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The analysis of communicative purposes of feedback given by teachers from different disciplines in written tasks at University level, in the context of FONDECYT project 1180586 named *Eficacia de los comentarios escritos de ajuste al género (CEAG).*

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Abstract

Providing feedback to students is an essential part of their learning process. This study analyzes the communicative purposes in the written feedback provided by two teachers to their students' drafts of a task. This research aims to determine the communicative purposes that teachers employ when providing written feedback. The design of this investigation is qualitative since the data analyzed was non-numerical information. Nevertheless, this research also includes quantitative aspects since we quantified percentages that correspond to the rate of each communicative purpose in both of the disciplines. The data of the FONDECYT project 1180586 named *Eficacia de los comentarios escritos de ajuste al género (CEAG)* was used. This research evidences that there is a variation among the communicative purposes in the disciplines of Engineering and Humanities, with a clear predominance of some communicative purposes in each one. In the case of Engineering it was *Demonstrating knowledge and understanding,* and for the Humanities discipline it was *Preparing for professional practice.* Nevertheless, both disciplines converge on the purpose of *Developing power of informed and independent reasoning,* proper from written feedback. For further research, a larger sample with more disciplines and/or more than one major of the same discipline could be analyzed to obtain a deeper understanding of the topic.

Key words: Communicative purpose**,** Feedback, Higher education, Writing across disciplines, Written feedback.

CHAPTER 1: RESEARCH PROBLEM

An important element to experience a significant learning process is feedback, which has been defined by different authors. For example, according to Ur (2006), it is "the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance" (p. 242). Meanwhile, for Aparicio (2007) feedback is defined as "information that learners receive from their instructor about their performance, information that may cause them to take self-corrective action and guide them in attaining the goals of the course effectively" (slide 5). As an overall view, and supported by the previously mentioned authors, it can be stated that feedback is information provided to a student in order to improve their performance within a certain content to achieve a task.

Moreover, in the case of feedback regarding writing, Hyland (1990) defines it as "an essential step'' (p.279) where "diligent marking provides students with an idea of the criteria by which their work is judged, and should offer useful information that will help them avoid similar errors in the future." (p.279) That is to say, that feedback is intended to allow students to be aware of their progress and what they may need to improve, so that they master the writing task goal. Along these lines Duijnhouwer (2010) states that feedback can help the writers to achieve the mastery goal which is related to developing competence. This concept focuses on the ability that the student has on evaluating their own competences, comparing them to the standards related to the task.

Comprehending the context, and acknowledging feedback as an important element in the learning process is relevant to establish the purpose of this investigation which is to try to bridge the information gap regarding the effect of feedback and its communicative purpose into improving students' writing, that is to say, how useful it is. In order to find out if the feedback provided is meaningful, this study analyses the teacher's communicative purpose when providing feedback.

Since this study will analyze different types of writing from different disciplines, the concept of genre should be defined to understand how different communicative purposes can exist according to the written task of a discipline. For Gardner and Nesi (2012) genres are "abstractions selves, but conventional ways of doing things, realised through the written texts." (p.24) Meanwhile, Hyland, in Johns, et al. (2006) defines genres as "socially recognized ways of using language" as well as a socially used term for *grouping texts* which represents how "writers typically use language to respond to and construct texts for recurring situations.'' (p.237) That is to say, genres are ways of using language, adjusted to certain situations and audiences.

In addition, communicative purposes should be introduced and later defined in the Literature review chapter. According to Swales (1990), communicative purposes are "recognized

by the expert members of the part of the discourse community and thereby constitute the rationale for the genre" (p.58) In other words, communicative purposes form part of a genre that is shared by a community. Therefore, these purposes are contextualized in social situations that have specific social purposes. Consequently, the communicative purposes are situated and depend on social contexts; in that sense, the authors Gardner and Nesi (2012) state that social purposes can be interpreted as the sense that allows students to consider the audience and purpose of their writing. On this ground, the social context in which Gardner and Nesi (2012) proposed their communicative purposes, corresponds to undergraduate education level. In simple words, what the students are expected to consider when writing at academic university level. The communicative purposes proposed are five: *Demonstrating knowledge and understanding*; *Developing powers of informed and independent reasoning*; *Developing research skills; Preparing for professional practice*; and *Writing for oneself and others*. These concepts will be defined in depth in the following sections.

In this context, the research problem of this investigation is the existence of an information gap regarding the impact that the communicative purposes in the feedback provided by teachers has on students' writing. This information gap includes questions such as: What do teachers want to say in their feedback? and How are these comments related to the task? Having this information into account can facilitate the analysis of the effectiveness of feedback provided by teachers in different disciplines.

With this in mind, the following questions related to the research problem emerged.

Research questions

1) What are the communicative purposes in the feedback provided by university teachers from different disciplines?
2) Is there any difference or similarity between the feedback provided by teachers from different disciplines regarding its communicative purposes?
3) Is it possible to identify more than one communicative purpose in the feedback provided by different teachers from different disciplines?

Among the assumptions that the previous questions led to, we propose the following ones.

Research assumptions

1) The communicative purposes of the feedback provided tends to be oriented to demonstrating knowledge and understanding and to improve academic writing.
2) The feedback provided by teachers from different disciplines tends to differ in terms of communicative purpose.
3) It is possible to identify more than one communicative purpose in the feedback provided by different teachers from different disciplines.

The expectations that derive from this investigation are, in general terms, to analyze the communicative purpose of feedback given by teachers from different disciplines in the context of written tasks, and in a more specific manner, to classify the communicative purposes of feedback provided by teachers from Humanities and Engineering, as well as comparing them and determining if there is a predominance of any communicative purpose across the feedback provided to the students of the disciplines that will be analyzed.

Therefore, the general and specific objectives are the following:

General objective

To analyze the communicative purpose of feedback on genre oriented comments (GOC) provided by teachers from different disciplines in the context of written tasks, at University level.

Specific objectives

1) To classify the communicative purposes of feedback provided by teachers from humanities.
2) To classify the communicative purposes of feedback provided by teachers from engineering.
3) To compare the communicative purposes of feedback provided by teachers from humanities/engineering .

This research is intended to benefit university teachers, and as a consequence, the students, in terms of academic writing. Regarding the teachers, it is hoped to raise awareness of the communicative purpose of the feedback they provide

CHAPTER 2: Literature review

2.1 Academic writing

During the time that students spend in university; they are asked by their teachers to write for different types of tasks. Those tasks go through a process of changes and they become more complex over time. One of the main challenges that students will face while they are in university is academic writing. Academic writing, as Hyland (2002) defines “is an act of identity: it not only conveys disciplinary ‘content’ but also carries a representation of the writer” (p.1092). The students are not only expected to demonstrate their knowledge about the subject but also, they are expected to reflect on the information they have acknowledged. According to Swales & Feak (1994) “Academic writing is a product of many considerations: audience, purpose, organization, style, flow, and presentation.” (p.7). It is relevant to have in mind that the components of the writing will depend on the audience that will read the text produced. Therefore, Swales & Feak (1994) mention that “You need to have an understanding of your audience’s expectations and prior knowledge because these will affect the content of your writing” (p.7). The purpose and strategy to write will change depending on the type of audience that the writing is for. If your audience is an expert in the subject, your purpose and strategy will be different as if your audience is not.

If for the students achieving academic writing is already a complex task, an additional challenge is to learn how to write in their discipline. According to Carter (2007), writing is perceived as foreign in the disciplines; therefore its role is not fundamental for most teachers. Even though today’s predominant model of education is focused on the delivery of specialized disciplinary knowledge, writing is often neglected. This makes it difficult for students to learn how to write according to their disciplines. Referring to writing in the disciplines, Bazerman (1991) affirms that different disciplines have distinguishing approaches when it comes to writing and teaching

specialized knowledge. In other words, different disciplines are characterized by certain specialized knowledge, which needs specialized types of writing. The skill of writing should not be generalized for all disciplines; instead it should be tailored in order to meet the student's specific needs according to their discipline.

As writing in the discipline is a specialized type of language, Carter (2007) makes a difference between writing in and out the discipline. The author explains that writing outside the discipline consists of teaching students just declarative knowledge, leaving the writing skill outside the learning process. In contrast, writing in the discipline is established in a relationship that integrates writing and the specialized knowledge of each discipline (Carter, 2007). The teacher should merge these two aspects in order to use the writing skill as a way of learning instead of leaving it as a foreign factor of the learning process. The author affirms that writing inside the discipline differs from writing outside the discipline in the sense that the specialties are used "as an active way of knowing." (p. 387) instead of static knowledge. In other words, this approach embraces the writing skill and uses it as a way of learning and demonstrating knowledge instead of disregarding it. These concepts are relevant because this study analyzes written comments given by teachers of different disciplines to their students' texts.

2.2 Feedback

It is crucial and a base for this research to understand the concept of feedback. Among different authors, similar definitions can be found. For example, Hattie and Timperley (2007) define feedback as "information provided by an agent regarding aspects of one's performance or understanding" (p.81). Likewise, Wiggins (2012) explains it as "information about how we are doing in our efforts to reach a goal" (p.1) In other words, the authors' definitions converge on the fact that feedback is a type of communication that seeks to orient the performance of the learners. And in the aspect that the information is provided by the teacher to the students in different tasks.

Regarding the methodology that teachers should follow to provide feedback, Hattie and Timperley (2007) state that affective and cognitive processes can be included during the feedback provision. On the one hand, affective processes make reference to strategies for the students to feel more motivated and engaged with the task, in a way that they put more effort into it. On the other hand, cognitive processes refer to strategies for the students to check their understanding about the tasks and topics, as well as directions to which they should point their performance in order to succeed, considering information gaps and understanding strategies.

Referring to the reception of feedback, that is to say, what respects to the student, Ashford & Cummings (1983) state that "Individuals seek feedback on issues beyond those for which organizational leaders feel they should provide regular reviews" (p. 378) In other words, students request feedback for other reasons than improving the results of their tasks. Therefore it is a good idea for teachers to provide feedback regardless of their students' actions after the reception of the information. Nevertheless, Wiggins (2012) explains that feedback "requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions." (p.12) In that sense, it is relevant to have in mind that feedback reception will vary among the students, and that there are certain features that should be taken into consideration when providing feedback.

To be successful, Hattie and Timperley (2007) expose that feedback should "be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections." (p.104). This idea is also developed by Wiggins (2012) who states that for information to become feedback, it needs to try to induce something, and tell whether the students are going in the right direction. In order to concrete that, Hattie and Timperley (2007) claim that providing feedback requires

> developing a classroom climate, the ability to deal with the complexities of multiple judgments, and deep understandings of the subject matter (...) willingness to encourage

> self-regulation, and having exquisite timing to provide feedback before frustration takes over. (p.103)

Hence, there is an evident need of proficiency from the teacher to provide feedback correctly and effectively, managing a large number of factors that influence the students' reception and understanding of the information.

2.2.1 Feedback on writing

In the pedagogical field of teaching and learning the writing skill, feedback is defined as a type of dialogue between the teacher and the students in order to improve their texts. This is suggested as "dialogic character", understood as the implication of a conversation between the students and the teacher once the written comment is sent and responded to (Arancibia, Tapia & Correa, 2019). Concerning written tasks, written comments are one of the most used elements by teachers to provide feedback. According to Arancibia et al. (2019), regardless of the structure of written comments, which might be constructed of one word, they "always have defined purposes" (p.245). In the same path, Gardner and Nesi (2012), whose research will be presented later on, present genre families and their communicative purposes which represent what the teacher expects the students to demonstrate or develop. Therefore, it is likely to expect that the teacher's communicative purposes might be evident in the feedback provided.

When tasks pass through a process of systematic correction of drafts, there is a dialogue focused on fixing aspects of the piece of writing. In that way, the dialogue somehow ensures that the aspects to improve are the ones that the teacher intends to. In a similar approach, Christiansen & Bloch (2016) state that in order to make this relationship successful it is important that both participants understand the same about the assumptions behind the comments that the teacher provides.

This concept of dialogue between the teacher and student is also developed by Wisker (2003) under the name of “learning conversations”. The author refers to this concept as an instance of dialogue between the supervisor and the student(s); these can be done in different moments of the writing process to match the knowledge and concepts among the participants. However, Wisker (2003) states that one of the difficulties that this relationship faces is the different learning expectations that the student and the teacher have about the task required and the text to be produced.

Referring to written feedback, Anson (2012) introduces the concept of response, which is a different way of referring to written comments. The author mainly exposes that when feedback is provided, it “gets filtered, interpreted, remixed, and repurposed among students, influencing their decisions and their own responses to tasks and evaluations.” (p.196) In other words, the feedback has an effect on the students so that they manage and process the information received to apply it to certain tasks.

Sommers (1982) conveys a similar idea stating that “although commenting on student writing is the most widely used method for responding to student writing, it is the least understood.” (p.148) The author, as well as Anson (2012), emphasizes the gap of information regarding the effect (if any) of the comments on making the students better writers. This may be a consequence of the little preparation of the teachers on the matter; actually, in Sommers (1982) research, the interviewed teachers said that “responding to student writing was rarely stressed in their teacher-training or in writing workshops” (p.154). The author concluded that the little instruction available in teachers’ strategies led to a misuse of the written comments, providing wrong ideas and confusing corrections to the students.

In relation to the students’ point of view, it was proved in Ferris (2013) research that students have their own preferences regarding feedback. For example, there are times that students want the teacher to be explicit in referring to what the error is, but there are other times

they prefer to figure it out themselves. Nevertheless, disregarding the preference of the student on how to receive the feedback, there is a potential confusion respecting the way in which it is provided. In relation to what was previously mentioned, Sommers (1982) asserts that “The language of the comments makes it difficult for a student to sort out and decide what is most important and what is least important.” (p.151) This would determine that apparently students do not understand what is being requested mainly because teachers fail in expressing it, sometimes giving equal importance to different aspects of the writing task. This aspect of written feedback is also confirmed by Ferris (2013) when she reveals that “Most students said that teacher feedback on their writing had been too general and/or unclear or that teachers did not give many comments at all.” (p.10) Both authors agreed that there is a clear misunderstanding from students concerning feedback provision, generally associated with poor expression from the teachers.

Successful feedback was framed by Sommers (1982) stating that “the key to successful commenting is to have what is said in the comments and what is done in the classroom mutually reinforce and enrich each other.” (p.155) That is to say, comments should guide students to apply what they learned (hopefully) during the classes, and practice it systematically until they have a writing piece that is adjusted to the task requirements. When interviewed by Yao (2015), Ferris complemented this idea by indicating that “It needs to be focused on individual students' needs at a particular point and time as opposed to ‘I’m only going to correct this feature for everybody’”. (p.73) The author conveys the idea that feedback should be individualized according to each student’s weaknesses and learning rhythm.

Overall, there is an agreement among different authors on the importance of how the teachers communicate their expectations about the students’ performance. Considering the particularities of written feedback, this investigation will analyze the written comments and the communicative purposes given by teachers of different disciplines, to their students, at university level.

2.3 Genre Oriented Comments (GOC)

The concept of Genre Oriented Comments (GOC) is fundamental to develop this investigation, since these are the objects of study that were analyzed.

The importance that teachers give to the fact that students should adjust their texts to the genre required is evidenced in Arancibia, Tapia, and Correa (2019). The authors carried out an investigation in 2016 where guide teachers corrected consecutive drafts of thesis writings of pedagogy students. When correcting, the teachers made a type of written comment described by the authors as GOC, which its conceptual definition was stated by the authors as a kind of comment that "Alude a los rasgos distintivos del género discursivo a alcanzar: características de los apartados prototípicos de la tesis, formas de atribución del conocimiento, adecuaciones discursivas y al sistema de actividad." (p.11)[1] That is to say, these comments are exclusively related to how the text is adjusted to the genre requested by the instructor.

2.4 Communicative purposes

To begin with this topic, it is necessary to establish the importance of the Communicative purposes in this research. The general objective of this thesis is to analyze the communicative purpose of feedback given by teachers from different disciplines in the context of written tasks. As the concept of communicative purpose will be one of the main focuses of this research, it is important to provide a definition.

As it was previously mentioned in Chapter 1, Swales (1990) defines communicative purposes as part of a genre which is shared by a community. Based on Swales (1990) the writers of this investigation propose the following definition of Communicative purpose as *the expectation that an instructor has regarding the student's performance on a certain task*. In addition to this definition, Gardner and Nesi (2012) state that there are also "social purposes" which, as the name

[1] It alludes to the distinctive features of the discursive genre to be achieved: characteristics of the prototypical sections of the thesis, attribution of knowledge forms, discursive adjustments, and the activity system. (Translated by Dana Muñoz)

implies, depends on the context that the writing is inserted in. Additionally, this concept considers the audience, who are directly related to the context, and who will read the final piece of writing produced by the author.

To gather more information about this concept, Gardner and Nesi (2012) used the British Academic Written English Corpus (BAWE) in a research study to keep record of the amount of written products from students. The individual types of writing were classified into 13 genre families, which are: *Exercise, Explanations, Critiques, Essays, Literature surveys, Methodology recounts, Research report, Case study, Design specification, Problem questions, Proposal, Public engagement, and Event recounts.* In addition, the authors proposed that these genre families required the students to demonstrate different communicative purposes in writing.

Therefore, Gardner and Nesi (2012) proposed the five Primary purposes of written texts, also known as Communicative purposes, these are *Demonstrating knowledge and understanding* in which the students have to show that they understand content related to the discipline. *Developing power of independent reasoning* which main focus is on the capacity that the student has to support an opinion*. Building research skills,* this purpose allows students to develop their academic writing skills in order to become researchers in the discipline. *Preparing for professional practice* helps students to develop problem-solving skills in order to prepare them for the professional future. And, *Writing for oneself and others,* that consist in developing awareness about the readers, and to learn how to explain the content of the discipline in a non-specialist manner. Moreover, the same authors determined that each Communicative purpose is demonstrated through certain genre families which predominate in specific disciplines (see Table II.1).

Table II.1. Genre families across disciplines

Communicative Purpose	*Genres*	*Disciplines*
Demonstrating knowledge and understanding	1. Explanations 2. Exercises	**1. Life Science ; Physical Science** **2. Physical Science ; Life Science**
Developing powers of informed and independent reasoning	1. Essay 2. Critiques	**1. Social Science** **2. Art and Humanities**
Developing research skills	1. Research reports 2. Literature surveys 3. Methodology recounts	**1. Life Science; Physical Science** **2. Life Science; Social Science** **3. Life Science; Physical Science**
Preparing for professional practice	1. Case study 2. Design specification 3. Problem question 4. Proposal	**1. Life Science** **2. Physical Science** **3. Social Science** **4. Social Science**
Writing for oneself and others	1. Empathy writing 2. Narrative recounts	**1. Physical Science** **2. Life Science**

(Based on Gardner and Nesi, 2012)

Firstly, *Demonstrating knowledge and understanding* is mainly asked to students by writing *Explanations* and *Exercises* and it is predominant in disciplines like Life Sciences and Physical Sciences; secondly, *Developing powers of informed and independent reasoning* is demonstrated through Critiques and *Essays* which are predominant in disciplines such as Arts and humanities and Social sciences; thirdly, *Developing research skills*, which is predominant in Life sciences, and is illustrated through *Research reports*, *Literature surveys* and *Methodology recounts*; fourthly, *Preparing for professional practice* is exemplified through *Case studies*, *Design specifications*, *Problem questions* and *Proposals* which are predominant in disciplines like Life Sciences, Physical Sciences and Social Sciences; and finally, *Writing for oneself and others* which is predominant in disciplines like Art and humanities, Social sciences, Life science and Physical sciences is shown through *Narrative recounts* and *Empathy writing*.

Along the same lines, Christiansen and Bloch (2016) analyzed the efficacy of teachers' written comments on students' writing tasks. The authors considered four English as a Foreign

Language (EFL) students, evaluating the comments that the teacher gave to them in three different drafts of their final piece of writing. To discuss the effectiveness of the comments, the researchers presented the following question: *"What types of comments did the instructor use?".* To answer this, Christiansen and Bloch divided the comments provided by the teacher into four categories which reflect different aspects of the commenting process. For this thesis, we are going to focus on Category 1, which consists of comments aimed at the development of the text's content. These comments provided scaffolding to use the background knowledge to develop claims; to cite other papers to support the ideas; and to evaluate the claims from different sources.

The category proposed by Christiansen and Bloch can be included in the first purpose from Gardner and Nessi: *Demonstrating knowledge and understanding*. The aim of the teacher's comments from Category 1 is that in a writing task the student can use their previous and new acquired knowledge about a discipline to support their claims and ideas. And as it was previously mentioned, the focus on *Demonstrating knowledge and understanding* is that the student shows their knowledge about the discipline, therefore, Category 1 can be classified into this purpose because the student needs to demonstrate their knowledge about what they are writing about.

2.5 Feedback and communicative purposes

Understanding feedback as a type of dialogue indicates that the teacher has a message and an intention at the moment of providing it. As mentioned before, Arancibia, Tapia, and Correa (2019) illustrate how written feedback has defined purposes, regardless of their structure. Their study about feedback on thesis projects, establishes the comments given by teachers to be oriented to a purpose situated in a specific writing genre and social context.

Christiansen & Bloch (2016) also discuss the matter of feedback never being a neutral process. The research illustrated that teachers in the context of academic writing always have a bias that is expressed in their comments. The authors also state how the goals for commenting

may vary depending on the factors that are involved in the process. The actions taken by students upon reading the feedback depend on the interpretation they give to the comments. In consequence, it is important to identify the purpose of the feedback provided to better understand how the process works.

As for specific feedback in the disciplines, we can contextualize with Bazerman (1991). The author affirms that different disciplines are characterized by certain specialized knowledge, which is expressed through specialized types of writing. This specialized knowledge in writing skills can be delivered to students through feedback. That is, the knowledge about how to write can be taught through feedback, as learning conversations. This aspect was also noted by Wisker (2003) who states that feedback ought to be recognized as a form of teaching. In this way, feedback can be seen as a method to teach specialized knowledge that reflects on the way in which different disciplines write.

It is relevant to know the kind of feedback provided in different disciplines because it implies different messages, beliefs and expectations inside the communities (Hyland, 2009). Basturkmen, East, & Bitchener (2014) also analyze the theory proposed by Hyland, and interpret that through feedback teachers can display the “nature of disciplinary knowledge and student roles in the community” (p.433). In this way, feedback may have the purpose of supplying specialized knowledge about how to write inside the discipline. In addition, Basturkmen et al. (2014) examined comments on draft dissertations in three disciplinary areas (Humanities, Sciences/Mathematics and Commerce). The results found a “general comparability across disciplines” (p.443) in terms of aspects in which teachers chose to focus at the moment of correcting, with a predominance on “linguistic accuracy/appropriateness and content” comments, and a minority of comments related to “requirements and cohesion/coherence” (p. 443). On this ground, it would be possible to find feedback that focuses on specific disciplinary knowledge, as well as feedback that tends to orient the way of writing in the different disciplines, as the authors Arancibia, Tapia-Ladino, and Correa (2019) explain in the definition of genre oriented comments.

Since we can find written tasks across disciplines (as seen by Gardner & Nesi, 2012) it makes sense for some feedback communicative purposes to be found across them as well. In the same way, we could also find similar purposes across the fields, with some added knowledge about the area of study, so students can learn how to write according to their area. As explained before, the communicative purposes presented by Gardner & Nesi (2012), when regarded as feedback, will represent what the teacher expects the students to develop.

These conclusions are also drawn by Hyland and Hyland (2006), who argue that, similar to all texts, “feedback is a concrete realisation of recognised social purposes” (p.207). The authors point out that even if feedback is partly shaped by the teachers’ personal goals, it is also conveyed by the cultures and institutions where it arises. That analysis draws to the conclusion that teachers make a choice when they respond to students' written work, selecting from options that carry different meanings.

When we understand written feedback as a form of dialogue, we can deduce that it has a message and an intention. That is to say, feedback has a communicative purpose. Feedback inside the disciplines conveys messages about the disciplines' beliefs. Therefore, it may vary between them. Nonetheless, there are types of comments regarding content and accuracy that can be found across the fields as well. On this ground, it is important to identify the purpose of the feedback inside the disciplines and observe the decisions taken by teachers when they decide to deliver a message through written comments.

CHAPTER 3: METHODOLOGY

3.1 Research paradigm

The design chosen to answer the research questions corresponds to a mixed study, since the data used to carry out this paper is qualitative information. Nevertheless, we also required numerical support to make the analysis more complete. Mixed methods investigations consist of gathering and analyzing qualitative and quantitative data. (Creswell & Plano Clark, 2007, p. 6) We specifically analyzed written feedback provided by teachers to the written tasks of their students, in order to classify them according to their communicative purpose.

3.2 Research design

The type of research design for this thesis is a case study, which is defined by Gerring (2004) as “an intensive study of a single unit with an aim to generalize across a larger set of units.” (p. 341). This type of study allows us to perform an in-depth exploration of an important characteristic, such as the communicative purpose of the comments provided by teachers. That means that we understood the comments provided in each discipline as a case of written feedback provided by teachers to their students' writing tasks. In this instance, the data is composed of two case studies; One being the comments from a teacher of Humanities, and the second from a teacher of Engineering. The comments were given to a task the teachers gave to the students of the respective disciplines.

The authors of this thesis analyzed 265 written genre oriented comments, previously analyzed by the FONDECYT project team, which were in total 109 from the Humanities teacher and 156 from the Engineering teacher.

3.3 Categories of analysis

The data analyzed was classified into predetermined categories, which are the five categories provided by Gardner and Nesi (2012) on their research named *Genre across the disciplines: Students writing in higher education*; and an emerging category which was identified from the data analyzed. In this case, a sixth category called *Transgeneric* was created to classify comments that did not fit into the communicative purposes given by the authors. It is important to highlight that the sixth category is not a communicative purpose itself (See Table III.1). Moreover, within the sixth category the authors of this thesis identified 3 subcategories, which are *Content and organization of ideas*, *Format* and *Mode* (See Table III.1).

Table III.1. Categories of analysis

	Communicative purpose	Definition
1	Demonstrating knowledge and understanding	This category's aim is that the student can demonstrate his/her understanding about the content related to the discipline.
2	Developing powers of informed and independent reasoning	The main focus of this category is on the capacity that the student has to support an opinion.
3	Developing research skills	This purpose allows students to develop their academic writing skills in order to become researchers in the discipline.
4	Preparing for professional practice	This purpose's focus is to help students to develop problem-solving skills in order to prepare them for the professional future
5	Writing for oneself and others	Consist in developing awareness about the readers, and to learn how to explain the content of the discipline in a non-specialist manner.
6	Transgeneric	It is a category that includes those comments that can be found across disciplines making reference to content and organization of ideas; format; and mode.
6.1	Content and organization of ideas	This subcategory consists of comments that focus on problems related to the information provided on the piece of writing, and bring awareness to the organization of the ideas provided by the writer.
6.2	Format	The purpose of this subcategory is to focus the attention on the composition in which the student is delivering the final piece of writing.
6.3	Mode	This category centers around the control that the teacher has over the student's works, for example, they can correct or evaluate the writing piece of a student. (Straub & Lunsford, 1995).

(Source: Adapted from Gardner and Nesi, 2012)

The previous table shows the categories of analysis used in this paper and their definition for a clear understanding. However, in a first analysis of the data the results showed a large number of comments categorized section 6. Transgeneric. For this reason, the authors of this thesis decided to do a deeper analysis of this category, proposing three sub categories of it, which will be contained in the following table.

Table III.2. Subcategories of Mode

Congratulations.	These comments aim to highlight good aspects in the writing. For example, a well developed introduction, the good use of images or graphics, etc.
Warning.	These types of comments were used to identify plagiarism among other aspects.
Teacher reacts as a reader.	This category focuses on the comments in which the teacher reacts not as an evaluator but rather as a reader. For example, making jokes.

(Source: own elaboration)

3.4 Participants

This study was conducted with teachers from two universities from Bio-Bio region, from two different disciplines: Humanities and Engineering, who provided written comments to student's writing tasks. These teachers were participants on the FONDECYT project 1180586 named "Eficacia de los comentarios escritos de ajuste al género (CEAG)"

The students that received the written comments from the teacher were 3rd year and above university students, which was a requirement to participate in the FONDECYT project. As well as the teachers, the students belong to Humanities and Engineering. The total number of students was 39.

On the one hand, in the first draft of Humanities, 25 students delivered the draft. Then, in the second draft, 33 students delivered it. Eight new students joined the class for the second draft, which provoked an increase in the number of drafts to analyze.On another hand, in the first draft of Engineering, 6 students delivered the draft. And in the second draft, 4 students delivered the draft. 2 students did not deliver the second draft.

3.5 Tasks

This study will consider comments provided by teachers from Humanities, and Engineering of a writing task's first draft.

The first task is a *Proposal* made by third year students of *Direccion Audiovisual y Multimedia* (Humanities discipline) of a regional university. Gardner and Nesi (2012) define *Proposals* as activities that can be completed within the degree's programme, offering the students the opportunity to plan activities that they are not yet ready to perform as students. As in this case the students had to plan how they would produce a television program project, applying the concepts that were reviewed in class. (task's instructions in Appendix N°1). With this task the teacher evaluated character development, schedule, topic, sound and musicalization, technical camera *Proposal*, budget, fluency and order, and format. (rubric in Appendix N°2)

Regarding the Engineering tasks, it consists of *Exercise* which were made by third year students of *Ingenieria Civil Electrica*. Gardner and Nessi (2012) point out that "exercises are intended to give students practice in key skills and consolidate knowledge of key concepts." (P. 61). In this task the students had to emulate three different situations related to the electrical area, each of which required them to solve mathematical problems and justify their reasoning. Some of the problems had to include system simulations according to the controller design that was shown in the problem and then analyze the results. (task's instructions in Appendix N°3). In this case the teacher used a rubric to evaluate the following factors: result analysis, simulation graphics, reasoning, calculation and spelling, punctuation and grammar. (rubric in Appendix N°4)

3.6 Data collection procedures

For the development of this thesis, data was collected in 2018 by a *Fondo Nacional de Desarrollo Científico y Tecnológico* (FONDECYT) project 1180586 named *Eficacia de los comentarios escritos de ajuste al género (CEAG)*. The information analyzed consists of 265 comments offered by two teachers from different disciplines (Humanities and Engineering) to the written tasks of university students.

The data was previously organized on an excel table and classified in eleven parameters: University, year in which the comment was made, the discipline of the teacher and students, the professor's code, the written comment's code, the student's written text, and the written comment provided by the teacher.

For this study purposes, the table that was previously described was filtered, considering only genre oriented comments (GOC). After this process each comment was classified according to the communicative purposes proposed by Gardner and Nesi (2012) and the thesis students (See appendix N°5).

3.7 Data analysis procedure

The data analysis consisted of 9 stages. In the first instance a triangulation process was carried out as a trial. 50 comments were taken from the total of 109 comments from the Humanities sample to use them in this practice stage. Each thesis student analyzed the comments on their own based on the communicative purposes from Gardner and Nesi (2012). In the following step the data analyzed was sent to a statistician who calculated the agreement level among the five thesis students. The result of the first analysis was 0,307 which corresponds to poor agreement. As a consequence, the thesis students and the guide teacher had a meeting to triangulate the data as a group. Once the data was discussed, analyzed and corrected there was

a better understanding of the point of view that was needed to be employed to classify the comments. As the third stage of the analysis, the thesis students and the guide teacher (as the expert in the group) began to analyze individually another 50 comments taken from the total of Humanities comments as a second trial. The data was sent for the second time to the statistician, completing the fourth stage. In that opportunity, the results indicated that most of the thesis students were close to the expected coefficient of moderate agreement (kappa coefficient> 0.40). It is important to mention that after a few weeks of analysis under the supervision of the guide teacher, the authors were analyzed in comparison to another expert who belongs to the FONDECYT project 1180586. That time, 4 of the thesis students reached a kappa coefficient between 0,794 and 0,745, which corresponds to good agreement with the expert; meanwhile the student left reached a kappa coefficient of 0,431, which corresponds to a moderate level of agreement with the expert.

Afterwards, the authors started the analysis of the second discipline data, the Engineering GOC. In that occasion, as the fifth stage, the thesis students worked collaboratively analyzing the 156 comments to classify them in the corresponding communicative purpose. That analysis was discussed with the guide teacher, where it was found that a considerable number of GOC were able to be present across the disciplines. That is to say, these comments could not be classified into the communicative purposes proposed by Gardner and Nesi (2012). As the sixth stage of the analysis, a new category was created, which the investigators called *Transgeneric.* Subsequently, the number 6 was assigned to this category.

In order to maintain an order in the classification, in the seventh stage the investigators decided to create a code book that reflected the patterns that made them decide on the communicative purposes for each written comment. (See Appendix Nº 6)

The completion of the code book led the investigators to realize that there was a need for a sub categorization of the *Transgeneric* category. Since among these comments there were different

purposes present, three subcategories were created in the eighth stage of the analysis: *Content and organization of ideas (6.1)*; *Format (6.2)*; and *Mode (6.3).*

Finally, as the ninth stage of the data analysis, the tables with the classification were sent to the statician, who determined the final results of each discipline and a comparison between them. That information will be presented in depth in Chapter 4.

CHAPTER 4: RESULTS

This chapter analyzes the communicative purposes of the written comments of teachers from Humanities and Engineering provided to their students in the context of written tasks. The results will be presented by each specific objective and their corresponding categories and subcategories.

4.1 Specific objective one: To classify the communicative purposes of feedback provided by teachers from Humanities

To analyze and classify the communicative purposes, the categories and subcategories explained in Chapter 3 Table *III.1. Categories of analysis* will be used. The Humanities course includes 109 comments identified as GOC with a communicative purpose being assigned to the total of them.

Table IV.1 *Communicative purposes in Humanities discipline* below shows the frequency with which each communicative purpose appeared among the 109 GOC analyzed. That is to say, how many comments are there per category. The three subcategories of *Transgeneric* comments can also be seen in the table. The data was expressed in percentages.

Table IV.1 Communicative purposes in Humanities discipline.

Communicative Purpose	Frequency	Percentage	Valid %	Accumulated percentage
Developing power of informed and independent reasoning	3	2,8	2,8	2,8
Preparing for professional practice	81	74,3	74,3	77,1
Transgeneric	25	22,9	22,9	100,0
Content and organization of ideas	*15*	*13,8*	*13,8*	*90,9*
Format	*3*	*2,8*	*2,8*	*93,7*
Mode	*7*	*6,4*	*6,4*	*100,0*
Total	**109**	**100,0**	**100,0**	

source:(Valenzuela 2021, Report analysis)

From these results, it can be interpreted that the communicative purpose most employed was *Preparing for professional practice*. This outcome allings with what is proposed by Gardner and Nesi (2012). They found that in Humanities majors, supervisor teachers are more oriented to achieve a professional writing skill, which is connected to the communicative purpose. The authors state that this communicative purpose normally is reflected in genres like *Proposals (*as the one developed by the students*)*, which are understood as plans of activities that can be done during the major's duration. Along these lines, Carter (2007) states the idea that *Proposals* are possible solutions that the students give to a real life problem.

In this discipline we studied the written comments of a teacher from *Dirección Audiovisual y Multimedia.* In relation to this, Gardner and Nesi (2012) state that some majors of this discipline (Humanities) are oriented towards professionalization tasks, that is to say, that the teachers

expect the student to do assignments closely related to the experience that they will face during their profession. In this case, the student had to design a television program. Therefore, most of the comments provided by the teacher were oriented towards the professional development of a television program, and to make it similar to a real one.

Some evidence of this type of comments is shown in the table below.

Table IV.2 *Preparing for professional practice genre oriented comments*

Students' text	Teacher's comment	Communicative Purpose
...escritorio para el	*...esto es referente a la escenografía.*	(4) Preparing for professional practice
...un concurso y sus reglas, luego se parodiara.	*Pierde sentido que sea un noticiero si luego hay una parodia.*	(4) Preparing for professional practice

source:(FONDECYT 1180586 *Eficacia de los comentarios escritos de ajuste al género* (CEAG) and own source)

These teacher's comments were classified as part of the *Preparing for professional practice* category because they contain language of the discipline. Words such as "*escenografía*", "*noticiero*", and " *parodia*" involve a professional knowledge that the students should manage in order to fulfill the requirements of the task. The use of these lexical items were considered key aspects for *Preparing for professional practice*. For more examples, see the Code book (2020). (See Appendix N°6)

In relation to the *Transgeneric* comments, although the frequency percentage is minor, it is interesting to notice that the most frequent subcategory was *Content and organization of ideas.* This may be related to the fact that even though the task was professionalizing, it was written in a university context; therefore, the teacher is concerned that the explanations are well expressed to the academic and professional community. As Swales & Feak (1994) explain, academic writing

should take into consideration factors like the audience and purpose of the text to write, among other components.

Some evidence of the type of comments classified in the subcategory *Content and organization of ideas* is shown in the Table IV.3 Transgeneric genre oriented comments.

Table IV.3 *Transgeneric: Content and organization of ideas purpose evidence*

Students' text	Teacher's comment	Category
...serán tres secciones express de un minuto o un poco más que servirán a modo de descanso y para darle más dinamismo al programa .	*La propuesta es confusa y se pasa de un tema a otro sin intención.*	(6.1) Transgeneric, Content and organization of ideas
El juego prosigue hasta que el invitado describe todos los objetos o el tiempo se acaba. Una vez finalizado el juego el presentador entrega el resultado final, felicita o alienta al invitado y procede a despedir el programa .	*Falta desarrollo y el texto de todo esto.*	(6.1)Transgeneric, Content and organization of ideas

source:(FONDECYT 1180586 *Eficacia de los comentarios escritos de ajuste al género* (CEAG) and own source)

These *Transgeneric* comments were classified as belonging to the *Content and organization of ideas* subcategory because they allude to features of the writing that are related to the way in which the student puts in order the information. These comments are prone to be found across the disciplines.

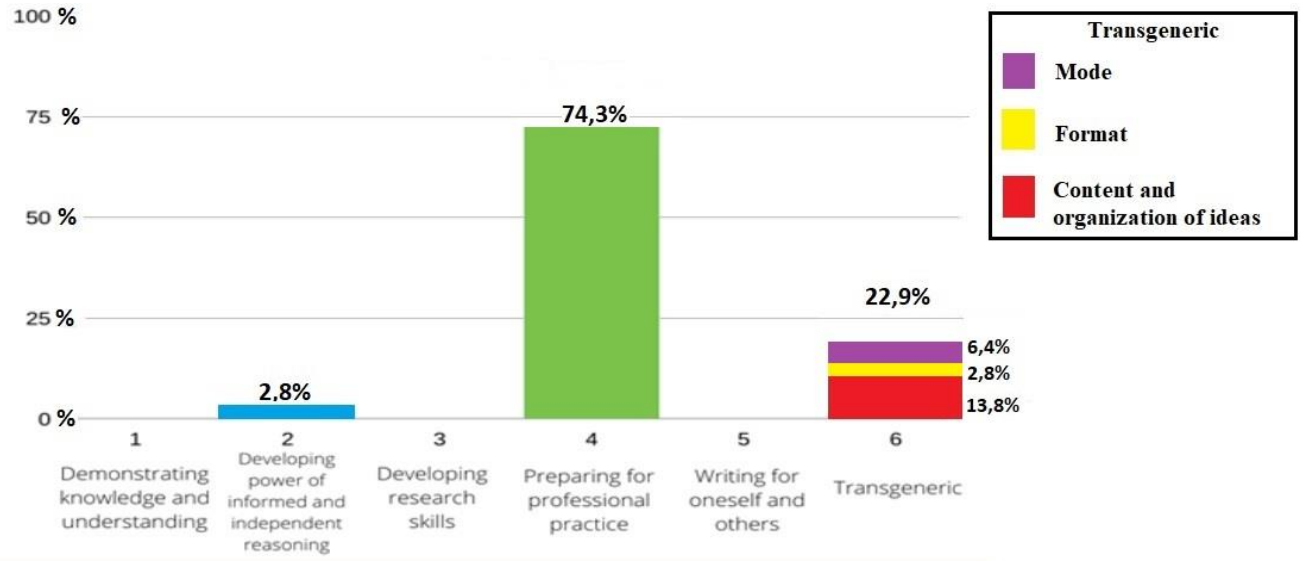
As the evidence shows, the supervisor is interested in academic language. Along these lines, Carter (2007) states that to write in the discipline the teacher should merge the writing skills and the knowledge of the discipline in the requirements of a task. In other words, the task must comply with the academic standards established by each discipline.

In relation to the category *Developing research skills*, which points to academic investigation, there is an absence of GOC. The reason for this is that, as it was previously stated, this task has a professionalizing orientation and its emphasis is not on investigation.

Regarding the category *Writing for oneself and others,* the absence of this type of comments could be related to the reflective character that this communicative purpose possesses. The task from which the GOC were analysed did not have any section nor requirement that asked reflection about the task or the future practice of the student in the area.

Respecting the category *Demonstrating knowledge and understanding*, Gardner and Nesi (2012) propose that it is a communicative purpose which tends to be present mainly in disciplines like Life Science, and Physical Science, as well as in majors like Engineering. Alining with the theory, this would explain the absence of GOC from that category in the feedback of a Humanities' task. In the following figure we can see the percentages of each communicative purpose found in this discipline.

Figure IV.1 *Communicative purposes in the text (Humanities)*



source:(Valenzuela 2021, Report analysis)

Considering the variables in its numerical version, it was determined that the standard deviation corresponds to 0,934. This shows that the communicative purposes are highly concentrated fundamentally in one category, with more than 70%, hence it can be stated that the results are homogenous.

4.2 Specific objective two: To classify the communicative purposes of feedback provided by teachers from Engineering

To analyze and classify the communicative purposes in the case of the task from Engineering, the categories and subcategories explained in Chapter 3 table *III.1. Categories of analysis* will be used. The total number of analyzed written comments is 156, which were identified as GOC with a communicative purpose being assigned to all of them.

Table IV.4 *Communicatives purposes in Engineering discipline* shows the frequency in which each communicative purpose appeared among the 156 GOC analyzed in the Engineering discipline. That is to say, how many comments are there per category, including the subcategories in *Transgeneric*. The data is expressed in percentages.

Table IV.4 *Communicatives purposes in Engineering discipline.*

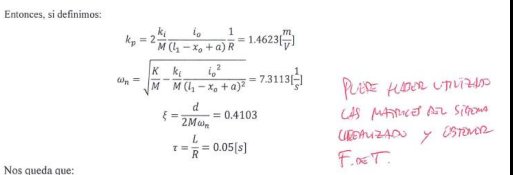
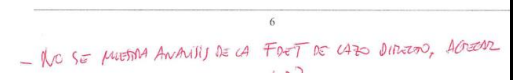
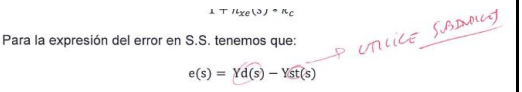
Communicative purpose	Frequency	Percentage	Valid percentage	Accumulated percentage
Demonstrating knowledge and understanding	96	61,5	61,5	61,5
Developing power of informed and independent reasoning	28	17,9	17,9	79,5
Transgeneric	32	20,5	20,5	100,0
Content and organization of ideas	*4*	*2,6*	*2,6*	*82,1*
Format	*20*	*12,8*	*12,8*	*94,9*
Mode	*8*	*5,1*	*5,1*	*100*
Total	**156**	**100,0**	**100,0**	

source:(Valenzuela 2021, Report analysis)

Before starting the analysis of the findings, it is important to notice that in the Engineering discipline the results provide a wider variety of communicative purposes than Humanities, thus each of the categories found will be justified.

From these results it can be seen that the most frequent communicative purpose used in the Engineering discipline is *Demonstrating knowledge and understanding*. This outcome aligns with the findings of Gardner and Nesi (2012) who found that the genre *Exercise,* which is used in order to give the students a task to practice and consolidate their knowledge, is highly related to this communicative purpose. *Demonstrating knowledge and understanding* can be found in every discipline due to its nature: it is fundamental for universities that its students are capable of understanding the major aspects of their field. However, *Exercises* can be found more commonly in Physical Sciences, because unlike other disciplines, they require the translation of pure knowledge without including the opinion of the student. Some evidence of the comments classified in the purpose *Demonstrating knowledge and understanding* are shown below.

Table IV.5 *Demonstrating knowledge and understanding* purpose evidence.

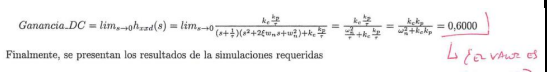
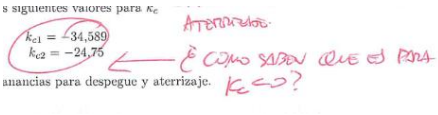
Students' text*	Teacher's Comment	Communicative purpose
	*Puede haber utilizado las matrices del sistema analizado y obtener FdeT.*	1.- Demonstrating knowledge and understanding.
	*No se muestra análisis de FdeT de lazo directo, agregar*	1.- Demonstrating knowledge and understanding.
	*Utilice subíndices.*	1.- Demonstrating knowledge and understanding.

Source: (FONDECYT 1180586 *Eficacia de los comentarios escritos de ajuste al género* (CEAG) and own source)

*To see the students' text at a better quality, see Appendix Nº 7.

As Table IV.5 *Demonstrating knowledge and understanding purpose evidence* exhibits, all the teacher's comments ask the students to demonstrate knowledge. The last comment, *"Utilice subindices",* was considered because it is technical/specific language of the discipline that the student should know.The table below shows some of the comments classified in the category *Developing power of informed and independent reasoning* as evidence.

Table IV.6 *Developing power of informed and independent reasoning* purpose evidence

Students' text *	Teacher's Comment	Communicative purpose
 Finalmente, se presentan los resultados de la simulaciones requeridas	*¿El valor es coherente?*	2. Developing power of informed and independent reasoning
 Figura 7: Gráfico de polos y ceros en un plano complejo. Se observa de la figura que tiene 2 polos puramente reales con valores $s_1 = -19,6$ y $s_2 = -3,64$, ademas de	*¿Qué información puede extraer de los polos?*	2. Developing power of informed and independent reasoning
 s siguientes valores para K_c $k_{c1} = -34,589$ $k_{c2} = -24,75$ anancias para despegue y aterrizaje.	*¿Cómo saben que es Kc<0?*	2. Developing power of informed and independent reasoning

Source: (FONDECYT 1180586 *Eficacia de los comentarios escritos de ajuste al género* (CEAG) and own source)

*To see the students' text at a better quality, see Appendix Nº8.

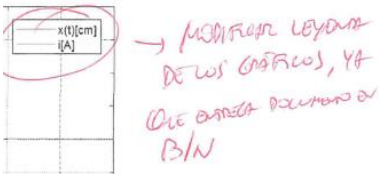
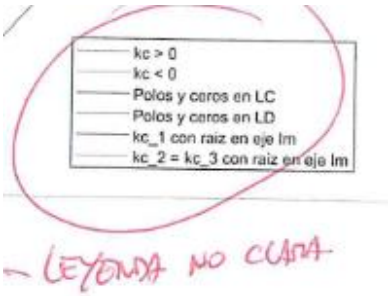
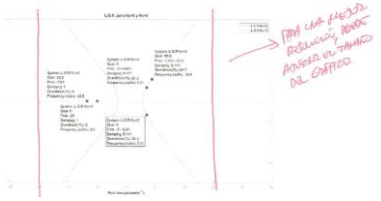
Regarding the communicative purpose *Developing power of informed and independent reasoning,* it is important to mention that the comments classified in this category tend to be questions. These inquiries invite the student to reflect on the information that is provided to complete the task as it is defined in the Code book (2020) (See appendix N°6)

To explain why there is a percentage of this category in this discipline, it can be said that Gardner & Nesi (2012) state that there may be a relation between the communicative purpose *Developing power of informed and independent reasoning* and the purpose previously analyzed (*Developing knowledge and understanding).* This relationship relies on the main goal of *Developing power of informed and independent reasoning,* which is that the student can become capable to argue and support their claims, but in order to do this the student needs to acquire knowledge and understand the information related to their discipline. In other means, the first step is to know how the student will justify and then use this information to create their arguments and supporting ideas.

In relation to the comments classified as *Transgeneric*, the most recurring aspect is *Format.* This outcome aligns with the authors Gardner and Nesi (2012) who affirm that diagrams are to be expected in the answer of the *Exercise* genre since they support the explanation given by the student. As it was mentioned in Chapter 3, the task in the Engineering discipline is part of the *Exercise* genre, thus the student used different graphics in order to support the results from the equations given in the task.

Therefore, it can be stated that in the Engineering discipline, diagrams are equally important than text, because by using them, the student is demonstrating that they understand the information acquired during the course and how to use them to justify their findings. Consequently, the teacher brought attention to any mistake and good use of diagrams during the task. This explains the relevant percentage obtained in the results. Along the same lines Gardner and Nesi (2012) claim that formulae play an important part too. In some cases formulae is crucial to the answer. By using them students demonstrate the process that they had in order to obtain an answer to the problem.Some of the comments classified as *Format* are shown in the table below as evidence.

Table IV.7 *Transgeneric: Format purpose evidence*

Students' text*	Teacher's comment	Communicative purpose
	*Modificar leyenda de los gráficos, ya que entrega documento en B/N*	6.2 Format
	*Leyenda no clara*	6.2 Format
	*Para una mejor resolución debe ajustar el tamaño del gráfico*	6.2 Format

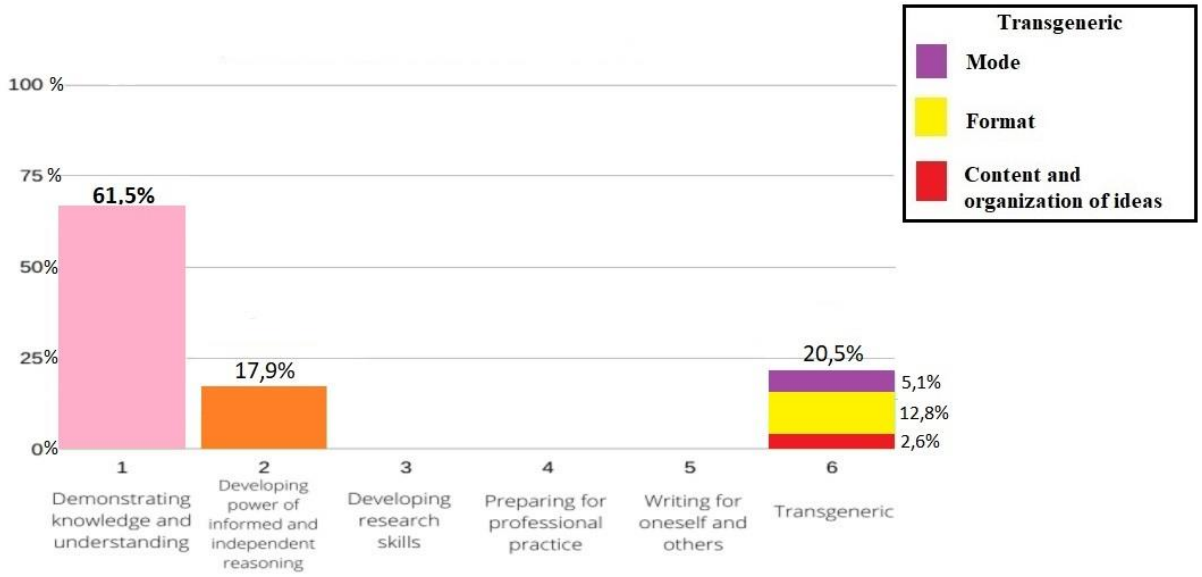
Source: (FONDECYT 1180586 *Eficacia de los comentarios escritos de ajuste al género* (CEAG) and own source)

*To see the students' text at a better quality, see Appendix Nº9.

As it was previously mentioned, this task evaluated the knowledge of the student in relation to the discipline; therefore, this task is not oriented to their future practice. In other words it is not professionalizing, that is why there are no comments classified as the communicative purpose *Preparing for professional practice.* Along the same lines, there are no comments associated to *Writing for oneself and others* because the questions from the task do not invite the student to reflect on the discipline nor the task itself. In addition, this purpose draws attention to the audience that is not expert in the discipline, but in this case, there is no need to bring awareness to people that do not understand specialized vocabulary from the discipline (Gardner & Nesi, 2012).

In relationship with the communicative purpose *Developing research skills,* the authors Garder & Nesi (2012) state that the main goal of this purpose is that students learn how to write according to their discipline in order to be capable to carry out their own researches; therefore, this purpose may be present in many disciplines. However, in this specific task from the Engineering discipline, the authors of this thesis did not identify any comment as part of the *Developing research skills* purpose. This does not mean that this purpose is not present in other tasks within this discipline. In the following figure we can see the percentages of the communicative purposes found in this discipline.

Figure IV.2. Communicative purposes in Engineering



source:(Valenzuela 2021 Report analysis)

Considering the variables in its numerical version, it was determined that the standard deviation corresponds to 2,162. This is due to the variety of communicative purposes found in this discipline; therefore, it can be stated that the results in this discipline are heterogeneous.

4.3 Specific objective three: To compare the communicative purposes of feedback provided by teachers from Humanities/Engineering

To compare the communicative purposes between both disciplines the categories previously described in chapter 3 (table *III.1. Categories of analysis*) were employed. The data

consisted of the total of cases from both disciplines, which correspond to 265 valid GOC written comments.

Table IV.8 *Communicative purposes in Humanities and Engineering* shows the frequency in which each communicative purpose appeared among the 265 GOC analyzed in the Engineering and the Humanities disciplines, that is to say, how many comments are there per category, including the subcategories in *Transgeneric*. The data in the table below is expressed in percentages.

Table IV. 8 *Communicative purposes in Humanities and Engineering*

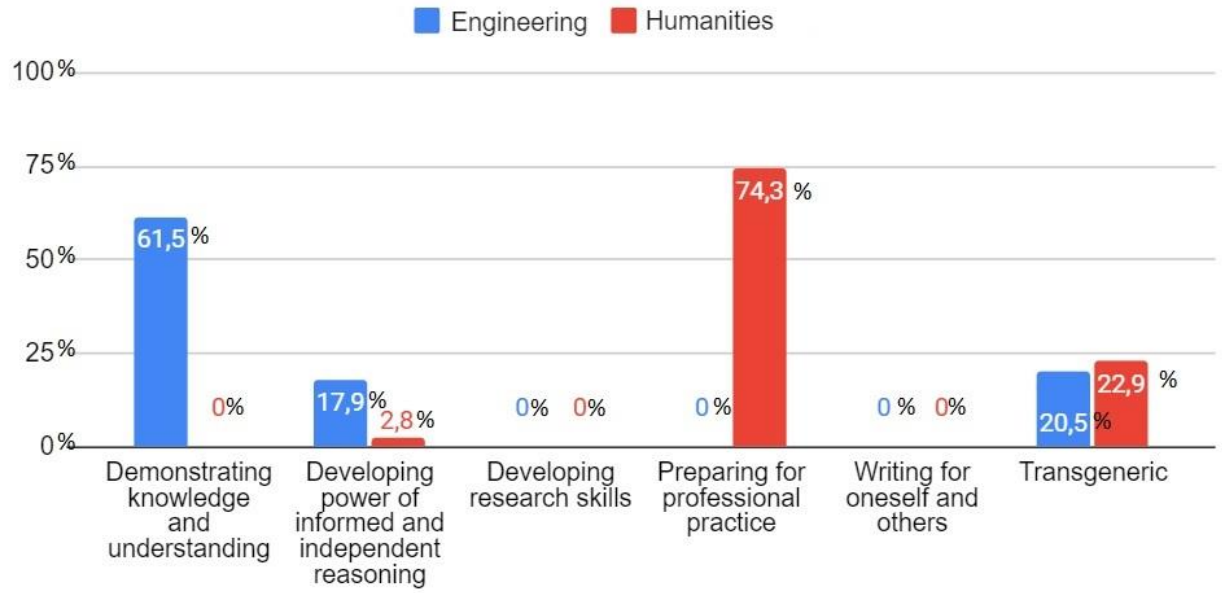
Communicative purpose	Frequency	Percentage	Valid Percentage	Accumulated percentage
Demonstrating knowledge and understanding	96	36,2	36,2	36,2
Developing power of informed and independent reasoning	31	11,7	11,7	47,9
Preparing for professional practice	81	30,6	30,6	78,5
Transgeneric	57	21,5	21,5	100,0
Content and organization of ideas	*19*	*7,2*	*7,2*	*85,7*
Format	*23*	*8,7*	*8,7*	*94,4*
Mode	*15*	*5,7*	*5,7*	*100*
Total	**265**	**100,0**	**100,0**	

source:(Valenzuela 2021 Report analysis)

Furthermore, when considering the total number of comments of both disciplines, we observe a standard deviation of 2,162. This result suggests that, when comparing the data from

both disciplines, the comments tend to be less homogeneous, because of the high standard deviation. Graphically, the distribution of the communicative purposes of the comments is represented in the following way:

Figure IV.3 *Communicative purposes in Engineering and Humanities*



source:(Valenzuela 2021 Report analysis)

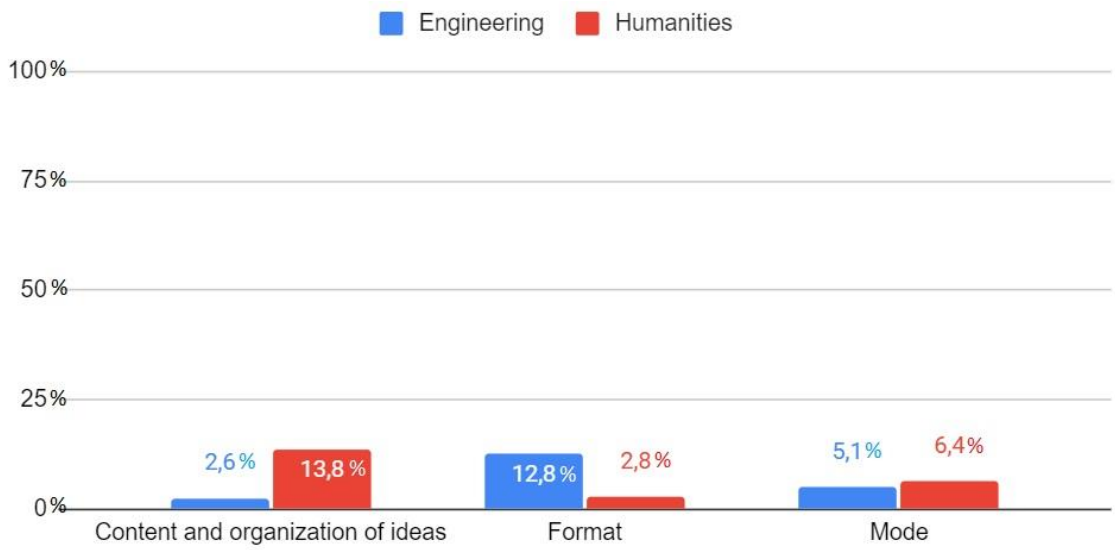
From these results we can observe that in both disciplines there is a communicative purpose that is predominant. In the case of Humanities it was the purpose of *Preparing for professional practice*, and in the case of Engineering it was the purpose of *Demonstrating knowledge and understanding*. This suggests that there may be a correlation between the discipline and the communicative purposes of the written comments.

As mentioned before, we can notice the difference between the type of comments that the teachers from these two disciplines gave to their students. On one hand we have Humanities, in which the predominant communicative purpose was *Preparing for professional practice.* Gardner and Nesi (2012) found that teachers from the majors of Humanities tend to be more oriented to achieve the professional abilities of their students. On the other hand we have Engineering, in

which the predominant communicative purpose was *Demonstrating knowledge and understanding*. Gardner and Nesi (2012) found that for universities it is fundamental that their students are capable of understanding the major aspects of their field. It seems that for Engineering majors it is important that their students demonstrate their abilities on the field, and as mentioned previously in section 4.2, *Demonstrating knowledge and understanding* could be found in any discipline due to its nature; nonetheless, for Humanities majors it appears to be more important to prepare their students on their professional skills.

Considering the frequency of different communicative purposes, the results showed a higher standard deviation in Engineering (2,162) than in the Humanities discipline (0,934). The variation of purposes in the Engineering discipline (*Demonstrating knowledge and understanding* and *Developing power of informed and independent reasoning)*, as was explained before, may be because of the relationship between the communicative purposes identified in the discipline (Gardner & Nesi, 2012). Such variation was not found in the comments from Humanities, where the communicative purposes were highly concentrated in the category of *Preparing for professional practice.* Regarding the specific distribution of the comments grouped into the subcategory *Transgeneric,* the results can be seen in the following figure.

Figure IV.4 *Distribution of trangeneric written comments.*



source: (Valenzuela 2021 Report analysis)

We can notice that Humanities presents a significant percentage of comments classified into the subcategories *Content and organization of ideas,* and *Mode*; On the other hand, Engineering has a clearly high percentage of comments classified into the subcategory of *Format.* From this analysis, there appears to be a relation between the discipline and a specific transgenic subcategory. In the case of Humanities it seems that it is more relevant to give feedback regarding the *Content and organization of ideas* present in the text. As for Engineering, the feedback given tends to focus more on the *Format* of the text. These results align with what is expected for students of each discipline to focus on when creating a written text. In Humanities the task was professionalizing; nevertheless, it is given in a university context, as Swales & Feak (1994) explained it could make the teacher pay special attention to details like the audience and purpose of the text to write. On the contrary, Engineering majors would mind details such as diagrams or graphics. On this line, the teacher would be cautious of mistakes that can be made or the appropriate use of the graphics and the display of numbers.

Even though both disciplines have emphasis on different subcategories, the results also show a percentage in the subcategory of *Mode* (26%). Some examples of this type of comments can be found in the following table.

Table IV.9 *Transgeneric: Mode purpose evidence*

Discipline	Students' text	Teacher's comment	Category
Engineering	*En la siguiente imagen podemos ver los polos del sistema los cuales se ubican en el semi plano izquierdo, es decir tenemos un sistema de fase mínima y estable.*	*Buen comentario.*	(6.3) Transgeneric, Mode-Congratulations
	$e(s) = Yd(s) - Yst(s)$ $e(s) = Yd(s) - Y(s) \cdot Kst : (Kst = 1)$ $e(s) = Yd(s) - \frac{hxe(s) \cdot kc}{1+hxe(s) \cdot kc} \cdot Yd(s)$ $e(s) = \frac{1}{1+hxe(s) \cdot kc} \cdot Yd(s)$	*Buen desarrollo.*	(6.3)Transgeneric, Mode-Congratulations
Humanities	*Propuesta de programa de televisión De Diego Quiñones Montecinos*	*Informe es igual al de otros compañeros.*	(6.3)Transgeneric, Mode-Warning
	Para evitar que el espectador fije su interés en lo cocinado, el producto final será de aspecto desagradable, y, mientras cocina, el cocinero ensuciará su espacio y quemara sus productos, aportando de esta manera a la comedia.	*Podría ser tragedia.*	(6.3)Transgeneric, Mode-Teacher reacts as a reader

Source: (FONDECYT 1180586 *Eficacia de los comentarios escritos de ajuste al género* (CEAG) and own source)

The examples in the table show that even if both disciplines exhibit the use of the subcategory *Mode,* the comments in Engineering correspond to the use of mode as congratulations, whereas the comments from Humanities contain the use of mode as a warning and as a reaction of the teacher as a reader.

CONCLUSIONS

The conclusions will be presented by each specific objective of the study.

Findings of specific objective one: *To classify the communicative purposes of feedback provided by teachers from Humanities*

Among the findings of the first specific objective, it was found that the fundamental communicative purpose identified in the written feedback provided from teachers of Humanities is *Preparing for professional practice.* Some evidence of the category *Developing power of informed and independent reasoning* was also identified. It is interesting to notice that there was no evidence classified in the categories *Demonstrating knowledge and understanding, Developing research skills*, nor *Writing for oneself and others.*

Additionally, from the analysis of the data it emerged a category that the researchers of this study decided to name *Transgeneric* (See definition in Table III.1. Categories of analysis., chapter III). This category includes the following subcategories: *Content and organization of ideas, Format,* and *Mode*. On the one hand, it was found that the most employed as feedback in Humanities was *Content and organization of ideas,* having more than half of the total of the *Transgeneric* comments. On the other hand, the second category most used was *Mode*, meanwhile the category *Format* owns very little amount of evidence in this discipline.

Findings of specific objective two: *To classify the communicative purposes of feedback provided by teachers from Engineering*

Regarding the findings in the Engineering discipline, the data showed that the most used purpose proposed by Gardner and Nesi (2012) was *Demonstrating knowledge and understanding,* followed by *Developing power of informed and independent reasoning*; however,

it was used in a lower frequency. In addition to the purposes proposed by the authors, from the analysis of the data a new category emerged, the *Transgeneric* category. In this instance, all the subcategories of this purpose (*Content and organization of ideas, Format,* and *Mode)* were also found; however the most frequently applied by the teacher was *Format*.

These results can be explained by the theory proposed by Gardner and Nesi (2012) which points out that the main goal of *Demonstrating knowledge and understanding* is that the student must be able to manage content related to their discipline. In this case that is the main purpose of the task, since the students needed to manage specific terminology and the use of formulae and graphics.

In the case of *Developing power of informed and independent reasoning,* the main goal of this purpose is that the student should be able to create and support their idea; therefore, the comments that were classified into this category were mainly questions. In addition, it was agreed by the thesis authors that these types of comments were going to be classified with this purpose, since they question the students to reflect about the information provided by them in the task.

Finally, regarding the findings of the *Format* subcategory purpose, which is an emerging category, it can be concluded that the teacher wanted to bring awareness about the correct use of semiotic language. This conclusion can be made since in order to demonstrate their knowledge, the students need to correctly use graphics and formulae.

Findings of specific objective three: *To compare the communicative purposes of feedback provided by teachers from Humanities/Engineering*

The findings of the third specific objective indicate the following:

Both disciplines showed a predominant communicative purpose, which were *Preparing for professional practice* for Humanities, and *Demonstrating knowledge and understanding* in the case of Engineering. In both disciplines the predominant communicative purpose was over 60% (74% in Humanities and 61% in Engineering). Additionally, both disciplines showed some percentage of the purpose of *Developing power of informed and independent reasoning.* We can infer from this data that this purpose is important up to a certain degree in both disciplines. Another interesting finding drawn from the analysis is that both disciplines showed no evidence of the communicative purposes of *Developing research skills* nor *Writing for oneself and others.*

Furthermore, comments classified as *Transgeneric* were found in both disciplines, being the second category with more percentage. Moreover, there was evidence of the three subcategories in both disciplines (Humanities and Engineering). Nonetheless, in the case of Humanities, the subcategory *Content and organization of ideas* was the most employed, and for Engineering the most employed subcategory was *Format.* Nevertheless, the subcategory of *Mode* was found in both disciplines, with the use of *Mode* as *Congratulations* in Engineering, and the use of *Mode* as a *Warning* and as *Reaction of the teacher as a reader* in Humanities.

DISCUSSION

As answer to the first research question, *What are the communicative purposes in the feedback provided by university teachers from different disciplines?* It was found that the communicative purpose underpinning the feedback provided by university teachers from different disciplines varies. Contrary to the assumption proposed in the study that the feedback was going to be oriented towards *Demonstrating knowledge and understanding* mainly.

Regarding the second research question, *Is there any difference or similarity between the feedback provided by teachers from different disciplines regarding its communicative purposes?,* it can be stated that the assumption of the researchers was confirmed, since the feedback provided by teachers from different disciplines tends to differ in terms of communicative purpose. In the same ground, it was also found that in both disciplines there was specific knowledge trying to be conveyed. This finding aligns with what was stated in Bazerman (1991) who affirms that the specialized knowledge is expressed through specialized types of writing. Analyzing the second research assumption, *The feedback provided by teachers from different disciplines tends to differ in terms of communicative purpose*, the data classified evidenced that the predominant communicative purpose employed in each discipline was different. For Humanities, it was *Preparing for professional practice*, with more than half of the total comments, meanwhile for Engineering was *Demonstrating knowledge and understanding,* with more than half of the comments as well. Although both Humanities and Engineering have different predominant communicative purposes, they converge in the use of *Transgeneric* comments, which are comments that are not related specifically to the discipline, but to factors intrinsically related to writing skills.

Respecting the third research question, the investigators assumption was confirmed. The disciplines converge in the use of *Developing power of informed and independent reasoning* comments. Consequently, more than one communicative purpose per discipline was identified.

In the case of Humanities, there were three different categories found: *Preparing for professional practice*, *Developing power of informed and independent reasoning*, and *Transgeneric.* In the case of Engineering three different communicative purposes were found as well: *Demonstrating knowledge and understanding, Developing power of informed and independent reasoning,* and *Transgeneric.*

The results related to the first specific objective are aligned with Gardner and Nesi (2012) theory, demonstrating that *Preparing for professional practice* focuses on helping students to develop problem-solving skills in order to prepare them for the professional future. That is a possible reason for the teachers to orientate their comments towards the writing skills and the expected knowledge of the discipline. The researchers of this investigation related the high evidence found for *Preparing for professional practice* to the type of task that the students were asked in this discipline. This was a highly professionalizing task, since it required that the students create a *Proposal* for a television program including all the aspects that correspond to a real one. Respecting *Developing power of informed and independent reasoning,* there is also a concordance with the authors. Gardner and Nesi (2012) explained that the main focus of this category is on the capacity that the students have to support an opinion. This can be seen in the opportunities in which the teachers provided feedback that had this communicative purpose, asking the students to argue on why they had made a certain decision about the project.

The appearance of *Transgeneric* comments demonstrates that there are feedback indications that may allude to different students from different disciplines, regardless of the task. Specifically, in the case of the *Transgeneric* sub-category *Content and organization of ideas,* written comments show that, as Swales & Feak (1994) describe, academic writing should take into consideration aspects like organization and style, among other components. These components declared by the previously mentioned authors are necessary to be contemplated so that the piece of writing produced can be considered as part of the discipline.

The written feedback of teachers of Humanities is oriented towards the genre of the task they asked the students, which was a *Proposal*. And the communicative purpose behind a professionalizing task, like the one those students were given, was *Preparing for professional practice.* This link among the task, the communicative purpose and the genre is where the relevance of analyzing written feedback comments relies on. Overall, it can be concluded that the feedback of the teacher from Humanities is coherent, and so it contributes to the students' learning and performance in their potential future practice.

Regarding the communicative purpose of feedback provided by teachers of Engineering, its results are aligned with the theory proposed by Gardner and Nesi (2012). In this case, the most frequently used communicative purpose by the teacher was *Demonstrating knowledge and understanding.* The main purpose is that the students can translate the knowledge acquired in the discipline into their own words. This finding is connected with what Gardner and Nesi (2012) found in their research, where they explained that *Demonstrating knowledge and understanding* is present in disciplines within the Physical sciences and Life sciences. Moreover, this can be backed up by the task used in this case, which corresponds to the genre of *Exercise*, which in order to be completed successfully the students needed to interpret the pure disciplinary knowledge into the task.

Additionally, the finding of the communicative purpose *Developing power of informed and independent reasoning* in the Engineering discipline, can be justified due to the main goal of this category. Gardner and Nesi (2012) explain that the purpose of this category is that the student can develop the ability to create and support their own arguments. In this case, the teacher made comments that were mainly in question format. It was agreed by the thesis authors that these comments were going to be classified for this purpose, since they encourage the students to think and support the decisions that they made while working on the task.

Along the same lines, within the emerging *Transgeneric* category, the most frequent subcategory is *Format*, in which the teacher brought awareness about the correct use of graphics and formulae. These results are aligned with Gardner and Nesi's (2012) theory, which points out that the use of semiotic language is crucial for some disciplines, like in this case Engineering. This aspect of the use of semiotic language can also be related to *Demonstrating knowledge and understanding*, since it can be considered as disciplinary knowledge (disciplinary terminology).

When comparing the two disciplines studied, the evidence shows that the results are aligned with the theory proposed by Gardner and Nesi (2012) regarding what was expected from the final products of the students writing in each discipline. The authors emphasise how the Humanities discipline was a highly professionalising one. Thus, the *Preparing for professional practice* purpose was expected to be shown, since its focus is to help students to develop problem-solving skills in order to prepare them for the professional future. As for Engineering, the authors explain that one of the most frequent genre is *Exercise*, where students must exhibit their disciplinary knowledge in their own words. Hence, *Demonstrating knowledge and understanding* was the most used communicative purpose, since its purpose is to translate that disciplinary knowledge.

Regarding the *Transgeneric* category, in the case of Humanities, the subcategory *Content and organization of ideas* was the most frequent one. As Swales & Feak (1994) describe, organization and style are important aspects that the Humanity majors are used to taking into consideration so their students achieve the genre required. For Engineering, the subcategory *Format* was the most frequent one. In this discipline, teachers are used to being cautious of details such as graphics or formulae, which are aspects related to the format of the piece of writing so it looks like the genre required.

The results of this thesis are supported (mainly) by studies made by Gardner and Nesi (2012), Hyland and Hyland (2006), and Basturkmen, East, & Bitchener's (2014) research.

The researchers Hyland and Hyland (2006) point that “feedback is a concrete realisation of recognised social purposes” (p.207) meaning that feedback is related to the context in which it is provided. Additionally, Gardner and Nesi (2012) similarly explain the concept of “social purposes”. This concept explained by the researchers aligns with the results of this thesis, because in this case, the communicative purpose of the feedback provided by the teacher depended on the discipline that the piece of writing was written in. In the case of Humanities, the predominant Communicative purpose was *Preparing for professional practice*, whereas in Engineering the main Communicative purpose was *Demonstrating knowledge and understanding.* This distinction is due to the main goal of the piece of writing in the discipline.

Moreover, this can be explained by Gardner and Nesi (2012) who stated that each communicative purpose is predominant in certain genre families (types of writing). Our results agree with this statement, finding that (as proposed by the researchers) *Demonstrating knowledge and understanding* was found in *Exercise*, meanwhile *Preparing for professional practice* was present in *Proposal*.

Basturkmen, East, & Bitchener (2014) explain that there is a diversity of focus in regards to feedback, some comments’ main focus can be disciplinary knowledge, and others are aimed to improve how to write in the discipline. This aligns with the type of comments analyzed during this research. As seen in the previous chapter, in Engineering there is a variety of Communicative purposes, fluctuating from showing the student’s disciplinary knowledge to the correct use of graphics.

The results of this investigation are aligned and support other studies that are on the same topic. Gardner and Nesi (2012) proposed that certain communicative purposes are aligned with certain genre families that are present in defined disciplines. The present study proved that the genre families mentioned in Gardner and Nesi’s study are present in the disciplines that the

authors found them in. Specifically, we found *Exercises* in Engineering and *Proposals* in Humanities.

In addition, the results of this study support the five primary purposes proposed by Gardner and Nesi (2012). The authors proposed that certain communicative purposes are predominantly found in certain disciplines. In this case the results of this study proved that *Demonstrating knowledge and understanding* is widely found in Engineering, as *Preparing for professional practice* is widely found in Humanities.

The finding of *Transgeneric* comments supports the theory of Swales and Feak (1994), demonstrating how there are elements that are common across the disciplines. Examples of these elements are style and format, which in this investigation were classified as subcategories of *Transgeneric.*

In relation to the differences between this study and other's work, it can be mentioned that the communicative purposes proposed by Gardner and Nesi (2012) were used to classify the written feedback provided by university teachers to their students. Nonetheless, during the process of our investigation, a new category emerged: *Transgeneric,* which after some analysis was divided into three sub-categories: *Transgeneric - Organization of content and ideas, Transgeneric - Format, and Transgeneric - Mode.* This happened after realizing that the teachers used comments that could appear in any discipline, and Garder and Nesi (2012) did not find, in the context of their study, a communicative purpose where these comments could fit.

It is important to highlight that Carter (2007) proposed a distinction between writing in and out the discipline, explaining that teaching declarative knowledge outside of their discipline entails leaving the writing skill out of the learning process. This conclusion differs from the new category that emerged from our investigation, considering that the *Transgeneric* category considers

comments that are not related specifically to the discipline, yet to factors intrinsically related to writing skills.

It is interesting to notice that the analysis of Gardner and Nesi (2012) makes reference to the students' writing, meanwhile in this investigation the communicative purposes were applied to feedback provided by teachers with the belief that it will influence the text produced by the students. Such analysis may explain the results and its relationship with the theory.

As well, it can be noticed that the results could be related to the personal style or the lack of proficiency that the teacher has when providing feedback. Similar to this idea, another explanation may be that the comments analyzed are a consequence of the lack of knowledge the teachers have about how to give written feedback.

Limitations of the study

In this instance, the research presented some limitations which will be explained in this section.

The research was conducted with the data provided by only two teachers, one from a Humanities discipline and the other from an Engineering discipline. In addition to this, as the participants were only two, the amount of comments was 265 which could be more if this study were applied on more teachers from a wider range of disciplines. Moreover, the teachers whose comments were analyzed were from the same university, thus the sample could be more diverse if teachers from different universities could be included in the data.

Along the same lines, the research authors classified and analyzed one draft uploaded out of three, therefore, the amount of comments used in the data could be more if the written

comments on all the three drafts were classified. On this ground, it may be possible that with a different set of teachers and tasks the results obtained change.

Further research

As for further research, a larger amount of data to analyze could be a positive factor to consider. This investigation could be amplified by including more disciplines to analyze the different communicative purposes in the feedback provided to more than one major of the same discipline. For example, compare the communicative purposes among two different Engineering programs, or among two or more Humanities programs. In the same path, more teachers per discipline may be included in the investigation, to provide data of the different communicative intentions of their feedback, relating this to different types of genre.

A final suggestion would be to incorporate the teachers as analysts of their own feedback, and of their colleagues' feedback, in order to see if the results change once they are aware of the communicative purpose that they are transmitting to their students, and if it was the intended one.

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Appendix

Appendix N° 1

UNIVERSIDAD CATOLICA DE LA SANTISIMA CONCEPCION
FONDECYT 1180586

TRABAJO TAREA DE ESCRITURA

Docente: Verónica Gómez Fernández

Actividad Curricular: Intervención Social, Familiar, Organizacional y Comunitaria III CO1135C

Descripción de la tarea

Los y las estudiantes de Trabajo Social (56) de la actividad curricular de Intervención Social III, pertenecientes al tercer año, segundo semestre, deberán realizar un *Informe de Sistematización de Experiencia de Intervención Social*, ya sea individual o colectiva desarrollada en los centros de práctica en los que se encuentran.

Descripción de los apartados del Informe de Sistematización de Experiencia de Intervención Social

Se espera que los y las estudiantes describan el proceso de planificación y ejecución de la actividad de intervención social, fundamenten teórica y técnicamente sus decisiones y presenten reflexiones de la actuación profesional.
Se espera que el informe escrito además de cuenta de la aplicación de los conocimientos adquiridos y la puesta en práctica de nuevas herramientas y habilidades que le permitan al estudiante implementar estrategias de intervención participativas, colaborativas y especializadas de acuerdo a la complejidad del contexto de intervención o campo de acción en el cual se encuentre y los diferentes niveles de exclusión, vulneración de derechos, daño y trauma que presenten las personas, familias y colectivos que componen el sistema con el cual les corresponde trabajar desde una mirada interdisciplinaria orientada al cambio, la transformación y sustentada en las capacidades individuales , la perspectiva de la resiliencia y los recursos ecológicos presentes.

Resultados de Aprendizaje a los que tributa

1. Elabora propuestas de intervención en vulneración de derechos de niños y niñas, con personas en situaciones de exclusión social y deterioro de salud o daño biopsicosocial

3. Evidencia habilidades profesionales para la intervención breve, estratégica y con orientación al cambio

4. Aplica técnicas de intervención sistémica, narrativa, lúdica y simbólica con diversos actores sociales.

Modalidad de presentación : El informe deberá contener los apartados siguientes, de acuerdo a los detalles indicados

I. Portada

Debe incluir:

Institución Educativa, Facultad, Carrera; Autores del informe; Profesor; Título; Fecha, Ciudad (Ver Anexo 1). Para su redacción se consideran los siguientes elementos:

-En la parte superior de la hoja, en letra 14, el nombre completo de la Universidad, la Facultad y la Carrera a la que pertenece el estudiante, en letras mayúsculas y sin abreviación. En el centro de la hoja se incorpora el logo correspondiente a la Universidad y el nombre respectivo de ésta según parámetros normativos dispuestos por la Universidad[1].

-Bajo el nombre de la institución y antes del título, al centro de la hoja se incluirá el logotipo oficial de la Universidad. El logotipo no podrá tener ninguna deformación, encuadre o color que no sea el oficial. El círculo externo del logotipo debe ser de 4 cm.

-Al centro de la hoja, se consignará, en letra tamaño 14, el título completo del informe, sin abreviaciones y todo en mayúscula. El título no lleva punto final.

-Bajo la leyenda del título, al centro o a la derecha de la hoja, señalar en letra tamaño 14, el nombre completo de la Profesora (nombre y sus dos apellidos).

-Debajo del nombre de la profesora, señalar en letra tamaño 14 el nombre completo del o los estudiantes (Nombres y sus dos apellidos). Cuando sea más de un estudiante, se indicarán en orden alfabético, por apellido paterno. En caso de tener el mismo apellido se procederá a discriminar según el primer nombre.

Al pie de la página y al centro, se deberá señalar, en letra tamaño 12, ciudad, mes y año en que se presenta el informe (p.ej. CONCEPCIÓN, AGOSTO DE 20__).

II. Antecedentes de la propuesta

Se deben señalar la sistematización o informes previos que se hayan realizado con los mismos sujetos y/o programas de nuestra sistematización.

III. Contextualización

Legislativa: dónde se señalan los elementos normativos y legales más importantes relacionados con la intervención y sus actores.
Institucional: Donde se identifica la institución contextual, y su dependencia directa. Señala objetivos, actividades y describe en términos generales sus características.
Programáticos: Donde se identifica el programa y su dependencia directa. Señala objetivos, actividades y describe en termino generales sus características.

[1] Ver normas gráficas Universidad: http://www.ucsc.cl/nuestra-universidad/logos-ucsc/.

De los sujetos: Dónde se identifica la población sujeta de la praxis a sistematizar y señala sus características particulares o posibles perfiles.

IV. Metodológico

Ejes de reflexión: aquellos aspectos sobre los que se quiere reflexionar y que permitirán dar cuenta del uso de las estrategias y técnicas. Las unidades de análisis pueden ser muy diversas:

Actores participantes: Quiénes, cuántos y en base a qué se van a hacer las intervenciones.

Diseño: Metodología de intervención social, técnicas e instrumentos a utilizar. Señalar aquí el enfoque que utilizaran y los modelos de forma justificada y con referencias. También las técnicas, tareas, estrategias, etc.

Registro de la experiencia: Aquí se debe describir todo el proceso de desarrollo de la experiencia, las actuaciones técnicas y el resultado de la intervención.

Evaluación del Proceso de Sistematización: Cómo ha sido el proceso, el trabajo relazado los obstáculos y fortalezas del proceso.

V. Análisis

A raíz de la información, dialogar los datos con elementos teóricos, reflexivos y conceptuales. No debe ir sin teoría, son importante los conceptos, los debates, los hallazgos, los marcos de acción que ponen directrices para poder comparar con lo que se ha encontrado en la experiencia.

VI. Bibliografía

Incluye todas las referencias que fueron utilizadas en el informe. Debe ser realizada de acuerdo a las normas del formato APA 6ª edición.

VII. Anexos: fichas , fotos, otros registros.

Aspectos formales de redacción y márgenes

La redacción se realiza en tercera persona

Consideraciones referentes al texto y escritura

Se debe atender a las siguientes indicaciones:

- Hoja tamaño carta
- Interlínea de espacio y medio (1,15)
- Letra de 12 puntos
- Fuente de la letra: calibri

- Estilo regular
- Usar negritas solo en títulos y subtítulos
- Usar cursiva solo para destacar conceptos o bibliografía y para exponer citas de entrevistas o discursos de los sujetos.
- No usar subrayado para destacar títulos o subtítulos.

En cuanto a los márgenes de la hoja, se recomienda los siguientes:

- Superior: 2,5 cm.
- Izquierdo: 3 cm.
- Inferior: 2,5 cm.
- Derecho: 3 cm.
- Número de página esquina inferior derecha.

Appendix N° 2

CATEGORY	4	3	2	1
Organización	El informe contiene los 7 apartados y cada uno de ellos ofrece información al lector sobre el fin por el que se elabora el escrito	El informe contiene los 7 apartados , pero cada uno de ellos ofrece información parcial al lector sobre el fin por el que se elabora el escrito	El informe contiene menos de 7 y más de 5 apartados y cada uno de ellos ofrece información parcial al lector sobre el fin por el que se elabora el escrito	El informe contiene menos de 5 de los apartados ninguno de ellos ofrece información al lector sobre el fin por el que se elabora el escrito
Redacción	No hay errores de gramática, ortografía o puntuación.	Casi no hay errores de gramática, ortografía o puntuación.	Unos pocos errores de gramática, ortografía o puntuación.	Muchos errores de gramática, ortografía o puntuación.
Calidad de Información X 2	La información está claramente relacionada con los ejes de sistematización Además proporciona varias hallazgos y/o ejemplos de la práctica	La información da respuesta a los ejes de sistematización principales Además proporciona 1-2 hallazgos y/o ejemplos de la práctica	La información da respuesta a los ejes de sistematización principales No proporciona hallazgos y/o ejemplos de la práctica	La información tiene poco o nada que ver con los ejes de sistematización No proporciona ejemplos de ningún tipo
Reflexiones de la experiencia	Las reflexiones se basan en la información del informe y proponen un análisis que proyecta la temática en otras instancias / critica el funcionamiento del	Algunas de las reflexiones se basan en la información del informe y proponen un análisis muy breve de proyección de la temática en otras	Las reflexiones presentadas no se basan en la información del informe y proponen un análisis muy breve de proyección de la temática en otras	Las reflexiones presentadas no se basan en la información del informe y no proponen un análisis y proyección de la temática en otras

	sistema y propone cómo mejorar el sistema	instancias/ crítica el funcionamiento del sistema y propone cómo mejorarlo	instancias/ crítica el funcionamiento del sistema y propone cómo mejorarlo	instancias/ crítica el funcionamiento del sistema y propone cómo mejorarlo
Fuentes	Todas las fuentes de información y las gráficas están documentadas y en el formato deseado.	Todas las fuentes de información y las gráficas están documentadas, pero unas pocas no están en el formato deseado.	Todas las fuentes de información y gráficas están documentadas, pero muchas no están en el formato deseado.	Algunas fuentes de información y gráficas no están documentadas.

Fecha de creación: **Aug 01, 2018 08:04 am (CDT)**

Plan de trabajo con estudiantes Trabajo escritura

Informe de sistematización de intervención social, grupo de dos personas

Docente: Verónica Gómez Fernández

Producto	Fecha entrega
Primer borrador estudiantes (primera parte)	25 septiembre 2018
Devolución de profesora a estudiantes	09 octubre 2018
Segundo borrador estudiantes (segunda parte)	30 octubre 2018
Devolución de profesora a estudiantes	20 noviembre
Entrega final borrador completo	04 diciembre 2018
Retroalimentación verbal	11 diciembre
Evaluación Informe	26 diciembre 2018

Appendix N° 3

Facultad de Ingeniería

Tarea N° 1
Control Automático – IN1183C

Ingeniería Civil Eléctrica UCSC

Instrucciones para el desarrollo de la tarea:

- El informe para la tarea N°1 debe ser escrito en un editor texto digital del tipo Word® o similar, además las ecuaciones deben ser escritas en un editor de ecuaciones, puede ser MathType®. No se admiten fotos de ecuaciones o de algún desarrollo matemático, en el caso de aparecer el informe será evaluado con nota mínima (1.0). En el caso de requerir desarrollo de esquemas se sugiere utilizar algún programa de dibujo como Visio®, favor de no pegar fotos de esquemas de simulación del tipo Simulink® o PSIM®.
- Para la entrega, se espera un informe del tipo pregunta – respuesta, que se explica a continuación.
  Los tipos de pregunta que se pueden encontrar en esta tarea son los siguientes:

  (i) Desarrollo matemático: En este tipo de pregunta, se espera que los estudiantes extraigan datos a partir del enunciado o de algún desarrollo anterior (según sea el caso) y respondan la pregunta en base a lo obtenido. Este desarrollo debe ser justificado en cada paso. Si Ud. requiere algún esquema para explicar su razonamiento, es altamente recomendable que lo incluya. Finalmente se espera que Uds. concluya algún resultado a partir de lo obtenido.

  (ii) Simulación: Se desea que los estudiantes simulen un sistema a partir de alguna premisa de diseño de controlador o similar. Es importante mostrar las ecuaciones dinámicas, referencia de entrada a simular, además de indicar sus condiciones iniciales (utilice editor de ecuaciones). La simulación se debe mostrar a través de imágenes y leyendas claras, las variables solicitadas en cada ítem de la tarea, respetando las unidades de medida indicadas. Mediante el resultado de la simulación se debe mostrar el correcto diseño de la premisa del controlador. Se espera que en base a todo lo desarrollado anteriormente Uds. realice un análisis de los resultados, acorde a un estudiante de Ingeniería.

  (iii) Desarrollo matemático y simulación: Debe considerar lo descrito en los dos puntos anteriormente descritos. Incluyendo su respectivo análisis de resultados.

- Agregar en un anexo final al informe, los códigos de simulación creados para la resolución de la tarea.

Appendix N° 4

Rubrica Informe Tarea Control Automático IN1183C

Profesor: **Eduardo Espinosa Neira**

Nombre de los estudiantes: _____

Categoría	Factor	4	3	2	1	Puntaje
Análisis de Resultados	**x 2**	La relación entre las variables es discutida y las tendencias/patrones analizados lógicamente, según los resultados de los gráficos. Las predicciones son hechas sobre lo que podría pasar si parte de la pregunta fuese cambiada.	La relación entre las variables es discutida y las tendencias/patrones analizados lógicamente, según el resultado de los gráficos.	La relación entre las variables es discutida, pero ni los patrones, tendencias o predicciones son hechos basados en los datos. Según el resultado de los gráficos.	La relación entre las variables no es discutida.	
Gráficos de simulación	**x 1**	Se presentan gráficas claras y precisas de todas las variables solicitadas en la pregunta. Con una dinamica acorde a lo esperado. Las gráficas están etiquetados de una manera ordenada y precisa. Las unidades de medida son consistentes.	Se presentan gráficas de casi todas variables solicitadas en la pregunta. Con una dinamica medianamente acorde a lo esperado. Las gráficas están etiquetadas de una manera ordenada y precisa.	Se presentan gráficas, con dinamicas incorrectas a lo esperado. Los gráficas están etiquetados.	No presenta gráficas.	
Razonamiento	**x 1**	La respuesta representa un preciso y minucioso entendimiento de los conceptos tratados en la pregunta.	La respuesta representa un preciso entendimiento de la mayoría de los conceptos esenciales tratados en la pregunta.	La respuesta ilustra un entendimiento limitado de los conceptos esencialas tratados en la pregunta	La respuesta representa un entendimiento incorrecto de los conceptos esenciales tratados en la pregunta	
Cálculos	**x 1**	Se muestran todos los cálculos y los resultados son correctos y están etiquetados apropiadamente.	Se muestran algunos cálculos y los resultados son correctos y están etiquetados apropiadamente.	Se muestran algunos cálculos y los resultados están etiquetados apropiadamente.	No se muestra ningún cálculo.	
Ortografía, Puntuación y Gramática	**x 1**	Uno o pocos errores de ortografía, puntuación y gramática en la respuesta.	Dos ó tres errores de ortografía, puntuación y gramática en la respuesta.	Cuatro errores de ortografía, puntuación y gramática en la respuesta.	Más de 4 errores de ortografía, puntuación y gramática en la respuesta.	
					Total	

Appendix Nº5

A	B	C	D	E	F	G	K
Universidad	Año	Disciplina	Profesor	Código CE	Texto escrito	CE	Propósito comunicativo 1: demonstrating knowledge and understanding, 2: developing independet reasoning, 3: developing research skills, 4: preparing for profesional practice, 5: writing for oneself and others) 6.- Transgeneric 6.1 Content and organization of ideas 6.2 Format 6.3 Mode
UCSC	1	3	ICP2	1UCSC31201		Elabora más la idea, antes de presentarla /	6.1

Appendix Nº 6

TESIS 2020

Libro de códigos categorías propósitos comunicativos

Natalia Aguilera, Ashly Grandón, Dana Muñoz,
Irina Torres & Isidora Victoriano

Amarillo: Humanidades
Morado: Ingeniería

1. Demonstrating knowledge and understanding

Comentario profesor/a	Razón clasificación
En el desarrollo de la respuesta no se hace mención al tipo de sistema! /	debería saber de los tipos de sistemas, demuestrelo
Falta el gráfico que compara Xd y X (t)	si compara debe usar gráfico (contenido que debería saber)
No hay una análisis previo del controlador dado,	debería saber que debe analizar previamente
Unidad de medida?	demostrar conocimiento
Revisar definición de GOC	debería saber definición
¿De qué tipo es el sistema?	pregunta pero que pide demostrar conocimiento
0 < < 2	Lenguaje de la disciplina
t ≥ 1. seg	Lenguaje de la disciplina. Alumno debería saber que debe poner formula y no narrar.
No se muestra análisis de FdeT de lazo directo, agregar	deberá presentar análisis
¿De qué tipo es el sistema en L.D?	debería saber tipos de sistema
t > 5 seg	lenguaje disciplinar, alumno debería saber que se pone fórmula no narración
Agregar análisis de FdeT en lazo directo/	debe presentar análisis
¿De qué tipo es el sistema?	debe saber tipos de sistema
Revisar valor de kc obtenido,	Lenguaje disciplinar

sistema se hace inestable / separar simulaciones - Rampa - Escalón	
Utilice subíndices	"Subíndice" lenguaje disciplinar, referente al numerito chiquitito que se pone. Parte característica de las ciencias
Que rete… ocupo?	puramente disciplinar
Revisar valor de kc obtenido /	debería saber
Comando	corrección de la palabra código, corrección léxico disciplinar
Falta …, incluir	debería saber lo que debe incluir
Separar somulación de rampa y escalón, no se … la premisa de error en …	Rampa y escalón = vocabulario disciplinar y pide información adicional
Podría comentar acerca de… del sistema L.A.	Especifica qué comentar, lenguaje disciplinar
No hay desarrollo y uso de las reglas para el LGR para k>0 y kc<0	pide explicación
Según el gráfico presentado no es claro	Presentaron un gráfico y lo explicado no concuerda
Kc > 0 y Kc < 0?	pregunta de comprensión, no de argumentación

2. Developing power of informed and independent reasoning

Comentario Profesor/a	Razón clasificación
¿por qué alguien vería este espacio?	Pregunta invita a la reflexión
¿Y qué se resuelve de esto aparte de conversar?	Pregunta invita a la reflexión
Si es importante el tema ¿por qué hacer chistes?	La pregunta invita al estudiante a argumentar

Comentario Profesor/a	Razón clasificación

A partir de los polos , ¿qué puede comentar del sistema en lazo abierto?	Pregunta/sugiere expandir
¿qué información puede decir a partir de los polos del sistema?	Sugiere ampliar /pregunta
¿el valor es coherente?	Pregunta + razonamiento
¿Qué información puede extraer a partir de los polos?	Sugiere ampliar /pregunta
Es correcto el diseño?	Requiere argumentación (anclado a la disciplina "diseño")
¿El sistema es estable?	Argumentación
¿Por qué la corriente es más rápida?	Argumentación
Si uds.ya dibujaron el L.G.R podrían comentar si el resultado obtenido es lo esperado	No es pregunta pero pide análisis sobre lo obtenido

3. Building research skills

4. Preparing for professional practice

Comentario Profesor/a	Razón clasificación
Bien. Debe estar también el tema de la música en las gráficas	Gráficas: Lenguaje de la disciplina
esto es referente a la escenografía	Escenografía: Lenguaje de la disciplina
Pierde sentido que sea un noticiero si luego hay una parodia	Noticiero y parodia: Lenguaje de la disciplina.
definir artistas	Artistas: Lenguaje disciplina
Confuso la amplitud de temas. Es mejor escoger uno de los tres planteados, ya que por tiempo tampoco alcanzan.	Pide delimitar información
rango de edad, interese.	Pide delimitar información

Nombres, profesión, etc. Se deben presentar	Conocimiento profesional
haciendo hincapié en lo falso y ridículo de las situaciones propuestas	No es claro si es sugerencia o corrección
¿qué relación tiene la nota, con lo que habla él sobre la tienda?	Al ser pregunta es más ligado a 2, pero es una pregunta asociada al conocimiento profesional

5. Writing for oneself and others

6. Transgeneric
(Format / Content / Mode (congratulations-teacher reacts as reader))

Comentario Profesor/a	Razón clasificación
Podría ser tragedia	Grado de ironía. Profesor reacciona como lector
¿Se realizó? ¿No ha habido más ?	Conocimiento general
¿Cuántos? ¿Quiénes? ¿Cuántos invitados?	Sería más disciplinar
Un tema es la formalidad y otro la temática a desarrollar	Transgenérico
No hay relación entre los dos bloques	Transgenérico

Comentario profesor/a	Razón clasificación
Elabora más la idea, antes de presentarla	Transgenérico
Modificar leyenda de los gráficos, ya que entrega documento en B/N	Formato de entrega
recuerde fundamentar cada paso	Transgenérico
¿Está seguro?	Transgenérico
Buen desarrollo	Transgenérico
Buen comentario	Transgenérico

Appendix Nº 7

Entonces, si definimos:

$$k_p = 2\frac{k_i}{M}\frac{i_o}{(l_1 - x_o + a)}\frac{1}{R} = 1.4623[\frac{m}{V}]$$

$$\omega_n = \sqrt{\frac{K}{M} - \frac{k_i}{M}\frac{{i_o}^2}{(l_1 - x_o + a)^2}} = 7.3113[\frac{1}{s}]$$

$$\xi = \frac{d}{2M\omega_n} = 0.4103$$

$$\tau = \frac{L}{R} = 0.05[s]$$

PUEDE HABER UTILIZADO LAS MATRICES DEL SISTEMA LINEALIZADO Y OBTENER F. DE T.

Nos queda que:

– NO SE MUESTRA ANALISIS DE LA FDET DE LAZO DIRECTO, ACCESO

$1 + H_{xe}(s) * K_c$

Para la expresión del error en S.S. tenemos que:

→ UTILICE SUBINDICES

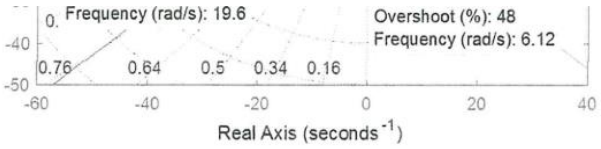
$$e(s) = Yd(s) - Yst(s)$$

Appendix Nº 8

$$Ganancia\_DC = lim_{s\to 0} h_{xxd}(s) = lim_{s\to 0} \frac{k_c\frac{k_p}{\tau}}{(s+\frac{1}{\tau})(s^2+2\xi w_n s+w_n^2)+k_c\frac{k_p}{\tau}} = \frac{k_c\frac{k_p}{\tau}}{\frac{\omega_n^2}{\tau}+k_c\frac{k_p}{\tau}} = \frac{k_c k_p}{\omega_n^2+k_c k_p} = 0{,}6000$$

¿EL VALOR ES CORRECTO?

Finalmente, se presentan los resultados de la simulaciones requeridas

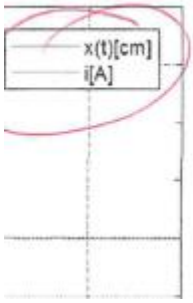


¿QUE INFORMACIÓN PUEDE EXTRAER A PARTIR DE LOS POLOS?

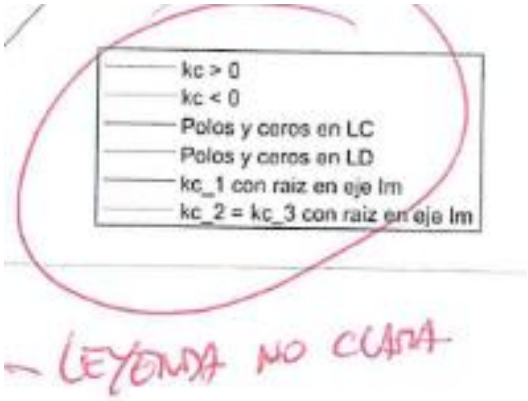
Figura 7: Gráfico de polos y ceros en un plano complejo.

Se observa de la figura que tiene 2 polos puramente reales con valores $s_1 = -19,6$ y $s_2 = -3{,}64$, ademas de

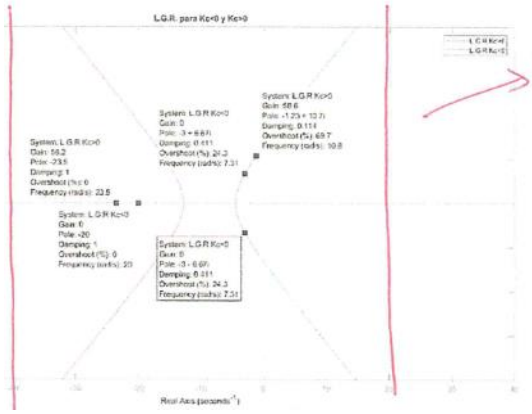
Appendix Nº 9



→ MODIFICAR LEYENDA DE LOS GRÁFICOS, YA QUE ESTÁ DIBUJANDO EN B/N



- LEYENDA NO CUADRA



→ PARA UNA MEJOR RESOLUCIÓN, PUEDE AJUSTAR EL TAMAÑO DEL GRÁFICO.

Facultad de Educación
Universidad Católica de la Santísima Concepción

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Beatriz Arancibia Gutiérrez
TÍTULO DEL SEMINARIO EVALUADO:	The analysis of communicative purposes of feedback given by teachers from different disciplines in written tasks at University level, in the context of FONDECYT project 1180586 named Eficacia de los comentarios escritos de ajuste al género (CEAG).
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	NATALIA CAROLINA ANDREA AGUILERA CONTRERAS ASHLY TERESA GRANDÓN GARRIDO DANA ALTAIR MUÑOZ NÚÑEZ IRINA MARÍA TORRES GARAI ISIDORA CONSTANZA VICTORIANO QUILAMÁN
CARRERA	PEM Inglés
PROFESOR GUÍA	Roxanna Correa Pérez

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

A. De La Formulación del Problema (25%)

INDICADORES	**Nota**
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7
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.	6,5
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6,0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7
Promedio	**6,66**

B. Del Marco Teórico Referencial (20%)

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

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	**Nota**
1. Precisión del enfoque o modelo de investigación.	7
2. Presentación del método de investigación y su diseño.	7
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7
5. Precisión de las estrategias y técnicas de recogida de datos.	7
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	5,0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6,0

Promedio	**6,62**

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.	6,0
3. Discusión de los resultados de la investigación.	6,2
4. Conclusiones sustentadas en los resultados o hallazgos.	6,2
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6,5
Promedio	**6,31**

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	**Nota**
1. Títulos pertinentes y sintéticos .	7
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7
3. Correcto uso de ortografía.	7
4. Coherencia en la redacción.	7
5. Sistematización en la formulación de citas y referencias bibliográficas.	7
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6,8
Promedio	**6,96**

2. RESUMEN DE LA EVALUACIÓN

Aspectos	**Ponderación**	**Nota**	**Puntaje porcentual**
A. De la Formulación del problema	25%	6,66	1,66
B. Del Marco Teórico referencial	20%	7	1,40
C. Del Diseño Metodológico de la investigación	20%	6,62	1,32
D. Del Contenido Temático y los Resultados	25%	6,31	1,57
E. De los aspectos formales	10%	6,96	0,69
Nota promedio final			**6,64**

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.

Felicito al grupo de investigación por haber asumido los riesgos inherentes de un estudio novedoso en cuanto al objeto de estudio seleccionado. Se expone un marco referencial amplio sobre la temática, con base en la revisión de diversos autores y estudios empíricos.

Aspectos que deben ser revisados:

- Concordancia inter-observadores: el valor informado es muy bajo y no garantiza la validez de resultados. Me parece que debe haber un error.
- Categoría "Transgenérico": ¿corresponde a una categoría que opera en el mismo nivel que "propósito comunicativo", que tiene subcategorías como "Demostrar conocimiento? Es necesario reflexionar sobre esto, porque "transgenérico" solo indica que es un comentario no específico de un género, y no lo es, porque no apunta al propósito comunicativo del género, sino a aspectos de la escritura que son transversales a familias de géneros que se escriben en la universidad. Si lo que se propone es dar cuenta de comentarios cuyo propósito comunicativo se relaciona con el

propósito comunicativo del género, entonces hace ruido esta categoría. Tenemos, por una parte, comentarios de ajuste a determinados propósitos comunicativos de determinados géneros, y comentarios que pueden aparecer en diversos géneros pero que no se refieren al propósito comunicativo de esos géneros. Por otra parte, los CE, en tanto género, también responden a un propósito, que -en términos globales- es un macropropósito: proveer información que le indique al estudiante si su escrito va en el sentido esperado, ya sea en relación a responder al propósito comunicativo o otra dimensión del escrito. Ahora bien, en la categoría "transgenérico", se consideran como subcategorías Formato, Modo y Contenido/organización de las ideas. Si el objetivo es dar cuenta de los propósitos comunicativos, es confuso. Requiere reflexión.

- Subcategoría Modo: no es pertinente su inclusión (en ninguna categoría). Responde a otro criterio. Todo CE se expresa en determinado modo, sea o no genérico, apunte o no al propósito.
- Formato: hay comentarios entre los ejemplos que podrían considerarse en "Demostrar conocimiento", como sugieren las autoras en su discusión.
- Gráficos: la información debe basarse en los porcentajes de comentarios, no en las frecuencias absolutas, porque no son comparables si los n no son los mismos.

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha: 15 noviembre 2021

Facultad de Educación
Universidad Católica de la Santísima Concepción

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Mónica Tapia Ladino
TÍTULO DEL SEMINARIO EVALUADO:	The analysis of communicative purposes of feedback given by teachers from different disciplines in written tasks at University level, in the context of FONDECYT project 1180586 named Eficacia de los comentarios escritos de ajuste al género (CEAG)
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	NATALIA CAROLINA ANDREA AGUILERA CONTRERAS ASHLY TERESA GRANDÓN GARRIDO DANA ALTAIR MUÑOZ NÚÑEZ IRINA MARÍA TORRES GARAI ISIDORA CONSTANZA VICTORIANO QUILAMÁN
CARRERA	Pedagogía en Enseñanza 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.

A. De La Formulación del Problema (25%)

INDICADORES	**Nota**
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7
6. 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**
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7
2. Uso del lenguaje técnico coherente con la temática estudiada.	7
3. Calidad y precisión del marco teórico/ Conceptual.	7
Promedio	**7**

C. Del Diseño Metodológico del Problema (20%)

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

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

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	7
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7
3. Discusión de los resultados de la investigación.	7
4. Conclusiones sustentadas en los resultados o hallazgos.	7
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7
Promedio	**7**

E. DE LOS ASPECTOS FORMALES (10%)

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

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%	7	1.4
D. Del Contenido Temático y los Resultados	25%	7	1.75
E. De los aspectos formales	10%	7	0.7
Nota promedio final	**7**		

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 cumple con el estándar de una tesis de pregrado. La investigación aborda una temática novedosa sobre cuáles son los propósitos comunicativos de 2 disciplinas diferentes. Es interesante notar las diferencias en los enfoques con que comentan profesores de diferentes áreas.

La investigación define un problema, revisa bibliografía teórica y empírica. Asimismo, comunica un diseño metodológico adecuado. Los resultados presentan evidencia tanto cuantitativa como cualitativa lo que le agrega valor a los análisis y deja evidencia la naturaleza del fenómeno. Solo solicito mejorar aspectos formales, como los puntos en los títulos y otros aspectos superficiales que he dejado consignado en el escrito.

Felicito al grupo de estudiantes que realizó esta investigación, dado que las condiciones que han impuesto las condiciones sanitarias actuales ha dificultado el encuentro presencial que normalmente suele dar más fluidez al trabajo colaborativo.

Aprobada en Consejo de Facultad / abril de 2011

Verónica Tapia

FIRMA PROF. EVALUADOR

Fecha: 9 de noviembre de 2021