



**Faculty of Education
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**A SELF-STUDY ON THE INFLUENCE THAT MY FEEDBACK EXPERIENCE HAS
HAD ON MY WRITTEN FEEDBACK PRACTICES**

**A thesis submitted in the fulfilment of the requirements for the Degree Seminar and
English Teaching Bachelor's Degree of Universidad Alberto Hurtado**

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Abstract

Feedback has long been considered as an intrinsic tool for EFL learning. Throughout my student-teacher experience, the feedback that I have received during my teaching training has been a crucial part of the development of my teaching persona since it has provided me with tools to improve my teaching practice. During my practicum experience, written feedback has taken an important role since students were being assessed formatively and the COVID-19 circumstances have demanded giving constant feedback to students. This research aims to know the type and style of feedback I have received and the type and style of feedback I give. The sources of data for this research were developed using 3 instruments: 1) written teacher's feedback notes from 5 different teachers 2) written feedback given to my 5th-grade students, and 3) written feedback given as a teacher assistant. The results were analyzed using a qualitative and systematic coding approach. Findings reveal that is a great influence from the feedback that I have received as a student in the feedback that I give as a teacher. The data showed similarities in both types of feedback in terms of feedback style and construct and no major differences were found. This study shows that an accurate understanding of the influence that my experience with feedback as a student-teacher has had on my written feedback practices, made me aware of the type of feedback that my future students will be receiving and on how important will be for my future students to incorporate and have as feedback and formative instances as possible.

1. Introduction

This research was conducted considering my experience with feedback as a university student in a pre-service teacher training and how my experience with feedback has influenced my written feedback practices.

Because of the COVID-19 pandemic, the school has adopted a synchronous and asynchronous teaching approach. First, synchronous lessons consist of computer-mediated lessons via Zoom once a week. Second, asynchronous lessons consist of class materials that have been adapted into booklets that students' parents can get from the school or from its webpage. Here, students receive feedback by email on their performance on the task assigned. Considering that because of my practicum, the English class has adopted a task-based learning approach, the prioritized curriculum and the formative assessment model suggested by the MINEDUC were taken into account in order to face and minimize the adverse consequences that have emerged from the COVID-19 pandemic situation.

There are two contextual variables which have guided my interest in this study: written feedback and Decree 67. First, the COVID-19 pandemic has brought new challenges and limits for giving written feedback. For example, Unidad de Currículum y Evaluación from MINEDUC (2020) has stated that only Language and Mathematics will be assessed summatively and required to pass the course. Therefore, in my school context, fifth-grade students are being assessed formatively to achieve their English tasks. In this sense, I have reflected on the crucial

role that formative assessment has taken during this crisis time since it has become urgent to ensure students' learning. Besides, the COVID-19 circumstances have demanded giving constant feedback to students since I can not see them everyday. Therefore, written feedback is being requested. From this perspective, I want to see the type and style of feedback I am giving since it has always been essential for students to receive clear and quality feedback to recognize and define the aspects achieved and the steps to be followed to improve the ongoing learning process. Moreover, considering this time of distance learning, feedback may be seen as a way to connect with students since it requires the involvement of the teacher and the student (SUMMA, 2019). In this regard, formative feedback would allow teachers to know what students are learning, how they are doing it, and how to enrich their learning environment. Focusing on feedback during this study will be a valuable instance for me as a pre-service teacher to know what I am doing well and what I could improve. That is to say, this self-study provided me with the opportunity to know the type of written feedback I have received and the type of feedback I give to my students.

Second, Decree 67 (2018) is a law promulgated in 2018 during President Michelle Bachelet's government. The decree establishes the minimum standards for assessment, qualification, and promotion for elementary and high school students in Chile. It highlights the right that students have to be informed about the assessment criteria as concrete indicators of learning. Its purpose is to improve student learning, pedagogical practices, and enhance formative evaluation in the classroom through methods expected to maximize learning and improve teaching. The decree also established that assessment plays a crucial role in monitoring

and accompanying student learning and teacher reflection to make pertinent and timely decisions regarding teaching. In this sense, Decree 67 seeks to give a valuable place to feedback in pedagogical processes. In the same way, my interest in feedback also arises from this new political context in education. All schools and teachers are invited to update their assessment practices and I would like to be prepared for this new educational challenge.

I strongly believe that formative instances, especially feedback, should be incorporated by language teachers in Chilean classrooms. As a matter of fact, the feedback that I have received during my teaching training has been a crucial part of the development of my teaching persona since it has provided me with tools to improve my teaching practice. This research may contribute not only to improve the quality of evaluation and assessment and to put into practice what Decree 67 establishes but also to develop and adapt my teaching practices and written feedback instances benefit my students' learning experience. Essentially, an accurate understanding of my approach to feedback during my teaching training would provide me with valuable tools to identify how prepared I am for written teaching feedback instances with my students.

Based on my experience as a student, I have learned how important it is for ESL students to receive feedback from teachers and peers to improve language performance accuracy. During the years being a pre-service teacher, I have observed how my approach to feedback during my teaching training has influenced the way I plan, and I make decisions in the classroom. Sadly, I have also witnessed, during my working experience in the schools, how students are more

worried about the mark they obtained from a test instead of their learning process itself. That is how formative and feedback instances still result in an invisible and neglected part of the educational policies if it contrasted with the importance given to external standardized assessments such as SIMCE. The issue previously mentioned, results to be contradictory to what Decree 67 states since promotes competition, segregation and is far away from encouraging students to put their learning into a meaningful and relevant context. This also leaves evidence of the importance that this self-research may have in the educational research context since my experience reveals the symptoms of weakness and invisibility of learning assessment conducted by schools and teachers and it reflects a need for improvement of the teachers' evaluation skills.

Throughout my experience as a student teacher, I have faced feedback instances from different perspectives. As a school student and first year university student, feedback instances were mostly neglected. I was used to summative assessments where only memorization and repetition were assessed. My learning process itself was not an important matter. Once I started with my school practicum, I experienced a similar situation. I confirmed that students' learning process in my practicum school community was not evidenced through opportunities for learning through feedback. In this sense, the assessment culture of the school has been more summatively oriented than formatively. Feedback instances were not relevant, and students were interested and used mostly to quantitative results. I have observed that there was a negative learning environment usually guided through sanctions and embarrassment when students do not accomplish what they were expected to.

As I entered college, my experience changed since formative assessment was as important as summative. The fear of being tested decreased considerably. I witnessed how most of the teachers were worried more about my learning process instead of the mark I had obtained. Besides, they complemented the process of learning with plenty of comfortable instances to make mistakes through formative assessment and feedback on weaknesses. In these experiences from last years' school and college, I have developed awareness and a huge interest in the important role that feedback takes in learning, which has led me to have a clear idea of how I am currently approaching written feedback in English lessons. Therefore, this self-study will be conducted by my personal experience with feedback as a university student and as a pre-service teacher.

2. Literature Review

This section will provide the main concepts and findings of previous research projects related to feedback, decree 67, and formative assessment that will frame this study.

2.1 Formative Assessment

Coombe (2018) theorized that formative assessment produces valuable data on students' learning processes. In difference to summative assessment, the formative assessment focuses on the learning process since it is carried while it occurs. Moreover, it provides observable and measurable data for teachers and learners alike. Students can identify what they have

comprehended, and which others need to be improved. Likewise, teachers can observe the skills and abilities that need to be clarified and strengthened.

There are several ways of carrying out a formative assessment. One of them is through feedback. The studies mentioned by SUMMA (2019) have demonstrated the value of formative feedback in the improvement of learning. It highlights the development of a bond of trust between teachers and students and the exchange of ideas, questions, and reflections. In Latin America, classroom feedback generally consists of correcting, identifying errors, and finally grading. This displaces the construction of learning since the student stops being the protagonist of learning and merely accepts the corrections, it is notified of errors and ratings, but they do not understand what and how to improve. Such as MINEDUC (2018) mentioned, the evaluation primarily accomplishes its formative purpose to the extent in which it is used to monitor and accompany students' learning. That is to say, when the evidence of their performance is gathered, interpreted, and used by teachers and students to make decisions about the next steps in the process of teaching-learning. Considering this, MINEDUC stated that the evaluation process allows to know the existing diversity in the classroom in a more precise way and to obtain the necessary information to make pedagogical decisions according to the different needs that emerge during the development of the processes of learning. Therefore, evaluation is intrinsic to the teaching-learning process.

In the MINEDUC national research (2016) was found that the concept of assessment that predominates in Chilean educational communities is strongly related to certification. This

conception is expressed in the assessment instruments used. For example, the number of multiple-choice written tests. In contrast, these studies point out that some of the most essential strategies for pedagogical aspects of evaluation are less present in the classrooms. Such is the case of the feedback strategy, which is not developed in a transversal way or oriented to generate support for learning during the teaching process. Therefore, much of the evaluation potential is wasted.

2.2 Decree 67

Decree 67 (2018) has importantly addressed the role of formative assessment in Chilean classrooms. According to MINEDUC (2018), assessment is carried out in the educational establishments as an intrinsic part of the teaching process. Therefore, its pedagogical role is to promote the learning progress of all students, considering diversity as an inherent aspect of all classrooms. The principles give guidelines on assessing how and why students learn according to the National Curriculum through students' evidence. It emphasizes some parameters of assessments such as the clarity on the learning criteria and expected outcomes, the ensurement of the students' active role, assessment on only what students have learned, the gathering of evidence through the learning process, and the incorporation of opportunities for formative evaluation. Within these principles, feedback is highlighted as a fundamental part of every evaluation process to ensure students' reflection and motivation on their learning process. These principles are aimed at improving evaluation practices in Chile. According to the MINEDUC authors, this is considered a valuable input to start and improve the process of construction and

updating of the evaluation guidelines, which contributes to the definition that each educational establishment makes regarding its evaluation processes in order to ensure that the context and teaching autonomy is being respected.

2.3 Feedback

Numerous studies have demonstrated the importance of feedback in language learning and teaching. Feedback is conceptualized by Hattie and Timperley (2007) as data on the ongoing performance that can improve upcoming performances. According to Klimova (2015), feedback plays a key role in the educational field because it importantly addresses the student's and teacher's performance and points out valuable information of their work that can be improved. The literature shows that there are several ways of approaching, understanding, and classifying feedback. First, Klimova (2015), claimed that feedback should always be attached to any assessment and evaluation program, and it can be done formally and informally. Formal feedback aims at measuring the quality offered at an educational institution, whereas informal feedback is commonly addressed to recognize the students' weaknesses during the process of learning and currently reflect on the teaching performance.

In addition, Klimova (2015) explains that there are multiple feedback methods employed by teachers. Some of them are the assessment of students' works, peer review, students' self-reflection, in-class discussions, course evaluation questionnaires, or focus interviews with students. Similarly, the type of feedback can be classified into the approach used to apply it and

its message. That is to say, oral/written and accuracy/fluency, respectively (Alqahtani & Al-enzi, 2011). Before the feedback process, teachers need to be conscious of the different types of errors that students usually commit. Feedback provided by teachers can be cataloged into positive or negative. Positive feedback entails the use of praising students for doing a good job to encourage them to develop self-confidence. On the other hand, negative feedback is used to inspire students to perceive their mistakes in order to avoid them (Ellis, 1999).

Throughout years of research, it was agreed by applied linguistics that teachers are implausible to determine the perfect technique for giving feedback to language learners. (Ellis, 2009, p. 106; Sheen, 2011, p. ix). Moreover, it is stated that effective feedback needs to consider broad dimensions of linguistic, individual, and contextual characteristics. This evinces what success for one language learner may not be successful for another. However, researchers have agreed on some characteristics that effective feedback has. According to Cambridge University (2020), feedback should be always specific and related to learning goals. Hattie and Timperley (2007, p. 90–91) differentiate feedback regarding the learner, feedback on the learner's performance on a task, and feedback about the way that a learner has addressed a task. In this sense, effectiveness will be ensured as feedback provides information on how to achieve these objectives. Secondly, effective feedback also needs to be challenging by pointing out areas where improvement is feasible. Thirdly, it should lead to the active involvement of the learner, which contributes positively to the learner's autonomy to reshape their knowledge, language production, or learning strategies. In the same way, it is suggested to praise students. It was

discovered that feedback on correct responses is more effective than feedback on incorrect responses (Hattie, 2009, p. 175).

Corrective feedback is centered on learners' mistakes and is classified as the most usual sort of feedback given by teachers (Hattie & Timperley, 2007, p. 91). However, its efficacy in promoting language learning has not been confirmed, since it is stated that its effectiveness relies on focus on the type of errors that need to be addressed, its techniques, the moment in which it should be given, and who should give it (Cambridge University, 2000). Considering this, feedback can be classified into direct and indirect. According to research, most learners prefer direct and explicit feedback. However, the research field is branched on the matter since some of them differ on what kind of feedback is better. On the one hand, indirect feedback may lower anxiety in learners and it is expected to conduct learning towards autonomy since it entails students doing the work by themselves. On the other hand, direct feedback fewer chances of learners' misinterpretation of the teacher's indications.

Writing effective feedback entails an accurate understanding of the power of language. That is to say, it results necessary choosing the right words and expressions to express what is intended. In addition, it allows students to see themselves as valuable persons who learn and recognize themselves with a learner's identity (self-efficacy for learning) and as protagonists and essentials in achieving that learning (self-regulation). Effective written feedback will encourage students to choose for themselves how to continue and what to do next. (Brookhart, S. 2018) Brookhart (2018), lists three concepts to consider when writing feedback: clarity, specificity, and

tone. Clarity refers to maximizing the probability that students understand the feedback information intended. This can be done by using simple vocabulary and sentence structure and writing on the students' developmental level. Specificity points out precise comments, not too narrow or broad but just right. The use of accurate and specific vocabulary will help students to know not only teachers' thoughts but the reasons behind them. This information will inspire students to infer and reach judgments about the decisions taken in their performance and will encourage them to decide whether to use them again or not. Finally, the tone has to do with the emotional nature of the feedback message and its consequences on how the message will be understood. It is important to highlight that it is not suggested to always write positively when a correction is justified. That is why it is recommended to be "lighting the way forward." by making suggestions and offering suggestions direct recommendations about what to do about it.

Then, Hyland (2006) explains that the role of feedback is importantly addressed by mentioning that giving feedback to students is considered one of the most important teacher's tasks. However, providing personalized feedback is hardly possible under classroom circumstances. As it is a consequence, it is mentioned by the author that the most constant and effective feedback, the more performance improvement can be possible. Additionally, in Bruner (1962) it is mentioned that meaningful feedback entails a teacher who knows how human beings learn. During the feedback process, the teacher first affords the students' tasks and assessment (which advocates the learning objectives). Secondly, the teacher grades the student performance and offers feedback to solve misunderstandings, motivate students, and expand students' knowledge (Walvoord & Anderson, 2010). In this sense, feedback results to be the bridge

between what the student already knows, what a student needs to know, and its necessary scaffolded process for knowledge development (Wiggins, 1997).

Later, Ting Su & Jinping Tian (2016) theorize that errors and corrective feedback represent a common and essential part of the teaching-learning process in a foreign language. From this perspective, errors can be described as alterations from the rules of the target language by revealing the inappropriately transferred first language rule to the foreign language. These authors also provide valuable information about the role of teachers and the need to incorporate feedback methods and pedagogical content knowledge to serve student learning needs better and give effective feedback. Interestingly, students tend to classify the feedback they receive through their own past experiences into good and bad. In this sense, frustrated learners are less likely to pay attention to descriptive feedback if this is followed by judgments such as a summative assessment or an evaluative comment.

Dudley-Evans and St John (1998) point out that teachers should first mainly accentuate the positive characteristics and then indicate in detail the areas which required improvement. In this regard, Ting Su & Jinping Tian (2016) addressed that being positive goes beyond the fact of being fictitiously happy or praising a work when it is not. These authors theorize that being positive refers to characterizing how students' work strengths match the standards for good work and how those strengths confirm what they are learning. In other words, indicate where improvement is required on how to solve it. Ting Su, & Jinping Tian also revealed that feedback relies on the extent of teachers' knowledge of the topic and the perception of the way students

learn it, such as the opportunities offered to students to apply the feedback and the choices about timing, amount, mode, and audience.

3. Research Question

Based on what I have previously mentioned, this self-study will focus on exploring the following question:

- How my experience with feedback as a student-teacher has influenced my written feedback practices?

4. Research Methodology

This self-study research aimed to understand and analyze how my approach to feedback during my teacher training has influenced my written feedback instances with my students. For this purpose, the study consisted of a qualitative approach since it allowed me to answer the how and why of certain phenomena in a particular context.

4.1 Data Collection Tools

To collect the data, I have decided to include three instruments that helped to develop a comprehensive understanding of the phenomena presented. In concrete, the data of this research was collected through three instruments: 1) written teacher's feedback notes from 5 different teachers (see Appendix A), 2) written feedback given to my 5th-grade students (see Appendix

B) and 3) written feedback given as a teacher assistant (see Appendix A and C). These data collection tools are artifacts, which is a qualitative research method that entails the compilation of several materials such as lessons, plannings, e-mail records, feedback, letters, worksheets, etc. These are commonly gathered in order to reflect and analyze the teaching performance. Such as Robinson (2013) endorses, artifacts are useful sources designed to micro-analyze human behaviors connected with the research question of a study.

The first instruments were seven assessments collected between 2019 and 2020, whose feedback came from 5 different teachers from college. These had been labeled as “teacher 1, 2, 3, and 5” to ensure anonymity. According to the samples chosen, six of the task samples considered the online EFL feedback received during the COVID-19 situation. The second instrument will be 3 feedback assignments evidence given to my students which revealed how I was providing written feedback. Finally, the third instrument was four feedback assignments given to students who I assisted at the courses of ELAB IV in 2020 and TIPE in 2019, which complemented the written feedback style and form that I give.

4.2 Data Analysis Approach

To analyze the data, I focused on formal feedback situations only. Moreover, considering that ultimately, I have not received oral feedback, I focused only on written feedback in order to compare the type of feedback that I have received and the type of feedback I give. Besides, I focused on written feedback styles since the feedback received during my teaching training has

positively impacted the development of my teaching persona. In order to analyze the data previously mentioned, the systematic coding approach was applied. The systematic coding approach is the process of labeling, organizing, and analyzing qualitative data to put it in a meaningful way (Creswell, 2015). According to the author, the need for coding comes from the fact that text data is dense, and it takes considerable time to undergo the data and make sense of it. Considering this, the coding process needs careful work to recognize the relevant features to write them coherently and meaningfully (Miles, Huberman, and Saldana, 2013). In this data analysis, I used a software called Atlas.ti, which is a useful and simple program that allows researchers to create codes and classify and label the data collected.

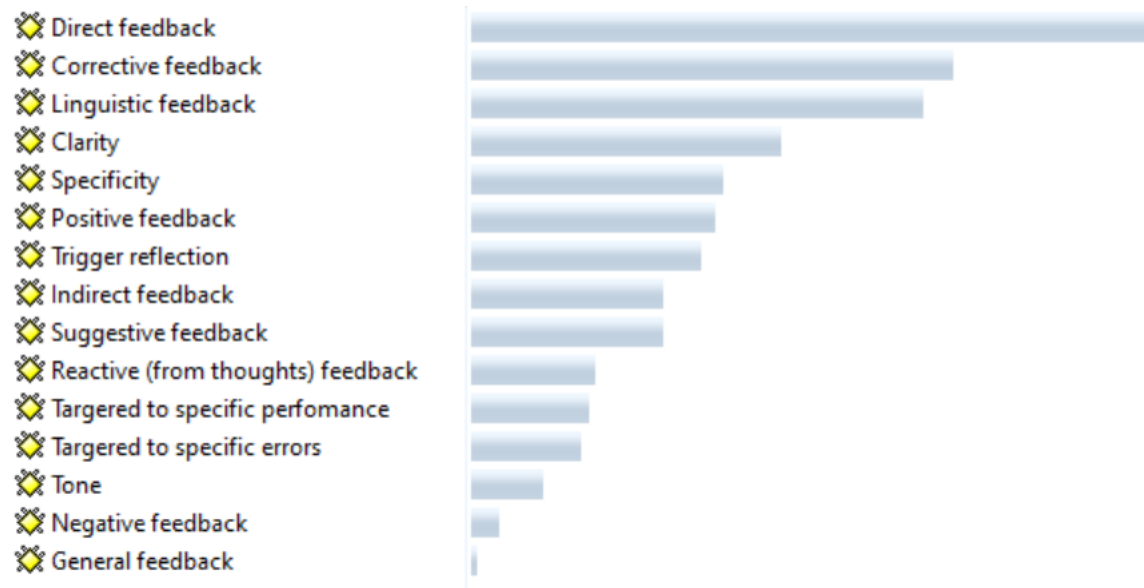
Considering that coding facilitates the picking of important sections for the reader (Pratt 2009), Linneberg and Korsgard (2019) argued that coding also allows researchers to better analyze the data and present the findings. In this opportunity, I used the blended approach, which is a combination of inductive and deductive approaches to code the data. In other words, the codes will be gathered from the data collection and theory. The main advantage of this approach is that the researcher keeps open to surprises in the data and in harmony with existing literature and theories (cf. Miles, Huberman, and Saldana 2013).

In order to analyze my instruments, I used the following codes: 1) Positive Feedback 2) Negative Feedback 3) Corrective Feedback 4) Linguistic Feedback 5) Suggestive Feedback 6) Trigger Reflection 7) Reactive (From thoughts) Feedback 8) General Feedback 9) Clarity 10) Specificity 11) Tone 12) Targeted to Specific Errors 13) Targeted to Specific Performance 14)

Direct Feedback 15) Indirect Feedback (See the coding scheme in Appendix D). In addition, I designed a compilation document of the written feedback received and given to better organize the coding process (See Appendix A and B). Since I already had a pre-set list of codes based on data collection and theory, no new codes appeared during the coding process. However, one code was deleted during the procedure since I noticed it was repetitive and unnecessary. During the coding process, some codes were more used than others. Nonetheless, this did not influence the process of analysis. Finally, this coding process made emerge results that answered my research question and that will be explained in the findings section.

Feedback Codes

Codes for the Written Feedback Analysis



5. Research Findings

This study investigated how my experience with feedback as a student-teacher has influenced my written feedback practices. This section includes the outcomes of the research which considered the interpretation, application of research, and literature in order to systematically understand and analyze results. The findings revealed that there is a great influence from the feedback that I have received as a student in the feedback that I give as a teacher. The data showed similarities in both types of feedback in terms of feedback style and construct. No major differences were found.

5.1 Similarities of Feedback Style

This section presents the findings on similarities of written feedback style. As mentioned in the literature review section, feedback style was understood as the approaches and manners of giving feedback on the student's performance to point out significant information about work that can be improved.

The data analysis showed a significant relationship between the feedback that I have given and the feedback that I have received. The results showed that the feedback style that I have received has been mainly direct, corrective, and linguistic, respectively. They were grounded 93, 66, and 62 times, respectively. These three characteristics of feedback are considerably interrelated since these codes share common characteristics. For example, the

feedback comment “replace *e* with *ing*” was coded as direct, corrective, and linguistic since it explicitly states a correction centered on the learner’s mistake (Hattie & Timperley, 2007) and offers a direct recommendation about what to do about it. Interestingly, the following most repeated codes were clarity, specificity, and positive feedback, which were grounded 43, 35, and 34 times, respectively. These feedback characteristics were considered by Brookhart (2018) as quality written feedback since it inspires students to decide for themselves how to continue and what to do next in a precise and confident way. For example, the feedback comment “*if you tell your students to 'try to' do something, they won't do it. Ask them to include vocabulary studied*” was coded as clarity, since it uses simple vocabulary and sentence structure to increase the chance that students understand the feedback. In the same way, feedback comments such as “*excellent!*” and “*good!*” were tagged as positive feedback, since it involved the use of praising to motivate students to develop self-confidence (Ellis, 1999).

Similarly, the feedback given to my students, the data analysis revealed that my feedback style was similar to the feedback received. The coding process showed that it was mainly specific, clear, and positive, which were grounded 13, 13, and 12 times respectively. It is interesting to highlight that in both instruments negative feedback was one of the least used. According to the literature review, it can be concluded that the feedback received can be considered as quality feedback.

Secondly, the data analysis exhibited that all written feedback styles may vary depending on the teacher. This is evident in the case of the “reactive (from thoughts) feedback” code, which

was highly used by teacher two, whereas teacher one mostly employs feedback that triggers reflection. For example, according to data, 14 out of 18 feedback notes coded as reactive from thoughts feedback, were written by teacher two. This finding can also be related to tone considering it has been associated with the emotional nature of the feedback message. From this perspective, it is possible to affirm that written feedback portrays a personal word choice and style that may vary depending on the teaching persona and beliefs regarding feedback. An example of this may be the teacher's awareness of the consequences of how the message will be appreciated by students. As mentioned in the literature review, this element can be explained by keeping track of the tone and word choice until phrasing feedback comments accurately and naturally.

Surprisingly, it was found that there is a strong influence on the tone and feedback style given and received. That is to say, a high percentage of the written feedback style received has been adopted towards the feedback given to my students and share similar styles of writing feedback. The following examples illustrate this point very clear: *"Some key ideas were mentioned. However, it would be interesting to include Tabor's idea."* and *"Interesting analysis. But here you should have introduced the concept of washback"*. The first example was extracted from a feedback note given to my assisted students, whereas the second was taken from one feedback note given by teacher 2. Both cases show the use of careful words that consider the active role of the learner but that also share questions and worries about the students' performance (Brookhart, 2018).

5.2 Similarities of Feedback and Construct

This section presents the results of the feedback construct. Interestingly, when reading the written feedback notes, it was found that both feedback comments vary depending on the construct. Therefore, I read the guidelines of the involved tasks to see if there was something related to the type of task and the set of abilities measured. According to this, the data revealed that there is a similarity between the feedback given and received in terms of the construct.

In this regard, the data analysis indicated that the construct of all my assisted students' tasks was focused on content rather than on grammar and forms of language. As a result of this, feedback that triggers reflection and indirect feedback were used the most. Conversely, the task construct of 5th-grade students was focused on naming outstanding people's jobs, in which chunks and the use of specific language structures were required. Therefore, linguistic feedback was coded the most. An example of this is the following: *“Recuerda que cuando la palabra que sigue comienza en vocal, usamos AN. De lo contrario, si comienza con consonante, usamos A. Por ejemplo: “He is Tom Holland. He is an actor.”* In the same way, the written feedback received from my teachers during my student-teacher journey oscillates according to the set of abilities that the test is expected to measure. For example, the test construct of a stage one lesson planning was to design and organize learning and teaching experiences meaningfully contextualized to students' needs framed under the requirements of the National Curriculum and following the format of the backward design. Therefore, the data analysis showed that 12 out of 15 written feedback comments were devoted to the teaching construct, whereas only three were

related to linguistic features. An example of this is the comment: “not language functions, more appropriate for skills”. These examples exhibited the importance that teaching to the construct and focusing on developing the abilities has when testing and giving feedback. In this sense, it is possible to infer that this analysis result is aligned with what decree 67 states, since the assessment parameters, learning criteria, and expected outcomes are clear. As a result, there is a strong sense of validity and therefore, the essence of the formative assessment mentioned in the literature review is directly connected to the observable skills and abilities that need to be clarified or strengthened.

It is important to mention that even though the nature of assessments in both instruments are different since the feedback I have received had summative purpose and feedback that I have given to 5th-graders was formative, I believe there should not be major differences since this study is focused on studying the characteristics of formative assessment presented in the literature section, which are beyond the fact of being graded or not.

5.3 Differences in Feedback

This section presents the differences between the written feedback that I have received and I have given. According to the data analysis, no major differences were found. However, there were slight differences in terms of length and the number of comments per task. On average, the number of written feedback comments given from my teachers is 33 per task, whereas the written feedback given to my students is 18. However, it is important to consider

that the number of comments may considerably vary depending on the length of the task assigned. The length of the comments received by my teachers is a bit longer compared to my written feedback practices, especially when giving general feedback. On average, my teachers used 67 words when giving general feedback whereas I used 35 words on average to give feedback. Nevertheless, according to the literature review, these differences do not hurt the quality and efficacy of the feedback received and given.

6. Conclusions

This study explored the influence that my experience as a student-teacher has had in my written feedback practices. For that purpose I designed a qualitative research method that entailed the compilation of three instruments: 1) written teacher's feedback notes, 2) written feedback given to my 5th-grade students and 3) written feedback given as a teacher assistant. This study has shown that all the feedback that I have received has significantly shaped the way I gave feedback. The main similarities in both types of feedback were in terms of feedback style, construct, and student's level and no major differences were found. It was shown that the written feedback received has been mainly direct, corrective, and linguistic, respectively. These codes also shared the feedback styles of clarity, specificity, and positive feedback. Similarly, the coding process showed that I used the same feedback style since it was mainly specific, clear, and positive, respectively. Even though it was discovered that the feedback style may vary depending on the teacher and their beliefs, it can be concluded that the way I have been given

written feedback significantly influenced the feedback style I am currently giving feedback to my students.

The major second finding was that there were similarities between the feedback given and received in terms of the construct. In sum, clear assessment parameters and expected outcomes importantly help to direct the feedback in terms of the set of skills and abilities that need to be clarified or strengthened. Taken together, these results have enhanced my understanding of the impact that written feedback practices may have on my teaching practice and students' learning process. In this regard, this study conducted with the systematic way of observing my practice, has also made me discover that the feedback received during my teaching training has been an important part of the development of my teaching since it has given me the tools to improve my teaching practices and English language competencies. That is why, feedback, as well as formative assessment and decree 67, are intrinsic and essential tools that positively contribute to the teaching-learning process and the students' learning improvement. Indeed, they offer a deep and critical understanding of feedback and assessment which goes beyond the fact of being assessed. Essentially, feedback is a fundamental part of every evaluation process that ensures students' reflection and motivation on their learning process which opportunities should be maximized.

7. Research implications

The findings of this research have several important implications for future practice. Firstly, the process of conducting this self-study has helped me to discover my teaching identity regarding the way I give written feedback to my students in EFL learning contexts. In this sense, the fact of being aware of the influence that my experience with feedback as a student-teacher has had on my written feedback practices, made me be aware of the type of feedback that my future students will be receiving. Regarding this, this finding has significant implications for the understanding of how the quality feedback style received throughout my student-teacher experience has positively influenced the development of my EFL teaching practice. Therefore, the positive impact that feedback has had on the improvement of my teaching practices, makes me desire to continue offering effective formative instances such as quality feedback to my future students. Consequently, I will be promoting quality and effective feedback which will help students to endorse the aimed learning outcome of the learning and inspire them to move on, assess their performance, and motivate them to determine their next step. (Black & William, 1998, cited in White, 2007, 301).

Similarly, this study has taught me that providing quality and effective feedback to my future students will ensure the learning and acquirement of EFL abilities and skills. The importance of learning English in Chile relies on the value of communication and multiculturalism. (Kachru, B. 1985) As a matter of fact, English in Chile has been incorporated in the national curriculum due to the urgency of educating students able of being active members

in several international areas like communication and technology where English competencies are essential to deal with the challenges of the 21st century (Marzano, 2010:41). Consequently, the need to improve the teaching and learning of English and EFL teacher education has become an educational imperative.

In the same way, this self-study has pedagogical implications for my future teaching practices and the challenge of including formative assessment instances in which feedback has a relevant role. This challenge comes from the fact that assessment focuses on students' mistakes instead of learning (Villarroel, 1990). In this respect, schools seem to be more concerned about the student's deficiencies instead of their abilities. Even though Agencia de la Calidad de la Educación along with some national policies have made significant efforts in order to improve quality on evaluation and assessment such as Decree 67, this self-study made me raise awareness on how important will be for my future students to incorporate and have as feedback and formative instances as possible. Considering this, one of my biggest challenges after conducting this research as a future teacher will be to invite my future students to a critical and open view regarding feedback and formative instances to help them to enjoy their learning process and go beyond the fact of being graded.

Another implication of this self-study has to do with the COVID-19 pandemic lockdown. This self-study has offered some significant insights on how giving effective written feedback might be necessary for future unexpected events. This term, due to the COVID-19 situation, it has been requested to provide constant feedback to students since I can not see them everyday.

Therefore, constant written feedback has been demanded. Moreover, even though it is difficult to predict the educational landscape after COVID-19 (Weeden & Cornwell, 2020), the crisis and this study have made me acknowledge a huge potential for innovation in which formative instances can still be provided. In other words, beyond the possibility of an interrupted return to school, future outbreaks, and other COVID-19 pandemic implications, this finding has important implications on my teaching persona for contributing to the development of some indisputable benefits that formative instances might bring to my future students regarding expanding their learning opportunities. For instance, after conducting this research, I expect to continue with the current achievements to build a framework for giving further written feedback either on remote learning or physically present in a traditional classroom environment in order to expand the chances of my future students to learn from formative instances in different environments.

The main limitations faced during the process of conducting this self-research were that only three out of 35 students sent their finished tasks in order to receive feedback. As a consequence, this self-study did not gather the expected data collection about the written feedback style that I am giving to my 5th-grade students. Additionally, unexpected changes on the earlier ending of the school year stated by MINEDUC caused unplanned adjustments on the deadline of students' task submission. Because of this, an important number of students were not able to deliver their pending assignments on time causing a lack of evidence for this research.

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Appendices

Appendix A

TBL Class 11: Feedback by Teacher 1

<p>Good!</p>	<p>As this is not the first time for students to work with this content, then this indicator should be replaced with recall/ revisit</p>	<p>No images to help students with the recalling?</p>	<p>see what I mean?</p>	<p>If you tell your students to 'try to' do something, they won't do it. Ask them to include vocabulary studied.</p>
<p>Good</p>	<p>Good!</p>	<p>As this is a transition question, maybe it would be appropriate to restrict ss answers to just one reason to justify themselves.</p>	<p>10 healthy life suggestions and just 4 pieces of vocab?</p>	<p>'You can use this video as an example' means that student are free to watch it or skip it? What about the speech speed and students level of English in relation to listening?</p>
<p>Besides, you're modeling a 5 mins video with a sample that lasts 11 mins</p>	<p>The first part of the video includes...</p>	<p>The first element to include is, obviously, the 10 healthy life tips. Then, when writing your tips, include present perfect to structure at least 4 sentences. Remember to connect sentences using connectors, etc. Please manage language so students do not get the feeling that this task is an excuse for them to show command of grammar.</p>	<p>5 words, in the description you indicated these would be 4. Anyway, 4 or 5 is not that much for 10 healthy life tips.</p>	<p>To be adjusted to suggestions</p>

Appendix B

Retroalimentación Worksheet n°1

Nombre del estudiante	
Curso	5°A
Habilidades trabajadas	Leer y demostrar comprensión de textos adaptados y auténticos simples no literarios, que contengan palabras de uso frecuente, familias de palabras, repetición de palabras y frases, estén acompañados de abundante apoyo visual y estén relacionados con los temas.
Objetivo de Aprendizaje	Students will be able to name outstanding people's jobs <i>Los estudiantes serán capaces de nombrar los trabajos de personas sobresalientes</i>

Criterio	Sí ✓	No ✖
The student was able to identify meaningful people in society, who also belong to different professions and occupations. <i>(El/La estudiante reconoce personas significativas dentro de la sociedad, las cuales pertenece a distintas profesiones/ocupaciones.)</i>	✓	
The student was able to name people and their professions/jobs successfully <i>(El/La estudiante indica nombre y profesión/trabajo de aquellas personas exitosamente.)</i>	✓	
The student actively reflects upon their learning process. <i>(El/La estudiante reflexiona activamente sobre su proceso de aprendizaje.)</i>	✓	

Valoración de criterios	Nivel de desempeño
Un criterio demostrado	En proceso
Dos criterios demostrados	Satisfactorio

Tres criterios demostrados	¡Muy bien!
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TU NIVEL DE DESEMPEÑO	TUS FORTALEZAS	LO QUE DEBES MEJORAR
¡Muy bien, Michelle!	Identificaste exitosamente a personas significativas de la sociedad. A su vez, lograste indicar sus profesiones correctamente. Felicidades por la reflexión de tu proceso de aprendizaje ¡Es muy positivo que respondas con la honestidad que lo haces!	<p>Recuerda que cuando la palabra que sigue comienza en vocal, usamos AN. De lo contrario, si comienza con consonante, usamos A.</p> <p>Por ejemplo: "He is Tom Holland. He is an actor."</p> <p>¡Puedes seguir trabajando en ello! :)</p>

Otros comentarios:

En la parte de la práctica, es muy importante que te fijas en lo solicitado a completar. Por ejemplo, recuerda completar los datos solicitado según lo pedido en los paréntesis. Por lo había que completar escribiendo el nombre de la persona significativa dos veces.

She is **Crespita** Rodríguez. **Crespita** is a boxer.
 He is **Rubius**. **Rubius** is a Youtuber.

¡Excelente trabajo, Michelle!
 Continúa así. Recuerda que cualquier pregunta que tengas, puedes escribirme al correo o por el grupo de WhatsApp del curso.



Appendix C

?	How are you going to check the activity?	How are they going to answer these questions? As a class? Writing their answers in their notebooks? Sharing with a partner?	Do they know what a metaphor is?	Do you mean: What is it a metaphor? Unclear question
Too much time devoted considering that it is just the pre-stage.	No description of the activity?	Incomplete.	How does this activity help students to understand the text? It is possible to fill the chart only by scanning the text.	What is it going to be the objective for each time reading?
How?	It isn't clear how to complete the chart. I suggest modeling the activity.	What kind of information?	No materials?	Incomplete.
What kind of previous elements do students have in order to answer this question? I think the previous activity does not provide enough understanding from the text.	There are still key elements of the planning missing. Some activities designed doesn't belong to the stage of the lesson. Read the comments and check the planning carefully. If you have questions do not hesitate to ask.			

Appendix D

Code	Evidence
Direct	try synonyms like essential
Corrective	Add: "ing"
Linguistic	Replace: "other's" with "other
Clarity	this section is a good summary of Decree 67. However, I think that some lit is missing that frames what the decree proposes
Specificity	you can start a new paragraph here
Positive Feedback	excellent! ♥
Trigger Reflection	and you think this is an effect of the SIMCE?
Indirect Feedback	I do not think the cards trigger a "conversation
Reactive Feedback	how fun!
Targeted to specific performance	clear introduction regarding what teaching English in Chile looks like. However, the background context for this research (and what the reader will find in the following sections of this paper) is not addressed.
Targeted to specific errors	but this is not declared in your construct
Tone	Interesting analysis. But here you should have introduced the concept of washback
Negative Feedback	?
General Feedback	I liked your analysis and I think the points of discussion are really interesting. I missed the theory in the analysis of Decree 67. Also, I think there are some sections that need to be better organized
Suggestive Feedback	try synonyms like essential