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**ANALYSIS OF THE FEELINGS AND ACTIONS STUDENTS TAKE WHEN THEY RECEIVE
FEEDBACK VIA PODCASTING**

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SUPERVISING TEACHER: Mg. ROXANNA CORREA PÉREZ.

RESEARCHERS: Maximiliano Arriagada Inzunza

Adriel Galdames Mellado

Juan Monsalve Morales

Bryan Muñoz Carvajal

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Abstract

Feedback has been proved to be fundamental for improving academic performance. There are different ways of giving feedback such as the well-known written feedback. However, it has been demonstrated in this paper that audio feedback through podcasts provides more benefits than the written feedback. Studies show that students feel better when receiving feedback through this method since it is more particular per student and versatile which is evidenced in this research. Feelings and actions are the main objective of this study which are important aspects to be considered regarding feedback. This study corresponds to qualitative research. Therefore, feelings and actions will be analyzed through different methods such as interviews, writing assignments and statistics. The sample space consists of 5 students of a 3rd year course who agreed on being participants of the study. Results show, according to feelings, students evidenced positive feelings, namely, joy, pride and hope. In addition, it is demonstrated that positive feelings beneficially affect academic performance. On the other side, regarding actions, the evidence shows that in the majority of the cases students carried out modifications classified as addition. Although students carried out modifications many of them were not successful. In the same line, some participants did not make any changes. In terms of processes related to feedback, it was found that feedback loop was very present in the results. Finally, a suggestion emerged in relation to the third specific objective which is called clean state. More research is needed to determine the prevalence of this emerging category in feedback contexts.

Key words: actions, feedback loop, feelings, podcast feedback, students' perceptions

Resumen

Está demostrado que el feedback es fundamental para mejorar el rendimiento académico. Existen diferentes formas de dar feedback, como el conocido feedback escrito. Sin embargo, en este estudio se ha demostrado que el feedback auditivo a través de podcasts proporciona más beneficios que el feedback escrito. Los estudios demuestran que los estudiantes se sienten mejor cuando reciben feedback a través de este método, ya que es más particular por estudiante y versátil, lo que se evidencia en esta investigación. El objetivo principal de este estudio son los sentimientos y las acciones, aspectos importantes a tener en cuenta en relación con el feedback. Este estudio corresponde a una investigación cualitativa. Por lo tanto, los sentimientos y acciones serán analizados a través de diferentes métodos como entrevistas, trabajos escritos y estadísticas. El espacio muestral está constituido por 5 estudiantes de un curso de 3er año que aceptaron ser participantes de la investigación. Los resultados demostraron que, según los sentimientos, los alumnos evidencian sentimientos positivos tales como, alegría, orgullo y esperanza. Además, se demuestra que los sentimientos positivos afectan beneficiosamente al rendimiento académico. Por otro lado, en cuanto a las acciones, los datos muestran que en la mayoría de los casos los estudiantes realizaron modificaciones clasificadas como adición. Si bien los estudiantes llevaron a cabo modificaciones, muchas de ellas no tuvieron éxito. En la misma línea, algunos participantes no realizaron ningún cambio. En cuanto a los procesos relacionados con la retroalimentación, se observó que el bucle de retroalimentación estaba muy presente en los resultados. Por último, surgió una sugerencia en relación con el tercer objetivo específico que se denomina "*borrón y cuenta nueva*". Se necesita más investigación para determinar la prevalencia de esta categoría emergente en contextos de retroalimentación.

Palabras clave: sentimientos, acciones, retroalimentación auditiva en podcasts, percepción de los estudiantes, retroalimentación en bucle.

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CHAPTER I
RESEARCH PROBLEM

1. Research problem

Regarding the field of feedback in higher education level and using an audio feedback methodology for the improvement of written tasks, it is a fact that there is a vast amount of investigations that show a positive relation between different types of feedback despite their nature and students' improvement in written tasks (Plaindaren & Shah, 2019) (Mohd Fadzil & Mohd Said, 2021). In a research of Solhi & Eginli (2020) it was demonstrated that there were no major differences in the type of feedback. This conclusion was stated after a study which compared different types of feedback received by the students.

In spite of the findings of the recent investigations, they do not dive in emotions and affective responses (Van der Kleij & Lipnevich, 2020); thus, more research is needed on the matter. It has been demonstrated that there is a link between learning and emotional aspects of the student (Kushkiev, 2019), as well as the attitudinal part of it (Lu, 2022). Consequently, the emotional responses need to be taken into account when giving feedback for learning (Mahfoodh, 2017; Rowe, 2016; Ryan & Henderson, 2017).

The study of Weaver (2006) shows that second language students at different levels value feedback; moreover, they tend to take actions regarding the feedback received. Considering that students do value feedback, analyzing the connection between the actions taken by the students and the emotional causes behind are needed to be researched due to its importance (Hill et al., 2021). Furthermore, taking into account the importance of feedback nowadays for improving the quality of teaching and learning in the academic writing process (Wulandari, 2022) is such, that has fostered the researchers to investigate this field in depth; in these circumstances, the aim of this study is to find the affective responses and the actions taken by the students regarding to the

use of audio feedback in written tasks in the form of podcasts. In the light of this topic, the following research questions are proposed to provide clarity of what are the focuses that will be addressed in this project.

2. Research questions

- What are the actions students take/do not take after receiving feedback?
- How do students feel after receiving feedback through podcasts?
- What are the processes observed when receiving feedback through podcast feedback?

3. Research assumptions

- The actions that students take are related to the comments that they understand.
- Students tend to perceive that audio feedback is easier to understand.
- Students do not make any modifications to text after listening to the feedback.

4. Objectives

4.1 General objective

- To analyze the feelings and actions that students take when they receive feedback through podcasts.

4.2 Specific objectives

- To study the student's feelings towards audio feedback.
- To describe the actions that students declare to take when they receive feedback through podcasts.
- To find out the modifications in the texts produced by the students through the comparison of the first draft and the final version.

CHAPTER II
THEORETICAL FRAMEWORK

Introduction

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative on the students (Hattie and Timperley, 2007). In the current time we see the impact on how teachers have been realizing the effectiveness of feedback; however, this study is focused on the response of students towards feedback, more specifically podcast feedback. In accordance with the foregoing, the necessity of studying the feelings and actions taken by students towards feedback is born. As to the previous statement, this study will address five different classifications or sections to give insights. These following classifications are writing as a process, feedback on writing, podcast feedback, actions and feelings.

1. Writing as a process

Writing involves a series of steps and a combination of principles which are related to linguistic competence as well as writing skills (Abas & Abd Aziz, 2016), meaning that writing is understood as a process due to the involvement of the student in the drafting and redrafting of his/her text than involves linguistics factors and competences. Understanding writing as a process demands an outline for the different stages which are involved in writing; therefore, Abas & Hashima (2018) proposed a model which contains five stages in the process of writing: prewriting, planning, drafting, pausing and reading, and revising and editing. In other words, this demonstrates that writing comprehends a series of steps which needs to be followed in order to produce a piece of writing.

The lack of understanding of writing as a process has led to the implementation of approaches which do not benefit students. Two of those approaches which have been commonly implemented in the classroom when teaching writing are: the behaviorist approach, which

focuses merely on the structure of the text as well as controlled practice, and the contrastive rhetoric approach, which involves structure and organization of the text (Javadi-Safa, 2018). This means that the only emphasis is on the final product and the student does not receive enough support during the process of writing.

The process of writing can be challenging for students in order to convey their ideas and for teachers to guide students to successful writing. Since writing is a process, throughout the stages students face different challenges, some of them being spelling problems, L1 interference, poor vocabulary, L2 grammar, punctuation, and lack of feedback (Akbar et al., 2018). In other words, not only the students have to be competent in terms of the stages related to the writing process, but they also have to deal with the issues mentioned above and the main issue which is organization of ideas and writing according to the task required. Consequently, guidance is necessary to foster the student's proficiency in writing.

Therefore, the teacher plays an important role in the writing exercise since it can guide the student through the stages of writing. That is the case of teaching writing through a process-oriented approach, in which the focus is on the different stages that make up the procedure of writing and the process itself is guided by the teacher. According to (Paramitha & Modjanggo , 2020), the implementation of a process-oriented approach showed significant improvement in the writing of the students. Therefore, understanding the concept of writing as a formative activity, and implementing an approach that copes with the stages of writing is beneficial for the students and their writing skills. According to Bayat., (2014) it was observed that when implementing writing as a process students felt less anxious, the errors were minimized, and the expression of ideas through writing.

As it has been mentioned, writing is defined as a process which contains stages. Nevertheless, the focus is not only on the stages but also on the techniques implemented in the writing process. An example of how choosing the correct technique is the study of (Hussain, 2017) in which was demonstrated that the brainstorming technique had a significant impact on learners' motivation in the first stages of writing; consequently, teachers should acknowledge the concept of writing as a process and the importance of choosing the strategies that facilitate the learning process.

It can be concluded that during the production of a text which is made of stages, it is also beneficial to apply a strategy that engages student's motivation; it is as important as the final product. Moreover, the writing process itself involves some challenges for both teachers and students. Nevertheless, these issues can be coped with by using the correct strategies in the stages; additionally, in the words of (Cheng & Zhang, 2021) feedback in writing is essential for the accomplishment of students' goals and helps them have an insight of their challenges and strengths. Therefore, a process-based classroom involves the understanding of writing as a process, the selection of strategies for the stages of writing, and the follow-up of the student by the teacher along the process. Moreover, students need to be aware of the strategies they are using, the lexis, and the communicative purpose of their writing. Subsequently feedback becomes a relevant aspect of student's scaffolding to achieve what they need to produce.

2. Feedback in EFL Writing

Feedback in writing is considered to be as equally important as revision or editing in the process of writing according to (Wahyuni, 2017); consequently, within the stages of the writing process feedback is another stage required to obtain a final product. Nevertheless, in the words of Graham, (2018) "While feedback is not always successful in writing, it is necessary because

authors sometimes write things that either are incorrect or do not make sense.” (p. 145) In other words, feedback presents its challenges; however, it is a need to provide feedback to guide the writing process; moreover, it is needed for students to acquire the knowledge of the genre they are studying and also the grammatical structures of the language.

When providing feedback there are some aspects to be considered in order to make the feedback process effective and useful for both the learner and the teacher. According to Kerr (2020) the aspects to be considered when providing effective feedback (EF) are the following: EF is about learning task, EF is specific and related to learning goals, EF is appropriately challenging, EF entails the active involvement of the learner, EF is a combination of the positive and the negative comments.

As shown, for feedback to be meaningful as well as effective there are aspects to take into account to meet student's expectations of the process of feedback. Diving deeper into the student's perceptions of feedback (Putri et al., 2021) carried out a research analyzing senior EFL student's perceptions of receiving feedback. In this study, it was found that most of the students perceived feedback as positive because it provided further learning; furthermore, teacher feedback demonstrated to develop students' self-regulated learning. According to the authors presented, effective feedback helps students to improve their skills, such as their writing skills; additionally, effective feedback fosters students' independent learning.

Focusing merely on the effects of writing development in EFL learners when receiving feedback, Mallahi & Saadat, (2020) conducted a study to prove the effectiveness of feedback in EFL learners' writing development. In this study, students had to take a test to later be compared with a final product of writing; as a result, the students' final writing product served as an evidence to

show significant improvement compared to the first draft. Along this line, Sultana & Tabassum, (2021) identified the benefits of providing feedback when writing, these benefits can be numbered as follow: 1) feedback facilitates students' writing ability 2) feedback reduces mistakes in written assignments 3) feedback helps students in improving writing skills 4) feedback enables revision of composition 5) feedback enables students' overcome writing challenges 6) feedback has a positive impact on academic results.

Accordingly, feedback not only helps students to improve their ability when designing a writing assignment, but it also helps them to overcome challenges that are related to academic formation.

As in learning, feedback contemplates a range of strategies to be used when providing it. There are some strategies that teachers tend to use more based on their perceptions of what is most suitable for their students. Fesway, (2022) carried out a study in which the strategies when giving feedback were ranked according to how frequently these were used by teacher; as a result, the four most used strategies when providing feedback are: 1) Delayed marking, 2) direct correctional feedback, 3) indirect corrective feedback, 4) re-drafting. In other words, there are a range of strategies to be used when providing feedback to the code; nevertheless, which one to use relies mostly on the teacher's decisions and his or her criteria.

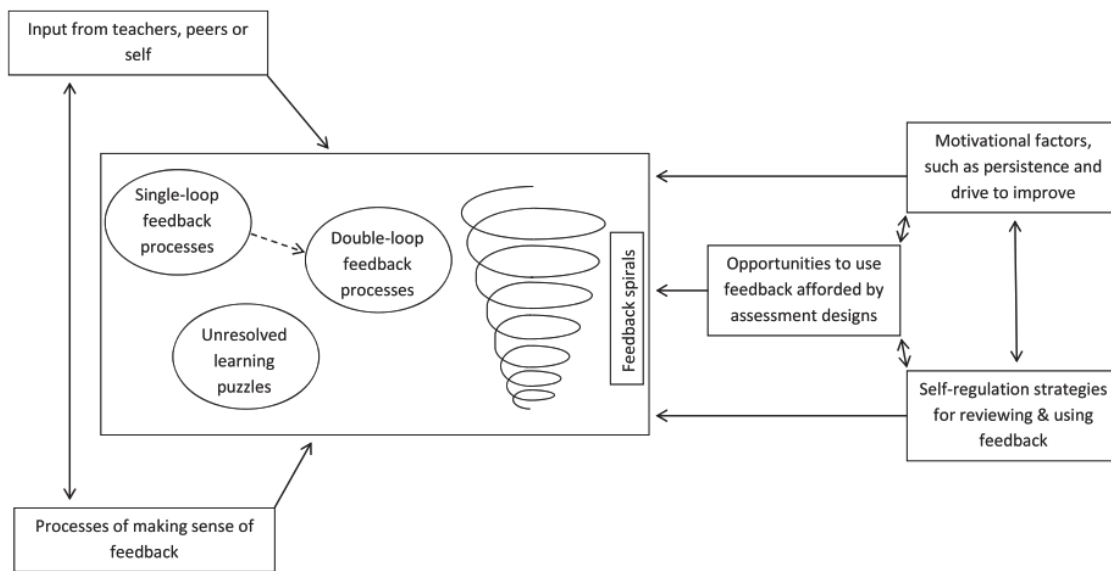
To illustrate more precisely feedback as a process, the concept of feedback loops would be discussed. In a research by Ahmadi, et al., (2021) three steps of the feedback loop are identified and mentioned: 1) feedback, 2) response to feedback, and 3) improvement program.

Consequently, feedback is not a single action, but it is rather a process that contains stages that have an order to be followed in order to achieve the process of feedback as a whole. A more complex model of the feedback loop is proposed by Carless (2018), in which self-regulated

strategies, motivational factors are added to the equation (see figure 1). This model helps to comprehend the complexity of the process that is involved in the feedback, and the factors that play a role in the process evidencing that feedback goes beyond trial and error.

Figure 1

Model of long-term student engagement with feedback. (Carless, 2018)



The figure represents the long-term engagement of students in relation to feedback. Different factors can contribute and have an impact on the feedback process and its loops. For example, motivational factors as well as self-regulation strategies can play a role in the feedback process. These factors at the same time are conditioned by the chances of using the feedback provided. The feedback loops are represented as long-term situations which happen during the process of learning. In some situations, the feedback loop can be single or double, these have as a principal aim to deal with unresolved learning puzzles. There is a distinction to be made between spiral and loop in feedback, a loop refers to a process which has an end point; nonetheless, a spiral

would imply a process that is continuously going. The principal actors that foster feedback are the input either from the teacher, peers or self, and the process of understanding the feedback.

The possibilities of providing feedback in writing could be written, oral, recording, face to face feedback, etc. The perception of students towards these types of feedback may vary according to the situation or context as mentioned by Esterhazy (2018) with examples such as solution-oriented and self-help-oriented, where the task was given, or training program happens. Even in some cases students tend to prefer a mixture of types of feedback, as this type of combination of written and oral feedback has proven a positive effect in improving learners' accuracy in writing (Rezazadeh et al., 2018). The preference regarding what type of feedback to carry out is influenced by which one has perceived a better response from the students. When analyzing written and oral feedback separately students' perceptions and attitudes towards these two types of feedback remain positive. In the area of written feedback, Samuel & Akther (2021) carried out a research to determine the preferences and perceptions of students about written feedback, the study demonstrated that students find written feedback helpful for their writing activities; moreover, the study showed that students value the written feedback provided by the teacher. Consequently, written feedback is both useful and appreciated by the students. Oral feedback presents improvements in students' writing skills overall. Furthermore, oral feedback is accepted by the students and appreciated just as written feedback (Rofiqoh & Chakim, 2020). Broadly speaking, and in the context of the study presented, written feedback and oral feedback are perceived as equal in terms of acceptance and usefulness.

Nevertheless, a quasi-experimental study carried out by Leaph (2020) which had the aim to compare teachers' oral and written feedback with the expectations and performance of students, showed that the group which receives oral feedback established a closer relationship with the

teacher, and also felt more confident, and gained teacher's attention. The group that received written feedback could organize the ideas better and more clearly; furthermore, the richness of the feedback could be seen in the creation of written material and the use of linguistic components. According to the author revised, both written and oral feedback have their own advantages and diverse outcomes in the process of learning. Feedback in EFL writing can be provided in different forms; namely, it can be provided through written comments, screen cast or podcast.

3. Podcast feedback

As it has been demonstrated in the previous sections there are different ways of providing feedback, some of which are oral and written feedback. Considering written feedback as one of the most frequent ways of providing feedback, more accurate ways of giving feedback need to be considered since written feedback usually leads to misinterpretations (Solhi & Eginli, 2020). A different issue found in a study carried out by Gu nette & Lyster (2013) was the lack of teachers being able to explain themselves when providing feedback related to complex grammatical structures. Audio feedback can be understood as formative or summative feedback which are recorded and provided through audio files to students or large groups of school pupils (Heimb rger, 2018). Therefore, audio feedback can be understood as a newer method of providing feedback compared with the traditional ones.

Audio feedback also known as podcast feedback has its own advantages. Podcast is understood as the creation of audio files which are portable and can be downloaded and played at any given time listened on technological devices (Nataatmadja & Dyson, 2008). In the words of Bond (2009), audio feedback is easier to understand for students since written feedback is often not as clear as audio feedback. In the line of the same author, he pointed out that audio feedback provides the

opportunity to emphasize and communicate ideas and feelings through intonation and changes in the pitch which is something impossible to communicate in written feedback. Moreover, Bond states some benefits of audio feedback for teachers. First of all, audio feedback saves time for teachers since they can produce a set of recorded audio files in a short period of time. Additionally, in the words of Bond, teachers can provide feedback of more quality at the same time as they usually do with written feedback. Another research carried out by Chan (2020) proposed four different positive aspects of audio feedback. The first positive aspect proposed is that audio feedback enhances personalized learning, meaning that feedback becomes more personal when it is given in an audio recorded form. Hearing the voice of the teacher and sometimes the name of the student in the recording makes it more personalized. The second aspect highlighted in the research is that audio feedback opens the possibility of detailed feedback; for example, with audio feedback a teacher can explain himself better and provide better explanations for complex matters. The third aspect has to do with efficiency, as stated previously audio feedback is not a time-consuming process. The fourth aspect mentioned in the research are more likely to prefer and to take into consideration oral feedback rather than written feedback.

Students' preferences towards feedback are an important topic to consider when talking about which feedback is more suitable for the students and their context. Frequently, the comparison is made between oral and written feedback. In a study carried out by Morris et al. (2016) to find out the preference of students when receiving feedback, it was found that students mainly preferred audio feedback because a lot of information could be provided in a short amount of time. This restates one of the benefits mentioned above of the audio feedback. Nonetheless, a study carried out by Cavanaugh & Song (2014) demonstrated that students usually prefer written feedback since they can locate the mistakes easily in the text. Moreover, in the same study, students stated that

they find written feedback easier because in order to recheck they can easily find all the mistakes written in the paper rather than rewind the audio to listen to the correction again. The authors proposed that this is because students usually see feedback as a process of finding and correcting mistakes. In a study conducted by Sarcona et al. (2020), which had the aim to find out the preference of students and teachers over written and oral feedback, it was found the following. First, students tend to prefer written feedback, or a mixture of written and oral feedback; nonetheless, few were those who prefer oral feedback. Secondly, teachers preferred oral feedback because they found it to be of better quality, more efficient as well as more personal, plus it was easier to use. Some of the negative aspects found in this study that might explain the preference of written feedback over audio feedback, include lack of visual guidance, technical issues, and sometimes students have to write some comments down. Therefore, these difficulties might be the reason why students tend to prefer written feedback.

In terms of the expectations when using tools that are different from the traditional, in this case podcast, there are some expectations to consider. According to Anson et al. (2016), students are usually attracted to new technologies; thereby, there is a tendency for students to pay more attention and feel engaged when feedback is provided through methods such as recording or using other sources. Moreover, audio feedback can be considered as alternative ways of providing feedback since it does not fall in the category of traditional forms of providing feedback. In a research from Killingback et al. (2019) it was found that alternative methods of providing feedback to students had a positive impact on achieving a greater level of comprehension in terms of the corrections received. According to these authors, students with a disposition to engage in the process of feedback can be found when using alternative forms of providing feedback; furthermore, the impact of using audio feedback is expected to be positive in terms of improving

students' understanding of the comments received by the teacher in the feedback process. According to that, the improvements in students can be seen as actions taken by them in the project they are working on, that is why it is important to mention the following category.

4. Actions

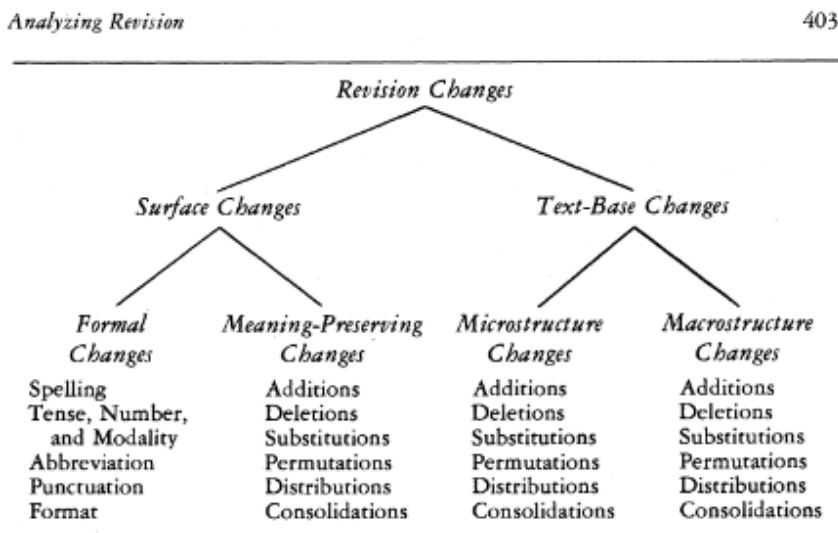
To clarify, actions in this research are defined as the student's act of responding or not responding to feedback. This can be interpreted in the form of receiving the feedback and acting based on the it either the importance given to feedback by the students, which allows us to visualize the actions of the students through the following quote “if the feedback given is vague or the students feel an excessive control from the teacher, they tend to ignore it. Thus, students make some decisions regarding the kind of feedback they receive and the changes or improvements they decide to consider” (Correa & Flores, 2018) Which, in other words, it makes us glimpse that the students have a response depending on their emotional state or sensations when they see the feedback and make the pertinent change or inaction.

Although when we talk about actions taken once the feedback has been delivered, we can establish that there is a correlation between learning patterns and errors made by the pupils; the most common types of errors are those related to grammar and vocabulary. In this topic, according to Ferris et al (2013) self-correction must be highlighted, and that students can deal with the correction independently. According to this, we see attitudes like students respond modifying their answer, making the mistake again, or making a new mistake. Another factor to consider regarding the actions taken by students as to feedback is that it can be interfered with by the type of feedback given, changing it both negatively and positively. If we take this into account, the possible action can be to ignore the feedback.

Faigley & Witte (1981) suggest a model for the previously mentioned ideas. It consists of a series of different actions or changes that students make to their drafts in order to improve their writing task.

Figure 2

Taxonomy of revision changes according to Faigley & Witte (1981)



This model presents two different branches: Surface Changes and Text-Base Changes, which show what changes can be done in written assignments from micro changes such as spelling, numbers and punctuation to macro changes such as restructuring, adding or deleting information. This model was used in this research to analyze the performance of the participants in either the draft as well as in the final task.

Although when we talk about actions taken by students, we usually find the emotions that generate them. According to Pekrun (2006), it is due to this matter that facing the error and becoming more susceptible to errors can generate feelings of anger, embarrassment, shyness in

the student, etc. Along this line, the following category will revise the background knowledge of the concept of Feelings in the context of receiving feedback and respective repercussions.

For further analysis of the investigations carried out in this thesis, six categories have been selected from the taxonomy of revision changes of Faigley and Witte (1981) which are the following: (1) Additions, (2) Deletions, (3) substitutions, (4) permutations, (5) Distributions, and (6) consolidations. Addition is understood as the inclusion of changes in which the original text is not modified. Deletion is considered to be the action in which information is removed from the text. Substitution is defined as a trade in which units or words are changed for others which represent the same concept. Permutations include actions related to rearrangements which in some cases can also include substitution. In the case of distribution, a section of the material in the text is segmented into more than one unit. Consolidation occurs when two or more elements in a text are merged together into one unit.

5. Feelings

Emotions play important roles in the process of language learning and teaching (Teimouri, 2016) and as Teimouri states, at least three components are important regarding the process of learning a language, which are: the ideal of the L2 learner that refers to the personal desires, aspirations and the ideal concerning language learning. Also, the ought-to learner, meaning that the student has responsibilities and expectations that must be fulfilled. Finally, the student evidence his attitudes toward the target language and is able to adapt. According to the author mentioned above, emotions are always present in the learning process of the target language. Along this line, feedback is not far from these components of motivation and affective responses, so the

relationship between the feedback given and the language learning emotions is clearly identifiable.

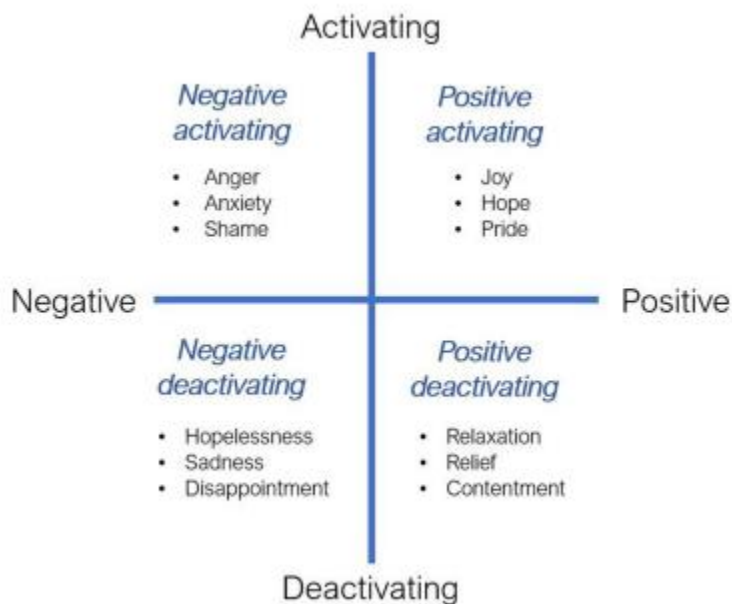
Emotion is a complex concept to define, but according to Frenzel and Stephens, 2013 as quoted in Beseghi (2018) emotions are multidimensional constructs comprising affective, psychological, cognitive, expressive, and motivational components. Therefore, these aspects can negatively or positively affect the way students, regarding their decision making or motivation, improve their academic work. On the other hand, Beseghi identified that the increasing interest in emotions is such that has been found in other disciplines such as economics, neuroscience, anthropology and the humanities. The previously stated makes it clear that the role of emotion is present in many different sciences as well as the educational. As a result, emotions at the moment of receiving podcast feedback are aimed to be studied in this research to obtain data related to the relationship and implications of the emotional aspect and affective responses when providing feedback through the podcast.

Regarding the affective responses students experience when receiving feedback, it is of great interest to research about it since it has not been studied by many (Rowe, 2016; Lim et al., 2020) which allows us to investigate freely. Therefore, it is necessary to say that emotions play a functional role in feedback, by shaping motivation and fostering approach behaviors (Rowe 2016). In other words, according to these authors, feedback can trigger different emotions in the students' behavior, could be emotions that activate the students as well as deactivate students, and also empirical findings corroborate that students experience a wide variety of emotions when attending class, doing homework assignments, and taking tests and exams (Pekrun & Linnenbrink-Garcia, 2012). Firstly, according to the taxonomy of emotions, based on Pekrun (2006) feelings can activate positive behaviors such as joy, hope and pride respectively of the

feedback given. On the other hand, feelings can also activate negative behaviors, for instance, anger, anxiety and shame (see figure 2). The previously mentioned, as stated by Lim, et al (2020) feedback comprises an assessment of a written task that might be perceived as a judgment on the student which can lead to active negative responses. Nevertheless, at the same time, the same assessment for another student might be perceived as an opportunity to improve.

Figure 3

Taxonomy of emotions (based on Pekrun, 2006)



The previous taxonomy shows clearly how the feelings, which could be positive or negative, can trigger different responses in the students. As it is shown, negative feelings can activate or deactivate emotions such as anger and anxiety or hopelessness and sadness; as a counterpart, the positive emotions can activate or deactivate emotions such as joy and hope, or relaxation and contentment. In short, the figure represents how feelings or emotions work.

In the line of Pekrun et al., (2007), the emotions manifested by students can affect their motivation, as well as the impact on their academic performance. For example, emotions can activate students in such a way that there is an impact on how they perform in an assignment, their motivation implied in the process, along with learning strategies applied.

These issues presented above are fundamental to understanding the procedures of this document, to provide clarification and to show how students respond to certain features of the feedback system.

In the words of Hyland & Hyland (2019) the way that feedback is provided to students can influence the extent to which students use the feedback in their revisions. Furthermore, the authors revised mentioned that praising students' performance enhances students' proper writing as well as self-esteem.

This last point can be rather controversial. As noted in Hyland (2009) there is a discussion whether or not positive comments can encourage students to take actions in their pieces of writing. Nonetheless, in the same publication it was stated that the use of positive feedback encourages students to improve their academic performance. Furthermore, it was advised by the author to use a balanced amount of positive and negative comments when providing feedback in order to make the feedback process more effective.

CHAPTER III

Methodology

1. Type of research

This study contemplates the analysis of students' responses based on an interview. Qualitative research is considered to be one which emphasizes words over numbers in the process of data collection; moreover, it focuses on the distinction between aspects and the classification of entities under determined areas (Martyn, 2013). In this investigation the areas would be classified under a criteria related to feelings and actions taken by students which are considered to be areas not suitable for being studied under a quantitative approach. According to Mack et al., (2005) qualitative research considers 5 aspects, (1) seek answers to questions proposed. (2) uses predefined procedures to answer the questions, (3) collects evidence, (4) the findings were not determined in advance, and (5) findings can be applied in the intimate context. It can be concluded that this investigation has a qualitative focus due to the nature and the aim of the investigation.

2. Participants

The participants were chosen from a sample belonging to a course of the supervising professor for this research and all of them agreed to carry out the study, this was corroborated with the signing of an informed consent (see appendix 3) by the students where it is stated that their identity will remain anonymous and that the data collected is for exclusive use of this research.

Participants have a range of English between Intermediate English and Upper-Intermediate English from one of the courses of an English Pedagogy program. The course to which the research is carried out in the second semester of the third year on a 5-year program. This sample is made up of 5 students in total, which is the total attendance of the course.

Regarding the volunteer's experience with audio feedback, only 1 of the students have received this type of experience with podcast audio feedback, the rest of them do not have any type of experience with this modality.

3. Data gathering procedure

To begin with this section, it is relevant to clarify that the procedure was divided into two parts. The first step consisted of a written essay which was planned to have a first draft and the final project of the same assignment, along the process the teacher provided oral feedback for the first draft through a podcast. The comments in the podcast were answered back by the students through the same means. Moreover, the first draft and the final project were compared in order to analyze their modifications. This analysis was based on Lester Figley (1981), who proposed a chart related to actions taken when modifying a certain piece of writing.

The second consisted of an oral interview previously designed by the researchers. The interview had seventeen questions related to feedback provided by the teacher and the affective responses of the students throughout the process of receiving oral feedback.

On the other hand, the interview was carried out through Google Meet platform since the issues that affected the interview being face-to-face in November 2022; therefore, the facilities of the University were unavailable to carry out the interview on-site. That is why investigators decided to conduct the application of the instrument using a virtual environment, where each participant must answer the questions personally with a maximum of two interviewers and one interviewee per session, with a total of five participants, three women and two men.

On the other hand of the research, it is of great importance to mention the revision and analysis of the texts and the changes involved in either the *Draft* or the *Final task* from each participant.

It is worth mentioning that the analysis of the texts followed the following structure: (1) analyze the draft and its comments (2) analyze the final task (3) compare each of them and find the modifications and/or not applied changes based on the categories used by Faigley & Witte (1981). Moreover, every aspect of the previously mentioned structure will be shown in a chart made by the group of researchers based on the taxonomy of revision changes of Faigley & Witte (1981). Regarding the taxonomy of changes in the text, an emerging category is suggested to be taken into account. This category was needed for answering the need of a classification which encompasses the creation of statements from zero after deleting the previous one.

Table 1

Outline: Table of changes/modifications (based on Faigley & Witte 1981)

Participant 1	Text 1	Comment	Modification (text 2)	Classification
Comment 1				
Comment 2				
Comment 3				

4. Data analysis procedure

On this side, the researchers will proceed to report the process in which the data was analyzed through different stages such as, the application of the instrument, the codification of the comment's interview using a software called NVivo 12, the Kappa analysis of the students in comparison with the analysis of the expert, and finally, the results.

The first step consisted of a process of applying the instrument to the participants, which was a 17 questioned interview. The main aim was to gather information about feelings and actions taken by the participants which are the prime material to a later analysis of their answers.

Afterwards, the manner in which the group of researchers analyzed the answers provided was using a software called NVivo 12, which is a program for the analysis of qualitative information that integrates the main tools for textual documents, multimedia, survey and bibliographic data with the purpose of making the researchers' work more effective. The program mentioned was used to encode the first transcription of the interview previously done with the purpose of using it later as a model, which the expert would analyze. This will be seen in the next paragraph with further detail.

While the researchers were working on the codification, the teacher in charge of the group asked an expert in the Kappa analysis to prepare a model, which was used to compare the codification of every researcher in order to find the highest rate of concordance between the researchers and the expert. It is important to mention that the group of researchers codified the same section of the interview, avoiding any unequal result. The conduction of the research was principally one by one and then in couples, to see the concordance within the group.

The results of the Kappa analysis showed a considerable concordance with the examiner - 0.62- that produced the above-mentioned test, resulting in taking into account to a greater extent the decisions about the qualitative study during the coding of the students interview and materials.

At the same time, another Kappa test was performed to see the best possible compatibility between different researchers in the coding performance. The analysis showed that either it is in couples or as a group the performance remains the same.

Subsequent transcription of the interview conducted by the researchers and transcription of student response to the podcast of their activity as a course. Furthermore, respective categorization, subcategorization and coding of the information was carried out by the researchers. The categories and subcategories include; (1) Experience as feedback receivers, (2) opinion which is divided into (2.1) usefulness, (2.2) podcast, and (2.3) comment, (3) actions which is divided into (3.1) time to answer, (3.2) podcast answer, and (3.3) text, (4) feelings and dispositions, (5) message which includes, (5.1) quality and tidiness, (5.2) task focus, (5.3) amount, and (6) voice tone.

Table 2

Classification of categories and subcategories

Experience as feedback receivers	
Opinion	Usefulness
	Podcast

	Comment
Actions	Time to answer
	Podcast answer
	Text
Feelings and dispositions	
Message	Quality and tidiness
	Task focus
	Amount
Voice tone	

These were categorized according to the criteria of the researchers in the group, in such a way as to have a sample space that reflects their points of view, and then decide the best classification possible. The codification was carried out separately by the researchers in order to establish the

relation between each codification. At the same time the researchers were exposed to a Kappa test to see how compatible the researchers were.

CHAPTER IV

Results

The following chapter analyzes the results of the implementation of the instruments and the data collected thereafter, as well as conclusion and discussion. The data collected is arranged in different forms such as simple statements, graphs, and charts regarding each specific objective. It is hoped that this will provide an answer to the specific objectives of this document, which can be seen from chapter one.

Specific Objective 1: ‘To study the student's feelings towards audio feedback’

In view of the need to know about the emotions regarding the audio feedback of the participants, an interview was conducted and subsequently coded by the researchers with the program Nvivo 12 as mentioned above. This ended up giving varied results depending on the participant which were graphed for easier understanding. An analysis per participant was made below the corresponding graph.

The analyses will be done through the categories assigned during coding in order to represent points to be considered of importance to the results. The number of categories present in the coding are 6, three of which have subcategories. The first category is *Experience as feedback receivers* (1) where the interviewee mentions past or present experiences as one who received feedback. Second category *Opinion* (2) which has three subcategories: *Usefulness* (2.1) It refers to what extent the recorded comments were helpful for the students in order to improve their written task, *Podcast* (2.2) It implies what the students think of the use of the audio feedback tool, and *Comment* (2.3) It refers to what the undergraduates think about the teacher's recorded comments (in terms of quantity and degree of complexity). Third category *Actions decisions and activities* (3) This category refers to the actions taken by the participants after listening to the

recorded comments, which has three subcategories: Time to answer (3.1) It refers to the time between the first draft produced and the teacher’s feedback, Podcast answer (3.2) It refers to the actions, the participants took declared in the podcast sent to the teacher, Text (3.3) It refers to the actions , the students declared to take related to the text. Fourth category *Feelings/Disposition* (4) This category provides information on the affective aspects and perspective that students have towards the feedback process. Fifth category *Message* (5) which has three subcategories: Quality (5.1) It refers to the tidiness and precision or logical coherence of the comments, Task Focus (5.2) It refers to the link of the comments provided, and the instructions stated, Amount (5.3) It refers to the quantity of comments received. Sixth Category Voice tone (6) It refers to the tonality or inflection of the teacher’s voice. Nonetheless, for this specific objective the students researchers decided to use the categories where participants referred merely to feelings, namely, *experience as feedback receivers, feelings and disposition, podcast answer, quality, usefulness and voice tone*, hand-in-hand with the taxonomy of emotions based on Pekrun (2006) presented above. Moreover, in spite of having just one and only category of feelings, the topic appears in most of the other categories and in the different questions of the interviews. The following charts will show some extracts of their answers’ interview, followed by graphs representing the amount of data collected in terms of feelings for each category.

Table 3

Experience as feedback receivers

Experience as feedback receivers

Participant 1	“...in my experience it has been like there have been ups and downs with feedback...”
Participant 2	“At the first year it was kind of difficult for me to understand the feedback...”
Participant 3	“...the feedback that I have received during the classes, it’s has been good.”
Participant 4	“...the feedback that they have provided it's very helpful...”
Participant 5	“...the re-comments it was quite useful... it helped me to see my errors and rectify the errors...”

As for this first chart, the participants show a mixture of elements regarding feelings such as the activation of contentment as well as disappointment, which may affect the academic performance in the case of participant 1 in concordance with participant 2. This is due to the difficulties encountered and mentioned by the participants when receiving feedback. In contrast, participants 3, 4 and 5 declared to find feedback useful as well as helpful. Consequently, they show positive activation of feelings, namely, pride.

Figure 4

The following graph shows the statistics of the results of the category *experience as feedback receivers*.

Experience as Feedback Receivers - Codification graph

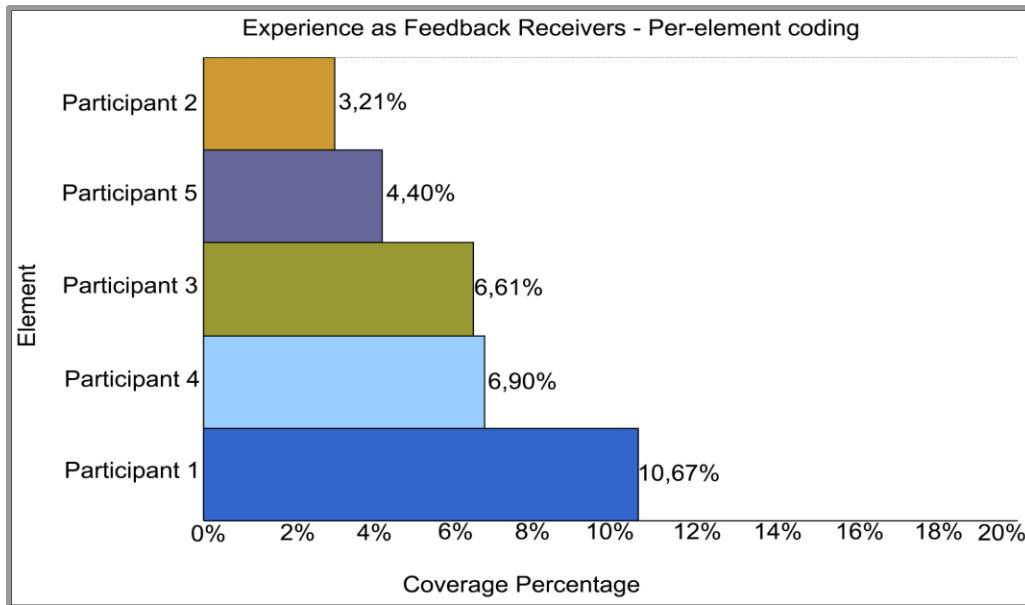


Table 4

Feelings and dispositions

Feelings and Disposition	
Participant 1	“I enjoyed hearing audio feedback.”
Participant 2	“Really good... so it was really helpful.”
Participant 3	“I felt so comfortable with the audio feedback”
Participant 4	“It was really nice... it was really helpful”
Participant 5	“They made me have a feeling of freedom and perhaps a feeling of closeness”

In the second chart, the feelings manifested to be positive. Some of the feelings observed included joy, relaxation, and even more complex ones, which represent a sense of well-done performance. Such is the case of participant 5 who indicated feelings related to freedom and closeness.

Figure 5

The following graph shows the statistics of the results of the category *feelings and disposition*.

Feelings and Disposition - Codification graph

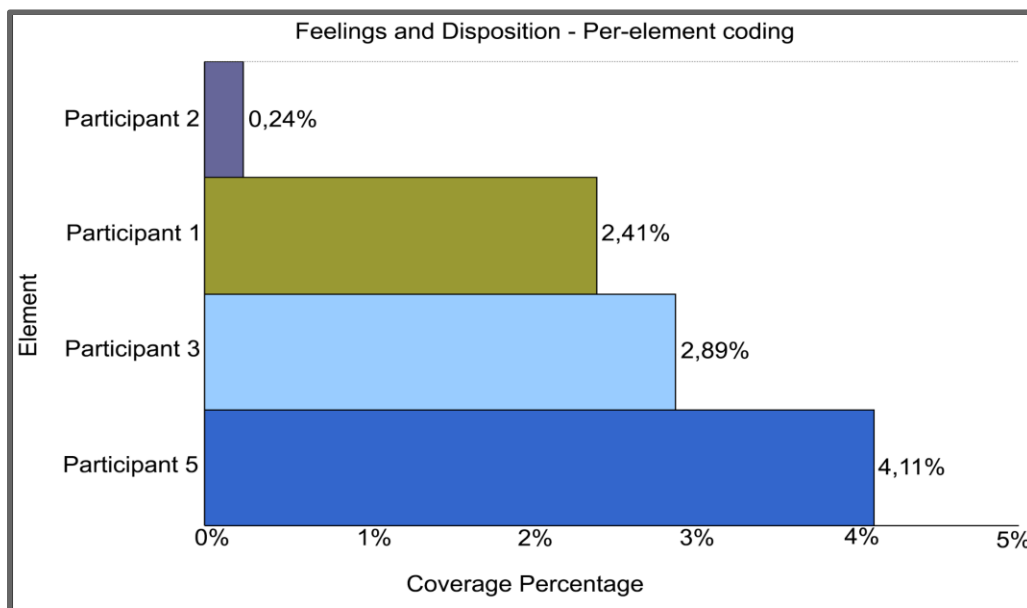


Table 5

Quality/ Tidiness

Quality/ Tidiness	
Participant 1	“I liked the way she explained, I think that is the most important part that I could say.”
Participant 2	“It was really positive the language the vocabulary the formality it was really good.”
Participant 3	<i>None</i>
Participant 4	“I found that the audio feedback had a good quality, and it was clear to understand.”
Participant 5	“it was something that really helped”

For this particular chart, all of the participants agreed that the feedback was really positive and helpful, which evokes positive feelings related to hope, while it increases the possibility of improving the academic performance. In the case of participant 3, no comments related to feelings were found in this section.

Figure 6

The following graph shows the statistics of the results of the category *quality/tidiness*.

Quality/Tidiness - Codification graph

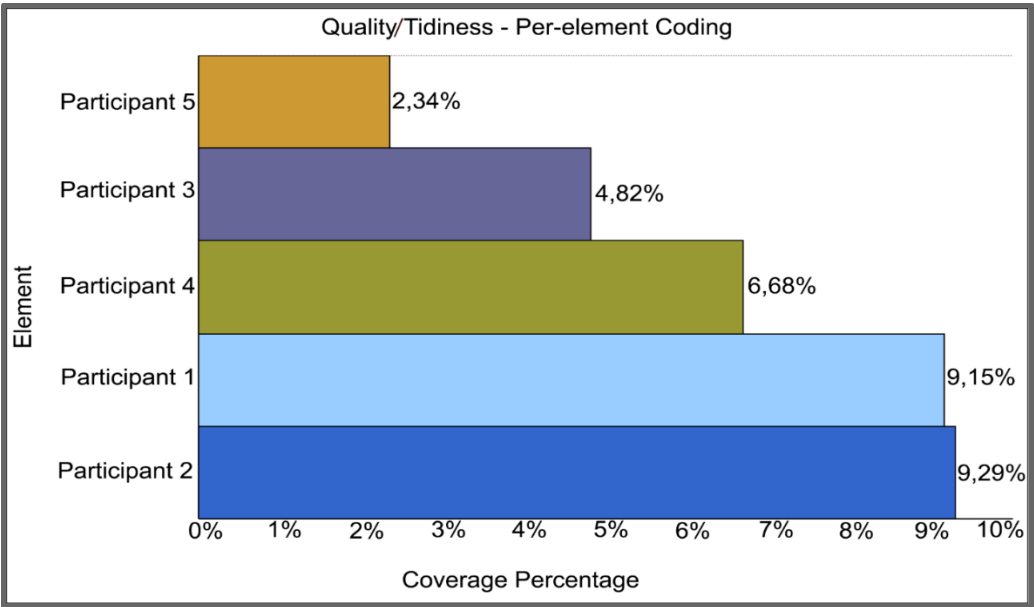


Table 6

Usefulness

Usefulness	
Participant 1	“It helped me because I was listening to the feedback, I was changing the points she was giving to me, and I could re-listen or listen it more than once”
Participant 2	“it was really helpful”
Participant 3	“it was very useful”
Participant 4	“I find them really helpful honestly”
Participant 5	“it helped me more than anything”

Regarding the fourth chart, the five participants declared the feedback to be helpful and useful, which means the participants felt a sense of contentment since the feedback met their expectations. In addition, no contradictions were found in the category of usefulness in terms of feelings.

Figure 7

The following graph shows the statistics of the results of the category *usefulness*.

Usefulness - Codification graph

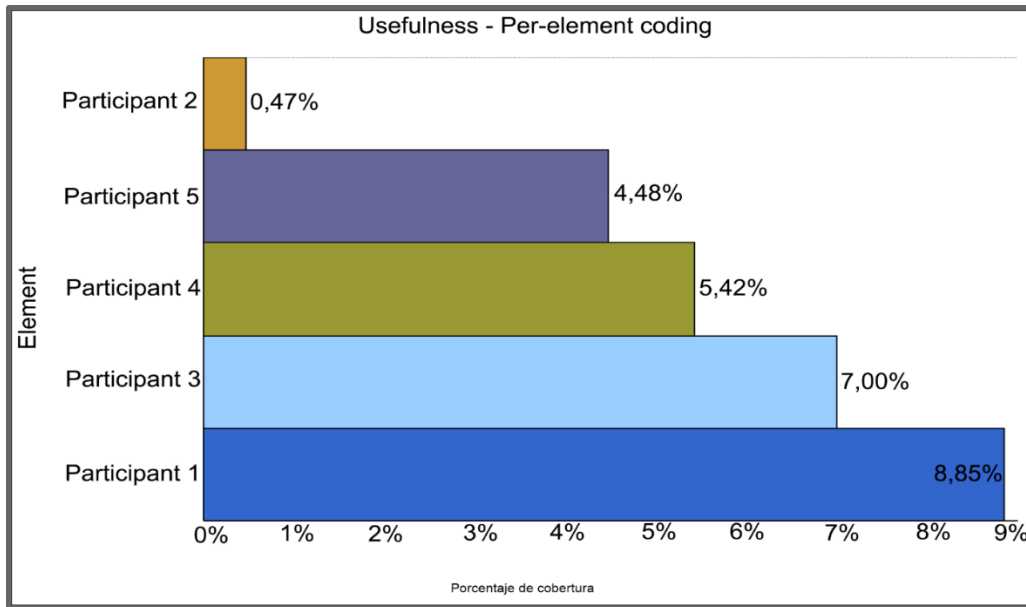


Table 7

Voice tone

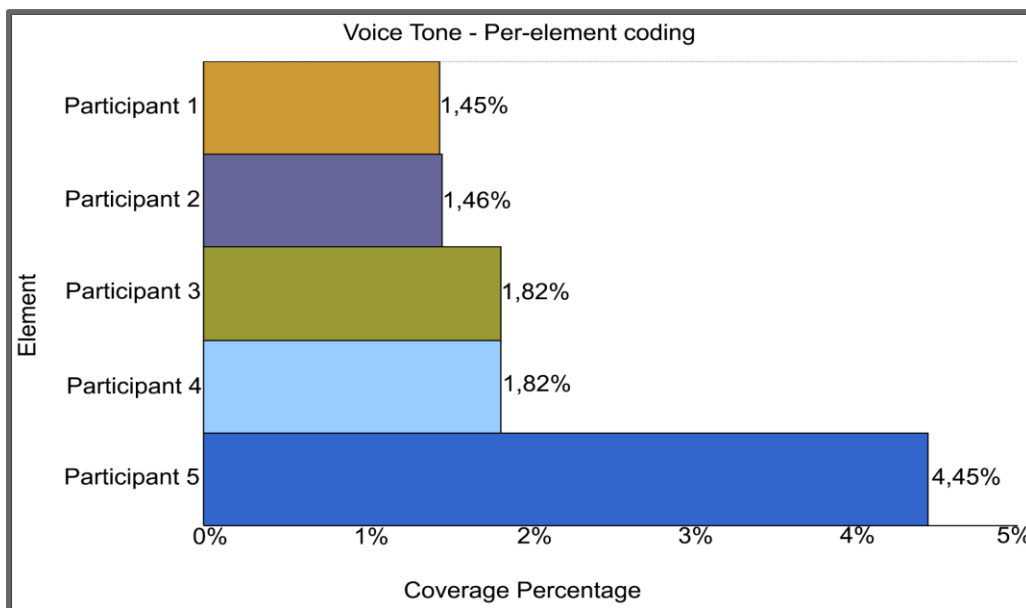
Voice tone	
Participant 1	“it was very clear and in a like I said polite...”
Participant 2	“...it was really slow and really understandable and just like neutral...”
Participant 3	“...The volume was nice, the speaking was clear, she used a soft professional voice...”
Participant 4	“...The volume was nice, the speaking was clear, she used a soft professional voice...”
Participant 5	“...was soft and with a quite understanding tone of voice.”

Finally, the fifth chart shows positive comments related to the tone of voice of the teacher. It can be mentioned a feeling of relaxation due to the slow and soft voice of the teacher. The understandable voice tone may activate a feeling of contentment.

Figure 8

The following graph shows the statistics of the results of the category *voice tone*.

Voice Tone - Codification graph



Specific Objective 2 “To describe the actions that students declare to take when they receive feedback through podcasts”

As stated in the present objective, it is intended to examine the actions that participants perform when they receive feedback through podcasts and interviews. The aim is to describe what the participants did and point out the tendencies when they felt exposed to this method. The group of investigators decided to divide the declarations into 5 different statements belonging to each

participant, from participant 1 to 5 correspondingly to respect privacy and be more organized when working.

Table 8

The following table conveys the literal extracts of students' answers, without modification.

Students' declarations

Participant 1	<i>I listened to them, and I tried to be like aware of the comments she gave me so I can use them in future works.</i>
Participant 2	<i>I remember that I listened it like 6 times first, and then because then I had to response answer sorry I had to answer to her, so first I listened like 6 times and then I answered the audio.</i>
Participant 3	<i>Well, I saved the audio feedback because in the future, maybe, the audio feedback can be useful.</i>
Participant 4	<i>Well, I downloaded it, I used it to go point by point modifying what I had to current and then review when I was finished and see if each point complied with what was suggested. It was a very helpful tool honestly.</i>
Participant 5	<i>As it was brief, I listened to it quickly, I listened to it more than once, I tried to make the instructions clear to me, and as I mentioned before, since it was brief, it was easy to understand and it helped me a lot because it was quite direct in what I had to do, it was very easy to understand. to achieve a final product.</i>

In light of this specific objective 2, the student researchers observed the actions participants carried out at the moment of listening to the podcast feedback. At a first analysis, it can be seen, for example, participants 2 and 5 showed a tendency to replay the audio as many times as possible. That is to say, participants seized the temporality of the audio feedback in order to

complete the modification of the assignment. On the other hand, it was observed that the participants made modifications in the text while listening to the audio feedback as it was participant 4, which shows the rapidness for improving the piece of writing. This might be due to the versatility of the audio file. On top of that, the audio feedback seemed to be accurate as participants did not have the necessity to ask for clarifications or transcription of the comments. Finally, it was noted that the audio feedback was used as a guide for students; moreover, participants 1 and 3 considered the feedback to be a guide for future reference.

Figure 9

The following graph shows the statistics of the results of the category *podcast answer*.

Podcast Answer - Codification graph

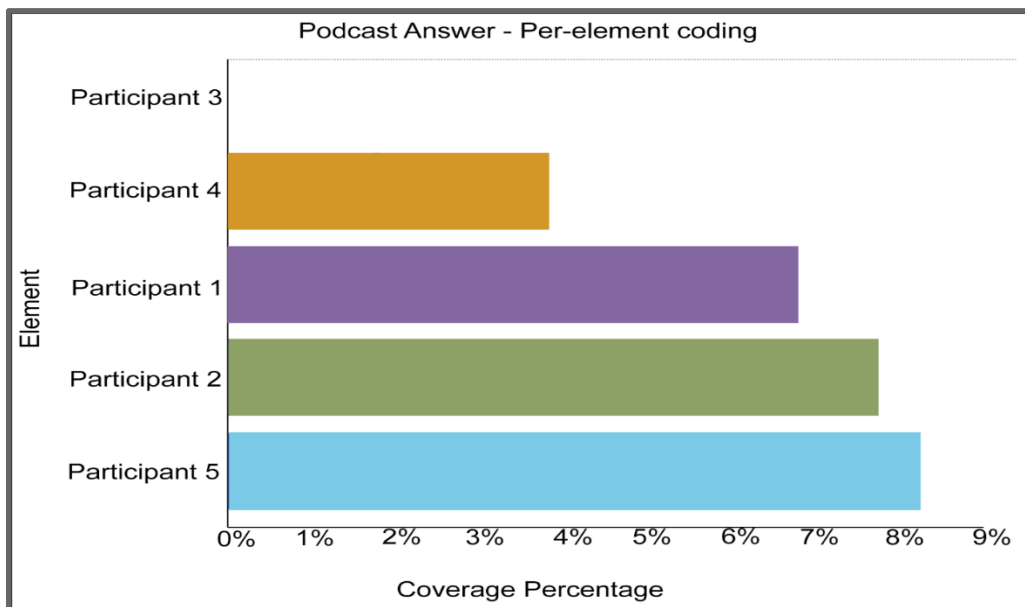


Figure 10

The following graph shows the statistics of the results of the category *text*.

Text - Codification graph

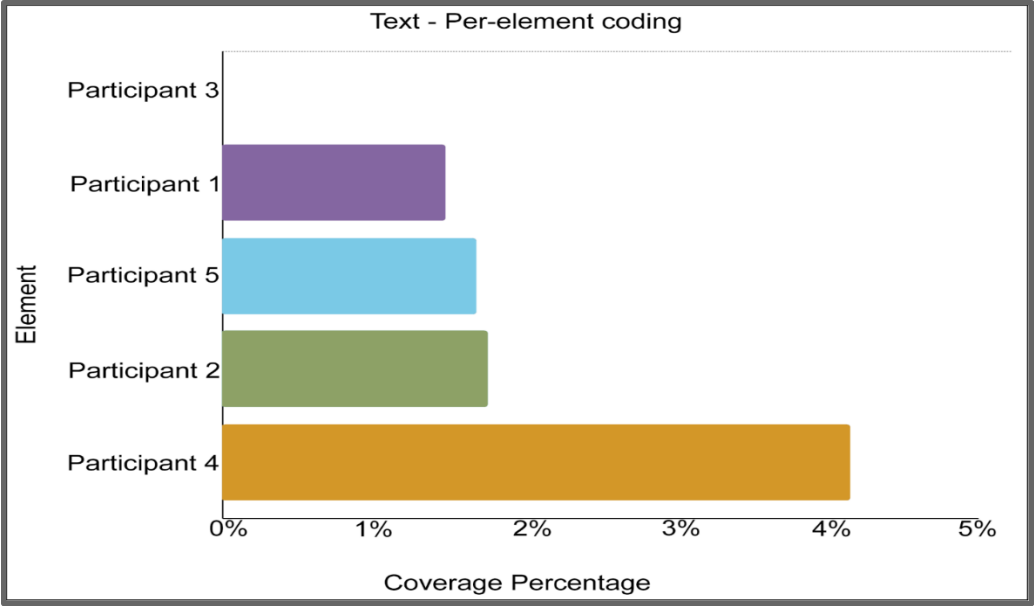
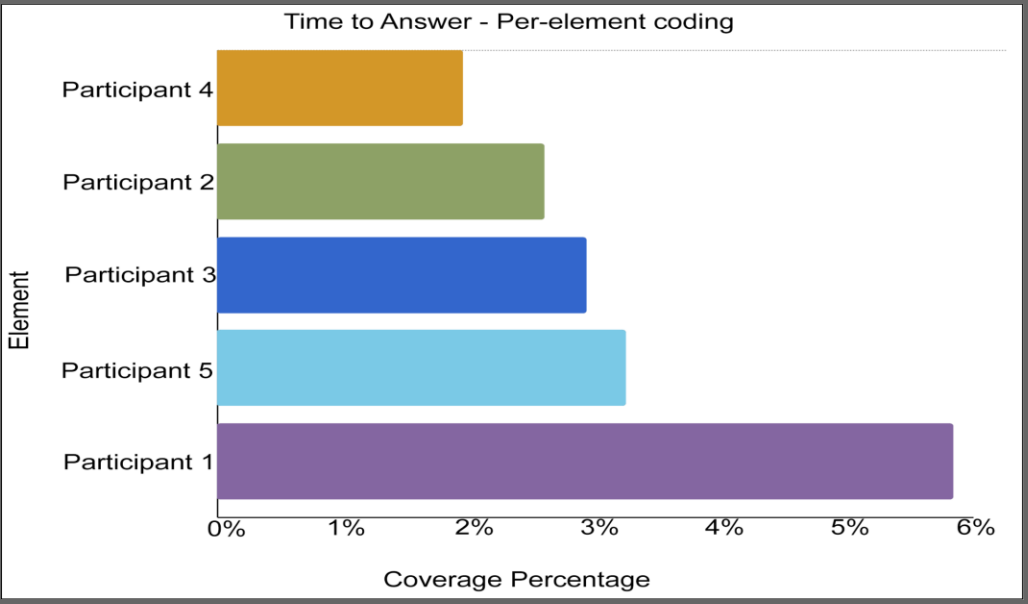


Figure 11

The following graph shows the statistics of the results of the category *time to answer*.



Time to Answer - Codification graph

Specific Objective 3 “To find out the modifications in the texts produced by the students through the comparison of the first draft and the final version”

As to the specific objective 3 and in order to perform an analysis of each participant, it was decided to use the categories provided by Faigley & Witte (1981) such as addition, deletion, substitution, permutation, distribution and consolidation, explained with further details in Chapter III. The analysis will be evidenced in a chart that shows the text 1, which represents the first submission before receiving podcast feedback, the comment the teacher provided and the modification carried out by the participant, which is the final submission after receiving the audio feedback. On top of that, the modifications will be classified into the 6 different categories stated above. Therefore, in order to facilitate the understanding of the type of category in the pre and post activity changes, the respective colors were used for each category: Addition (Yellow), Deletion (Orange), Substitution (Green), Distribution (Blue), Consolidation (Red), and No changes applied (No color).

In addition, every chart analysis will be accompanied by a written analysis of the tendencies that each chart evidences. Finally, there will be a general analysis, once again, showing the tendencies that characterizes each particular participant.

Table 9

The following table displays the results of seventeen pieces of textual analysis.

Table of changes/modifications - Participant 1

Participant 1	Text 1	Comment	Modification (text 2)	classification
Comment 1	<i>By the end of the lesson students</i>	“...the aim you need to worry about that or	<i>By the end of the lesson students</i>	Substitution / addition

	<i>will be able to answer a worksheet about climate change</i>	work on that, it's not communicative at all, you can't have an aim that completing worksheet, that's not an aim..."	<i>will be able to create a poster about ways to take care of your planet.</i>	
Comment 2	<i>but when everyone in your group is ready you have to compare your answers so then we can share them with the other groups...</i>	"...Then you have the instructions which are okay..."	<i>And now that you already compared your answers, I want you to think about how we can take care of our planet.</i> <i>In groups, I want you to write a list of things you can do, or things you should not do to take care of your planet and after the class finishes you will share them with your classmates and explain these ideas to them.</i>	Distribution/ addition
Comment 3	<i>No evidence</i>	"...you don't have the rubric for the assessment..."	<i>Rating scale was included page 2</i>	Addition

In the analysis conducted by the students researchers about participant one in the first teacher’s comment, the participant did not follow the guide provided by the teacher resulting in the mere substitution of the previous statement. In the second comment, the teacher praised the performance of the participant. As a result, the participant made modifications related to

distribution of units and addition of more information to improve the piece of writing voluntarily. As to the final comment, there was no written evidence of a rubric required in the assessment which was solved by following the feedback of the teacher and adding a rating scale. The type of modification mostly used by participant 1 was addition; on the contrary, distribution was used the least.

Table 10

Table of changes/modifications - Participant 2

Participant 2	Text 1	Comment	Modification (text 2)	classification
Comment 1	<i>The video must have an introduction, body part, and a conclusion about what calls the attention the most about the information.</i>	“...when you describe the activity, ..., it’s rather vague, because you say the video must have an introduction body part and conclusion...”	<i>The video must have an introduction where they have to present the country, body part where they have to identify the most important things about the country, and a conclusion about what calls the attention the most about the information.</i>	Addition
Comment 2	<i>By the end of the class students will be able to classify 4 pieces of news that have already happened and are happening in an American newspaper.</i>	“...in the aim you say that students should be able to classify four pieces of new, it’s not clear what are they going to classify...”	<i>By the end of the class students will be able to classify 4 pieces of news that have already happened and are happening in an American newspaper.</i>	No changes

Comment 3	<i>The student identifies the main ideas of the texts.</i>	“... this is not in your instructions...”	<i>The student identifies the topic of the articles in order to choose the one that</i>	Substitution/ addition
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In the case of participant 2, according to the comment 1 provided by the guide teacher, it highlighted the vagueness of the instructions in the written assignment; consequently, it was solved by the participant by the addition of more details in the instructions. Regarding the second comment received, and despite the feedback provided by the guide teacher, no modifications were made by the participant, it can be inferred a lack of interest in improving the assignment. The third comment on the oral feedback stated missing information in the piece of writing; in this case, the participant added more information and performed the action of substitution; however, the changes were not successful. Participant 2 tended to add more information to the text, and the action of substitution was the least frequent.

Table 11

Table of changes/modifications - Participant 3

Participant 3	Text 1	Comment	Modification (text 2)	classification
Comment 1	<i>By the end of the lesson, Students will be able to complete a worksheet about the British Royal Family based on a historical video watched in class.</i>	“...the aim of the class of listening or the activity of listening is not functional...”	<i>By the end of the lesson, Students will be able to design a digital poster about the British Royal Family member based on a historical video watched in class.</i>	Substitution/ addition
Comment 2	<i>Identify all</i>	“...The aspects,	<i>Sentences and</i>	Consolidation

	<i>elements of comparison. The characteristics chosen are sufficient and relevant.</i>	the dimensions you are assessing are not connected with the task...”	<i>paragraphs are complete, well-constructed and of varied structure.</i>	
Comment 3	<i>rating scale page 1</i>	“...is this rating scale for all the activities that come later? meaning, a checklist, and completing sentences, there are many activities there...”	<i>Analytic rubric page 1</i>	Deletion

Regarding the modifications carried out by participant 3, in the first teacher’s comment it was mentioned that the aim of the class was not functional, meaning that the aim was not practical enough. Therefore, the participant added and substituted information; nonetheless, the changes did not meet the requirements of the comment. Related to the second comment, the participant consolidated, author’s definition, the information in order to follow the comment of the guide teacher. Nonetheless, this process was not successful, since the participant made changes which were not accurate. The third comment provided led the participant to delete a segment of the assignment to later add an analytic rubric. Meaning that the participant proceeded to delete the previous information with the purpose of including new information which can also be considered as addition. In this case, it was observed a variety and a balance between the actions of deletion, addition, consolidation, and substitution.

Table 12

Table of changes/modifications - Participant 4

Participant 4	Text 1	Teacher's comment through audio podcast Comment	Modification (text 2)	classification
Comment 1	To produce short story in order to practice past - continuous tense	“...Now the main issue here is your aim, it’s not a PP I mean, this is not a PPP aim...”	<i>Students will be able to retell a short story in past -continuous tense (PPP)</i>	Consolidation
Comment 2	<i>No evidence</i>	“...I don’t know what scoring instrument is this, you don’t have a scoring instrument there...”	<i>Analytic rubric page 2</i>	Addition
Comment 3	<i>In my personal case I would do my best to make my activities as varied as possible instead of the usual suspects like “fill the blanks” and “match the words”, after all, with the current technology available and the tools at hand the possibilities are endless as long as you are knowledgeable and dedicated,</i>	“... add comment now referring to the reading log, your reflections and your main ideas are quite good...”	<i>Despite this personal reflection, I would try to employ more dynamic plans centered around collaborative learning and group activities, if the situation presents of course. The ones that I have in mind would be fun and competitive games with an English-Learning aspect</i>	Substitution/ distribution

	<i>and my generation certainly has a better understanding of all the new technologies of today.</i>		<i>attached to them.</i>	
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In the first comment provided from the guide teacher it was mentioned an issue with the approach of the aim. The participant performed an action classified as consolidation on the aim of the activity. Nevertheless, this modification did not meet the comment provided in the podcast feedback. Referring to the second comment, there was an absence of an instrument required in the assignment. Therefore, the participant attached an analytic rubric which falls into the category of addition. Related to the third comment, the teacher praised the reflection of the participant referring to the reading log. Voluntarily, the participant substituted and distributed a section in the reading log in order to make it clearer. It can be concluded that there was a balance in the changes made in the text. These changes include a variety of modifications involving, distribution, substitution, addition, and consolidation.

Table 13

Table of changes/modifications - Participant 5

Participant 5	Text 1	Comment	Modification (text 2)	Classification
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Comment 1	<i>Oxford, R. (2001). Integrated Skills in the ESL/EFL Classroom.</i>	“...where supposed to be papers you read in before you finish unit one and oxford is from unit 2...”	<i>No evidence</i>	Deletion
Comment 2	<i>Checklist page 2</i>	“...your criteria you have a checklist for speaking the dimensions are not bad but the issue is that checklist for speaking doesn’t asses’ quality is not a very good idea I said that for speaking should be a rating scale...”	<i>Rating scale page 2</i>	Deletion
Comment 3	<i>The teacher starts the class by asking the students</i>	“...instructions should be addressed to the students talk to them instead of saying the teacher tells the students talk to them ok you are going to so talk directly to your students...”	<i>Okay everyone, I would like to know what you know about an opinion essay and. Have you heard about it before? What do you think it can be about?</i>	Deletion

In the analysis of participant 5, the first comment was related to a misunderstanding of the instructions of the assessment. In order to modify the section in the reading log an action of deletion was performed. Regarding the second comment a checklist was deleted because it did not assess the quality. Moreover, a rating scale was added instead. Finally, the third comment was regarding the way of addressing the students. The participant, once again decided to delete

the previous instructions written by him and add new instructions which would meet the comments of the guide teacher. Participant 5 carried out the action of deletion most of the time in the assignment. As a general analysis of the modifications carried out by the participants it can be concluded that: the classification that was mostly present in the analysis was Addition with 7 applications, followed by two different classifications such as Substitution and Deletion with 4 applications. On the other hand, Consolidation and Distribution were the least applied categories in the analysis. Nonetheless, the category of Permutation could not be observed in the analysis. Apart from the classifications proposed by Faigley & Witte (1981), there was an emerging category in which no changes were carried out.

Notwithstanding the comments of the teacher and the modifications carried out by the participants, it was observed a tendency of unsuccessful modifications, meaning that most of the participants did not follow the comments provided by the teacher accurately and proceeded to mostly add or substitute information.

CONCLUSIONS

1. Discussion

In the first chapter of this paper, three research questions were drawn up which will be used in this section of the research to show the following discussion with the purpose of giving the final comments and findings as well as suggestions.

What are the actions students take/do not take after receiving feedback?

As mentioned in the results of the specific objective related to actions, and final conclusion, many findings were seen. Firstly, the results showed concordance between most of the students and the model proposed by Carless (2018) since some students evidenced the repetition of their audio podcast feedback, creating single or double loops with the aim of resolving unresolved learning puzzles, in this case, fostered by the teacher's comments. As stated previously, most of the students showed concordance but not all of them since some students did not make any decision about actions to perform in their writing. This leads us to a second point, which refers to the non-action taken by the students since. Correa and Flores (2018) stated that students take actions based on what they decide is correct, meaning that they might not take actions if they do not consider them necessary.

Moreover, the declarations of the students made in the interviews stated that they tend to make modifications in the text while listening to the audio feedback. In the same sense, students also made modifications after listening to the audio, taking advantage of the feedback's characteristic of being recorded and replayed as many times as wished (Nataatmadja & Dyson, 2008). This supports the idea that students like oral feedback through podcasts since it is easier to understand, does not lead to misinterpretations, provides more quality, among many others; different from the most common written feedback (Bond, 2009).

Furthermore, the vast majority of the students did not ask for clarifications due to the quality of the feedback received, which students stated to be clear, accurate and point by point.

On the other hand, according to the use of the model proposed by Faigle and Witte (1981) there was an emerging category which was not in the main figure (see figure 2). The students researchers decided to suggest a category called clean state, referring to the re-making of statements in the reading log, which is the deletion and the writing of a new statement. This idea was born in the necessity of categorizing the actions students brought about in any category different from deletion and additions, since the students deleted information but created new one.

What are the processes observed when receiving feedback through podcast feedback?

In the investigation it was observed that there were Feedback loops, which were described by Careless (2018) are complex stages which take place within the process of feedback itself. In this study some stages of the feedback loops were observed by the group of the investigators. In other words, the feedback loops took place along the investigation; furthermore, these processes will be further explained with examples from the same investigation.

The first process of the feedback loops to be discussed is the input. In this case, the input was evidence through the feedback provided by the guide teacher in an audio file format. In this occasion, there was no evidence of peer, or self input regarding feedback. The second stage which was evidenced was the motivational factors. These factors are intrinsically connected to the emotions manifested by the students. Moreover, Pekrun (2009) stated that feelings are connected with motivation and the impact on students' academic performance. These emotions were evidenced in the analysis for the specific objective one in which positive activating and deactivating emotions were found.

In this study it could not be observed the self-regulation strategies included in the feedback loops. This was due to the fact that the focus of the investigation did not require this aspect to be studied.

The next step to be analyzed in the model proposed by Careless (2018), is the opportunity to use feedback. In this case the guide teacher provided the audio feedback to the students with all the necessary information. Meaning that there was room for improvement. At the same time, the assignment itself was designed considering the opportunity to use feedback with the aim of making improvements in the piece of writing.

Single loops processed were observed among most of the students. This was evidenced when students received comments about their assignment through audio feedback and they later made modifications. These modifications were evidenced and analyzed according to the categories proposed by Faigley & Witte (1981). On the other hand, unresolved learning puzzles were evidence when no modifications were made by the students.

How do students feel after receiving feedback through podcasts?

Among the findings, it was found that most of the students manifested the activation of positive emotions regarding the experience of receiving feedback. These feelings were in accordance with the taxonomy of emotions proposed by Pekrun (2006). No major findings related to negative emotions were found.

Evidence by Lim, et al. (2020) supports the idea of emotions having a functional role in feedback as it shapes the motivation of the students. Therefore, the emotions shown by the students clarify Lim et al. statements since they evidence the engagement between the students and the feedback through the positive feelings such as joy, relaxation, and also feeling comfortable with the audio

feedback received. On top of that, the feelings of each student were *positive activation*, since some of them declared this was their first time receiving this type of feedback, which in other words, it motivated their work.

The effectiveness of the audio feedback is another important aspect to consider when explaining the positive responses of the students in terms of feelings. In the words of Mallahi & Saadat (2020) when students receive feedback through podcasts significant improvement can be observed. Consequently, students experience feelings of hope as noted in the result of this investigation. In other words, the effectiveness of audio feedback ensures students a positive outcome in their academic performance.

Finally, the preference of students towards the types of feedback can also be a factor when talking about the feelings and perceptions towards the feedback. In this case, Morris et al. (2016) stated that students tend to prefer audio feedback because of the versatility and the amount of information provided. In another study carried out by Putri et al. (2021), it was demonstrated a tendency to prefer audio feedback due to the possibility that this type of feedback provides when improving academic performance. Accordingly, students would tend to feel a sensation of contentment because they are being provided with feedback that is of their preference.

2. Conclusions

Specific objective 1: To study the student's feelings towards audio feedback.

The first objective of the study considered the categories of feelings in the taxonomy of emotions based on Pekrun (2006). These categories were divided into positive activating, positive deactivating, negative activating, and negative deactivating. At the same time, these categories included feelings such as; hope, joy, relaxation, shame, etc. Moreover, the group of researchers

used the categories and subcategories that were intrinsically related to the topic in the spotlight. It is important to mention that not all the feelings proposed in the taxonomy were found among the declarations of the participants in their podcast answers. Moreover, some of the declarations were interpreted to match the categories of the taxonomy.

Based on the analysis of the students' responses it was observed that most of the participants' feelings were oriented towards the categories of positive activating as well as positive deactivating revised on Lim, et al. (2020). Within these categories, pride, joy, and relaxation were some of the feelings observed in the analysis made by the group of researchers. On the other hand, it is important to highlight that there were no major contradictions in the students' responses, meaning that the feelings were mostly oriented towards the positive category of the taxonomy. In addition, as mentioned by Hyland, K. (2009) the activation of positive feelings can affect the academic performance of the participants. It is clearly evidenced in some of the participants' declarations throughout the instruments since even when the teacher praised their work they still carried out changes in order to improve their assignment.

In order to find the information and draw conclusions about the feelings, the answers of the students' audio podcasts were analyzed through tables which were created in order to find the feelings involved in each of the declarations. Moreover, graphs were created to illustrate the volume of the data provided by the students in each category using the software Nvivo 12.

Specific objective 2: "To describe the actions that students declare to take when they receive feedback through podcasts"

In this specific objective, the analysis showed the tendency of participants to do certain actions such as the repetition of the audio files in order to follow every comment made by the teacher.

Furthermore, participants took actions to be able to use the audio feedback as a future reference for improving their writing skills. In contrast, there was found only one participant who evidenced modifications whilst listening to the audio podcast. This is supported by Correa & Flores (2018) when they stated that participants made decisions based on what they believed was correct.

Since the feedback provided by the teacher was in the same format for all the participants there was an evenness in the process of receiving feedback. According to Ferris et al (2013) this factor causes students to respond positively or negatively when taking actions. In this specific case and as it was observed by the researchers the actions taken by the students were positive.

A table was created in order to gather all the information needed to draw conclusions related to the actions taken by the participants. At the same time, this information was analyzed from a perspective which focuses on the amount of data. Regarding this last point, a graph was created to illustrate this information.

Specific objective 3: To find out the modifications in the texts produced by the students through the comparison of the first draft and the final version.

This third and final objective was analyzed through the categories proposed by Faigley & Witte (1981) regarding the possible modifications of the text. Within these categories, the subcategory of meaning-preserving changes was considered for the analysis. In these subcategories, modifications such as addition, deletion, and substitution were found.

Among the findings, it can be concluded in relation to the tendency of the students, addition was the category which occupied the vast majority of the total modifications carried out by the students. In contrast, the category permutation was not found on the analysis. Even though the

students executed changes, most of them were not successful in terms of following the specific comments of the teacher. That is to say, students acknowledged the need for change but the changes were not in full accordance with the teachers' suggestions.

It is worth mentioning that these results were concluded from a task in which the students had to produce a piece of writing with a draft with teacher's feedback, and a final submission. Later, a comparison between the first draft and the last submission was made. Meaning, an analysis was brought about to find out the modifications made by the students and to determine whether or not there were modifications. These changes were gathered in tables to be commented on by the group of researchers in terms of the most frequent changes and general observations.

3. Limitations of the study

The limitations present in the study due to its voluntary and situational feature limited the size sample of the study to a very small number, which obviously may imply not completely visualizing all the possible data. With respect to the topic of feelings, although they were answered consistently several times during the interview, little more was said about this aspect, which in a certain way limited the collection of data that could have been obtained if the interviewees were given more clarification to expand their opinion about it. As for the category of actions, the same limitation was found since the sample space was not vast enough to make possible to find the subcategory of permutation.

4. Further Research

As a comment regarding the needs that we found with respect to possible or upcoming research on the subject investigated. We consider that as previously mentioned. We notice the importance of the emerging category “clean state” and if it has a great presence in the actions performed by the students after obtaining the audio feedback from their teacher. This to consider if this category has a presence that should be corrected or considered to clarify in the feedback for improvements of assignments.

On the other hand, due to the limitation of the sample (number of participants), we suggest conducting the next study on the subject with a considerable number of participants, around 30 (average students on a course), which would be a good number for a qualitative study such as the one we have conducted.

In search of more detailed information regarding students' feelings about feedback. As researchers we suggest the use of an instrument that is oriented to obtain more direct data on the emotional situation of the students in order to have more concise results and their relationship to the actions the students take based on the previous data.

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Appendix

Appendix N° 1: Instrument

INSTRUMENT

1. - Tell me your experience about receiving any kind of feedback on your written assignments at the university. (in class, during an assignment, final product)
2. - How did the audio feedback from your teacher help you in the process of completing your assignment?
3. - What is your opinion about this audio feedback you received?
4. - What types of audio comments from your teacher were easier to understand? Why?
5. What types of audio comments from your teacher were harder to understand? Why?
6. What did you do with the audio feedback given by the teacher about your lit review?
7. What did you do if you didn't understand the audio feedback from the teacher?
8. What did you do if you disagreed with the comments provided by your teacher on your lit review?
9. How did the teacher's audio feedback make you feel? Why?
10. Tell me how did you find the quality of the commentary received? Report a situation in which you found it positive or negative.
11. Was the commentary received related to the task? Why do you think so?
12. To what extent did you feel the relationship between the commentary and the task assigned?
13. How was the tone of voice of the teacher who sent the commentary?
14. How was the length of the commentary?

15. How accurate was the commentary received?
16. Did you have enough time to answer or revise every commentary?
17. How was the opportunity/temporality of the commentaries received?

Appendix N° 2: Interview

PARTICIPANT 5

- 1. Tell me your experience about receiving any kind of feedback on your written assignments at the university. (in class, during an assignment, final product)**

About the experience with the re-comments it was quite useful at the time of receiving the final product of the task because it helped me to see my errors and rectify the errors that were in it, which in my case were details about my texts or about how to address the students

- 2. How did the audio feedback from your teacher help you in the process of completing your assignment?**

As mentioned before, it helped me more than anything, it helped me in the structure of the task, it helped me in how to develop it, in how to specify certain parts of it, and in terms of summarizing, I think that it helped me in that more than anything due to that my homework had very few errors compared to those of my classmates, so the audio was a little shorter and easier to understand.

- 3. What is your opinion about this audio feedback you received?**

It was quite good, brief, of course, I couldn't find the word, it was quite direct when it came to teaching me where I was wrong. It was accurate in a certain way. And being an audio, I feel that I had more manipulation at the moment of seeing where I could stop. Which part should I understand more clearly and I think that would be all.

- 4. What types of audio comments from your teacher were easier to understand? Why?**

I think the easiest part was the correction of the texts because since it was only changing certain texts I had to look for different references which was quite easy for me.

- 5. What types of audio comments from your teacher were harder to understand? Why?**

I think it was the part to change the instructions because in a certain way I had to know how to speak in the first person and it is difficult to change from one system to another

6. What did you do with the audio feedback given by the teacher about your lit review?

As it was brief, I listened to it quickly, I listened to it more than once, I tried to make the instructions clear to me, and as I mentioned before, since it was brief, it was easy to understand and it helped me a lot because it was quite direct in what I had to do, it was very easy to understand. to achieve a final product.

7. What did you do if you didn't understand the audio feedback from the teacher?

I should have answered you back with another audio so that she could correct me or she could clarify what my doubt was. I feel that I at least do not need it but that would have been my answer in this scenery.

8. What did you do if you disagreed with the comments provided by your teacher on your lit review?

In that case, I would have had to enter into a debate with the teacher in which one of the students would have to clarify the other's doubts, I would have had to give my arguments to resolve the issue and she would have clarified or made me see my mistakes or I could have made her see another point of view of my work in which she could understand that I am right or I should fix my parts of the assignment.

9. How did the teacher's audio feedback make you feel? Why?

The audios made me feel quite comfortable, I feel that they are something more innovative in a certain way, they made me have a feeling of freedom and perhaps a feeling of closeness with the teacher because I felt that she understood my work, for which I felt that I understood myself and that helped me in the mistakes that I made

10. Tell me how did you find the quality of the commentary received? Report a situation in which you found it positive or negative.

It was quite positive the audio was complete and at the same time brief if I had to give it more features it was quite accurate it was something that really helped me when I finished my work and as we reinforced this in each class I had fewer errors than I could have made apart from the fact that the teacher focused on explaining all this in the audios.

11. Was the commentary received related to the task? Why do you think so?

if it was all related to the task because I think that if it was not related to this it is because I am not understanding the class. Well, the teacher knew how to correlate her comments to the certain points of the errors in my task for which I was able to do my job well.

12. To what extent did you feel the relationship between the commentary and the task assigned?

I understood the relationship between the comment and the task because the teacher did not use too much technical language so to speak, she did not use inappropriate or too formal language and that made me understand everything correctly and I related the comment well to the task.

13. How was the tone of voice of the teacher who sent the commentary?

It was quite good in a certain way, to say it, he was soft and with a quite understanding tone of voice so that perhaps I did not feel I don't know whether to say attacked but rather pressured regarding the task and thus I could understand that he was a bug that could be fixed.

14. How was the length of the commentary?

as mentioned in the previous answers it was brief and according to the mistakes I had made I feel that if it had been extended in terms of these answers it could have been a little more complex for me to have extracted the information I needed for these arrangements but according

to My opinion was clarified in the exact minutes, the audio did not last much more than 3 minutes, so I was able to listen to it many times and see what I could understand in that time.

15. How accurate was the commentary received?

Yes, I think it was quite clear and everything I needed in terms of the task.

16. Did you have enough time to answer or revise every commentary?

I did have the time because the time to carry out the work was adequate and in turn the duration of the audio was adequate, so everything was in accordance with the times one needs to carry out a task.

17. How was the opportunity/temporality of the commentaries received?

it was good according to each situation and I feel that it was well received from me

Appendix N°3: Activity Folder (Activity required by Guide Teacher)

Assessment 1: Activity Folder

Part A: Activity folder

Describe in detail 2 different communicative tasks to develop productive and receptive language skills and systems. This is a pair (2) work assignment.

The activity folder should include:

- The skills/systems to be developed – choose one skill and one system
- The aim(s) for the class(es) – either SDL/ PPP or TBL

- Any required materials/resources used in the activities (Attached or the link to access them)
- Assessment instruments for the communicative tasks

You will be graded with the following rubric:

	Excellent 5	Good 4	Passing 3	Fair 2	Poor 1
Aims	Aim 1				
	Aim 2				
	Functional, clearly specified, includes all required elements.	Functional, specified, includes all required elements.	Generally functional, specified, includes most required elements.	Not functional and/or sufficient specification and/or does not include all required elements.	Not functional and/or specific and/or does not include required elements.
Activities	Activity 1				
	Activity 2				
	Activity is communicative and fully coherent with the given aim.	Activity is communicative and coherent with the given aim.	Activity is generally communicative and coherent with the given aim.	Activity is not communicative and/or not coherent with the given aim.	Activity is not communicative and not coherent with the given aim.
Assessment	Assessment 1				
	Assessment 2				
	The assessment instrument is suitable for the task and it addresses all the important aspects. It's coherent with the given aim	The assessment instrument is appropriate and coherent with the given aim but does not address all the important aspects of the task.	The assessment instrument is somewhat pertinent with the task and addresses most of the important aspects. It is related to the given aim.	The assessment instrument barely addresses the key aspects of the task and lacks coherence with the given aim.	The assessment instrument is incongruent with the task and the given aim. It does not address the key aspects of the task.
Instructions	Instructions Activity 1				
	Instructions Activity 2				
	Instructions to students are clear, complete, detailed, sequential, and are directly coherent with the activities.	Instructions to students are generally clear, complete, detailed, sequential, and are directly coherent with the activities.	Instructions to students are generally clear, complete, sequential, and are coherent with the activities.	Instructions to students are somewhat unclear and/or incomplete and/or lack sequence, and/or are incoherent with the activities.	Instructions to students are unclear and/or incomplete and/or lack sequence, and/or are incoherent with the activities.
Use of English: Grammar, mechanics, vocabulary	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Errors are infrequent.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Occasional errors may be present but do not impede communication.	Uses a range of everyday vocabulary appropriately, with some inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a reasonable degree of control. Errors do not on the whole impede communication.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.	Uses a limited range of structures. Attempts complex sentences but these tend to be less accurate than simple sentences. May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader.

Appendix N° 3: Informed consent



CONSENTIMIENTO INFORMADO

Estimado participante:

Mediante el presente, queremos invitarle a participar de la investigación “ _____”, cuyo Investigador Responsable es _____ (**indicar en negrita**), RUT: _____ (**correo entre paréntesis**), académico de la Facultad de _____ de la Universidad Católica de la Santísima Concepción. El presente documento tiene como finalidad darle a conocer los detalles del estudio y solicitarle su consentimiento informado para participar en él.

1. Objetivo de la Investigación

El objetivo de la investigación es

2. Breve descripción del proyecto

3. Metodología

4. Su participación en el estudio

Su participación consistirá en **(Por favor indicar en detalle la metodología a utilizar, así como las modalidades, duración de la actividad(es), etcétera.)**

Su participación en este estudio es de carácter libre y voluntario, pudiendo solicitar ser excluido de esta investigación y que sus intervenciones no sean consideradas en esta investigación sin justificación previa ni perjuicio para usted.

Si usted participa en esta investigación lo hace bajo su expreso consentimiento informado que firma y autoriza.

5. Confidencialidad

La información que se genere a partir del trabajo será tratada confidencialmente. Actuará en calidad de custodio de los datos el Investigador Responsable, Sr_____. Al respecto, su nombre no aparecerá en el trabajo final, ni en los informes parciales o en la difusión académica de los resultados, ya que sólo se utilizarán siglas y/o edad y/o género y/o nombres ficticios si fuera necesario.

ucsc.cl	Campus San Andrés Alonso de Ribera 2850 Concepción - Chile Tel. 412345100 Fax 412345101	Campus Santo Domingo Lincoyán 255 Concepción - Chile Tel. 412345600 Fax 412345601	Campus Talcahuano Colón 2766 Talcahuano - Chile Tel. 412345828 Tel. 412345847	Sede Chillán Arauco 449 Chillán - Chile Tel. 422245963	Campus Santa María de Los Angeles Caupolicán 276 Los Angeles - Chile Tel. 432345879	Campus Cañete Av. Eduardo Frei 787 Cañete - Chile Tel. 412345770 Tel. 412345635
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6. Beneficios

El mayor beneficio de este trabajo investigativo es que los resultados obtenidos serán una contribución al conocimiento.....(*indicar otros beneficios para el participantes, tanto tangibles e intangibles si corresponde*). Producto de su participación no se generan incentivos económicos de ningún tipo.

7. Costos

Su participación no implica costo alguno para usted, cualquier requerimiento de recursos financiero será asumido por la investigación.

8. Riesgos o molestias asociadas a la participación

La investigación no implica riesgo alguno para usted (*En el caso de existir riesgos, indicar en detalle en qué consisten y la gravedad de estos*), su participación será personal y confidencial. Sin perjuicio de lo anterior, estará garantizada la posibilidad de detener su participación si se sintiera afectado(a) o decidiera sin mediar explicación alguna retirarse.

9. Derechos

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

10. Contacto

Si estima que no se ha respetado este acuerdo, podrá presentar una queja formal al Investigador Responsable, Sr. _____ (____@ucsc.cl, fono: 41234_) y/o al Decano de la Facultad de, Sr. _____ (____@ucsc.cl, fono: 41234_) y/o a el Presidente del Comité Ético Científico de la Universidad Católica de la Santísima Concepción, Dra. Yenny Pinto Sarmiento (ypinto@ucsc.cl, fono: 41-2345602). Esta propuesta ha sido revisada y aprobada por el Comité Ético Científico de la Universidad Católica de la Santísima Concepción.

11. Declaración

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

Nombre completo Participante	Firma	Fecha
Investigador Responsable	Firma	Fecha
Ministro de Fe	Firma	Fecha

Se deja constancia en este instante que este documento será firmado en dos copias originales, quedando una de ellas en manos de la Investigadora Responsable y la otra en manos del participante.





PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Dra. Mabel Ortiz Navarrete
TÍTULO DEL SEMINARIO EVALUADO:	Analysis of the feelings and actions which students take when they receive feedback via podcasting
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Maximiliano Arriagada Adriel Galdames Juan Monsalve Bryan Muñoz
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Mg. Roxanna Correa P.

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

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6,5
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6,5
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.	6,5
Promedio	6,8

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6,0

3. Calidad y precisión del marco teórico/ Conceptual.	6,0
Promedio	6,3

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.	7,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6,5
5. Precisión de las estrategias y técnicas de recogida de datos.	6,3
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6,3
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7,0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7,0
Promedio	6,6

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.	6,2
3. Discusión de los resultados de la investigación.	6,3
4. Conclusiones sustentadas en los resultados o hallazgos.	6,3
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7,0
6.	
7. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7,0

Promedio	6,5
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E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	6,3
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6,5
3. Correcto uso de ortografía.	7,0
4. Coherencia en la redacción.	5,5
5. Sistematización en la formulación de citas y referencias bibliográficas.	6,5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7,0
Promedio	6,5

2. RESUMEN DE LA EVALUACIÓN

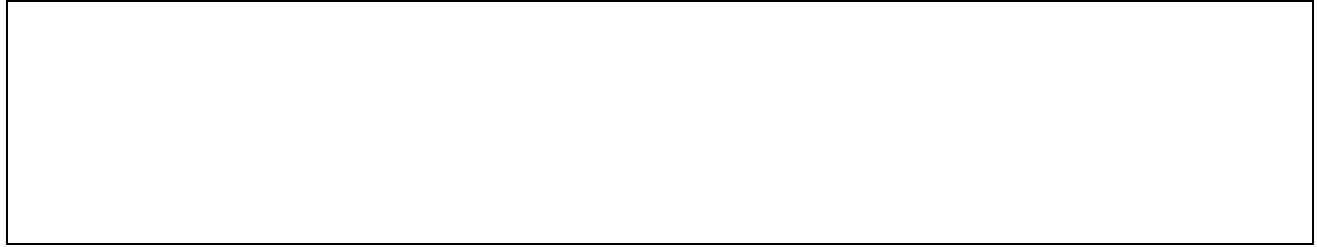
Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6,8	1,7
B. Del Marco Teórico referencial	20%	6,3	1,26
C. Del Diseño Metodológico de la investigación	20%	6,6	1,32
D. Del Contenido Temático y los Resultados	25%	6,5	1,6
E. De los aspectos formales	10%	6,5	0,65
Nota promedio final		6,5	6,53

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.

El trabajo aborda una temática muy relevante en el contexto de la enseñanza de inglés. El marco referencial contiene los principales conceptos y teorías que abordan el estudio. Por otra parte, la metodología propuesta se encuentra acorde con los objetivos planteados. Del trabajo se desprende bastante información que se analiza en detalle.

Se sugiere atender a los comentarios que se encuentran en el documento y que se relacionan principalmente con aspectos de redacción.



Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha: 27 de abril de 2023



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Mónica Tapia Ladino
TÍTULO DEL SEMINARIO EVALUADO:	ANALYSIS OF THE FEELINGS AND ACTIONS WHICH STUDENTS TAKE WHEN THEY RECEIVE FEEDBACK VIA PODCASTING
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Maximiliano Arriagada Adriel Galdames Juan Monsalve Bryan Muñoz
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Roxanna Correa Pérez

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

B. De La Formulación del Problema (25%)

INDICADORES	Nota
8. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7
9. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7
10. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7
11. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
12. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7
13. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7
Promedio	7

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
4. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7

5. Uso del lenguaje técnico coherente con la temática estudiada.	7
6. Calidad y precisión del marco teórico/ Conceptual.	7
Promedio	7

C. Del Diseño Metodológico del Problema (20%)

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

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

INDICADORES	Nota
8. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6
9. Presentación de los hallazgos o resultados de forma clara y sintética.	6
10. Discusión de los resultados de la investigación.	6
11. Conclusiones sustentadas en los resultados o hallazgos.	6
12. Explicitación de las proyecciones y de las limitaciones del estudio.	7
13. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7

Promedio	6,3
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E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
7. Títulos pertinentes y sintéticos .	7
8. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7
9. Correcto uso de ortografía.	7
10. Coherencia en la redacción.	7
11. Sistematización en la formulación de citas y referencias bibliográficas.	7
12. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	5
Promedio	6,6

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7	1.75
B. Del Marco Teórico referencial	20%	7	1.4
C. Del Diseño Metodológico de la investigación	20%	6,6	1.2
D. Del Contenido Temático y los Resultados	25%	6,3	1.57
E. De los aspectos formales	10%	6,6	0,66
Nota promedio final			6,58

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.

El seminario de grado denominado "ANALYSIS OF THE FEELINGS AND ACTIONS WHICH STUDENTS TAKE WHEN THEY RECEIVE FEEDBACK VIA PODCASTING cumple con los estándares de lo que se espera de una investigación para la obtención del grado académico de licenciado y el título profesional.

La investigación propone un tema poco abordado en la formación de los futuros profesores de inglés: qué siente y hacen los estudiantes con la retroalimentación mediante podcast. En relación con la justificación de la investigación y su marco

referencial presenta un robusto marco que aborda todos los temas que sustentan la tesis. Destaco, especialmente, la actualidad de los trabajos referenciados.

En la metodología necesité información acerca de la justificación que explica por qué se trabajó con 5 estudiantes. Asimismo, solicito se complete la tabla de códigos con definiciones y ejemplos, así como su numeración, y se indique el resultado de Kappa que permitió realizar los análisis.

La sección resultados está ordenada según los objetivos específicos, lo que es correcto. Se presentan unas tablas de NVivo. Es necesario presentar todas las figuras, explicar su organización y luego comentarlas. Finalmente, indico que este seminario está hecho en el marco de un proyecto de investigación UCSC, por lo tanto, es necesario mencionarlo con numeración en la portada del trabajo.

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha: