have told her something about it, Maybe if the comment es muy alejado de la realidad, I would have sent her an email, I think that they are the right ways to talk to a teacher.

7. I: What do you think about the amount of audio comments received on your tasks?

S: In my essay, the errors were very similar, all of them, so... they can be classified into three categories, one is APA, contradictions, and sometimes my lack of coherence... in that case, I could count maybe twelve different things that the teacher mentioned... but all of them can be categorized in the 3 that I told you... even though they were a lot... they were all the same so it was not that much to receive that amount of things from an audio about your work.

8. I: How did the teacher's audio feedback make you feel? Why?

S: At first... well this is the only audio feedback that I received in the university so I am always going to remember it, even though for me it was not that significant but in how it made me feel...it made me feel like I needed more but not because of the audio, but... because I needed to see what she was referring to... for example I think that she could complement this audio with the correction of the essay in this case, but maybe not pointed out the specific things, for example, grammar or syntax... maybe general, like you need to correct or revise this paragraph

9. I: Does the audio feedback motivate you to improve your written work? Why?

S: No, it did not motivate me to correct my work, it was that general...that it was not motivating for me to receive this feedback and apply it to the corrections of my work.

10. I: Do you adopt or ignore your teacher's audio feedback comments in your writing? Why?

S: It can be said that I ignored the audio feedback because I did not do anything with this audio, as I told you it was the end of the semester, many things were happening to me at that time so...I was not in my mood even to do something with this audio feedback.

11. I: Do you feel different about receiving audio feedback rather than written feedback? Why?

S: Not really, I mean... it was at that time it was a new way of receiving feedback but it did not, it was not that far from written feedback in general, I mean for me it is more significant to receive written feedback, even though it was in an audio, in general terms it was not that different.

12. I: Which of the following emotions did you feel when you received audio feedback? stress, anxiety, excitement, motivation, none, other.

S: The two first ones, stress, and anxiety stress because as I told you I needed more, I needed a visual thing that tells me ...okay this is wrong, this is right.. so in the audio, as the teacher was telling us for example in paragraph number two, page number one... I do not know, while we were hearing the audio and trying to find the paragraph she was referring to, we did not find it, it was stressful, it was not a good experience while we were hearing the audio and anxiety, because we knew once we received the feedback, we had a period of time to receive the corrections and send it back and as we were not in the mood to do the corrections, we started feeling anxious because we had the opportunity to do better, but the context for us was not the best.

13. I: Is your motivation affected by what the audio feedback points out about your proficiency in writing? Why?

S: Kind of, because at that time I felt that if the feedback was in another way, we would have corrected the things that were wrong... probably... so as it did not motivate me to correct my work, I felt like I would have done more.

14. I: Do you contemplate taking your teacher's feedback into consideration for your future written assignments? Why?

S: Yes, of course, the errors she pointed out were APA, lack of coherence, and contradictions, so I will make sure that those errors do not repeat in following task, at least I think for the level I am right now... they are not allowed anymore.., so yeah, I will put more attention to errors for when I am writing.

Appendix D. Transcription Interview Student 8

Date: November 24th, 2021

Hour: 14:12 P.M.

1. I: Tell me your experience about receiving feedback on your written assignments at the university.

S: uhmm, well for most of my career at the university I received written feedback. Uhmm, the first couple of years it was very grammar centered and then, as I progressed it became more about the format and the way we write. I only had experience with one feedback given orally which was different, impacted differently.

2. I: What is your opinion about the audio feedback you had received?

S: It definitely feels more personal and ... I think it is easier to follow because when you compare to written feedback it gives a lot up to interpretation, whereas in oral feedback you can get the tone and more cues as the what the teacher really wants for you to do. So I think it helps more, but I also feel like it should be done carefully because It may not work, but in my case it worked. I actually enjoyed receiving that type of feedback.

3. I: How did the audio feedback from your teacher help you in the process of writing your task?

S: I think it was well done by the teacher because it gave a lot of cues as the where mistake were, so that helps, that definitely helps and ... what else. I remember that I also felt like my work wasn't a failure because the tone in which the teacher gave the feedback made me feel they weren't critiquing me, they were critiquing my work which is a way to *delead from you*. So it was a great experience. I would love to have more of those kinds of feedback.

4. I: What did you do with the audio feedback provided by the teacher in your written tasks?

S: I listen to it once like from beginning to end and then as the teacher was saying where the mistake were I was ... going to that part of the assignment and fixing it and then after every mistake she pointed out I would pause the audio, fix the mistake and then I continue until the end.

5. I: What did/would you do if you didn't understand the audio feedback from the teacher?

S: ... Well definitely depends on the teacher, but if I we go back to my case I would send her an email or maybe ask her if we could meet up, since like when the feedback is given orally you feel closer to the teacher. So I would ask. like, hey can we meet up? I don't understand this part of the feedback.

6. I: What did/would you do if you disagreed with the comments provided by your teacher on your tasks?

S: I would simply ignore them, but ... move on if I don't feel like I need to correct something I would just ignore it.

7. I: What do you think about the amount of audio comments received on your tasks?

S: I have mixed feelings. I wish they had more opportunities to receive oral feedback ... but at the same time it is easier for the teacher to leave written comments so they would leave ... more ... like i feel like audio feedback is more general because you're not like, in an audio feedback you are not given like "oh this comma is wrong" because you'll have to do that with every comma... whereas in written feedback you can point out different types of mistakes easier so its I feel like i would like to have more oral feedback but I don't understand why we don't receive it that much.

Respect to the amount of comments... I felt like it was very general but at the same time it depends on what the teacher is asking. If she is evaluating ... well if they are evaluating ... something general it makes sense for the feedback to be in that way, but if it has been in a different class for a different class I think I would appreciate more comments.

8. I: How did the teacher's audio feedback make you feel? Why?

S: Well, it made me feel like the critics were mainly about my work instead to my person. It felt more personal so I felt like the teacher really put effort into the feedback, so It was appreciated.

9. I: Does the audio feedback motivate you to improve your written work? Why?

S: It does mainly because since you feel like the teacher put from their time to give you their feedback you have like to pay them back ... I think it is because we are used to this space between what the teacher writes and what we read and when it is like an oral conversation it feels closer so you have that desire to lead to the expectation the teacher has.

10. I: Do you adopt or ignore your teacher's audio feedback comments in your writing? Why?

S: I adopt it because it is not difficult to do so I mean if it is an audio or if it is written, I feel like it is the same work me as students have to do. So, like, any feedback in any comment a teacher gives I would make the corrections needed.

11. I: Do you feel different about receiving audio feedback rather than written feedback? Why?

S: I do feel different. I feel like I'm more taking into account in audio feedback because, well, in my experience the teacher said hello to me and said my name and then said goodbye so it feels more personal and it engages you more. It makes you want to change your work.

12. I: Which of the following emotions did you feel when you received audio feedback? I will send the option through the chat so you can see them. Letter A stress, letter B anxiety, letter C excitement, letter D motivation, letter E none, and letter F other. And you have to name it.

S: The first emotion I felt was excitement because it was something new and I was curious about it and then, after I received the feedback I felt motivated to make the correction

needed and I also felt, well, since the teacher gave positive and negative comments I felt like my work was complete in a sense. So mainly excitement and motivation.

13. I: Is your motivation affected by what the audio feedback points out about your proficiency in writing? Why?

S: Definitely, definitely, I feel like if the comments were different if my work has been worst I would feel different whereas/about audio feedback ... I mean, since it was in audio I would had ... felt more personally the comments if they have been negative. So I would feel discouraged by my proficiency

14. I: Do you contemplate taking your teacher's feedback into consideration for your future written assignments? Why?

S: I do, I definitely do... I think since it was a rare opportunity I keep it in my mind. It *resides* so I am still thinking about the comments that I received.

I: Those are all of the questions, thanks so much for participating in this instrument.

S: Ok, thank you



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Beatriz Arancibia Gutiérrez
TÍTULO DEL SEMINARIO EVALUADO:	Audio feedback to second language students on written tasks at university level
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Pablo Alarcón Leiton, Katherine Guzmán Figueroa, Victoria Hinojosa Sotomayor, Moira Leal Ormazábal & Francisca Rivas Retamal
CARRERA	Pedagogía Media en Inglés
PROFESOR GUÍA	Roxanna Correa P.

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.8
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
Promedio	6.96

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	7.0
Promedio	7.0

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.0
2. Presentación del método de investigación y su diseño.	6.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.5
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.0
5. Precisión de las estrategias y técnicas de recogida de datos.	7.0
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7.0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7.0
Promedio	6.56

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	7.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7.0
3. Discusión de los resultados de la investigación.	7.0
4. Conclusiones sustentadas en los resultados o hallazgos.	7.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7.0



6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7.0
Promedio	7.0

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	6.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.0
3. Correcto uso de ortografía.	6.0
4. Coherencia en la redacción.	6.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	6.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.0
Promedio	6.0

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.96	1.74
B. Del Marco Teórico referencial	20%	7.0	1.4
C. Del Diseño Metodológico de la investigación	20%	6.56	1.31
D. Del Contenido Temático y los Resultados	25%	7.0	1.75
E. De los aspectos formales	10%	6.0	0.6
Nota promedio final			6.8

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

CONCLUSIONES

El trabajo aporta a entender cómo funciona un tipo de feedback que puede resultar muy útil para que los estudiantes reciban orientación sobre cómo avanzar en una tarea. Los ejemplos de respuesta son muy interesantes e ilustrativos. La organización e la discusión es un acierto.

Hay aspectos formales que deben mejorarse y que explican la calificación otorgada al criterio E. Aun cuando en la pauta no se especifica la numeración de títulos y subtítulos, la justificación de márgenes, el uso de negro/color en el texto, la separación de los apartados, las características de la aportada, todos estos aspectos formales son propios del género tesis en el área y están normados.

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha: 5 de julio 2023



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Mg. Graciela Concha Rojo
TÍTULO DEL SEMINARIO EVALUADO:	AUDIO FEEDBACK TO SECOND LANGUAGE STUDENTS ON WRITTEN TASKS AT UNIVERSITY LEVEL
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Pablo Jesús Alarcón Leiton, Katherine Valentina Guzmán Figueroa, Victoria Hinojosa Sotomayor, Moira Francisca Leal Ormazábal & Francisca Belén Rivas Retamal.
CARRERA	Pedagogía en Educación Media en inglés.
PROFESOR GUÍA	Mg. Roxanna Correa Pérez

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
Promedio	7.0

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6.8
3. Calidad y precisión del marco teórico/ Conceptual.	6.8
Promedio	6.9

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.8
2. Presentación del método de investigación y su diseño.	6.8
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.8
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.5
5. Precisión de las estrategias y técnicas de recogida de datos.	6.8
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6.8
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.8
Promedio	6.7

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	7.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.8
3. Discusión de los resultados de la investigación.	6.8
4. Conclusiones sustentadas en los resultados o hallazgos.	7.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7.0



6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7.0
Promedio	6.9

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	6.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.0
3. Correcto uso de ortografía.	5.0
4. Coherencia en la redacción.	6.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	6.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.0
Promedio	5.8

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7.0	17.5
B. Del Marco Teórico referencial	20%	6.9	13.8
C. Del Diseño Metodológico de la investigación	20%	6.7	13.4
D. Del Contenido Temático y los Resultados	25%	6.9	17.25
E. De los aspectos formales	10%	5.8	5.8
Nota promedio final			6.8

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

<p>CONCLUSION</p> <p>Fortalezas:</p> <ul style="list-style-type: none"> - Respecto a la formulación del problema, considero que hay un buen trabajo de revisión de bibliografía y fundamentación, lo mismo en el marco teórico. - Sobre los resultados, se evidencia un orden en la entrega de estos mediante el nexo con los objetivos de investigación. Además, los investigadores justifican los resultados con teoría y estudios previos lo que fortalece sus hallazgos. <p>Aspectos a mejorar:</p> <ul style="list-style-type: none"> - Revisar aspectos formales, hay varios errores de formato, falta precisión. También hay problemas de coherencia en tiempos verbales. - Los títulos y subtítulos no tienen numeración. Agregarlo podría ayudar a mantener el orden de lectura. - Falta índice de tablas. - El diseño metodológico está bien presentado, sin embargo, hay problemas de redacción que hacen difícil seguir fácilmente la descripción. El procedimiento se entiende, pero podría ser redactado de una manera más ordenada.

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