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**STUDENTS' PERCEPTIONS OF SCREENCAST, AUDIO, AND
WRITTEN COMMENTS FEEDBACK FOR ERROR CORRECTION IN
WRITING.**

**Proyecto de Investigación para obtener el grado académico de
licenciado en Educación**

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Resumen

La presente investigación cuantitativa tiene como objetivo principal recolectar y analizar la percepción de los estudiantes respecto a tres modos de retroalimentación de escritos académicos: Comentarios escritos, Audio y Screencast. Para ello, se llevó a cabo un estudio de caso, en el que ocho (8) estudiantes de pedagogía en inglés de una universidad regional, que cuentan con nivel de inglés B1, recibieron estos tres tipos de retroalimentación. Más en profundidad, para recoger sus respuestas, se les entregaron dos cuestionarios luego de la provisión de retroalimentación; Sociodemográfico y cuestionario con escala Likert. De acuerdo a los resultados obtenidos, la mayoría de los alumnos eligió Screencast como su principal preferencia, describiéndolo como 'amigable', 'interactivo' y 'fácil de seguir'. Para concluir, se discutieron los beneficios de la retroalimentación, con el fin de tener en cuenta su importancia no sólo como la etapa final de la escritura, sino también como parte del proceso de aprendizaje.

Palabras clave: Feedback (Retroalimentación), escritura, percepción de estudiantes, Screencast, comentario escrito.

Abstract

The present quantitative research has as main objective to collect and analyze the students' perception regarding three modes of feedback on academic pieces of writing. Furthermore, these methods were Written comments, Audio, and Screencasting. For this to be achieved, a case study took place, in which eight (8) pre-service English teacher students from a regional university with B1 English level were provided with these three types of feedback. More in-depth, for collecting their responses, two questionnaires were delivered to them after the provision of feedback: Sociodemographic and a Likert scale questionnaire. According to the results obtained, most of the learners choose Screencast as their main preference, describing it as 'friendly', 'interactive', and 'easy to follow'. To conclude, the benefits of feedback were discussed, in order to consider its importance not only as the final stage of writing, but also as a part of the learning process.

Key words: Feedback, writing, students' perception, Screencast, written commentary.

INTRODUCTION

Students' perception of the implementation of new technologies for the learning process has been a discussion for the last decades. The use of technologies is commonly associated with leisure and entertainment. However, in the past few years, we have noticed that the use of new devices such as cellphones, computers, and tablets has helped in the learning stages. These resources nowadays can increase the quality of education in terms of the provision of feedback in academic writing. The importance of feedback in academic writing has been considered as a final stage; however, it is crucial to highlight its benefits that provide to the entire students' learning process. Hence, for this aim, the learners' perception regarding the provision of feedback is essential to understand the significance of this type of interaction between the teachers, as reader and feedback provider, and their learners. Therefore, the purpose of this research will be to collect the students' perceptions on the provision of corrective feedback for pieces of academic writing through Screencast, Audio Comments, and Written Comments.

CHAPTER I

Chapter I: Problem statement

1. Problem

Writing skills are an essential part of communication in human language. Learning how to write properly and following the rules of a language is a complex and challenging task for learners when writing in their own mother tongue. Moreover, for English as a Foreign Language (EFL) Learners the experience is at a more difficult level, since it forces them to be aware and notice every detail in a writing task. Many are the factors to consider in writing, such as spelling, vocabulary, sentence structure, content, punctuation, and coherence (Ngoc, 2019). Elements that are repeatedly misunderstood by the learners, before they are completely developed and internalized.

According to Hedge (2001), most adults spent 45% of their time listening, 30% speaking, 16% reading, and just 9% writing. Indicating that the majority of learners might feel uncomfortable and not confident enough at the moment of writing complex pieces of writing. Furthermore, “the ability to write does not come naturally but requires regular study and practice” (Ngoc, 2019, p. 76). In other words, this skill demands to be developed and polished in order to reach the goal of performing a quality piece of writing.

Nevertheless, despite the fact that writing skill urges continuous exercise, it is not the only aspect to consider. For achieving a well-developed piece of writing, it is fundamental for the learners to be part of a process that allows them to improve their competence. One of the main stages in the writing process in EFL is when the student faces the reader, as well called feedback provider.

For teachers, feedback is a tool for improvement; however, students tend to consider it as the step of the learning stages when their failures are exposed.

Notwithstanding, “feedback is an important component of a writing assessment” (Brookhart, 2017, p. 1) since this stage allows students to notice their weaknesses in order to enhance their writing skills in the future. Particularly, in an academic context, the level of proficiency suggests that the failures made by the students shall be to the absolute minimum. For this to occur, students in their learning process require the guidance of a more qualified member of the academic community to scaffold the level with the purpose of reaching the learning goal. As expressed by Doo et al. (2020) “scaffolding is the process of teaching using small steps” (p. 61). Hence, it is important to consider not only the amount of support to be provided, but also when is the right time to assist the students (Belland, 2013). Moreover, in academic writing context the feedback should be delivered during the whole process, taking into account the different steps or phases accomplished.

Furthermore, the provision of feedback for improving the writing skill has not been successfully considered among students and teachers. Since, from the student’s perspective, they tend to ignore the feedback benefits in order to enhance their competence; in other words, most of the learners consider the feedback as a negative instance when their failures are exposed. As expressed by Klimova (2015) “teachers should not just concentrate on the correction of their students’ errors because it could be quite demotivating and discouraging for their students by just seeing their teacher’s red marked corrections” (p. 173). Furthermore, most of the teachers do not possess the appropriate tools and/or knowledge to interact with the learners during this feedback stage, most of the time applying the same method.

Consequently, it is essential to take into account the importance that this procedure has in all aspects of classroom assessment. More specifically, to

persevere a positive feature of the provision of feedback by innovating with new tools that allow teachers and students to communicate efficiently; such as in terms of improving the student's competence, diminishing their reluctance to face their failures, it provides an effective environment that grants the learners to receive the comments as constructive advice for improvement.

Nowadays, the number of technological tools for learning a second language (L2) has improved the acquisition of it. Moreover, helping in different stages during the learning process. Many are the devices and applications available for teachers and students that serve as an additional support in their activities. However, these aids are not always welcomed in the classroom. This reason may be directly related with the perception that students have of the use of these devices in educational context. Mostly related to their attitude toward the types of feedback previously received according to their experiences related to the provision in terms of academic writing. Regarding this, as expressed in a recent study, most of the teachers do not expect the students to re-write their compositions, neither provide them the chance to discuss the errors; instead, teachers focus mainly on specific error, which they correct in red marks directly on the students pieces of writing (Lucero, et al., 2018).

Nevertheless, for a specific purpose, as is the provision of feedback, these implementations could enhance the acquisition of the L2 on EFL students. The aim to be answered in this report will be what are the students' perceptions regarding the provision of feedback for academic writing through technological tools, more specifically, through Screencast, Audio Comments, and Written Comments.

2. Purpose statement: The purpose of this quantitative research study is to describe the student's perception of different modes of corrective feedback provision on a written text.

3. Research questions:

1. What are the students' perceptions towards screencast feedback?
2. What are the students' perceptions towards audio feedback?
3. What are the students' perceptions towards written comments?

4. Assumptions

The assumptions from this research are specifically related to the main focus of this study, which is the students' perceptions.

First: It was expected from the students to choose written comments as their main preference. Since the learners are used to written comments as the most common type of feedback received on written tasks.

Additionally, it was expected that a minor percentage of students were related to Screencast feedback, due to the lack of technological tools utilized for feedback provision. Furthermore, it was also expected to receive positive commentaries regarding Screencast, considering the new aspects covered in terms of feedback provision.

5. Objectives

5.1 General Objective: Analyze Pre-service teachers of English's perceptions towards the provision of three modes of feedback on a narrative text.

5.2 Specific Objective 1: Determine the students' perception of screencast feedback on a narrative text.

5.3 Specific Objective 2: Determine the students' perception of audio feedback on a narrative text.

5.4 Specific Objective 3: Determine the students' perception of written comments on a narrative text.

CHAPTER II: THEORETICAL FRAMEWORK

CHAPTER II: Theoretical Framework

1. Writing skill on the acquisition of a second language

Acquiring language skills has never been an easy process, especially when learning a second language. The ability to communicate properly in a writing form requires knowledge of rules, vocabulary, linguistic content, and frequent practice. More in depth, communicative skills in human language are divided into four main categories that are developed step by step in the first years of childhood and are polished as time goes by. Firstly, listening and comprehension are the initial challenges that children face when trying to communicate. Secondly, speaking is a natural process where children tend to imitate their parents and closest relatives. Thirdly, reading skill shows the beginning of a new method of communicating ideas or thoughts. This new skill is directly related to the fourth and most difficult one: the writing skill (WS), which is the focus of this study. According to Ngoc (2019) writing is considered the most difficult skill for learners (p. 75).

Learning how to write a coherent, effective text is a difficult and protracted achievement of cognitive development that contrasts sharply with the acquisition of speech (Kellogg, 2008). The development of the writing skill improves when it is constantly exercised. In other words, when students level up their writing performance by assessing more difficult tasks. This improvement promotes the students' competence into the highest step, which is the academic writing level.

2. Academic writing (definition, characteristics, and purpose)

According to Anderson and Cuesta (2019) “academic writing refers generally to the forms and styles of rhetorical prose used for research communication in various academic fields” (p. 31). Academic writing (AW) is mostly present in high school and college tasks. In comparison to creative writing and personal writing, where students write different types of stories, letters, and e-mails; academic writing is characterized by being formal, with a lack of contractions and without the use of slang (Oshima & Hogue, 2007). Furthermore, in higher education "students may be required to produce essays, written examinations, or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content" (Coffin, et al., 2005, p. 2). Same as before, other authors, such as Irvin (2010) points out similar thoughts expressing that “academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting” (p. 8). Hence, for college students is mandatory not only to manage or master the curriculum content, but also to fulfill the requirement related to academic writing goals. Additionally, AW requires students to complement their pieces of writing with no frequent words, that is to say, to improve their writing with selective vocabulary from the Academic Word List (AWL). These special registers and genres represent an uncommon range of words that are categorized into formal or academic speech.

To illustrate, according to a study conducted by Cumming (2006) aspects from the composing process of academic writing are also relevant factors to consider, such as planning, drafting, editing, and revising a text. Mainly, these are the steps that need to be followed to complete a writing process. Additionally, to the formal register and the stages, the student’s background knowledge influences

the piece of writing; since from this will depend on the ideas, concepts, and information expressed in the text. Equally important is the goal expected to be accomplished by the students at the moment of finishing their assignments.

In the same way, aims regarding an academic writing task are mostly referred to the composition of the text with particular features and, at the same time, complete the requirement given. As reported by Bak (2003), “the point of academic writing is to clarify something so that you, and members of the academic community, develop a better understanding of it” (p. 2). Furthermore, as a goal academic writing looks forward to improving the student’s level in their performance. Certain characteristics of a piece of writing evidence the purpose of academic writing, such as the ones expressed by Akkaya and Aydin (2018) “academic texts emphasize clarity, academic language, and avoidance of incomprehensibility, and mastery of the field” (p. 153).

These utterances exhibit not only the main features of AW, but also the objectives of the assignments or formal texts. As a result of the achievement of the pieces of writing, students demonstrate that they have built a better understanding of the second language by producing higher-level assignments.

2.1 Types of text in academic writing

Different are the types of structures required to be performed in written tasks. Moreover, the rules to be followed by the learners depend on the type of text expected to be produced. Certain patterns characterize these dissimilar sets of pieces of writing, as listed by Bailey (2017) shown below.

2.2 Types of texts: narrative, argumentative, and expository.

Table 1. Types of academic writing

Notes	A written record of the main points of a text or lecture, for a student's personal use.
Report	A description of something a student has done e.g., conducting a survey.
Project	A piece of research, either individual or group work, with the topic chosen by the student(s).
Essay	The most common type of written work, with the title given by the teacher, normally 1000–5000 words.
Dissertation / thesis	The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.
Paper	A general term for any academic essay, report, presentation, or article.

Adapted from Bailey (2017) *Academic writing: A handbook for international students* (p. 4). Routledge.

As shown in the table above, numerous are the types of pieces of writing required to the students to perform in academic writing. These are notes, reports, dissertations, and essays, the focus of this study.

2.3 Essay and its characteristics

According to Eunson (2012) an essay is defined as “documents on specific topics that contain a mix of fact and opinion, laid out in logical sequences and employing appropriate strategies of expression” (p. 225). There are different types of essays and each of them has different features, mostly referring to the assessment length, target audience, main purpose, etc. For the purpose of this study, a biography essay is introduced.

A biography essay consists of a piece of writing that provides relevant information about a real or imaginary character. It not only requires important facts from someone's life but also always follows a certain academic pattern, which additionally includes a well-structured organization, as listed in a good essay structure by Perutz (2010):

- Includes prior planning.
- Makes clear how you are going to address the question, where you are going, and why.
- Sets out main ideas clearly.
- Makes clear how the main ideas relate to each other.
- Takes the reader through your answer in a logical, progressive way.
- Helps the reader to remember what you have said.
- Organizes groups of related information in paragraphs.
- Uses connecting words and phrases to relate each point/idea to earlier and later points.

A well-developed essay also has certain characteristics that reflect the students' level with their performance. More in detail, an essay, along with an outline, requires the writer to follow a pattern of structures and transitions. As presented by Oshima and Hogue (2007) in the table below:

Table 2. Three parts of an essay

I. Introduction	<ul style="list-style-type: none"> - General statements - Thesis statement
II. Body paragraphs	<ul style="list-style-type: none"> A. Topic sentence <ul style="list-style-type: none"> 1. Support 2. Support 3. Support (Concluding sentence) B. Topic sentence <ul style="list-style-type: none"> 1. Support 2. Support 3. Support (Concluding sentence) C. Topic sentence <ul style="list-style-type: none"> 1. Support 2. Support 3. Support (Concluding sentence)

III. Conclusion	- Restatement or summary of the main points; final comments.
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Extracted from Oshima and Hogue (2007). *Introduction to academic writing* (p. 147). Pearson/Longman.

As expressed above, the importance of following the previous layout creates a piece of writing demonstrating the writer's achievement in developing a certain topic. As illustrated in the chart each paragraph contains a set of sentences that cohesively connect the ideas. More in-depth, when these features are achieved, the writer allows the reader to understand the piece of writing with no difficulties, accomplishing then one of the main aims of academic writing.

However, this can be easily broken when errors are committed. Which is a common practice in English as a Foreign Language (EFL) Learners' performance, since they tend to fail in repeated patterns.

2.4 EFL students' common errors in writing

Despite the fact that error and mistake are similar terms, it is necessary to make a distinction between both of them. Distinguishing mistake and error from each other, it can be declared that the first one refers to a slip in a random performance, where fatigue or excitement could be the responsible. Whereas the second one, error, is a systematic deviation made by the learners that are still in the process of acquisition (Croft, 1980).

As English as a second language and English as a Foreign Language (ESL/EFL students), many people tend to commit a series of mistakes when it comes to writing. Different is the case of L1 users, as stated by Brown (2000), they "are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech" (p.

226). Examples of these common mistakes are slips of the tongue, random ungrammaticalities, and hesitations (Brown, 2000).

Linguistic accuracy in writing is the main issue for L2 students since this skill mixes several types of knowledge (for instance, lexis, morphology, syntax, among others) that the student has to possess in order to produce a well-developed piece of writing. The difficulties experienced by EFL learners are commonly related to the difference between languages, inter-cultural, and social background (Hasegawa, 2013). Furthermore, “if students’ errors impede understanding of text content and are serious enough to make their texts unacceptable according to English language rules and conventions” (Garcia, 2018, p. 81), educators have to focus on these errors instead of text purposes, content, and organization.

Students are encouraged by the teachers to edit their pieces of writing several times, making them aware of their mistakes. During this process, feedback plays a fundamental role.

3. Feedback on writing

According to Mahoney et al. (2019) “feedback is more than information; it is a process that involves the student and is forward-looking and action-oriented” (p.157). In order to provide support and to help improve the student’s writing skills, feedback is the most common method used by teachers in classrooms. As stated by Ali (2016) “feedback is a two-way process and a continuous dialogue between teacher and students; therefore, it can improve the learning process and outcomes” (p. 106). This means that the purpose of feedback is that students receive it and then they are allowed to improve their skill with the teacher's guidance.

Demirel and Aksu (2019) declare that “feedback is a pivotal part of writing instruction since it provides guidance for students as to how they can improve their writing” (p. 185). The implementation of successful pedagogical techniques provides the students the appropriate information so they can understand where they are in the learning process, and what to do next. Moreover, the application of feedback as part of a classroom environment allow the students to receive constructive criticism and internalize the idea of practicing to improve their learning.

Additionally, as declared by Ramírez (2007) “when students are corrected appropriately and supportively, they are likely to modify their interlanguage and are more likely to participate again” (p. 128); hence, the methods and techniques employed also influence the learning process.

3.1 Types of feedback

Feedback as a tool to help the students’ development in academic writing has changed over the last decades. As a comparison, we can distinguish two types of feedback: Positive and corrective feedback.

Positive feedback affirms that a learner's response to an activity is correct, as recommended by Brookhart (2017), “use positive comments that describe what is well done” (p. 14). It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. In pedagogical theory, positive feedback is viewed as important because it provides effective support to the learner and fosters motivation to continue learning (Ellis, 2009). In addition, as stated by Sheen and Ellis (2011, p. 593), “corrective feedback refers to the feedback that learners receive on the linguistic errors they make in their oral or

written production in a second language”. Furthermore, the focus is then to exhibit to the students specific errors found on their assessments.

Different are the studies that over the years have attempted to simplify and exemplify the variety of strategies to provide feedback; moreover, one of the most recognized is the one presented by Ellis (2009) and showed below.

Table 3. A taxonomy of CF strategies

	Implicit	Explicit
Input-providing	Recast	Explicit correction
Output-prompting	Repetition Clarification request	Metalinguistic explanation Elicitation Paralinguistic signal

Extracted from: Ellis (2009). Corrective feedback and teacher development. *L2 Journal* 1(1), 3-18.

The table 3 above organizes the strategies for the provision of feedback into categories. First, at the top Implicit and Explicit are the two main points that divide the sections; furthermore, at the left of the chart Input-providing and Output-prompting represent the above options.

More in-depth, corrective feedback strategies can be also analyzed and define as presented below.

Table 4. Corrective feedback strategies

Corrective feedback strategy	Definition	Example
1. Recast	The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical).	L: I went there two times. T: You've been. You've been there twice as a group?
2. Repetition	The corrector repeats the learner utterance highlighting the error by means of emphatic stress.	L: I will showed you. T: I will SHOWED you. L: I'll show you.
3. Clarification request	The corrector indicates that he/she has not understood what the learner said.	L: What do you spend with your wife? T: What?
4. Explicit correction	The corrector indicates an error has been committed, identifies the error and provides the correction.	L: On May. T: Not on May, In May. We say, "It will start in May."
5. Elicitation	The corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it.	L: I'll come if it will not rain. T: I'll come if it?
6. Paralinguistic signal	The corrector uses a gesture or facial expression to indicate that the learner has made an error.	L: Yesterday I go cinema. T: (gestures with right forefinger over left shoulder to indicate past)

Extracted from: Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1).

The table above shows a variety of corrective feedback strategies and its examples, that allow to interpret the proper instance when to use each one of

them. Moreover, some of these strategies might be accurate in real situations of feedback provision, such as face to face contexts and/or video recorded feedback that provide detailed comments in response to the students' performance.

3.2 Modes of providing feedback

There are numerous types of feedback and specifically, the provision of feedback can be categorized into three classes: written comments, individual conferences, and recorded oral feedback (Solhi & Eğinli, 2020). More in-depth, by describing each one of them as follows. First, as expressed by Solhi and Eğinli (2020) "written comments refer to providing endnotes, margin comments on learners' written script to reinforce the strength of a paper or indicate where improvement is required" (p. 2). Moreover, these notes might refer to not only grammar, but also to follow the structure expected. Additionally, according to Ali (2016) the most common feedback on students' writing provided by educators is written commentary. This might be directly related to the subject involved, since feedback can be delivered in different modalities, for instance for math problems oral feedback is the most appropriate; however, in English subject, written comments is most useful since the assignments are focus on written tasks, allowing the students to improve their pieces of writing (Brookhart, 2017). The author also expresses the importance of timing when selecting the mode of feedback, considering in many cases the number of students that require prompts, finding more appropriate written comments. Furthermore, through this mode of feedback, teachers indicate the error, nonetheless, not always provide the proper explanation. The reason is that there are two types of feedback on this matter: directive and indirective feedback; in direct feedback, the teacher

identifies the error and corrects it directly. While in indirect feedback, the teacher locates the error and encourages students to correct themselves.

Second, in individual conferences “the feedback is given to clarify and negotiate the strengths and weaknesses of the paper through discussion” (Solhi & Eğinli, 2020, p. 2). Under these circumstances, both interlocutors, learner and teacher or feedback provider, interact while the failures are exposed and analyzed. Moreover, under these circumstances, students are able to repair the failures at the moment of receiving the feedback, corroborating then if the adjustment is the appropriate.

Thirdly, in recorded oral comments the feedback is visually recorded and shared to the students through a platform (Solhi & Eğinli, 2020). This feedback is one of the new technologies that allow teachers to provide comments to the students’ assignments. This type of method results in more personalized communication and high student satisfaction (Ice, et al., 2007). Moreover, as the video/audio is recorded on a platform, students could replay the recording, and even practice listening comprehension (Celce-Murcia & McIntosh, 1991).

3.3 Types of technological tools for providing feedback

Nowadays, technology has allowed new types of feedback. On this method, Ali (2016) stated that “e-feedback or computer-mediated feedback is based on providing feedback in a Word processing file or via synchronous or asynchronous conferencing” (p.108). In addition, there are different types of e-feedback, such as computer conferencing, corpora-based feedback, and automated feedback (Ali, 2016).

On the Crook et al. (2012, p. 390) study of the use of video technology for providing feedback, the students worked with different types of interactions, such as:

- Comments about your work and returned with your essay/assignment
- Discussion with a lecturer or personal tutor during a one-to-one meeting
- Marks given for your work
- Comments about your work via email
- Comments to the class by the lecture in seminars or group working sessions
- General comments to the whole class regarding results of set work
- Results of online quizzes/tests
- Comments about your work via Virtual Learning Environment (VLE)
- Comments/suggestions made by a fellow student about your work
- Audio and/or video

The variety of methods to provide online feedback has been increasing and developing over the last few years, not only is what used to be with the provision of evaluation comments, but also the interaction among students and teachers, work in groups, self-assessment, and more extensive and specific instructions to improve the quality of the pieces of writing.

3.3.1 Screencast feedback

As expressed before, online tools help to generate new feedback techniques that could be beneficial for students, in this case, Screencast can be an excellent option. Demírel & Aksu (2019) defined Screencast as “the broadcast of digital video recordings of a computer screen through the internet” (p.185). Additionally, as claimed by Cunningham (2019) screencast is “the process of recording a digital display with voiceover. This tool is commonly used in creating tutorials but

also holds possibilities for providing multimodal feedback” (p. 224). This method of feedback provides recorded oral comments on the student's assignment with the added advantage of a video of the work being done in which the teacher can gesticulate, highlight, and indicate specific areas of the task being commented on (Cunningham, 2018).

There are some functional benefits of using this application, for instance, the student can hear the teacher's voice, this makes feedback more personalized, and also the teacher and the student can share a space in common online (Derímel & Aksu, 2019). Moreover, some studies suggest that audio-visual feedback may help students to overcome their lack of familiarity with academic discourse (Edwards et al, 2012).

3.3.2 Audio feedback

Accordingly, audio feedback is a digital sound file containing formative or summative, verbal feedback given by the tutor (Hennessy & Forrester, 2014). Likewise, as expressed by Bless (2017) audio feedback refers to “any instructor feedback that is spoken and recorded rather than written by hand or typed in a digital document”. Furthermore, as mentioned by Nicol (2010)

teachers can produce reactions to the writing as they read, can ask questions, and suggest improvements. Variations in tone and the naturalness of the approach seem to give students more of a sense that teachers are interested in what students have written (p. 508).

Aforementioned, it can be said that this type of feedback creates an interaction between teachers and students which makes the communication flows into a direct and closer relation between the speakers. Additionally, Nicol (2012) suggests that when students interact with the teacher during the feedback provision it is a crucial instance to achieve the main aim, which is improving students' work; since within the exchange of knowledge, students perceive feedback as closer to a dialogue encouraging their motivation.

3.3.3 Written comments

As previously mentioned, written feedback is referred to as margin comments on students' written assignments to indicate where improvements should be made (Solhi & Eğinli, 2020). Consequently, written comments should be followed by examples, since misinterpretation or lack of understanding might produce a loss in the main purpose of the feedback, as well as difficult comments and not clear suggestions (Ali, 2016). A good provision of feedback encourages the students to be autonomous and independent learners and aim the students' goal of work on their own.

4. Students' perception about different modes of providing feedback

On the one hand, many experimental studies have attempted to examine the contribution that feedback makes to the accurate development of the writing skill (Ali, 2016; Cunningham, 2019; Monteiro, 2014); as a result, all of them have the same conclusion, the benefits of corrective feedback has increased over the years with the application of new tools and technologies, in areas such motivation, vocabulary learning, interactive presentations, grammar skill, writing production structure, and even in games to compete amongst students to engage them in their education (Crook et al. 2012).

Nonetheless, fewer are the studies that examine the students' opinions and perceptions regarding this topic. Moreover, one of the final stages in writing skills is the provision of feedback. The importance of this interaction, as expressed by Dodgson et al. (2016) "corrective feedback has become a necessity for all educators and students and it has been carried out for centuries throughout students' learning, either in their exercise books, exam papers or throughout the lesson itself" (p. 2). Nevertheless, this implementation has been perceived as a finalization process, and not as guidance for improvement. That is why many students tend to be reluctant to receive feedback as a response for their pieces of writing. Since in this interaction the teacher points out the student's mistakes, in consequence, they relate feedback with a negative reflection of their learning. The provision of feedback is commonly perceived as the finish line of a task; moreover, it is usually handed to the student in a written form, without a positive interaction that not only shows to them their mistakes but also how to correct them.

When students have to face complex linguistic errors all by themselves, they tend to not handle their mistakes since they do not have enough linguistic knowledge to achieve the goal of the feedback. Hyland and Hyland (2006) point out the importance of feedback in the improvement of ESL students' writing and the development of their motivation. They consider feedback as the key element to scaffold students' confidence and provide encouragement. Furthermore, there are issues that affect students' perception at the time of receiving feedback. According to Crook et al. (2012) and the results from the pre-use questionnaire of students' perception

The general perception was that students took a similar amount of notice of the video feedback as

they did to the normal mechanisms of feedback.

However, the data from the student survey showed that students felt that they did take more notice of the generic video feedback in comparison to other forms of generic feedback.

Students in this study were reluctant to implement a new type of feedback. The study included the use of video technology for providing assessment.

4.1 Students' perception towards Screencast

The audiovisual alternative of receiving observations can be even more engaging than traditional written comments. Screencast feedback offers students assessment in the form of a moving image, thereby setting it apart from purely audio comments. Such screencasts, therefore, lack the range of nonverbal cues (Mahoney et al, 2019). Additionally, the results obtained from Crook et al. (2012) research illustrated that after the application of comments through the new method, these were some of the final perceptions: "... Easy/clear to understand..", "...Accessible/could watch anytime/anywhere...", "...Could be reviewed..", "...Removes problems of deciphering handwriting...", "...Can emphasize key points (using intonation)...", "...Better than other forms of feedback..." (p. 393). As expressed in the research conducted by Cunningham (2019) where students received written comments and Screencast feedback, the results demonstrated that "screencast was preferred for its ease of understanding and efficiency in revision" (p. 232). In support of this, a study carried out by Grigoryan (2017) demonstrated that when students received audio-visual (AV) feedback and written comments, their preference was AV, since according to the author "one reason students liked AV feedback was that

they felt it enhanced their understanding and learning” (p. 103). In addition, on the same matter, the students describe Screencast feedback as helpful since “it provided more detail and more in-depth commentary than textual comments alone” (Grigoryan, 2017, p. 103). Similarly, from the results analyzed by Mayhew (2017), one participant expressed his/her preference since he/she felt that “I could see exactly where things were good and not so good. A lot easier than just receiving a Word document” (p. 186). In other words, the student in this case demonstrates complete understanding of the feedback provided, highlighting the use of Screencast in comparison to frequently use methods.

4.2 Students’ perception towards Audio feedback

In previous studies the results evidenced that audio feedback was well-received by the students (Merry & Osrmond, 2008; Lunt & Curran, 2010). In these cases, the learners found audio feedback more detailed than other methods, describing it as informative and personal. In the same way, the results from the study carried out by Brearley and Cullen (2012), most students describe the use of audio feedback as ‘helpful’, since they had the chance to narrate the perception of the experience in four words, being this word the most repeated.

In the same way, in a recent research carried out by Rawle et al. (2018) most of the students described audio feedback as positive and beneficial for them since it allows them to identify their mistakes and how to improve them. In contrast to written comments, which was perceived as a criticism and just a mark in the rubric. Similar findings were analyzed in the study conducted by Cavanaugh and Song (2014), in which the majority of the learners considered that audio feedback was more helpful, detailed, and clearer than written feedback.

4.3 Students' perception towards Written comments

In relation to written feedback, previous research demonstrated that some students felt more familiarized with written comments. Accordingly, this can be observed in the results from a research carried out by Majid et al. (2022), in which a percentage of the learners chose written comments since it was specific, and the written examples were helpful in getting the meaning and message of the feedback easily.

Moreover, the findings obtained from the study conducted by Ali (2016) show students believed that written commentaries are global and nonlinear. In addition, this research reveals that students expressed that this type of feedback takes less time to be reviewed than others.

Nonetheless, according to Bruno and Santos (2010), and the results from their investigation, extensive written comments were frequently questioned by students. In addition, if the assignment had many comments, some students may lose interest in reviewing the feedback. As reported by Nguyen et al. (2021) the results showed that students felt disappointed about looking at red marks all over their assignments, relating this with something negative, despite the effort they put on it.

CHAPTER III: METHODOLOGY FRAMEWORK

Method Report

1.1 Research design

The research design of the present study corresponds to a non-experimental one, since there is no manipulation of variables, and it is framed within a quantitative paradigm. From this paradigm, it corresponds to a study in which “it’s not possible to manipulate variables. There is no control over them since they have already happened and situations are just observed (Hernández, Fernández & Baptista, 2014, p. 149).

1.2 Type of study

The type of study used in this research corresponds to a case study. The case study is a detailed and intensive investigation of an individual, community or group, under natural conditions, which is carried out through the use of different instruments: observation, self-report, and surveys, among others. According to Hernández, Fernández, and Baptista (2010), case studies analyze a phenomenon or an in-depth and use quantitative, qualitative, and mixed procedures to respond to a problem or to develop theory.

1.3 Participants

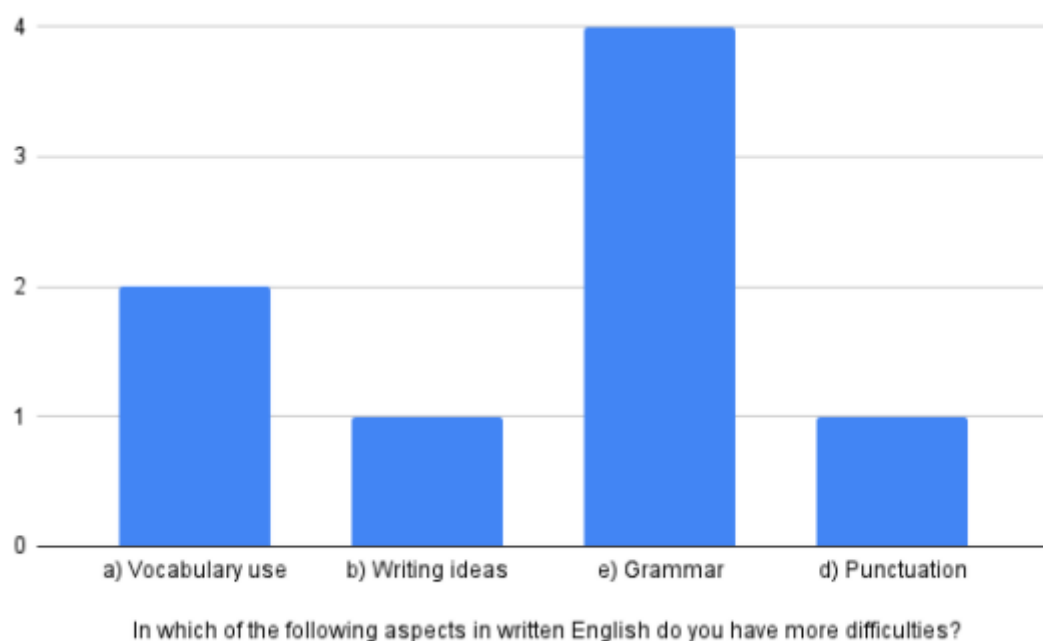
The participants for this study were eight pre-service teachers from a university located in Concepción, 8th region. Their ages ranged from 21 to 22 years old. Most of the students studied in public schools, where they had between two and four hours of English lessons per week. During the second term of 2020, the group were studying the Communicative Competence course; moreover, during this period the participants were currently studying through online modality due

to the Covid-19 Pandemic affecting the human population. The students started their university studies between 2016 and 2018. The level of English at this level is B1 according to the Common European Framework Reference for Languages (CEFR).

The following graphs complement the information about the participants of this research.

Graph 1. Students' most difficult aspects in written English

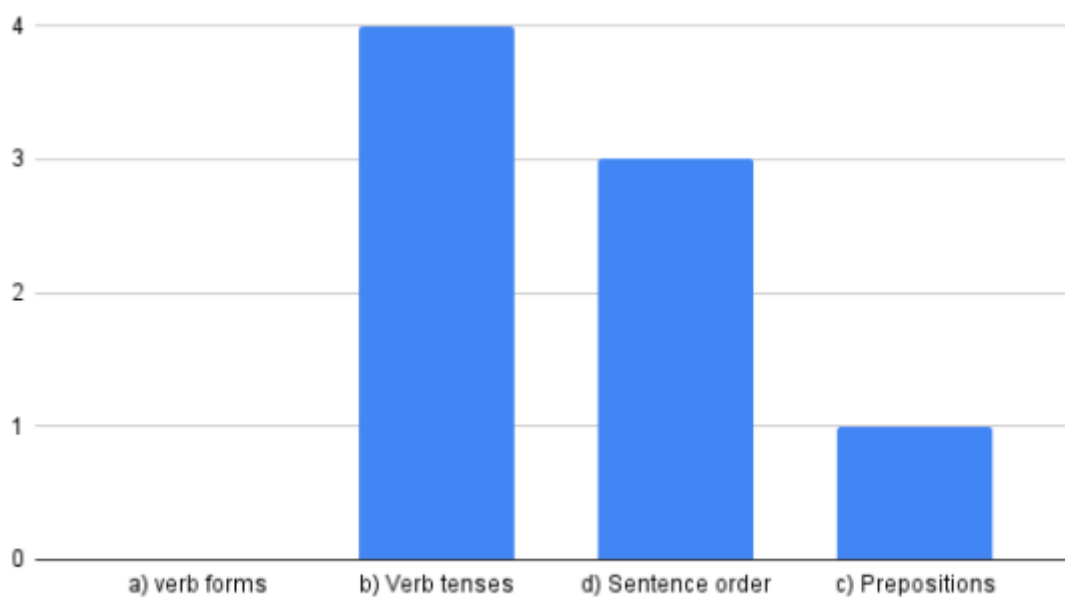
This set of bar graphs illustrates the information gathered regarding which aspects in written English the students have more difficulties.



Graph 1 shows that four out of eight students (50%) agree on affirming that Grammar is one of the most difficult aspect in writing. Furthermore, the four remaining students express their preferences by choosing Vocabulary Use (two students); additionally, one student chose Writing Ideas and Punctuation.

Graph 2. Students' most difficult aspects in English grammar.

The bar graph n°2 demonstrates the most difficult aspects in English grammar.

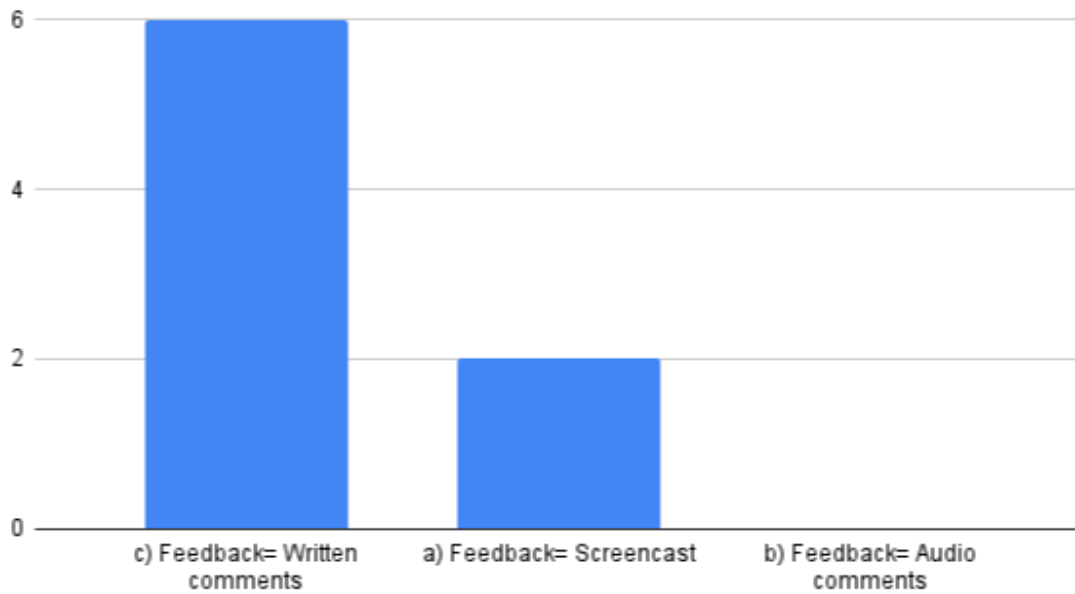


9- According to your perception, in which aspects of English grammar do you have more

Graph 2 illustrates the student's perception regarding which aspects of English grammar they have more difficulties with. In this case, four out of eight students have the same opinion, expressing that they have difficulties with Verb Tenses over the remaining options. Three students reported sentence order as the most challenging aspect of grammar. Nonetheless, only one student expressed Prepositions as the main preference. Verb forms obtained zero inclinations.

Graph 3. Students' experience with feedback through three modes (Screencast, audio comments, and written comments).

Bar graph 3 represents the students' answers regarding their experiences related to the provision of feedback through the three modes analyzed in this study.



1- Please indicate whether you have received feedback before:

Bar graph 3 exhibits the results regarding which kind of feedback students have previously received. It can be observed that six out of eight students (75%) expressed that they have already experienced Written comments as feedback on their written assignments. Whereas only two students stated that they are familiar with Screencast feedback in past assignments. The remaining option, Audio Comments, did not receive any preference.

The results collected from the students' responses demonstrate that concerning their previous experiences when receiving feedback, three-quarters (6 out of 8) of the learners manifested a tendency to written comments as the type of feedback previously received. It is possible to infer that this inclination can be attributed to the fact that this method is usually chosen by the teachers. Regarding this, in a study conducted by Razali and Jupri (2014) it is reported that teachers are used to provide feedback using written comments, because it allows them to highlight the mistakes and grade the students at the same time.

Additionally, two of the pre-service students declared that they had previously received feedback through Screencast.

1.4 Instruments

The following instruments were adapted from the study conducted by Edwards et al. (2012) and used in this research to collect data:

1.4.1 Sociodemographic questionnaire: this instrument was used to collect data related to the students' background regarding their previous educational environments, and experiences as EFL students, age, performance average in English subjects, among others (See Appendix 1).

1.4.2 Likert scale questionnaire: this part of the instrument was required to identify the agreement or disagreement of the students toward the perception of the provision of feedback through Screencast, Audio, and Written Comments. The instrument contained four appreciation questions with adjective alternatives to qualify the provision of feedback from 'Agreement' to 'Disagreement'. Within the Likert scale questionnaire there were three opened questions, regarding positive and negative aspects about the three modes of feedback (See Appendix 2).

1.5 Instrument validation

Each of the instruments were validated by two university teachers; both teachers belonged to the Language and Education Department. Both teachers hold bachelor and master's degree (See Appendix 4.a and 4.b).

1.6 Procedures

1.6.1 Phase one

With the purpose of reaching the aim of this project, it was necessary to consider some students to participate in it. For this, an EFL teacher from a regional university was contacted and exposed the research purpose and the type of activity that was going to be carried out with the students. She agreed to speak to them and explained the study aim and how their participation, apart from contributing to the trial, would help them to improve their writing skills.

1.6.2 Phase two:

Subsequently, two meetings with the teacher were arranged before meeting the students. The aim for the students' assignment was to produce not only a biography, but an academic piece of writing that followed an outline that allowed a deep analysis to provide feedback, suitable for this research (See Appendix 5). Since it was considered necessary to solve doubts and find out her learning style, in order to perform a feedback provision taking into consideration the learning outcome and following the guidelines taught in the lessons. The teacher provided the aids used in the lessons, such as PowerPoint presentations and examples of the required task. Moreover, a meeting was scheduled with the students during a virtual lesson.

1.6.3 Phase three:

Hence, during an online lesson, the project and the objectives were explained to the learners. In general, they were quiet during the lesson; however, two students participated and asked questions about the study and expressed their agreement

and excitement to be part of the trial. At the end of the lesson, every student (fourteen that were present in that lesson) agreed to participate.

1.6.4 Phase four

After the meeting with the students, the teacher explained the aims of the piece of writing through a video. Where she also expressed the students' needs and their most common failures. Additionally, she provided a guideline that described the structure expected, and the type of feedback that the students had previously received from her.

Afterwards, she reported that less than half of the students were active participants in the lessons during the semester; furthermore, she advised to be prepared in case that not all the students were going to complete the task and, consequently, participate in the trial.

1.6.5 Phase five - Task performance

First, the students were asked to write a biography essay about a famous person of their choice. The task had the purpose of focusing on a significant aspect of each character, thus with the objective of avoiding the students to copy and paste information from different sources. The assignment was explained by the teacher and developed by the students during several lessons, under the teacher's supervision. In order to be present in case the students had doubts or required guidance. Hence, the task was expected to be completed during the lessons and sent to the teacher, who would hand it to be revised by the feedback provider.

1.6.6 Revision and feedback decisions

After completing the deadline to deliver the biography essays, eight (8) pieces of writing were sent to the teacher via email by the learners, tasks that later were shared to be analyzed.

First of all, each one of the compositions was analyzed in order to determine the most frequent types of mistakes made by the students, which would allow to follow a pattern at the moment of providing the feedback. Also, the structure of the essay was examined to find out the percentage of achievement of the task by each learner.

Secondly, the pieces of writing were studied individually in order to determine the most repeated and common failures of each student, for the purpose of providing not only general feedback but also personalized comments to each writer. To pursue this aim, a script was created with a set of steps to capture the students' attention from beginning to end.

Since a script was created, this followed a framework to provide feedback through Screencast based on Whitehurst (2014). In the same way, for audio feedback it was followed a protocol provided by Brookhart (2017), which recommends a valance during the provision, clarity, use of concepts that the students will understand, and appropriate tone. This guidance served to fulfill the goal of implementing the feedback in the most accurate way possible. This decision was made since two were the feedback providers, hence, it was necessary to follow the same pattern at the moment of not only revising the outcomes, but also when providing the feedback to the students. To achieve this purpose, the video recording, including the three modes of feedback, also featured some specific characteristics, starting with a personal greeting and thanking the students for

their participation. After that, refer to a general view of the feedback, expressing strong points and later weaknesses. At next, there were pointed out specific failures, explaining to each student why they were wrong written and how it could be improved.

1.7 Screencast protocol

First, to make an agreement with the framework established in the decisions regarding the steps to be traced in this study, a Screencast protocol was followed. To begin with, the literature suggests that the feedback through Screencast should vary between 5 to 10 minutes (Kilickaya, 2016). Likewise, it is recommended that the feedback should be focused on individualized comments, considering the students' mistakes and accomplishments when revising the piece of writing. This feature allows the student to establish a meaningful interaction with the feedback provider.

Table 5. Types of interaction

Type of interacting during feedback provision	Examples
Greeting	<ul style="list-style-type: none"> • “Hello (name of the student), thanks for sharing your work with us”
Presentation	<ul style="list-style-type: none"> • “My name is Elizabeth Cabrera - or – Thaíz Foitzick”
Gratitude for their participation in the project	<ul style="list-style-type: none"> • “Thanks for participate in our project”
Congratulations for completing the task, expressing our shared feeling on how difficult a written assessment is.	<ul style="list-style-type: none"> • “We know that writing is a very difficult skill, so congratulation for completing the task”
Provision of feedback: Positive feedback	<ul style="list-style-type: none"> • “You follow the structures very well; the text is easy to read”
Provision of feedback: General feedback	<ul style="list-style-type: none"> • “As I can see you followed the instructions and organize your ideas in different paragraphs” • “In general, you have a well-developed essay; however, with some mistakes that we are going to analyze at the following” • “First of all, let’s see the first part of the essay • “You started with a clear and complete topic sentence that allows the reader to know what will see in the rest of the text” • “Each paragraph has its own idea”
Specific errors to notice	<ul style="list-style-type: none"> • “As far as I can see, there are some spelling mistakes that can distract the reader’s attention” • “Let’s read this sentence” (focusing on a too long sentence) “Here we can see that this sentence is too long; remember that in Spanish we tend to write long sentences, but in English is necessary to write shorter ones, for this, you can use different types of punctuations and do not forget to use connectors to link your

	<p>ideas”</p> <ul style="list-style-type: none"> ● “Try to focus on the idea and stay in topic” ● “You also have some spelling mistakes that can distract the reader’s attention”
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Source: Author's own elaboration

Consequently, above is presented a table that demonstrate the steps followed during the feedback provision through the three modes.

1.8 Data analysis technique

Overall, the process to aim the analysis of data included a number of steps to organize the information. The progress begins with the data collection, which was through a Google Form Survey. Then, the data was separated according to the different questions and answers in the survey. The results of this step were processed in Excel format/platform to obtain bar graphs and charts to present the percentage wise data gathered. Consequently, the statistics were analyzed in order to obtain the number of responses for each focus criterion to be studied.

CHAPTER IV: RESULTS

1. Analysis

This chapter demonstrates the results of the present report 'Students' Perceptions of Screencast, Audio, and Written Comments Feedback for Error Correction in Writing'. The total number of students that answered the entire survey were eight (8). As follows, the results will be exposed with the purpose of analyzing the students' perception regarding the provision of Feedback through different modes. Moreover, the information represented in graphs 1, 2, and 3 are described only to report data about the sample, however, do not address the aims of the study.

1.2 Data analysis

Students' perception regarding feedback received through the three modes used in this study.

Table 6. Students' perception towards screencast feedback

Table 6 presents the students' agreement toward the Screencast feedback provision received during this study.

Adjectives	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Understandable	0	0	0	1	7
Constructive	0	0	0	0	8
Of appropriate length	0	0	0	1	7
Of appropriate detail	0	0	0	2	6
Of appropriate tone	0	0	0	2	6

Useful for future essays	0	0	0	0	8
Useful regarding subject matter	0	0	0	0	8

Table 6 demonstrates the students' preferences regarding the provision of feedback through Screencast. It can be seen that the participants strongly agree when asked if the Screencast feedback accomplished the attributes of being Constructive, Useful for future essays, and Useful regarding subject matter. A significant proportion, seven out of eight students (87.5%), demonstrated a strong agreement when categorizing Screencast feedback provided as Understandable and of appropriate length. Furthermore, six students preferred to strongly agree when asked regarding the Screencast feedback provided as of appropriate detail and of appropriate tone, while the two-remaining opted for the agreed alternative.

Table 7. Students' perception towards audio feedback.

Table 7 shows the students' perception regarding the provision of feedback received through audio during this study.

Adjectives	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Understandable	0	0	1	0	7
Constructive	0	0	1	0	7
Of appropriate length	0	0	1	1	6
Of appropriate detail	0	0	1	2	5
Of appropriate tone	0	0	1	2	5
Useful for future essays	0	0	1	0	7

Useful regarding subject matter	0	0	1	0	7
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Table 7 above shows the students' perception of audio feedback. It can be appreciated that the majority of the students strongly agree with a positive perception of the audio feedback mode. In particular, seven out of eight students (87.5%) demonstrated an agreement indicating that audio feedback was understandable, constructive, useful for future essays, and useful regarding the subject matter. Six out of eight students (75%) indicated a strong agreement whereas the audio feedback received was of appropriate length. In addition, five out of eight students (62.5%) reported strong agreement when asked regarding the appropriate detail and tone of the audio feedback. Two students preferred the option of Agree regarding the appropriate details and tone of this feedback. Only one student opted for the agree option with the appropriate length of the audio. Finally, one out of eight students stated a neutral opinion on the feedback given, choosing the option to either agree or disagree in all the questions.

Table 8. Students' perception towards written feedback

Table 8 represents the students' perceptions regarding the provision of Written comments when receiving feedback.

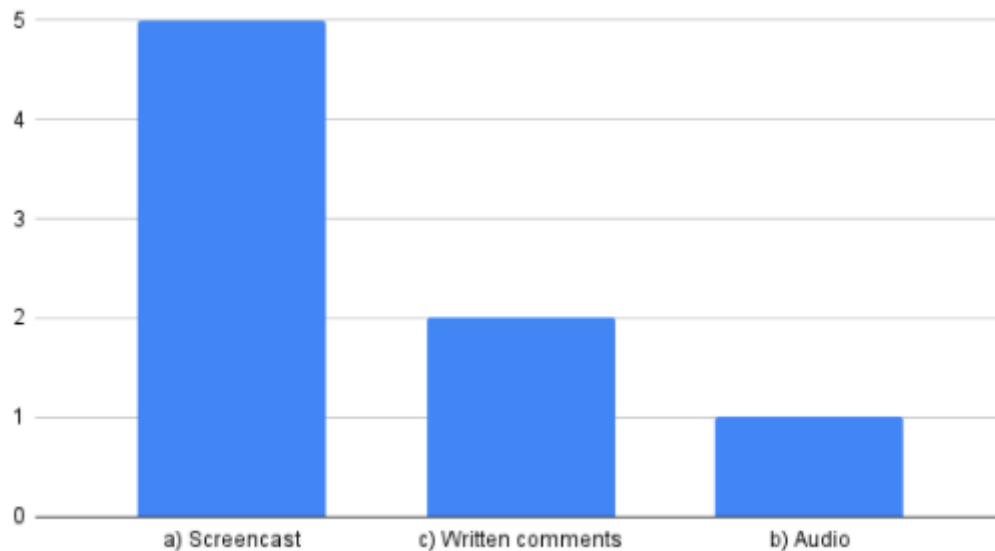
Adjectives	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Understandable	0	0	0	2	6
Constructive	0	0	0	0	8
Of appropriate length	0	0	0	0	8
Of appropriate detail	0	0	0	4	4
Of appropriate tone	0	0	0	1	7

Useful for future essays	0	0	0	2	6
Useful regarding subject matter	0	0	0	1	7

Table 8 illustrates the results of students' perceptions after receiving written comments as feedback in their assignments. It may be observed that all the students responded positively to the written comments. Firstly, the whole quantity of students (100%) strongly agree that the written comments were constructive and of appropriate length. Likewise, seven out of eight students (87.5%) stated that this kind of comments are useful regarding subject matter and of appropriate tone. Additionally, six students fully agreed that the feedback was understandable and useful for future essays. As well, four students stated that included appropriate details. Moreover, four out of eight students (50%) preferred the agree option when asked regarding appropriate details in written comments. The same amount of two students indicated partial agreement when asked if was understandable and useful for future assignments. Also, one student opted for the agree option regarding the appropriate tone and subject matter of the feedback comments.

Graph 4. Students' preferred type of feedback (Screencast, Audio comments, or Written comments).

The bar graph below illustrates the students' preferred type of feedback



8- After you have received your feedback, please indicate your preference for feedback and try to

Bar graph 4 demonstrates the students' preference for feedback after receiving it. The above illustration shows as a result that five out of eight students (62.5%) reported agreement with the Screencast feedback option. Students' opinions were:

"Because the screencast was interactive, it caught my attention, and it was easy to understand my mistakes" (Student 1)

"Because I can see at the moment my mistakes and also the certain ones that I have within my text, it is more dynamic and closer" (Student 2)

"It feels closer and easier to understand as you explain" (Student 3)

"It is better to understand and easier to follow" (Student 4)

"Because, the person who is reviewing my task, she/he can express the ideas in a better way and give the necessary tone. Also, I preferred this kind of feedback because I can follow the information as was developed" (Student 5)

Furthermore, two students selected the Written Comments feedback as their first choice. Students' opinions were:

"It is easier to read the feedback immediately, probably audio or images means download material" (Student 6)

"I am more used to that type of feedback, therefore its understanding is easier for me" (Student 7)

Additionally, Audio Comments feedback was preferred for only one student. The student's opinion was:

"I prefer the traditional methods like this one, with a person pointing(sic) what was the mistake and so on. I prefer not too "complicated" things". (Student 8)

CHAPTER V: DISCUSSION

1.1 Discussion

During this chapter a discussion takes place in order to analyze and comprehend the results obtained from the present study. In this respect, students' perceptions towards each mode of feedback are discussed below.

First, as to screencast feedback, based on Table 6, it can be inferred that the students had a very positive perception of screencast feedback. Students' responses ranged from agree to strongly agree. This means that students perceived screencast feedback as understandable, constructive, of appropriate length, detail and tone. This result is consistent with other studies, in which students show a positive perception towards screencast feedback (Ali, 2016; Blaka, 2017; Whitehurst, 2014).

The positive results related to screencast feedback are, somehow, expected. Nowadays, students are used to interacting with tools that combine audio and video. The information is not only given through text because technology offers each day new ways to access to it. Thus, students usually enjoy the integration of visual and auditory elements because it may facilitate learning and attract their attention.

Second, regarding the students' perception about Audio comments feedback, in general, it could be observed a positive perception toward this mode of feedback. In this respect, a high percentage of the participants (7) considered Audio feedback as understandable, constructive, useful for future essays, and useful regarding subject matter. Additionally, some students agreed or strongly agreed when considering audio feedback of appropriate length, detail, and tone. Several

research in this field indicate a tendency to consider that audio feedback can be better understood because the teacher's voice can help understand more effectively the feedback (Cavanaugh & Song, 2014). This in comparison to written comments, that sometimes may confuse students.

On the other hand, some students neither agreed or disagreed regarding the adjectives to qualify the audio feedback received. This may be attributed to different reasons. One idea is that this mode of feedback is not usually used by the teachers in the classroom. Another case is that audio feedback requires students to have a good listening comprehension. Since the feedback is provided without additional support, a proficient listening competence is compulsory to fully understand the audio commentaries. One last reason is that the students may not know exactly to what error the teacher is referring to. In this context, according to Wakeman and Mcfarlane (2011) "possible disadvantages of audio feedback include the loss of specific annotations on students' work" (p.155).

Third, as to written comments, in general, the pre-service students showed a positive attitude toward this mode of feedback. More in detail, the majority of students (between 6 and 8) strongly qualified written comments as understandable, constructive, of appropriate length and tone, useful for future essays, and useful regarding subject matter.

More in-depth, 25% of the students (2 out of 8) selected Written Comments as their first choice. Additionally, this group of students described their preference as useful and 'without the necessity of downloading material (audio or Screencast video recorded)'. More in detail, the learners who preferred written comments described the feedback as:

“It is easier to read the feedback immediately, probably audio or images means download material” (Student 6)

“I am more used to that type of feedback, therefore its understanding is easier for me” (Student 7)

These results demonstrate the positive impact that written comments generate on the students that received the feedback. Furthermore, on the Likert Scale there is not an ambiguity when reporting this mode of feedback. This can be attributed to the fact that students are commonly familiarized with written comments.

These preferences are strongly supported by the study conducted by Tseng and Yeh (2019) in which the results confirm that “written feedback provided more constructive, informative, and organized information” (p. 153) in comparison to the other modes of feedback received. Furthermore, this can be referred to specific information provided through this method, such as clarity in terms of vocabulary, sentence structure related to the task aim, and details that interfere the reader’s attention.

On the other hand, when describing if the feedback provided was of appropriate detail, the participants were divided between agreeing and strongly agreeing. One student expressed:

“I got confused with some highlighted parts that had no comments on them” (student 5).

Written comments, as a mode of feedback, may be perceived as negative by students in terms of understanding. Most of the comments tend to focus on errors, sometimes without further explanations. Texts full of red comments (Ravichandran, 2002) that may have an influence on students’ motivation.

Besides, some authors declare that a text full of comments may overwhelm students (Kim, 2019).

Even though, the students showed a positive perception towards the three modes of feedback, there was a slight inclination to screencast feedback. In this respect, based on the students' responses in bar graph number 4, when expressing their opinion about their preferred type of feedback, five out of eight students preferred Screencast. They described the experience as more interactive and easier to understand their mistakes. This opinion can be confirmed by Cunningham (2018) who expressed in one of its research studies that one of the main benefits for the students in the use of Screencast to provide feedback is that “can make connecting comments to the text easier” to understand (p. 9). This means that Screencast feedback may be more useful in terms of how the students receive and interpret the feedback provided. In other words, the comments are explained in a more interactive approach that allow students in some cases to comprehend where the mistake is, why it is a mistake, and how to correct it.

This result may be attributed to the fact that screencast offers different possibilities for the provision of feedback and meets different learning styles. Furthermore, this mode of feedback does not only focus on the failures, but also on the aspects students perform well. In contrast with written comments, which sometimes overwhelm students with negative comments, sometimes with no further details, without positive comments (Kim, 2019).

The results of this study are consistent with other studies, where students' perceptions regarding the provision of feedback through different modes and showed in its results that the majority of learners preferred Screencast over written comments and audio feedback (Mathieson, 2012; Filling, 2012).

Finally, it can also be inferred that a slight favorable tendency towards screencast feedback can be explained by the students' learning style. In this respect, most of them expressed a tendency to Visual as their preferred strategy. In detail, the visual approach (use of pictures, images, and spatial understanding) was selected by six out of eight students (75%). It can be affirmed that this choice has a direct relation with the Screencast feedback preference. As mentioned before, students described the feedback experience with this method as 'easy to follow' and 'the mistakes can be seen at the moment', corroborating a connection between the learning style and the students' mode of feedback chosen in this study.

1.2 Conclusion

In relation to the first specific objective, most of the students showed a positive perception towards Screencast feedback. Even though, students were not familiarized with this mode of feedback provision, they described it as 'friendly', 'interactive', and 'easy to follow'. This result coincides with other studies related to students' perception (Ali, 2016). Therefore, it can be concluded that this mode of giving feedback can benefit students, in terms of error correction. The use of audio and video for feedback provision may motivate students and attract their attentions.

Regarding the second specific objective, which aimed at determining the student's perception about audio feedback, most of the students agreed on categorizing the audio feedback as understandable, constructive, useful for future essays, and useful regarding the subject matter. Despite this, some students neither agreed or disagreed about the options presented. It can be concluded then, that some students were not used to this mode of feedback provision. Besides, audio feedback forces the students to be very concentrated in order to

understand the information received, especially those students whose listening competence is rather low.

In response to the third specific objective, that focused on the students' perceptions regarding the provision of feedback through written comments, it can be concluded that students showed a positive perception. In this regard, they agreed or strongly agreed that written comments were understandable, constructive, of appropriate detail and tone, etc. Despite the fact that some authors affirm that sometimes written comments may overwhelm students (Kim, 2019), learners are used to this mode of feedback.

To sum up, students showed a positive perception towards the three modes of feedback. However, it could be observed a slight inclination to screencast feedback. Nevertheless, it is important to mention that the success and achievement of the feedback are directly related to the students' needs. In other words, students' preference might be influenced by their learning style.

1.3 Limitations of the research

Firstly, the COVID 19 pandemic did not allow to carry out a research with a larger sample.

Secondly, although the results of the research report a wide range of benefits related to the provision of feedback through Screencast, it is important to highlight in which contexts can be used. Since, considering the Chilean educational context, the majority of classroom settings have a number of students that do not allow the teachers to interact with each one of them in a more personalized way. In addition to this, it is not possible to assume that each student has access to

internet or technological devices at home, which is essential for receiving screencast and audio feedback.

1.4 Further research recommendations

For future studies, it is recommended to carry out a study with a larger sample in order to collect a wide range of opinions. It is also recommended a quasiexperimental study, with experimental groups and control groups. This, in order to evaluate the impact of the three modes of feedback on student's performance in writing. No studies have been found in Chile related to the impact of the three modes of feedback on writing, thus, the finding of this study may be a good contribution to the field.

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Appendix:

Appendix 1: Sociodemographic questionnaire.

Screencast, audio, and written comments feedback Trial

Dear student, the following instrument is part of the thesis research Students' perceptions of screencast, audio, and written comments feedback for error correction in writing, which pursues the following aims:

General Objective: Analyze Pre-service teachers of English's perceptions towards the provision of three modes of feedback on narrative texts.

Specific Objective 1: Determine the students' perception of screencast feedback on a narrative text.

Specific Objective 2: Determine the students' perception of audio feedback on a narrative text.

Specific Objective 3: Determine the students' perception of written comments on a narrative text.

To respond to these objectives we need your collaboration by answering the following questionnaire. For this purpose, you have to choose the answer(s) that you consider correct.

The information obtained from the instruments will be used only for the aims of the study, and the confidentiality of your data will be safeguarded.

Sociodemographic questionnaire

Complete Name *

Tu respuesta _____

1- How old are you? *

- a) 19
- b) 20
- c) 21
- d) 22 years or more

2- What kind of school did you attend? *

- a) Public School
- b) Private subsidized school
- c) Private School

3- From what level did you have English lessons? *

Tu respuesta _____

4- How many hours of English lessons did you have per week? *

- a) 2 pedagogical hours per week.
- b) 3 pedagogical hours per week
- c) 4 pedagogical hours per week
- d) More than four pedagogical hours

5- When did you enter university? *

- a) 2017
- b) 2018
- c) 2019
- d) 2020
- Otro: _____

6- Have you failed any subject? *

- Yes
- No

7- How is your general performance in English courses? *

- a) Very good (6,0 and 7,0)
- b) Good (5,9 and 5,0)
- c) Adequate (4,9 and 4,0)
- d) Deficient (less than 4,0)

8- In which of the following aspects in written English do you have more difficulties? *

- a) Vocabulary use
- b) Writing ideas
- c) Spelling
- d) Punctuation
- e) Grammar

9- According to your perception, in which aspects of English grammar do you have more difficulties? You can select more than one. *

- a) Verb forms
- b) Verb tenses
- c) Prepositions
- d) Sentence order

10- Which statement best represents your feelings about English grammar? *

- a) My grammatical problems are very serious and they significantly affect my writing in English.
- b) Although I don't know much about English grammar, grammar is not a big problem for me.
- c) English grammar is not a significant problem for me, there are other aspects of writing that are more relevant
- d) I'm not sure if English grammar is a problem for my writing.

11- Do you know any tool for providing feedback? *

- Yes
- No

If your answer is affirmative, please indicate which one(s) in the following space: *

Tu respuesta _____

Appendix 2: Likert scale Questionnaire

Preferences questionnaire

We want you to indicate the alternatives that mostly reflect your inclinations to the provision of corrective feedback through written comments, audio and screencast.

The information obtained from the instruments will be used only for the aims of the study, and the confidentiality of your data will be safeguarded.

1- Please indicate whether you have received feedback before: *

a) Feedback= Screencast

b) Feedback = Audio comments

c) Feedback= Written comments

2- Please comment on any negative aspects of how (i.e. Screencast, audio or written comments) the feedback was delivered, which might impact on your ability to understand the feedback and use it in future essays: *

Tu respuesta _____

3- Please comment on any positive aspects of how (i.e. Screencast, audio or written comments) the feedback was delivered, which might impact on your ability to understand the feedback and use it in future essays: *

Tu respuesta _____

4- Please indicate your agreement on whether the Screencast feedback delivered is/was: *

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate tone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful for future essays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful regarding subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- Please indicate your agreement on whether the audio comments feedback delivered is/was: *

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate tone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful for future essays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful regarding subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- Please indicate your agreement on whether the written comments feedback delivered is/was: *

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of appropriate tone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful for future essays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful regarding subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- Related to the guidance provided, did you feel that the most important issues were prioritized and emphasized appropriately? Please indicate your level of agreement with the statements that important issues here: *

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covered in detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported with examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8- After you have received your feedback, please indicate your preference for feedback and try to explain the reasons for your preference: *

- a) Screencast
- b) Audio
- c) Written comments

Why? *

Tu respuesta _____

9- Please indicate (if you know) your preferred learning style (you can select more than one if appropriate) *

- a) Visual (You prefer the use of pictures, images, and spatial understanding)
- b) Auditory (You prefer the use of sound, audios, and music)
- c) Kinesthetic (You prefer the use of your body, hands, and sense of touch)

Adapted from: Edwards, K., Dujardin, A. F., & Williams, N. (2012). Screencast feedback for essays on a distance learning MA in professional communication. *Journal of Academic Writing*, 2(1), 95-126.

Appendix 3: Screencast video feedback.

Medio Reproducción Audio Vídeo Subtítulo Herramientas Ver Ayuda

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2 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

addition to her incredible voice, she attracted with her designed clothes for herself and for her rise to fame (A&E Television Networks). Unfortunately, they are not the only events that have attracted worldwide attention about the queen of Mexican pop, but also her untimely death at the hands of the president of her fan club. Selena known as the "Mexican Madonna" was one of the singers that marked everyone by being the most famous Latina in the world, empowering women with her unique style and her beauty.

Selena was the first woman of Latin culture to win a Grammy. Selena's parents were Mexican, so from a young age she was involved in the Latino culture, and for many women it was a source of inspiration in the world of success. She was within the intense competition and achieved succeed at such a young age, even winning a Grammy. Her first album *Ven Conmigo* (1990) sold more than 500,000 copies, being a total success. Then with her album *Live!* (1993) she won the Grammy for "best Mexican American album" (A&E Television Networks).

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Appendix 4: Validity of the instruments

a. Professor Astrid Guerra Azócar

Validez de los instrumentos

Concepción, 2020

Estimado docente:

Agradezco su disposición de colaborar en la revisión del instrumento de medición que se adjunta, así como las recomendaciones, sugerencias y opiniones que me ofrezca para el mejoramiento del mismo.

El siguiente instrumento de medición forma parte del trabajo de investigación denominado: **“Students’ perceptions of Screencast, audio, and written comments feedback for error correction in writing”**.

El instrumento que se presenta a continuación apunta al primer/segundo objetivo específico de esta investigación.

INSTRUCCIONES

Agradeceré a usted revisar el siguiente instrumento y responder las afirmaciones que vienen a continuación:

Utilizando **“LA HOJA DE REGISTRO”** califique cada **criterio** de 1 a 3 donde:

1. significa que el criterio debe ser eliminado del instrumento.
2. significa que el criterio puede ser mantenido en el instrumento pero debe ser mejorado.
3. significa que el criterio puede ser mantenido sin necesidad de modificación.

Marque con una **X** en la casilla que corresponda el valor que desea asignar a cada criterio

Preferences Questionnaire

Screencast, audio, and written comments feedback Trial

Name: _____

Dear student, the following instrument is part of the thesis research **Students’ perceptions of screencast, audio, and written comments feedback for error correction in writing**, which pursues the following aims:

General Objective: Analyze Pre-service teachers of English’s perceptions towards the provision of three modes of feedback on narrative texts.

Specific Objective 1: Determine the students’ perception of screencast feedback on a narrative text.

Specific Objective 2: Determine the students’ perception of audio feedback on a narrative text.

Specific Objective 3: Determine the students’ perception of written comments on a narrative text.

To respond to these objectives we need your collaboration by answering the following **questionnaire**.

Along with thanking your participation, we indicate that at following you will see a questionnaire composed of two sections:

Instructions

Along with thanking your participation, we want you to indicate the alternatives that mostly reflect your inclinations to the provision of corrective feedback **through written comments, audio and screencast**. The information obtained from the instruments will be used only for the aims of the study, and the confidentiality of your data will be safeguarded.

If you have any queries about the instrument, please email us at ecabrera@eminqles.ucsc.cl or tfoitzick@eminqles.ucsc.cl.

* 1. Please indicate whether you have received feedback before:

If you have any queries about the instrument, please email us at ecabrera@emingles.ucsc.cl or foitzick@emingles.ucsc.cl.

* 1. Please indicate whether you have received feedback before:

- a) Feedback = Screencast
- b) Feedback = Audio comments
- c) Feedback = Written comments

1	2	3	Observación
	x		Revisar el encabezado No pondría el feedback aquí

* 2. Please comment on any **negative aspects** of how (i.e. Screencast, audio or written comments) the feedback was delivered, which might impact on your ability to understand the feedback and use it in future essays:

1	2	3	Observación
	x		Tratar de abreviar y precisar

* 3. Please comment on any **positive aspects** of how (i.e. Screencast, audio or written comments) the feedback was delivered, which might impact on your ability to understand the feedback and use it in future essays:

1	2	3	Observación
	x		Tratar de abreviar y precisar

4. Please indicate your agreement on whether the Screencast feedback delivered is/was:



	strongly agree	disagree	neither agree nor disagree	agree	strongly agree
understandable	-	-	-	-	-
constructive	-	-	-	-	-
of appropriate length	-	-	-	-	-
of appropriate detail	-	-	-	-	-
of appropriate tone	-	-	-	-	-
useful for future essays	-	-	-	-	-
useful regarding subject matter	-	-	-	-	-



1	2	3	Observación
	x		disagree

	strongly agree	disagree	neither agree nor disagree	agree	strongly agree
understandable	-	-	-	-	-
constructive	-	-	-	-	-
of appropriate length	-	-	-	-	-
of appropriate detail	-	-	-	-	-
of appropriate tone	-	-	-	-	-
useful for future essays	-	-	-	-	-
useful regarding subject matter	-	-	-	-	-

1	2	3	Observación
	x		

6. Please indicate your agreement on whether the written comments feedback delivered is/was:

	strongly agree	disagree	neither agree nor disagree	agree	strongly agree
understandable	-	-	-	-	-
constructive	-	-	-	-	-
of appropriate length	-	-	-	-	-
of appropriate detail	-	-	-	-	-
of appropriate tone	-	-	-	-	-
useful for future essays	-	-	-	-	-
useful regarding subject matter	-	-	-	-	-

1	2	3	Observación
	x		

* 7. Related to the **guidance provided**, did you feel that the most important issues were prioritized and emphasized appropriately? Please indicate your level of agreement with the statements that important issues here:



	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
unclear	-	-	-	-	-
prioritised	-	-	-	-	-
appropriately	-	-	-	-	-
covered in detail	-	-	-	-	-
supported with examples	-	-	-	-	-

1	2	3	Observación
	x		You could use bold to emphasize the main concept

8. After you have received your feedback, please indicate your preference for feedback and try to explain the reasons for your preference:

- a) Screencast
- b) Audio
- c) Written Comments

- Why?: _____

1	2	3	Observación
		x	

Adapted from:

Edwards, K., Dujardin, A. F., & Williams, N. (2012). Screencast feedback for essays on a distance learning MA in professional communication. *Journal of Academic Writing*, 2(1), 95-126.

Las instrucciones del instrumento son claras y precisas.

- a) De acuerdo b) Medianamente de acuerdo c) En desacuerdo

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

Hay algunas instrucciones que deben ser re-escritas y simplificadas.

¿El instrumento está en sintonía con los objetivos de la investigación?

- a) De acuerdo b) Medianamente de acuerdo c) En desacuerdo

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.

Como no conozco el nivel de inglés de los estudiantes a los que se aplicará el instrumento, quizás sería necesario traducir algunos ítems.

Muchas gracias por su colaboración

Nombre	Astrid Guerra Azócar
Profesión	Profesora Inglés
Institución donde trabaja	UCSC
Grado académico más alto	Magister en Educación superior mención Evaluación curricular
Firma	Astrid Guerra A.

► Validez de los instrumentos

Estimado docente:

Agradezco su disposición de colaborar en la revisión del instrumento de medición que se adjunta, así como las recomendaciones, sugerencias y opiniones que me ofrezca para el mejoramiento del mismo.

El siguiente instrumento de medición forma parte del trabajo de investigación denominado: "Students' perceptions of Screencast, audio, and written comments feedback for error correction in writing.".

El instrumento que se presenta a continuación apunta al primer/segundo objetivo específico de esta investigación.

INSTRUCCIONES

Agradeceré a usted revisar el siguiente instrumento y responder las afirmaciones que vienen a continuación:

Utilizando "LA HOJA DE REGISTRO" califique cada criterio de 1 a 3 donde:

1. significa que el criterio debe ser eliminado del instrumento.
2. significa que el criterio puede ser mantenido en el instrumento pero debe ser mejorado.
3. significa que el criterio puede ser mantenido sin necesidad de modificación.

Marque con una X en la casilla que corresponda el valor que desea asignar a cada criterio

Sociodemographic Questionnaire
Screencast, audio, and written comments feedback Trial

Name: _____

Dear student, the following instrument is part of the thesis research **Students' perceptions of screencast, audio, and written comments feedback for error correction in writing**, which pursues the following aims:

General Objective: Analyze Pre-service teachers of English's perceptions towards the provision of three modes of feedback on narrative texts.

Specific Objective 1: Determine the students' perception of screencast feedback on a narrative text.

Specific Objective 2: Determine the students' perception of audio feedback on a narrative text.

Specific Objective 3: Determine the students' perception of written comments on a narrative text.

To respond to these objectives we need your collaboration by answering the **following questionnaire**. For this purpose, you have to circle the answer(s) that you consider correct.

The information obtained from the instruments will be used only for the aims of the study, and the confidentiality of your data will be safeguarded.

1- How old are you?

- a) 19
- b) 20
- c) 21
- d) 22 years or more.

1	2	3	Observación
	X		Sugiero que sea pregunta abierta

2- What kind of school did you attend?

- a) Public school
- b) Private subsidized school
- c) Private school

1	2	3	Observación
		X	

3- From what level did you have English lessons?



1	2	3	Observación
	X		
			Revisar la pregunta



4- How many hours of English lessons did you **have** per week?

- a) 2 pedagogical hours per week.
- b) 3 pedagogical hours per week.
- c) 4 pedagogical hours per week.
- d) More than 4 pedagogical hours per week.

1	2	3	Observación
	X		
			teach

5- When did you enter university?

- a) 2017
- b) 2018
- c) 2019
- d) 2020

1	2	3	Observación
	X		Sugiero que sea pregunta abierta

6- Have you failed any subject?

- a) Yes
- b) No

1	2	3	Observación
X			
			No me parece relevante para el

5- When did you enter university?

- a) 2017
- b) 2018
- c) 2019
- d) 2020

1	2	3	Observación
	X		Sugiero que sea pregunta abierta

6- Have you failed any subject?

- a) Yes
- b) No

1 X	2	3	Observación
			No me parece relevante para el

7- How is your general performance in English courses?

- a) Very good (6,0 y 7,0)
- b) Good (5,0 y 5,9)
- c) Adequate (4,0 y 4,9)
- d) Deficient (less than 4,0)

1	2	3 X	Observación

8- In which of the following aspects of written English do you have the most difficulties?

You can select more than one.

- a) Vocabulary use
- b) Writing ideas
- c) Spelling
- d) Punctuation
- e) Grammar

1	2 X	3	Observación
			More difficulties

9- According to your perception, in which aspects of English grammar do you have the most difficulties? You can select more than one.

- a) Verb forms
- b) Articles
- c) Verb tenses
- d) Prepositions
- e) Sentence order
- f) Others _____

1	2 x	3	Observación

10- Which statement best represents your feelings about English grammar?

- a) My grammatical problems are very serious and they significantly affect my writing in English.
- b) Although I don't know much about English grammar, grammar is not a big problem for me.
- c) English grammar is not a significant problem for me, there are other aspects of writing that are more relevant
- d) I'm not sure if English grammar is a problem for my writing.

1	2	3	Observación
	X		Maybe you should include the most relevant words with their translation

11- Do you know any tools for providing feedback?

- a) Yes
- b) No

If your answer is affirmative, please indicate which one(s) in the following space:

1	2	3	Observación
	X		From the students' point of view maybe you should use "receiving" or just feedback.

Las instrucciones del instrumento son claras y precisas.

- a) De acuerdo
- b) Medianamente de acuerdo
- c) En desacuerdo

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

¿El instrumento está en sintonía con los objetivos de la investigación?

- a) De acuerdo
- b) Medianamente de acuerdo
- c) En desacuerdo

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.

b. Professor Camila Polanco Ospital

Validez de los instrumentos

Concepción, 2020

Estimado docente:

Agradezco su disposición de colaborar en la revisión del instrumento de medición que se adjunta, así como las recomendaciones, sugerencias y opiniones que me ofrezca para el mejoramiento del mismo.

El siguiente instrumento de medición forma parte del trabajo de investigación denominado: “**Students’ perceptions of Screencast, audio, and written comments feedback for error correction in writing.**”.

El instrumento que se presenta a continuación apunta al primer/segundo objetivo específico de esta investigación.

INSTRUCCIONES

Agradeceré a usted revisar el siguiente instrumento y responder las afirmaciones que vienen a continuación:

Utilizando “**LA HOJA DE REGISTRO**” califique cada **criterio** de 1 a 3 donde:

1. significa que el criterio debe ser eliminado del instrumento.
2. significa que el criterio puede ser mantenido en el instrumento pero debe ser mejorado.
3. significa que el criterio puede ser mantenido sin necesidad de modificación.

Marque con una **X** en la casilla que corresponda el valor que desea asignar a cada criterio

**Preferences Questionnaire
Screencast, audio, and written comments feedback Trial**

Name: _____

Dear student, the following instrument is part of the thesis research **Students’ perceptions of screencast, audio, and written comments feedback for error correction in writing**, which pursues the following aims:

General Objective: Analyze Pre-service teachers of English’s perceptions towards the provision of three modes of feedback on narrative texts.

Specific Objective 1: Determine the students’ perception of screencast feedback on a narrative text.

Specific Objective 2: Determine the students’ perception of audio feedback on a narrative text.

Specific Objective 3: Determine the students’ perception of written comments on a narrative text.

To respond to these objectives we need your collaboration by answering the following **questionnaire**. Along with thanking your participation, we indicate that at following you will see a questionnaire composed of two sections:

Instructions

Along with thanking your participation, we want you to indicate the alternatives that mostly reflect your inclinations to the provision of corrective feedback **through written comments, audio and screencast**. The information obtained from the instruments will be used only for the aims of the study, and the confidentiality of your data will be safeguarded.

If you have any queries about the instrument, please email us at ecabrera@emingles.ucsc.cl or foitzick@emingles.ucsc.cl.

* 1. Please indicate whether you have received feedback before:

- a) Feedback = Screencast
- b) Feedback = Audio comments
- c) Feedback = Written comments

1	2	3	Observación
		x	

* 2. Please comment on any **negative aspects** of how (i.e. Screencast, audio or written comments) the feedback was delivered, which might impact on your ability to understand the feedback and use it in future essays:

1	2	3	Observación
		x	

* 3. Please comment on any **positive aspects** of how (i.e. Screencast, audio or written comments) the feedback was delivered, which might impact on your ability to understand the feedback and use it in future essays:

1	2	3	Observación
		x	

4. Please indicate your agreement on whether the Screencast feedback delivered is/was:

	strongly agree	disagree	neither agree nor disagree	agree	strongly agree
understandable	-	-	-	-	-
constructive	-	-	-	-	-
of appropriate length	-	-	-	-	-
of appropriate detail	-	-	-	-	-
of appropriate tone	-	-	-	-	-
useful for future essays	-	-	-	-	-
useful regarding subject matter	-	-	-	-	-

1	2	3	Observación
		x	

5. Please indicate your agreement on whether the audio comments feedback delivered is/was:

	strongly agree	disagree	neither agree nor disagree	agree	strongly agree
understandable	-	-	-	-	-
constructive	-	-	-	-	-
of appropriate length	-	-	-	-	-
of appropriate detail	-	-	-	-	-
of appropriate tone	-	-	-	-	-
useful for future essays	-	-	-	-	-
useful regarding subject matter	-	-	-	-	-

1	2	3	Observación
		x	

6. Please indicate your agreement on whether the written comments feedback delivered is/was:

	strongly agree	disagree	neither agree nor disagree	agree	strongly agree
understandable	-	-	-	-	-
constructive	-	-	-	-	-
of appropriate length	-	-	-	-	-
of appropriate detail	-	-	-	-	-
of appropriate tone	-	-	-	-	-
useful for future essays	-	-	-	-	-
useful regarding subject matter	-	-	-	-	-

1	2	3	Observación
		x	

* 7. Related to the guidance provided, did you feel that the most important issues were prioritized and emphasized appropriately? Please indicate your level of agreement with the statements that important issues here:

	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
unclear	-	-	-	-	-
prioritised	-	-	-	-	-
appropriately	-	-	-	-	-
covered in detail	-	-	-	-	-
supported with examples	-	-	-	-	-

1	2	3	Observación
		x	

8. After you have received your feedback, please indicate your preference for feedback and try to explain the reasons for your preference:

- a) Screencast
- b) Audio
- c) Written Comments

- Why?: _____

1	2	3	Observación
		x	

* 9. Please indicate (if you know) your preferred learning style (you can select more than one if appropriate)

- a) Visual (You prefer the use of pictures, images, and spatial understanding)
- b) Auditory (You prefer the use of sound, audios, and music)
- c) Kinesthetic (You prefer the use of your body, hands, and sense of touch)

1	2	3	Observación
		x	

Adapted from:

Edwards, K., Dujardin, A. F., & Williams, N. (2012). Screencast feedback for essays on a distance learning MA in professional communication. *Journal of Academic Writing*, 2(1), 95-126.

Las instrucciones del instrumento son claras y precisas.


- a) **De acuerdo**
- b) Medianamente de acuerdo
- c) En desacuerdo

Si su respuesta es **medianamente de acuerdo** o **en desacuerdo** indique en las siguientes líneas de qué manera debe ser mejorada.

Si su respuesta es **medianamente de acuerdo** o **en desacuerdo** indique en las siguientes líneas de qué manera debe ser mejorada.

Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.

Muchas gracias por su colaboración

Nombre	Camila Polanco Ospital
Profesión	Profesora de Inglés
Institución donde trabaja	UCSC
Grado académico más alto	Magister
Firma	

Sociodemographic Questionnaire
Screencast, audio, and written comments feedback Trial

Name: _____

Dear student, the following instrument is part of the thesis research **Students' perceptions of screencast, audio, and written comments feedback for error correction in writing**, which pursues the following aims:

General Objective: Analyze Pre-service teachers of English's perceptions towards the provision of three modes of feedback on narrative texts.

Specific Objective 1: Determine the students' perception of screencast feedback on a narrative text.

Specific Objective 2: Determine the students' perception of audio feedback on a narrative text.

Specific Objective 3: Determine the students' perception of written comments on a narrative text.

To respond to these objectives, we need your collaboration by answering the **following questionnaire**. For this purpose, you have to circle the answer(s) that you consider correct.

The information obtained from the instruments will be used only for the aims of the study, and the confidentiality of your data will be safeguarded.

1- How old are you?

- a) 19
- b) 20
- c) 21
- d) 22 years or more.

1	2	3	Observación
		x	

2- What kind of school did you attend?

- a) Public school
- b) Private subsidized school
- c) Private school

1	2	3	Observación
		x	

3- From what level did you have English lessons?

1	2	3	Observación
		x	

4- How many hours of English lessons did you have per week?

- a) 2 pedagogical hours per week.
- b) 3 pedagogical hours per week.
- c) 4 pedagogical hours per week.
- d) More than 4 pedagogical hours per week.

1	2	3	Observación
		x	

5- When did you enter university?

- a) 2017
- b) 2018
- c) 2019
- d) 2020

1	2	3	Observación
		x	

6- Have you failed any subject?

- a) Yes
- b) No

1	2	3	Observación
		x	

7- How is your general performance in English courses?

- a) Very good (6,0 y 7,0)
- b) Good (5,0 y 5,9)
- c) Adequate (4,0 y 4,9)
- d) Deficient (less than 4,0)

1	2	3	Observación
		x	

8- In which of the following aspects of written English do you have the most difficulties?

You can select more than one.

- a) Vocabulary use
- b) Writing ideas
- c) Spelling
- d) Punctuation
- e) Grammar

1	2	3	Observación
		x	

9- According to your perception, in which aspects of English grammar do you have the most difficulties? You can select more than one.

- a) Verb forms
- b) Articles
- c) Verb tenses
- d) Prepositions
- e) Sentence order
- f) Others: _____

1	2	3	Observación
		x	

10- Which statement best represents your feelings about English grammar?

- a) My grammatical problems are very serious, and they significantly affect my writing in English.
- b) Although I don't know much about English grammar, grammar is not a big problem for me.
- c) English grammar is not a significant problem for me, there are other aspects of writing that are more relevant
- d) I'm not sure if English grammar is a problem for my writing.

1	2	3	Observación
		x	

11- Do you know any tool for providing feedback?

- a) Yes
- b) No

If your answer is affirmative, please indicate which one(s) in the following space:

1	2	3	Observación
		x	

Las instrucciones del instrumento son claras y precisas.

- a) **De acuerdo** b) Medianamente de acuerdo c) En desacuerdo

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.


¿El instrumento está en sintonía con los objetivos de la investigación?

- a) **De acuerdo** b) Medianamente de acuerdo c) En desacuerdo

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.

Muchas gracias por su colaboración

Nombre	Camila Polanco Ospital
Profesión	Profesora de Inglés
Institución donde trabaja	UCSC
Grado académico más alto	Magister
Firma	



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Roxanna Correa Pérez
TÍTULO DEL SEMINARIO EVALUADO:	Students' perceptions of screencast, audio, and written comments feedback for error correction in writing
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Elizabeth Cabrera Molina Thaíz Foitzick Muñoz
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Mabel Ortiz Navarrete

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.	6.5
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	1.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.5
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	1.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.5
Promedio	4.8

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6.5
2. Uso del lenguaje técnico coherente con la temática estudiada.	7
3. Calidad y precisión del marco teórico/ Conceptual.	6.5
Promedio	6.7

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.5
2. Presentación del método de investigación y su diseño.	6.5
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.	7
5. Precisión de las estrategias y técnicas de recogida de datos.	6.0
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.5
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	4.0



8	Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.5
Promedio		6.2

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 .	6.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.5
3. Discusión de los resultados de la investigación.	7
4. Conclusiones sustentadas en los resultados o hallazgos.	7
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.5
Promedio	6.7

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
3. Correcto uso de ortografía.	7.0
4. Coherencia en la redacción.	7.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	6.5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.5
Promedio	6.8

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	4.8	1.2
B. Del Marco Teórico referencial	20%	6.7	1.34
C. Del Diseño Metodológico de la investigación	20%	6.2	1.24
D. Del Contenido Temático y los Resultados	25%	6.7	1.67
E. De los aspectos formales	10%	6.8	0.68
Nota promedio final			6.13

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.

Es un trabajo investigativo interesante y que aporta a la formación de profesores y estudiantes de pedagogía en formación. Sin embargo, adolece de problemas de rigor metodológico y hay elementos de la Formulación del problema no desarrollados. Sugiero revisar con atención y rectificar información para la defensa oral.



**Facultad de
Educación**

Universidad Católica de la Santísima Concepción

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha: 12 de octubre 2022



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Mg. Gemalli Ulloa Salazar
TÍTULO DEL SEMINARIO EVALUADO:	Students' Perceptions of Screencast, Audio, and Written Comments Feedback for Error Correction in Writing.
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Elizabeth Cabrera Molina Thaíz Foitzick Muñoz
CARRERA	Ped. en Ed. Media en Inglés
PROFESOR GUÍA	Dra. Mabel Ortiz

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.	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.	7.0
2. Presentación del método de investigación y su diseño.	7.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7.0
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	7.0



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. Explicación 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 .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
3. Correcto uso de ortografía.	6.8
4. Coherencia en la redacción.	7.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.9
Promedio	7.0

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7.0	1.75
B. Del Marco Teórico referencial	20%	7.0	1.4
C. Del Diseño Metodológico de la investigación	20%	7.0	1.4
D. Del Contenido Temático y los Resultados	25%	7.0	1.75
E. De los aspectos formales	10%	7.0	0.7
Nota promedio final			7.0

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.

Excelente trabajo, que viene a aportar ideas un tanto renovadas a la perspectiva del uso de TICs en áreas como la retroalimentación desde la posición del estudiantado. La estructura es clara, la información es precisa y actualizada en su mayoría. Se evidencia un trabajo sistematizado y de alta calidad. Mis felicitaciones a ambas estudiantes.

Falta corregir algunos errores relacionados a gramática y espacios entre palabras (todo destacado en amarillo), además de precisar información, señalada en forma de comentarios en archivo pdf.

Aprobada en Consejo de Facultad / abril de 2011


FIRMA PROF. EVALUADOR

Fecha: 28/10/2022