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**Rethinking the Role of Feedback as Constituent of a Dialogic Approach in the EFL  
Class**

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Quito, agosto 2024

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EXTRANJERA**

**RETHINKING THE ROLE OF FEEDBACK AS A CONSTITUENT OF A  
DIALOGIC APPROACH IN THE EFL CLASS**

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**ABSTRACT**

Regarding assessing teaching-learning processes, from the mid-XIX century to the most recent research by O'Donovan in 2017, challenges have been found concerning knowledge and the process of knowing and their effect on how students' attitudes towards evaluation differ depending on how they perceive knowledge and knowing. There is a debate on why feedback has not yet been incorporated harmoniously within formative assessment, finding power structures around knowledge as an obstacle. Recent studies such as Ajjawi's in 2018 have provided evidence of feedback being a fundamental aspect of learning and recommended it to be pluralist, contextualized, dialogic, and relational. In other words, the feedback's principal component should be a dialog among peer students, teachers, and between students and teachers. Our research aims at questioning how feedback strategies respond or not to a constructivist and democratic dynamic and placing in our imagination the possibility of dialog in feedback during English as a Foreign Language (EFL) classes by using interviews, surveys, and focus groups with teachers and students. We explored the perceptions of teachers and students on the role of feedback within education and their imaginaries about how to improve EFL skills through authentic feedback.

**Keywords:** Assessment, Feedback, Dialogue, Knowledge, EFL, Perceptions.

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Agosto 2024

**RESUMEN**

En cuanto a la evaluación de los procesos de enseñanza-aprendizaje, desde mediados del siglo XIX hasta las investigaciones más recientes realizadas en 2017, se han encontrado desafíos en relación con el conocimiento y el proceso de conocer, y su efecto en cómo las actitudes de los estudiantes hacia la evaluación difieren según cómo perciben el conocimiento y el acto de conocer. Existe un debate sobre por qué la retroalimentación aún no se ha incorporado armónicamente dentro de la evaluación formativa, encontrando estructuras de poder en torno al conocimiento como un obstáculo. Estudios recientes como el de Ajjawi (2018) han proporcionado evidencia de que la retroalimentación es un aspecto fundamental en el aprendizaje y recomiendan que sea pluralista, contextualizada, dialógica y relacional. En otras palabras, el componente principal de la retroalimentación debería ser un diálogo entre estudiantes, profesores y entre estudiantes y profesores. Nuestra investigación tiene como objetivo cuestionar cómo las estrategias de retroalimentación responden o no a una dinámica constructivista y democrática, y situar en nuestro imaginario la posibilidad de diálogo en la retroalimentación durante las clases de Inglés como Lengua Extranjera (ILE) mediante entrevistas, encuestas y grupos focales con profesores y estudiantes. Nos embarcamos en una exploración en torno a las percepciones de profesores y estudiantes sobre el papel de la retroalimentación en la educación y sus imaginarios sobre cómo mejorar las habilidades de ILE a través de la participación de retroalimentación auténtica.

**Palabras clave:** Evaluación, Retroalimentación, Diálogo, Conocimiento, ILE, Percepciones

## 1. INTRODUCTION

This research will address instructors' and learners' perceptions towards assessment in teaching-learning processes within EFL classrooms, emphasizing feedback as a dialogic approach.

As far as instructors' perceptions are concerned, the study by Gómez et al. (2019) developed in Mexico found that within the group of teachers surveyed, most of them were not aware of strategies to give corrective feedback, and perceptions of students were not considered when providing feedback on learners' performance tasks.

The perceptions of learners and instructors regarding the teaching-learning processes are important and it is necessary to study them in depth to understand how we learn, and more importantly, how we are assessed. O'Donovan (2017) He referred to students' perceptions of feedback when he mentioned that within their research, they found that power structures are determinants in evaluation. That is why students' perceptions were something to discuss. The study measured the satisfaction or dissatisfaction of students with their education in today's highly competitive and globalized academic world. The author's review of the existing literature will serve in this investigation as a basis for an in-depth understanding of feedback within the assessment.

In Ecuador, Espinosa (2017) conducted research on the impact of formative and authentic assessments on EFL students' learning process. However, not much research has been done on the dialogic component of feedback. The countries that have led research worldwide within the last 10 years regarding the subject according to the Scopus digital repository are the United Kingdom with 8 publications, followed by the United States with 6 publications, Australia and Norway with 4 publications each; Hong Kong, Kenya, New Zealand, and South Korea have 1 publication and in Latin America, only one publication from Peru was found.

Gutiérrez et al. (2021) found that in EFL classes, students will learn and correct their errors according to their instructor's comments on their task and how it was performed. This comment section is what we call *feedback* and it's crucial for learners because when learning a second language, they will transfer the properties of the mother language into

the second language. The article also mentions that students showed a positive perception of the corrective feedback practice for their learning goals.

Understanding how feedback works within assessment processes is a fundamental aspect of the field of education. The teaching of English as a Foreign Language is already a challenge, and to achieve significant learning in students, it is necessary to provide many elements that not only have to do with planning, preparing materials, grading activities, and even extracurricular activities but also, effective, dialogic, friendly and timely feedback is necessary to conclude the teaching of all topics. Assessment is not just about approving or failing students, it has a deeper constructivist approach that considers the needs of students and meets their demands. That is why this research focuses on analyzing the perceptions of teachers and students of EFL classes to understand how they perceive the evaluation process, with special attention to feedback, to find solutions that improve these processes so the students can obtain the desired results in their evaluations.

Therefore, the question that will guide the process of this research is:

- What are the perceptions of teachers and learners of EFL classes regarding the role of feedback as a dialogic process?

### **General objective**

To identify the perceptions of instructors and learners of EFL classes regarding the role of feedback as a dialogic process.

### **Specific objectives**

To identify the role of feedback by observing the EFL classes with a focus on real-time response to learners' performance.

To approach EFL learners' and instructors' perceptions towards feedback as a constituent of a dialogic process.

It is for this reason that this research is important because although it is indeed by no means considered complete or finished, it recognizes that there is a long way to go in terms of studies of the role of feedback in Ecuador. Rethinking this role, considering the perceptions of the EFL educational community will allow proposing new strategies that

encourage the use of dialogue as a tool that contributes to improving the teaching-learning processes and will strengthen the acquisition of the foreign language.

## **2. THEORETICAL FRAMEWORK**

### **2.1. Assessment vs evaluation**

When talking about evaluation, probably the first thing that comes to a person's mind is worry, anxiety, or long hours and hours of studying and memorizing key concepts to pass a test. According to Brown (2010), a test is a “measuring a person’s ability, knowledge or performance in a given domain” (p. 3). A test is a method used by the performance taker. Another characteristic of a test is that it measures some specific aspect of language learning.

In Spanish, the term we use to refer to assessing is “evaluación”; nevertheless, there is a distinction in English. The term “assessment” refers to the activities professors use to help students learn about their learning (Hamp-Lyons, 2016). On the other hand, the term “evaluation” is used for measurement, and is also related to valuing the worth of something. (Hamp-Lyons, 2016). On the other hand, the term “evaluation” is used for measurement, and is also related to valuing the worth of something. Panadero et al. (2019) stated that assessment is decisive because it allows teachers to know learners’ learning goals and allows them to take action in their learning process.

The term assessment has its roots in the Latin verb *assidere* which means “to sit beside”; this notion undermines relevance to the measurement characteristic of examination and testing (Swaffield, 2011). The image of someone sitting beside a learner (the instructor) correctly depicts the process of accompaniment and guidance that is carried out with the learner, in contrast to simply evaluating their abilities (grading). It is in this part of the way that we find ourselves with the dialogic component of assessment. “The sitting beside” form of assessment is a natural part of many teachers’ practice. In supporting students' learning, teachers take a close interest in what pupils say, write, and do” (Swaffield, 2011, p. 435).

Language accomplishment assessments are retrospective, as they seek to evaluate the particular material covered in a language course or instructional program. In contrast,

language proficiency tests differ by assessing overall language proficiency without presuming any connection to the content of a teaching sequence (Hamp-Lyons, 2016).

## **2.2. Fourth Generation Evaluation**

Guba & Lincoln (1989) published their book about what they called *Fourth Generation Evaluation* where they summarized the conceptions of assessment over the past hundred years, which reflected the historical context and the purposes of what evaluators wanted to assess. The four generations of evaluation, according to these authors, are Measurement, Descriptive, Third Generation, and Constructivist.

The first generation is what they called “measurement” where the role of the professor was conceived as an expert and it had a focus on tests to measure effectiveness; for example, measuring IQ & achievement tests. The second generation was called “descriptive” and the role of the evaluator was to be the describer; in this part, we started talking about the formative assessment but the flaws during this generation were that the objectives were not necessarily valid; the third generation was called “judgment” and here the role of the evaluator was to judge the standards (Guba & Lincoln, 1989).

At the end of the 80s, Guba & Lincoln (1989), offered an alternative that aims to overcome the shortcomings of the three previous generations, particularly the excessive attachment to the positivist paradigm. Thus, a fourth generation was called constructivist, because it requires a position more towards discovery than verification.

This generation considers a closer relationship between the evaluator and the learner, a more qualitative, holistic, and contextualized assessment, which fosters exchanges of criteria and experiences between the people involved in the evaluation, and the use of more naturalistic and participatory methods. These qualities of the fourth generation are characteristics that are at the origin of the “authentic assessment movement” (Guba & Lincoln, 1989).

## **2.3. Authentic assessment**

Authentic assessment can be best defined as evaluation activities that replicate real-world professional scenarios. Through this kind of assessment, learners have the opportunity to apply practical problem-solving skills, enhance communication, and foster critical thinking, along with promoting collaboration and networking. From a sociocultural

perspective, authentic assessment offers a platform for learners to engage in joint learning experiences with their peers, facilitating the development of social aspects through active participation and deep learning (Aziz et al., 2020).

Authentic assessment is useful because it considers learners as real problem solvers and the activities that are proposed for them must put them in a situation where they will have to construct meaning (learning/knowledge) by facing real-life situations; this is to say, they will use the abilities acquired in their learning process (Chiu et al., 2018).

Vygotsky's main ideas in sociocultural theory, including the Zone of Proximal Development (ZPD), mediation, scaffolding, incorporation, and private speech, are key elements that permit exploration and emphasis. This means the need for a discussion on their implications and applications. By exploring how sociocultural theory is used in Second Language Learning (SLL), it is easier to see its implementations in classrooms (Pathan et al., 2018).

According to Aziz et al. (2020), this “authentic assessment” perspective aligns with Vygotsky's Theory of Social Development, where skills such as critical thinking, teamwork, problem-solving, effective communication, and reflective practice are usually combined into authentic assessment within the classroom.

A vital aspect often highlighted in authentic evaluation is its attention to the idea that knowledge and skills established in one domain should be transferable to others. That is the reason why authors conclude that authentic evaluation should assess whether students can use what they are learning in real life (Ashford-Rowe et al., 2014).

#### **2.4. The role of feedback in language assessment**

One of the main elements of the language assessment process is feedback; and in the study by Gibbs & Simpson (2005), they refer to it as a powerful tool compared with other aspects of teaching. When we talk about the role of feedback, it is fair to say that some studies of feedback interventions demonstrated that although “feedback does improve performance, its overall effect is modest rather than dramatic; in a substantial minority of studies included in this analysis, feedback was detrimental to performance” (Watling & Ginsburg, 2019). Nonetheless, incorporating Feedback as a common everyday dialogical practice improves the EFL learning process and helps the instructor understand its

important role when assessing. Thus, learning environments that provide wide opportunities for interaction and allow teachers to observe learners and promote reflection are more likely to help provide decent feedback.

Feedback escorted by a satisfactory guide can boost the teaching processes of language acquisition and is a fundamental part of how students accomplish their learning goals and this is how they engage in this process (Vattøy, 2020).

### **2.5. Feedback as a dialogic process**

To support these processes, Ajjawi & Boud (2018) highlight feedback as a component of a dialogue process, which has been conceptualized as the dynamic interplay of three dimensions: the cognitive, the social-affective, and the structural.

Feedback is not just a form of communication but is also a social process, influenced by power dynamics, emotions, and discourse. These factors shape how messages are formulated, understood, interpreted, and afterward acted (Ajjawi & Boud, 2018).

Language assessment processes require a dialogue between teacher-student and student-teacher, otherwise, we could not speak of formative assessment but summative assessment. For this to happen, the communication between the actors involved in this process must be harmonious.

### **2.6. Formative vs summative assessment**

When talking about formative assessment it is essential to mention Shrivven (1967) when he first came out with the phrase *formative evaluation* which he referred it as the process of implementing the curriculum during the development of activities to improve in the road so students are ready for their final evaluation (Lau, 2016). This type of assessment can be best defined as a “type of assessment that covers collecting proof about learning of the student, providing feedback to the students and practical education strategies to improve success; [...] by using alternative assessment tool throughout education process” (MacMillan, 2014 as cited in Yüksel & Gündüz, 2017).

On the other hand, summative assessment is a method whose purpose is to certify the learning process by giving reports to learners about their learning goals (Yüksel & Gündüz, 2017).

On the same regard, at the beginning of the twenty-first century certification and accountability were the main aspects of assessment in the school system particularly, so teachers and instructors were pushed to teach toward a final test, hoping learners would pass the tests under the name of a grade (Lau, 2016). This type of assessment was one of the most used by teachers, but many authors concluded that even though this assessment is needed, it shouldn't be the center of the teaching practice.

### **2.7. Formative assessment in language**

Assessment plays a key role in shaping classroom learning as it provides insights into students' progress and facilitates adjustments to the instructional environment based on their achievements (Panadero et al., 2019).

When instructors include activities like recognizing the characteristics of good work and engaging students in giving and receiving feedback, which involve them in the assessment process, learners improve their understanding of the assessment context, quality ideals, criteria, and task skills. This lets them articulate and deliver an accurate assessment (Panadero et al., 2019).

Formative assessment is a process of making deductions of how students are learning. The teaching procedure involves a wide range of activities, tasks, and projects that generate data and this information later becomes evidence (Black & Wiliam, 2018).

The differentiation between formative and summative lies in inferences drawn from assessment outcomes. If the inferences affect a student's current status or future potential, the assessment serves a summative function. On the other hand, if the inferences guide actions aimed at optimizing the student's learning, the assessment functions formatively (Black & Wiliam, 2018).

Formative assessment assists students in recognizing both their strengths and weaknesses by offering feedback on their performance. This feedback serves as a valuable tool in supporting students to reach their maximum potential.

### **2.8. Instructors' and learners' perceptions toward feedback**

A crucial aspect of this model that distinguishes it from common perceptions of feedback is the assumption that students play a central and proactive role in all feedback processes. They consistently take an active role in overseeing and adjusting their performance,

concerning both the intended objectives and the strategies employed to attain those objectives (Nicol & Macfarlane-dick, 2005).

In their study, Van der Kleij et al. (2019) concluded that both teachers' and students' perceptions of feedback can make a difference when choosing what/how to assess. In framing feedback as a dialogic practice, both teachers and students are considered active participants in the construction of meaning, engaging as users of feedback.

Several researches on the topic of assessment and feedback have been conducted and the results from these investigations show that this is the field of teaching where students feel the most disappointed. This is the result of the way teachers teach and the strategies and methodologies they use; for example, if they only focus on having a load of assignments but don't give them feedback on their performance, it leads to students' getting exhausted and not being interested in learning but much rather in passing tests.

A crucial aspect of learning-focused feedback is the design; the assessment must be organized such that students have the opportunity to act upon feedback (Winstone & Boud, 2019). As mentioned before, feedback without dialogue is a monologue with no purpose and therefore, no results on how students are acquiring a language.

Assessment and feedback go always together, since students must get involved in their learning process and they need to know what the gaps in their performance are; they even need to know if they are achieving the goals they set at the beginning of their course. These will increase their confidence and will make them take control on what they want to learn and what they need to improve.

Students' viewpoints and contentment regarding assessment and feedback are closely linked to their convictions about knowledge and teaching. Those with absolute or dualist beliefs perceive effective assessment and feedback practices as involving clearly defined and unambiguous assessment tasks, criteria, and standards. Additionally, they expect to receive feedback that is straightforward, unequivocal, and corrective (O'Donovan, 2017).

Students may encounter difficulties with feedback for various reasons, hindering their ability to act on the provided advice (Hill & West, 2020). Some of the difficulties they will find across this path are: no-timely feedback, tasks too overwhelming and learners not being able to understand the feedback itself.

Evaluation should not solely aim to make well-founded assessments of learner competency but should also provide valuable feedback to direct the learning process. The essential challenge for researchers and educators lies in harmonizing the dual emphasis of assessment on judgment and decision-making with feedback's concentration on fostering growth (Watling & Ginsburg, 2019).

The perceptions of the actors play a significant role in influencing the process of teaching. Language teachers often express that they have received insufficient training in addressing the diverse tasks associated with assessment in the English as a Foreign Language (EFL) classroom. This includes their perceived training needs and views on assessment (Vogt et al., 2020).

Both teacher's and learners' perceptions help identify what needs to be done to improve our teaching experiences and will help learners get acquainted with their learning performance. Bates et al., (2013) state that evaluations and assessments of a student's performance are essential elements of constructive feedback; in a learning process, it is fundamental to receive comments on what is ok and what needs to improve in terms of real-time classes.

### **3. METHODOLOGY**

#### **3.1. Research design**

The study adopted a mixed-method approach that combines both quantitative and qualitative characteristics of investigation. According to Creswell (2009), this method entails employing both approaches simultaneously to enhance the overall robustness of a study. This integration ensures that the study's strength surpasses what can be achieved through either qualitative or quantitative research alone.

Qualitative and descriptive research methods are common procedures for conducting research in the education field. Descriptive research aims to provide a detailed depiction of a phenomenon and its attributes; it explores "what" has occurred instead of investigating the mechanisms or reasons behind it. Consequently, data collection in descriptive research regularly includes the use of observation and survey instruments (Nassaji, 2015), this method helped in analyzing the interviews.

Quantitative research involves the measurement and analysis of variables to obtain results. This method entails the use and analysis of numerical data through specific statistical techniques to address questions such as who, how much, what, where, when, how many, and how it will be used to collect data from the surveys that took place within this investigation (Apuke, 2017).

### **3.2. Setting and sample description**

The collection of data as its initial place was conducted at a private university in Quito.

A series of EFL non-participant class observations took place, both in person and online.

Moreover, an interview was conducted to know what the instructors' perceptions of feedback in the language assessment process are; therefore, 6 teachers of the EFL program were interviewed.

Furthermore, the participants for the survey were 36 B1.4 - B2 EFL learners whose ages ranged from 18 to 24 years old, the vast majority of whom were Ecuadorians.

### **3.3.Procedure**

The first phase of this research occurred with an exhaustive review of relevant articles, books, and publications related to language assessment and feedback, to understand in depth what the latest research on the topic reveals, as well as authors recognized by their contribution to the academy.

To begin the collection of data for this research, class observations took place in the EFL classes of the last period (2024) to learn in detail about the functioning of feedback within the training process. According to Canals (2017), "Observations in classrooms are [...] one of the most widely-used methods for research in language education" (p. 396). The observations allowed me to know first-hand how the language assessment and feedback processes happen in real contexts.

In this sense, class observation took place online and in person at the university campus, with a total of 6 EFL classes observed, belonging to level B1.4 according to the Common European Framework of Reference (CEFR).

It is important to mention in this sense that neither the instructor nor the learner observed knew the observation topic, thus seeking to reduce performance bias, as well as facilitating the identification of strengths and weaknesses around the feedback processes, which was sought to be a more natural and realistic observation.

To continue with the data collection, semi-structured interviews were conducted to approach instructors' perceptions toward feedback in language assessment. Canals (2017), states in her study that semi-structured interviews allow flexibility in the way in which the interview is conducted, which facilitates the course of the conversation and allows delving into aspects that were not originally detailed in the questions initially formulated.

To conclude with the data collection, a survey was carried out consisting of 12 questions directed towards EFL learners belonging to levels B1.4 and B2, under the CEFR. Ponto (2015) defines survey research as the collection of data and information from a specific sample throughout the response to previously formulated questions to obtain information on a given topic.

#### **4. DATA ANALYSIS AND FINDINGS**

This section explores the results obtained from the instruments used to collect information regarding the research topic on the role of feedback in language assessment. It will consist of three parts: the analysis of in-person and online observation of EFL classes to determine how feedback works in real educational contexts; afterward, the interview with instructors about their perception of the role of feedback will be addressed; and finally, a survey carried out on the perception of feedback to EFL students will be analyzed.

Regarding the observation of EFL classes, a checklist was made (refer to Annex 1), designed by the author together with the thesis director was used on 7 EFL instructors who teach the B1.4 level of English according to the CEFR. In regards to the sections of the class, the warm-up was considered an activity before teaching the class topic, in addition to the 3 moments of each level unit, which are: Presentation, Practice, and Production (PPP). The results will be presented in graphs where the percentage of frequency of each area will be shown.

Subsequently, the findings obtained from the semi-structured interviews carried out with 5 EFL instructors will be presented. The interview consisted of 12 questions that inquired in depth about their perception of feedback in language evaluation. The interviews took place in person and also through Zoom meetings and were in English to avoid subsequent translation. The most important answers will be analyzed and presented within the research analysis.

Finally, the survey carried out on EFL students at the B1.4 level will be analyzed through tables, which consisted of 12 questions asked in Spanish so that the students surveyed feel comfortable providing their answers. The survey was developed and adapted taking as reference the content provided by Higgins (2004).

#### **4.1. Class observation**

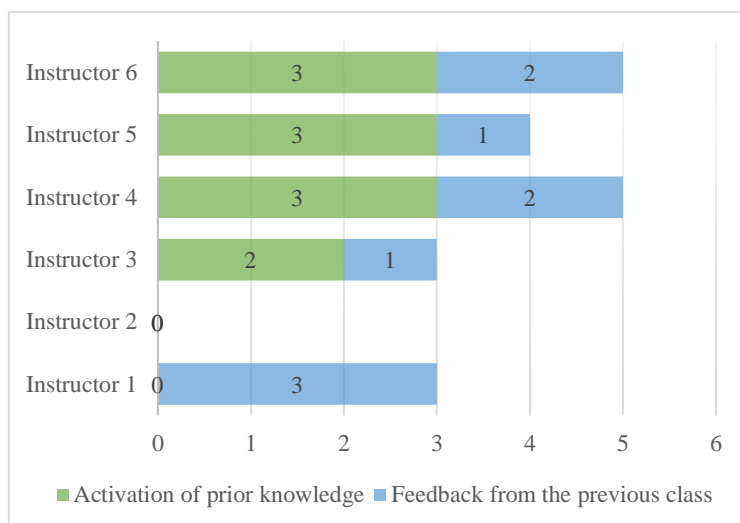
The class observation took place from January 29<sup>th</sup>, 2024 to February 9<sup>th</sup>, 2024. The observation checklist was prepared in 5 phases, which were: warm-up, presentation, practice, production, and students' assessment in general, and wrap-up such as knowing in a general way how the students' learning was evaluated during class hours. To make the observation sheet, the Likert scale was used as a reference, which is widely used in quantitative research to evaluate or measure the attitude of those observed (Ho, 2017).

**Chart 1 - Observation criteria and scale**

<b>Criteria</b>	<b>Scale</b>
Not observed	0
Scarcely observed	1
Partially observed	2
Fully applied	3

Self-elaboration

**Figure 1 - Preparation before class**



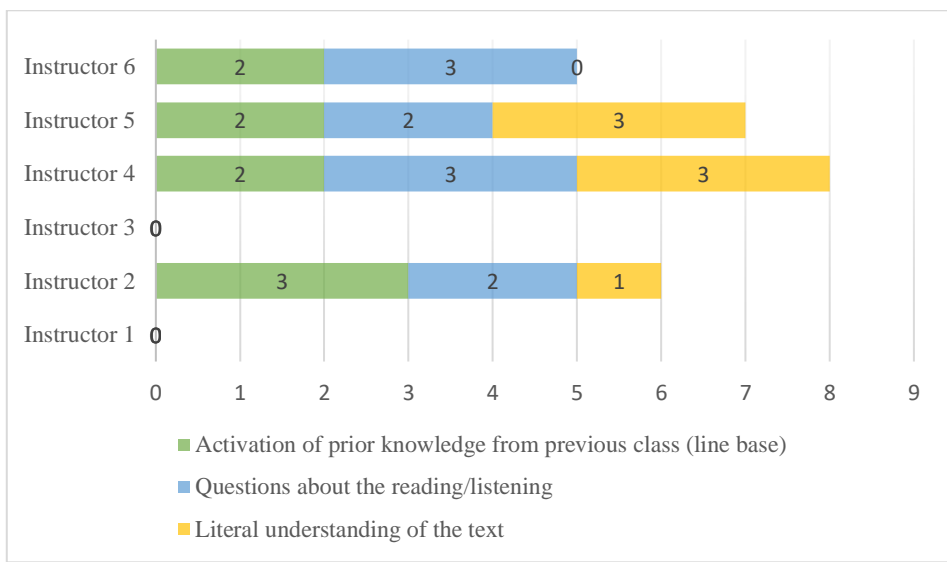
Elaborated by the author (cambio a todos así)

As represented in the graph, in the preparation phase before class, the instructors were observed in two categories: activation of prior knowledge and feedback from the previous class. It can be seen in the graph that of the 6 instructors observed, only 1 did not start the class by verifying prior knowledge; For the vast majority, this is a determining factor when starting a class.

Something important to highlight here is that the activation of prior knowledge was more observed than the feedback from the previous class, and if we talk about dialogic processes in the evaluation, this could be a factor that leads to problems such as lack of continuity in the learning because a valuable opportunity to connect new learning to previous learning is lost, affecting the continuity and coherence of learning.

Additionally, a lack of continuity could also occur in the student's learning process because the opportunity for action on their progress and achievement of goals is taken away, thus also negatively impacting the student's opportunity for growth because constructive feedback is a powerful tool to analyze the learning process itself, in addition to losing the opportunity for reflection and affirmation of knowledge. Finally, it also negatively affects formative assessment because it is essential to monitor and support language learning and acquisition. Without this information, instructors miss out on relevant information that would allow them to adapt and improve/maintain their teaching strategies and methods to meet their learners needs.

**Figure 2 - Presentation**



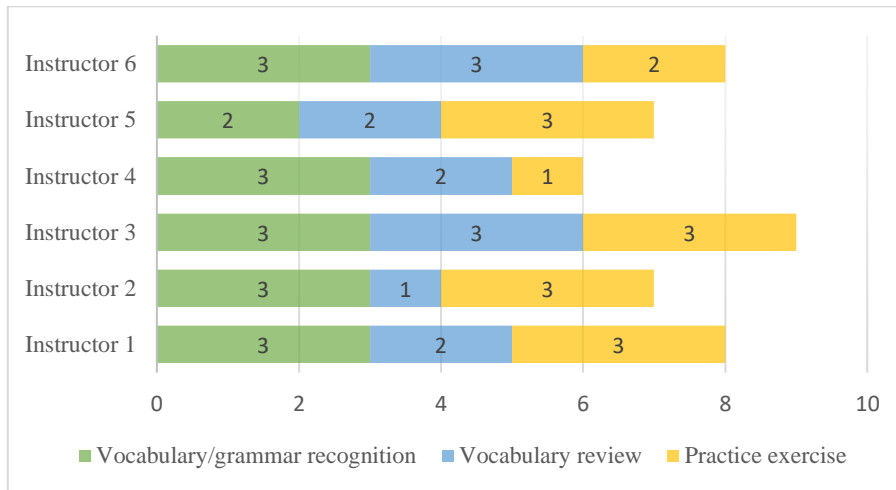
Self-elaboration

In this phase of observation, the first stage of the class lesson model typically used for teaching English begins. PPP stands for Presentation, Practice, and Production.

As can be seen, in this phase the activation of baseline prior knowledge was observed, as well as questions about the reading/listening were observed, and literal understanding of the text. Since the instructors were teaching different moments of the Unit, something that draws attention to this phase is that the majority of the instructors made sure that the activities they were carrying out, whatever they may be, were based on learners prior knowledge, paying special attention to the questions after each activity, to verify that the students are still engaged with the topic.

However, as was observed during the previous phase, once again the focus is on the collection of prior knowledge instead of verifying whether there were opportunities to generate effective feedback moments that give way to a conversation or dialogic moment of reflection on what was learned in previous classes. Again, a dialogic process is not observed in the feedback, but rather it seems that there is a lot of attention to following the planning, instead of ensuring through feedback whether knowledge is being acquired or not.

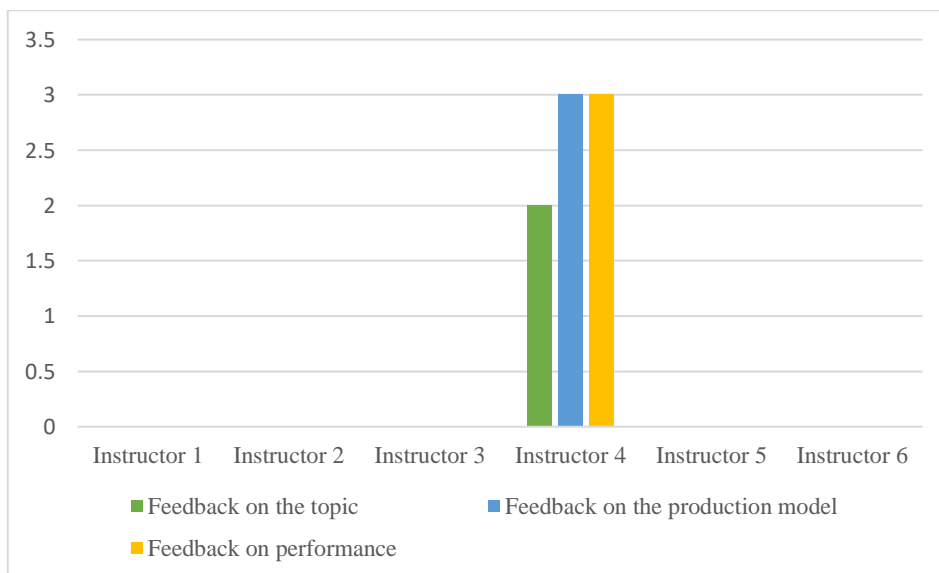
**Figure 3 - Practice**



Self-elaboration

Due to the timing of class observation, the practice phase could be observed most clearly. Here, it was observed how the instructors developed the activities of the book, and it was in this phase where the doubts and concerns of the learners were most evident. In this phase, vocabulary/grammar recognition, vocabulary review, and practice exercises were observed. It is striking that it was observed that instructors pay close attention and consider it important for students to identify and recognize new vocabulary; including the practice exercise that verifies that learners include the new words within real contexts (authentic education).

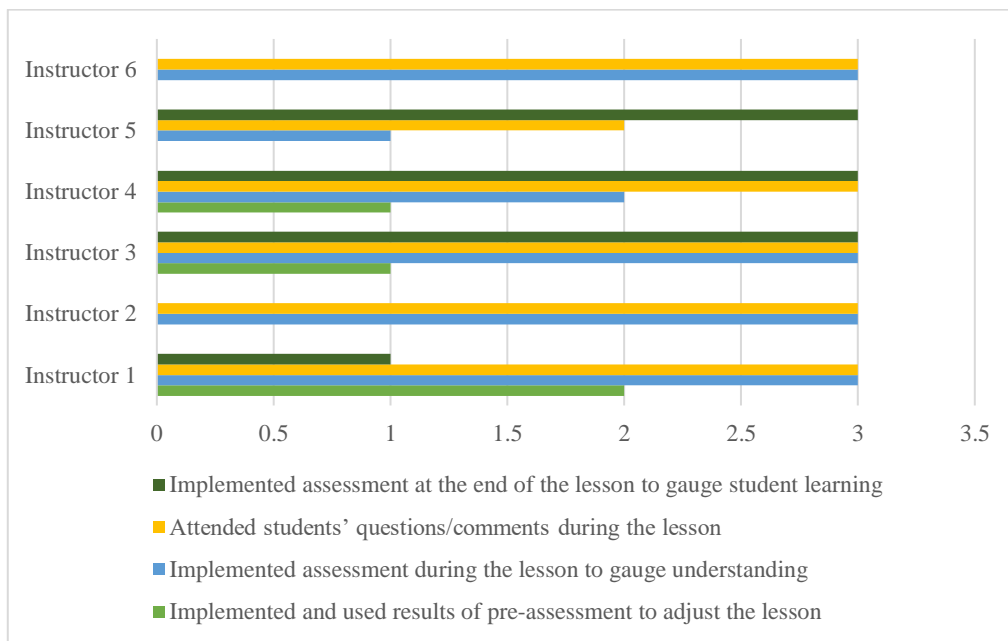
**Figure 4 - Production**



Self-elaboration

The graph shows that during the time in which the class observations were carried out, the B1.4 level instructors were practically in the same part of the Unit, therefore, feedback in the Production phase was not evident. However, it can be seen that the only instructor who was observed during this phase paid a lot of attention to feedback on the topic, feedback on performance, and feedback on the production model.

**Figure 5 - Overall learners' assessment**



Self-elaboration

The observation concluded with evidence of how feedback occurred at a general level during all class hours (3), regardless of the previously observed phases of the class: Presentation, Practice, and Production.

In this category it was analyzed whether the instructor implemented an assessment at the end of the lesson to gauge student learning, attended learners' questions/comments during the lesson, implemented an assessment during the lesson to gauge understanding, and implemented and used results of pre-assessment to adjust the lesson.

As seen in the image, of the 6 instructors only 3 implemented strategies to ensure that the learners understood the topic at the end of the class, but it was observed that during the course of the class there were questions that could motivate moments of dialogue to find out about students' doubts. This does not necessarily mean that effective feedback



Figure 6 shows the most frequent words from the interviews. The words *say*, *mistakes*, *need*, and *use* were the most used. The interviews were conducted with EFL instructors, therefore, these terms are associated with how they perceive feedback in the classroom. Some other terms were frequently mentioned by participants, such as *writing*, *important*, *speaking*, and *activities*, all of those related to the teaching process.

## Chart 2 - Learners' motivation to learn English

### 1. Do you know what's your student's motivation to learn English?

<b>Instructor 1</b>	"Mainly unfortunately is just to finish the level to graduate... That's mainly what they say."
<b>Instructor 2</b>	"Basically, the first condition that they want to just learn English, right, it's just a requirement in their careers, have a master's degree abroad or because they want to improve their skills, too"
<b>Instructor 3</b>	"It is to approve the level so they have the requisite they need to graduate, They need B1 level to complete the requirement and this is the last level, so unfortunately that is mostly their motivation"
<b>Instructor 4</b>	"Well, some of them are there just because they need to finish their, like mandatory courses to graduate, but some of them would like to study also abroad."
<b>Instructor 5</b>	"Well, the first motivation is that they need it as a requirement to graduate. Some of them need that to work or to travel."
<b>Instructor 6</b>	Well, to be honest, their main motivation is to finish their degrees. Some of them have graduated and they are only trying to complete the level B14.

Self-elaboration

The first question was used to find out what the instructors consider to be the main motivation of their students to learn English. Surprisingly, the 6 instructors interviewed responded that the main motivation is to be able to graduate from university since it is an essential requirement to pass the B1.4 level. Other instructors mentioned that in a smaller percentage, there are already graduated students who are looking to learn the language to travel abroad or study for a master's degree.

## Chart 3 - Feedback students seek from their instructors

### 2. What types of feedback do students seek from their English teachers?

<b>Instructor 1</b>	"I think some of them they are worried about their pronunciation, but some of them they want to go to study abroad, for example that there are a few but they are worried about their pronunciation."
<b>Instructor 2</b>	"They, well, as a teachers we have to just provide them feedback, OK, all the time because they are learning, you know, even if they've made mistakes, right?"
<b>Instructor 3</b>	"They expect the teacher to tell them what they're doing right and what needs correction, and they expect the feedback to be timely, as you said."

<b>Instructor 4</b>	“When they are in the class and they make a mistake, maybe in pronunciation or vocabulary, they would like me to correct right away, like, oh, you made a mistake here”
<b>Instructor 5</b>	“Every day we do speaking activities and writing activities because both of them are useful, If they want to travel, they need to communicate in the two forms, I usually check each one of the activities in order to give them their feedback and also when they are working on speaking activities.”
<b>Instructor 6</b>	“I don't think they like feedback, but I think that they find a find a bit more useful when we provide with the real feedback, like the feedback that we provide at the moment, that we can do that when they do the oral assignments now.”

Self-elaboration

Concerning this question, all the instructors interviewed agreed that the type of feedback that their students require from them is the one that happens at the same moment they make a mistake. They all mentioned that as instructors, they must provide feedback at all times; however, they pointed out that feedback must be very careful, it must be done with respect and, for example, in speaking activities, they generally prefer that students finish speaking so as not to generate distrust in them or interrupt their ideas. In writing activities, they mention that it is good to have codes and point out each mistake they make so that they can take it into account in a new activity.

#### **Chart 4 - Instructors' understanding of feedback**

##### **3. What is your understanding of the term 'feedback'?**

<b>Instructor 1</b>	“Feedback is telling some of the mistakes that the students made like most frequently, like in the feedback, you should consider just to correct the mistake only if its recurrent, because if we are correcting everything, they are going to be afraid of speaking or reading or doing something.”
<b>Instructor 2</b>	“It could be during the process or maybe after the process of learning, right, for example, in speaking.”
<b>Instructor 3</b>	“Feedback is letting them know if what you're doing is right or wrong, providing corrections, providing suggestions, helping them improve their knowledge and their performance.”
<b>Instructor 4</b>	“Feedback is pointing out their mistakes, but also giving them like why are they wrong and also like how can they correct them.”
<b>Instructor 5</b>	“Feedback is when we make some corrections and they have the opportunity to learn from their own mistakes.”
<b>Instructor 6</b>	“Feedback is not correcting them at the moment that you're speaking is like they feel like I am interrupting them and I am not giving them the chance to communicate and to to produce something.”

Self-elaboration

In this phase of questions, it was important to know what the instructors understood by the term feedback, and everyone agreed that feedback helps students to know their

mistakes and be able to correct them, they understand it as a two-way dialogue in which the student must produce, and the instructor must correct or approve, and so on. For there to be feedback, there must be active intervention between the instructor and the student, thus the learning processes are consolidated and the acquisition of the language is facilitated. However, instructors agreed that feedback should be respectful, should avoid humiliating the learner, and should serve a specific purpose.

Analyzing the answers to this question, it is necessary to ask ourselves if respecting that the student does not feel offended and providing them with environments conducive to providing dialogic feedback is allowing us to evaluate their learning process. The fact that students produce the language may not necessarily reflect that spaces for dialogue are being given in the feedback, probably the student just wants to show off their knowledge without this reflecting that they understand or feel satisfied with their progress - or not.

**Chart 5 - What is the best time to provide feedback**

**4. What in your opinion would you consider is the best time to provide feedback?**

<b>Instructor 1</b>	“I think feedback should be good during the whole class.”
<b>Instructor 2</b>	“Some people say that it's better if you just make a feedback immediately, you know, but I think if you interrupt the students during the process of speaking, I think you will just block them, so it's better if you just listen to them or maybe you watch what they are writing and after, okay.”
<b>Instructor 3</b>	“It depends on the student and it depends on the teacher. All these variables have to be weighted at the adequate moment, right?, if your activity is more accuracy based, maybe the feedback is immediate, if the activity is fluency based, it's going to happen later.”
<b>Instructor 4</b>	“Just give this the students a sense of confidence and that you are just correcting like what they have been repeating like incorrectly through like a period of time, it should be just like respect, confidence and trust to each other.”
<b>Instructor 5</b>	“The positive environment they need to feel comfortable in order to ask questions in order to, yeah, they need to feel better.”
<b>Instructor 6</b>	“Depending on when it's something that is something that needs to be corrected, but straight away I do it”

Self-elaboration

The instructors agreed on this question that there is no specific time on the best time to give feedback, they all agreed that there are several variables that must be taken into account, for example: the purpose of the activity, the environment of classroom is correct, respect for students, etc.,

The only conclusive answer in this sense was that in speaking activities, students should not be interrupted while they speak because that generates distrust, fear, and confusion and causes students to block themselves and are afraid to participate on the next occasion for fear of being humiliated.

In this sense, it should be noted that the fact of sometimes not interrupting the student when they are speaking does not mean that the instructor wants to cut off their opportunity to express themselves; the perception of the learner must also be considered, who may feel that by not having timely feedback, there is stagnation of learning because there is no identification/correction of errors, which can solidify these failures; Furthermore, opportunities for improvement are lost because without it there is no clear awareness of which aspects need to be worked on, which limits their ability to reach their maximum potential. One of the biggest threats would be that the learner finds a disconnection between their effort and the result because without this connection it is difficult for students to see the value of their hard work, which can translate into demotivation in the medium and long term.

### Chart 6 - Feedback in English

#### 5. What do you think of the importance of providing feedback in English?

<b>Instructor 1</b>	“I think that you should provide feedback like only in English, not in Spanish. So one of my rules is don't use Spanish, let's use English all the time. So if we don't understand, the last resource that we have to do is to check the translator.”
<b>Instructor 2</b>	“When we are just in an environment, we have to just learn in English, because they have to see what was the structure or what was the pronunciation of the word.”
<b>Instructor 3</b>	“The oral feedback you provide in English. The feedback could be grammatical, the feedback could be fluency, intonation, pronunciation, all of that depending on what your activity is.”
<b>Instructor 4</b>	<i>Didn't answer</i>
<b>Instructor 5</b>	“Definitely English. But sometimes, depending on the level, they also need the help from a photo or something that helps them understand.”
<b>Instructor 6</b>	“It's very important and even when students don't like it and I always, I always talk to them and I say the feedback is important.”

Self-elaboration

For instructors, feedback should always be in English because they consider it important for learners to be surrounded by the language all the time, they must learn to recognize grammatical structures, common expressions, and even to identify errors. They all

mentioned that due to the level the students are at, they should all be able to communicate, and even if they are not, they should be in a 100% English environment.

Based on the answers obtained in this question and according to what was evident in classes, the instructors ensure that the environment is 100% in English to ensure the creation of an environment where the language is produced to a greater or lesser extent. However, one of the instructors surveyed mentioned that for him it is important that the instructions that are important and that need to be understood by the learner are given in Spanish because he considers it essential that certain things are clear, but he said that he tries not to do so. Here it becomes evident that due to the fear of breaking the rules, one could make the mistake of not providing the learner with what they need; If they are in an environment where they are supposed to learn to speak English, why would it be a sin to explain certain things in Spanish?

This restricts the possibilities of a dialogic process in which the student expresses their doubts or concerns or the fact of maintaining an environment 100% in English makes the learner completely lose interest in speaking because it is not allowed to speak in Spanish and it is the only form of communication that they currently have. This can lead to a total lack of interest in understanding one's level of learning, wanting to correct errors if they do not understand what they are, this is also a threat because it can cause demotivation and eventual abandonment of the course.

### **Chart 7 - Oral/written feedback**

#### **6. What characterizes the oral/written feedback you provide in English?**

<b>Instructor 1</b>	"I think that the main thing to correct something is being kind. I try to pretend like they are right."
<b>Instructor 2</b>	"During just writing activities, we normally just do it by the rubric. According to the rubric, you can just give them a feedback and they say, oh, I just it's a lack of spelling."
<b>Instructor 3</b>	"The feedback could be grammatical, the feedback could be fluency, intonation, pronunciation, all of that depending on what your activity is."
<b>Instructor 4</b>	"The most important thing like you should watch your tone, when you tell the student what happened what was wrong like do it not like in a harsh way."
<b>Instructor 5</b>	"I try to check punctuation, capitalization, the meaning. The use of general English and and if we are practicing any specific vocabulary words or so"
<b>Instructor 6</b>	"I normally correct the structure, the content, the spelling, punctuation well everything"

Self-elaborated

The answers to this question did have a lot of diversity; as in the previous question, feedback is linked to the purpose of the activity. The instructors agreed that in oral activities, feedback should wait for learners to finish expressing their ideas, that way they don't get interrupted and they are encouraged to produce more. On the other hand, in the feedback on written assignments, some instructors mentioned that creating codes that allow students to identify the type of error is very helpful.

With the objective of this question in mind, it is worth asking here if these means of providing feedback are presented as a space to promote dialogue in which the student and the instructor know how their learning process is going and if the methodology used is meeting the desired effects. The idea of any type of feedback is that it is a space for dialogue in which an exchange of ideas occurs that consolidates learning and knowledge production, instead of a one-way communication in which there is no response and therefore, there are no dialogic processes either.

### Chart 8 - Opinions on grades

#### 7. Do you think the grade your students get defines their type of students?

<b>Instructor 1</b>	“It doesn't say who you are because in my experience I have like brilliant students, really smart students, but they don't get really good grades usually when they are performing tests.”
<b>Instructor 2</b>	“No, normally grades are only grades, it's just a requirement to just pass the level.”
<b>Instructor 3</b>	“No, no, no. Grades are numbers, and we need numbers for them to know, that does not define the kind of person they are, the kind of student they are, and if the knowledge they have is the real knowledge they show you, there is this issue of competence and performance.”
<b>Instructor 4</b>	“No, no, no, not really. So I think it's just like an estimate but not like fully what they are capable of.”
<b>Instructor 5</b>	“Uh huh. Based on the grades we find out about the academical record and we know their level.”
<b>Instructor 6</b>	“No, grades are important, but I think that the most important thing is what they learn.”

Self-elaboration

During the development of this research, the summative and formative qualities of language assessment were mentioned, therefore, the instructors were asked what their opinion is about their students' grades and they all agreed that the grade that their learners obtain in their tasks do not define the type of students they are. They mentioned that grades are not always a faithful representation of students' knowledge, declaring for

example that tests involve stress, nervousness, fear and insecurity and therefore students might fail, but not necessarily because they do not know or understand the evaluation.

It is flattering that all respondents agreed that grades do not define the type of learners they have or they can be, but if it is not grades, what defines them? Are grades a determining factor or simply an aspect of the assessment? Grades are one of many factors that influence the definition of what a student is, such as, for example, the set of skills and competencies that the learner develops throughout their learning process, their critical thinking, their ability to problem solve, creativity, and even spontaneity. Another factor is their perseverance, because no learner is the same as the other and their effort and determination also speak of who they are.

In addition, ethics and values can also define a student, it can say how upright they are, how responsible they are, and which values are essential for the development of the person. Finally, self-knowledge and self-reflection, whose components cannot be missing when defining a learner, therefore, the grade is only one of many factors that play a role when defining a student. Why then is so much importance given to the grades? Why haven't we overcome these quantitative processes and evolved and advanced towards a fairer, joint, holistic, respectful, and dialogic evaluation? There is much to be said and analyzed in this matter.

### Chart 9 - Importance of rubrics

#### 8. In your opinion. What is the importance of rubrics for the development of activities?

<b>Instructor 1</b>	"I think that the criteria is essential to grade anything because it's not only to be easy to you to grade this one, it's also easy for the students to know what we expect from them."
<b>Instructor 2</b>	"It depends. During formal evaluation, there should be a rubric. But with an informal activity, yeah, we can just do it orally"
<b>Instructor 3</b>	<i>No answer</i>
<b>Instructor 4</b>	"It's like a core the rubrics because in that way the students can know what they are expected to do, like what's expected from them."
<b>Instructor 5</b>	"They are very necessary. For example, if we are going to, for example, they are going to do a speak an activity, we need to, they need to know if they are going to be graded based on fluency."
<b>Instructor 6</b>	"It's important since the students know what they are expected to do. So what are the parameters that are going to be considered when grading, and that provides them with some insight about the kind of things they need to to do."

Self-elaboration

The question about rubrics sought to inquire about how important instructors consider that learners know what is expected of them in each activity and everyone agreed that they are essential, in most cases to maintain objectivity and not grade according to subjective parameters.

All respondents concluded that rubrics are important for maintaining objective evaluation processes. One way that, in addition to being objective, they are dialogic is that they provide clarity and transparency because they provide clear and specific criteria that will be assessed, which helps the learner know what is expected of their performance. Furthermore, structured feedback allows for a detailed and thorough conversation about what should be corrected and what should be maintained, without losing sight of the fact that for there to be dialogue, this process must be two-way, in which the learner knows what is being done, waiting for a correction and the instructor ensures that the knowledge was acquired/consolidated, giving a timely closure to this process.

A strength of rubrics is that they encourage self-assessment, self-criticism, and reflection, providing opportunities for the development of metacognitive skills by reflecting on how their work aligns with what is detailed in the rubrics. One of the most decisive aspects is that it facilitates formative evaluation, because it does not focus on a mere quantitative qualification, but rather promotes a conversation (continuous dialogue) that allows students to make continuous adjustments and improvements in their work.

**Chart 10 - Positive or negative feedback**

**9. What kind of comments are more important in feedback: those that reinforce something positive or point out the learner’s mistakes?**

<b>Instructor 1</b>	“I think that you have to start with a positive with a positive feedback saying what you think is good about what they said and then to say, you know, but we can improve in this way.”
<b>Instructor 2</b>	“OK, motivation. Obviously we have to just point out their mistakes, but with motivation, right?”
<b>Instructor 3</b>	“Both. Students need negative feedback to learn. The negative feedback I'm trying to provide is having them notice that there is a problem.”
<b>Instructor 4</b>	“I think both are important but I think the ones that help the most will be like the ones that focus on their mistakes. I always do the sandwich thing so I try to give positive comments, then I make them see what their mistakes are rather than saying no, everything is beautiful”
<b>Instructor 5</b>	“Motivate them. Continue working hard.”
<b>Instructor 6</b>	“Both. Well, like a sandwich, sometimes it's not possible, but I try the sandwich technique. So you want to start with some bread, positive is the bread and which is inside is like the things to improve. You start with

	something positive, then you include the things to improve in the middle and you finish with something positive.”
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Self-elaboration

It is important to note here that two instructors mentioned the *sandwich technique*. In terms of language assessment, everyone believes that it is important to provide positive and negative feedback; in this sense, the sandwich technique is applied, which suggests that one should always find something positive about the learner's performance, the error should be corrected or pointed out, and the comment ends by pointing out something positive again.

Now, the support of the learner is necessary but it is also important that the student develops autonomy in the development of activities, which is why it is important to use clear and detailed rubrics that specify what is expected from the student's performance, in addition to self-assessment activities and co-evaluation that encourages spaces for reflection and self-criticism, where the learner can think about whether or not they are achieving their learning goals. Something to highlight here is to establish spaces conducive to dialogue and feedback, where there can be communication between peers; Finally, something that would be useful to promote autonomy is to develop self-regulation and metacognition skills.

### Chart 11 - Student's learning outcomes

#### 10. How do you familiarise your students with the relevant learning goals when providing feedback in English?

<b>Instructor 1</b>	“I finish the grammar, point the topic, and the next class I review really quick some topics like vocabulary and grammar.”
<b>Instructor 2</b>	“Well, at the beginning of the unit So we're gonna do these, we're gonna learn these, we're gonna apply these, we're gonna learn this, we always have the objectives.”
<b>Instructor 3</b>	“We usually start the unit stating the objectives. I know it is absolutely positive to state the objectives of every lesson.”
<b>Instructor 4</b>	“I always start the lesson by reading the objectives, this lesson you're expected to learn how to discuss about this or that.”
<b>Instructor 5</b>	“I usually tell them the objectives of the unit.”
<b>Instructor 6</b>	“We start with the main objectives, the learning outcomes and all this information students have in their Evas, they have a presentation with all the things they will learn, they also have the scope and sequence with all the main objectives in their books”

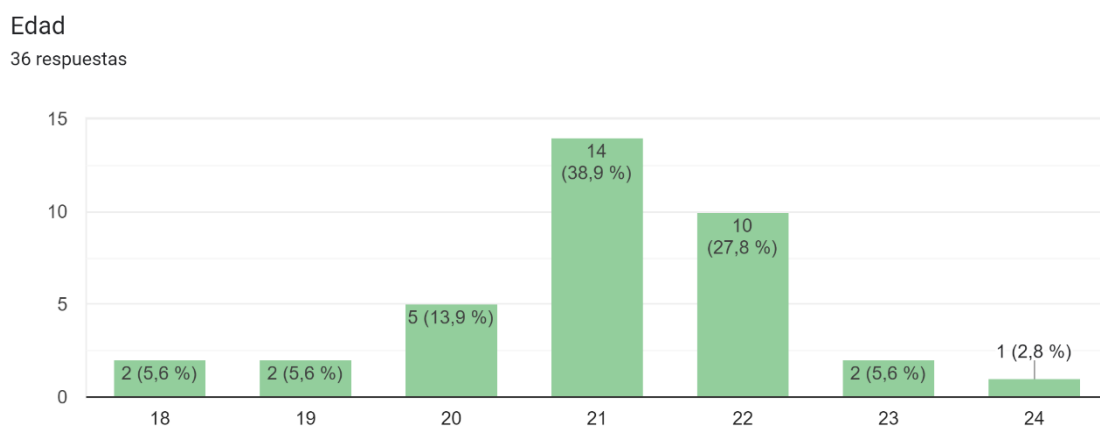
Self-elaboration

The final phase of the interviews concluded with how the instructors let the learners know about the objectives; everyone agreed that it was necessary to let them know the objectives at the beginning of each unit, which are available on the virtual learning platform and in their textbooks. Additionally, some instructors concluded that it is a good idea to let students know the goals for each class, letting them know what they should do and what they will learn.

### 4.3.Learners´ survey results

The last step in data collection was the survey carried out with students at the B1.4 level. The survey was online and 36 responses were obtained. Below is an analysis of the questions. The questions were in Spanish so that the students felt free and comfortable to respond honestly and without complications.

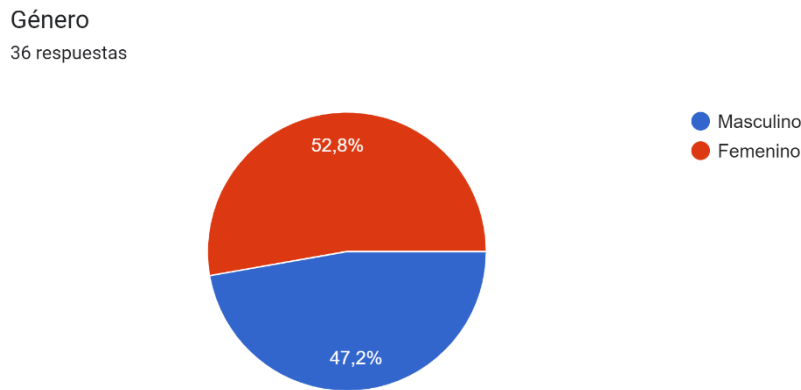
**Figure 7 - Learners age**



*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November, 2022}.*

As seen in the graph, the age of the students ranged from 18 to 24 years old, finding that most of the respondents (38.9%) were 21 years old.

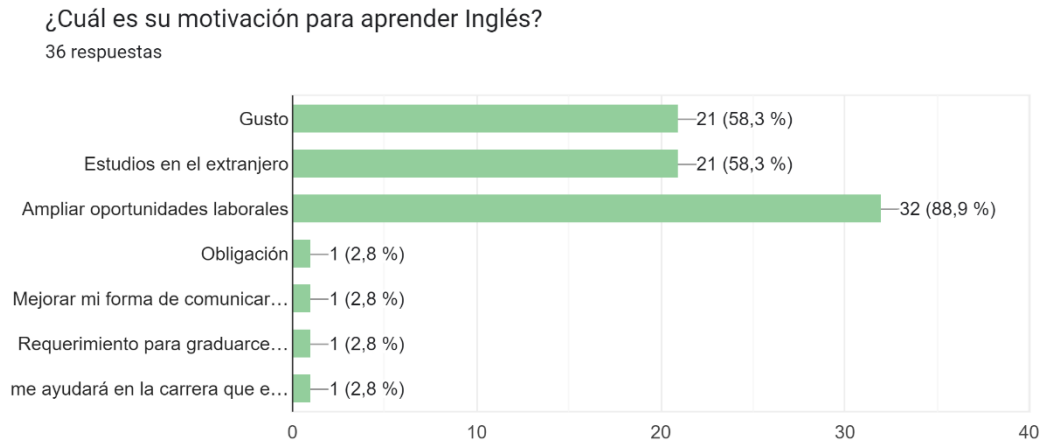
**Figure 8 - Gender**



*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November, 2022}.*

Of 100% of participants surveyed (36 participants), 19 identified as female and 17 as male; finding a balance between men and women who took part in this process.

**Figure 9 - Motivation to learn English**



*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November, 2022}.*

In the question about the motivation to take the level of English, the vast majority of participants answered that they do it out of pleasure, that is, their own decision, and also to carry out their studies abroad, and to expand their job opportunities only a small percentage responded that it is a requirement to graduate.

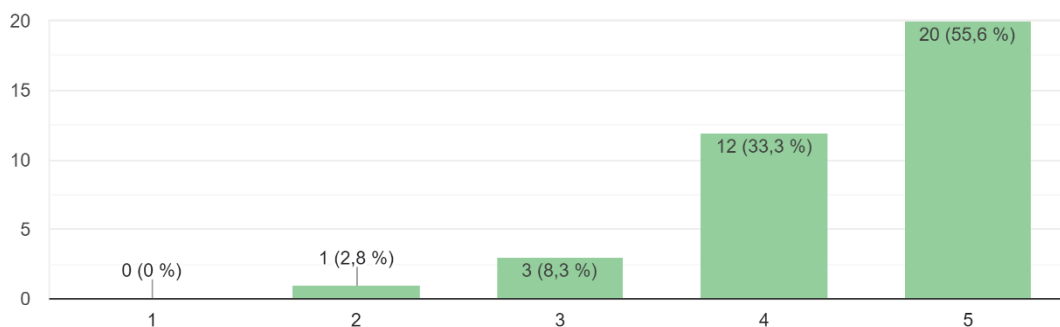
There is an obvious discrepancy between what the learners answered in this question and what the instructors believe is their main motivation; since the instructors stated that the greatest motivation of their students to take that level of English is because it is a requirement to graduate from their degree, stating that many of them have already

finished their degree but have not been able to graduate because they lack the requirement of English. This can be a great disadvantage when defining objectives or when evaluating students since this factor can cause demotivation in learning and therefore, lack of conscious acquisition of knowledge.

**Figure 10 - Feedback on overall performance**

Por favor, seleccione la opción que mejor se ajuste a su caso. Deseo recibir la retroalimentación de mi desempeño a nivel general

36 respuestas



*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November 2022}.*

Regarding the question about the type of feedback that learners expect, 20 participants said that it is very important for them to receive this type of feedback, followed by 12 participants who consider it important, and only 5 students do not consider receiving comments of their instructor as something important in their learning process.

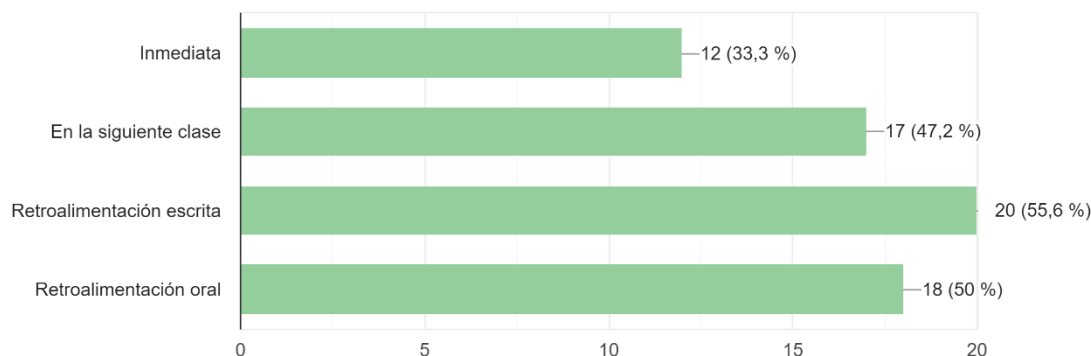
From this reading of the results, it can be concluded that the majority of respondents consider that the feedback and dialogue processes are important and that they are indicators of how well they are achieving their learning goals. Furthermore, there is a disinterested minority, a group that should be given special attention because it could suggest that there are communication processes that are not going positively.

The high percentage of appreciation around feedback further suggests that respondents probably recognize or understand the benefits of the dialogic part of feedback, such as continuous progress, clarification of expectations, and motivation for progress. It could also be deduced that respondents are interested in receiving feedback on their performance and that they are positive about applying it.

**Figure 11 - Specific type of feedback**

¿Qué tipo de retroalimentación espera recibir? Por favor seleccione los casilleros que apliquen a su elección:

36 respuestas



*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November 2022}.*

In the case of the type of feedback that learners expect to receive, we find two categories: on one hand we find the temporal aspect related to immediate feedback; and on the other hand if they prefer to receive oral or written feedback. Regarding the first aspect, it was found that students prefer feedback provided in the next class instead of immediately, and in a similar proportion, they prefer written than oral feedback.

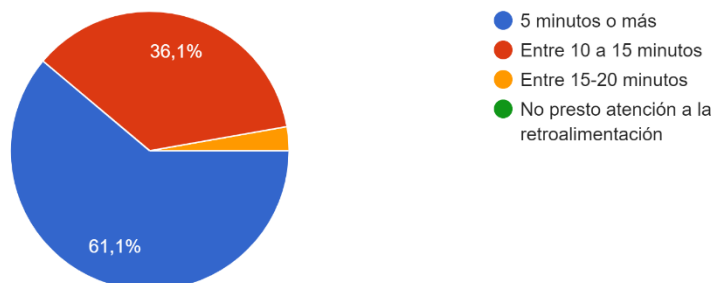
Analysis of students' preference for written over oral feedback may indicate that written feedback allows them to have a permanent record of comments and suggestions, which is useful for reviewing and reflecting on their errors at any time. In addition, this type of feedback provides a greater opportunity to process the information more carefully, allowing for a more careful analysis. Furthermore, it can be concluded that learners value the clarity and precision that written feedback offers; Oral feedback, although immediate and timely, is subject to omission of important aspects and forgetfulness.

This suggests that instructors can build on this response by ensuring that written feedback is accurate, timely, and detailed. Now, after analyzing the benefits of this type of feedback that learners prefer, it is necessary to consider the negative aspects, since this could suggest a more delayed conversation and dialogue process, which can be considered less efficient.

## Figure 12 - Reading feedback time

Aproximadamente, ¿Cuánto tiempo invierte leyendo los comentarios de retroalimentación que recibe?

36 respuestas



*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November 2022}.*

Concerning this question, it was evidenced that most of the surveyed participants responded that they dedicate 5 minutes to reading feedback comments, with only a small percentage stating that they dedicate more time to it or simply do not read comments at all.

The analysis of learners' preference for not spending more than 5 minutes reading their feedback suggests that they know that their feedback should be concise, which reveals a need for efficiency and clarity in the assessment process. This indicates that they prefer direct and to the point information, which allows them to easily recognize their deficiencies and opportunities.

The instructor's ability to provide concise but detailed information can improve students' attention and interest processes, facilitating more efficient and timely implementation and error correction. Even in written feedback, dialogue processes can be provoked because the learners' response to the correction and affirmation by the instructor consolidates learning, which is why it is necessary that the process have effective communication channels that end when the student feels satisfied with the results obtained after applying the necessary correctives.

The next section was a question in which participants were asked their opinion about the role of feedback within their learning process, below are the responses that were the most frequent:

**Chart 12 - The role of feedback in learning processes**

<b>Participants</b>	<b>In your opinion, what role does feedback play in your learning process?</b>
Participant 1	"Correction of errors and silencing of doubts"
Participant 2	"It helps me improve on the shortcomings in terms of grammar and pronunciation"
Participant 6	"It lets the student know where you go wrong within the different activities."
Participant 14	"To improve in future moments and do better"
Participant 16	"It helps me to be more analytical with the answers I give, especially in writing activities, where I have to structure sentences better."
Participant 18	"Feedback in grammar helps a lot, but feedback when we speak should be immediate because it's better to correct mistakes in the moment than later, when you've forgotten what you said."
Participant 23	"The other person's opinion about my development of the activities"
Participant 26	"Motivation"
Participant 28	"Learning from my mistakes is therefore feasible to improve"
Participant 29	"Fundamental, because that way I can know where I went wrong. Otherwise, I'll keep making the same mistakes."

*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November 2022}. Respondents to this open question answered that one of the most important roles of feedback is firstly the correction of errors, and secondly, motivation, because by obtaining high grades they feel confident that they are achieving the goals proposed at the beginning of the level. This suggests that learners take feedback as a quality control mechanism because this results-oriented approach indicates that learners seek confirmation that they are on the right path and want to correct any deviations in time.*

Furthermore, learners value precision and accuracy in their learning, because feedback provides them with an essential tool that serves to determine that the desired knowledge and skills are being acquired. Proofreading also allows them to identify specific areas that require special attention, which can guide study efforts more efficiently.

In the next section, participants were asked whether they believed that the grades they receive on their assignments determine the type of student they are, and whether they consider it important to achieve high grades. The responses varied, but a large percentage

agreed that grades are necessary to pass each level and to be promoted to the next. The following are the most notable responses:

**Chart 13 - Importance of grades**

<b>Participants</b>	<b>Explain the importance of grades in your activities. Do you think your grades determine the type of student you are?</b>
Participant 2	Yes, they reflect the knowledge and how much I have studied for an activity
Participant 3	No, but they help correct mistakes to improve in different aspects
Participant 4	YES, A grade assesses your current knowledge and allows you to determine which topics need reinforcement
Participant 5	Not quite, there are several factors that can sometimes affect a student's grades, but that doesn't mean they're a bad student. There are cases and cases
Participant 6	The grade is essential to pass the course, but what it allows us to learn is to know where we went wrong (in case we have gotten a bad grade) and thus try to improve in the subject that we do not have a good command of.
Participant 10	No, because several factors influence the time of an evaluation, not only knowledge.
Participant 14	No, it's just a note, I think there are very smart people and notes don't define it
Participant 16	It all depends on the program the teacher adopts. Honestly, in previous levels I used to get the best grades, but it didn't mean that I learned. In this modality, we are evaluated on a daily basis. Putting into practice what I have learned has helped me to see my mistakes and possible doubts that arise. My current grades do reflect my learning
Participant 18	Grades are important to pass the course and good grades determine the way the teacher teaches, grades do not determine what type of student you are but they determine what you have learned
Participant 20	No, I believe that grades help to see the shortcomings and strengths in the subject studied
Participant 22	I think it's important to show a good performance, but it's not indispensable.
Participant 24	I don't think it defines the kind of student I am. In my case, because of work, sometimes I can't do homework, but I'm always very attentive to the class
Participant 25	No, for various circumstances a person can get a low grade it does not depend on how much they know or not
Participant 26	It's a fundamental part of realizing the level we're at
Participant 27	No, grades do not determine a person but they are important in this education system
Participant 28	No, because I often have objectifications of homework that I do in a hurry, for activities, such as work, sports, etc.
Participant 32	Yes, they are important because they let us know how much we have understood about a subject and determine whether we are good or bad students

*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November 2022}.*

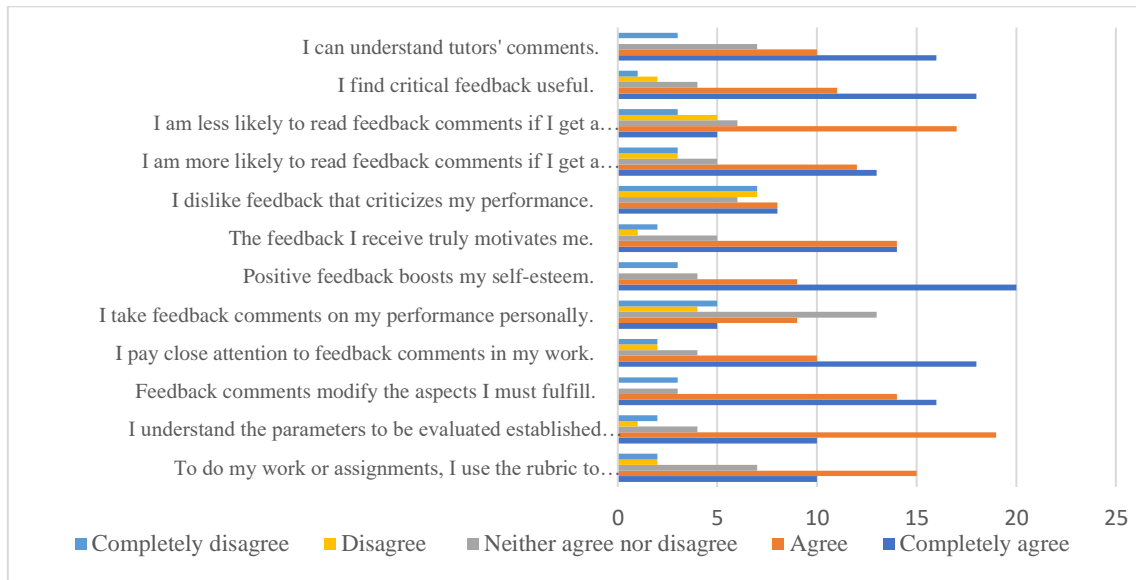
Responses to this open-ended survey question revealed important insights into the perception of the quantitative aspect of the assessment process. On the one hand, learners are aware of the importance of grades that ensure promotion to the next level, admissions, and certifications and that it is also an institutional requirement, however, they are aware of the difference between personal value and evaluation at their academic performance, which is different.

Furthermore, learners' responses suggest that they recognize the multidimensionality of learning, in which they perceive themselves as human beings capable of developing interpersonal skills, critical thinking, creativity, and other non-academic factors that may be biased in the quantitative rating. This is why the formative part of the evaluation can under no circumstances be excluded from the dialogic evaluation processes, which allows instructors to take a more balanced and holistic approach to assessment, which combines the objectivity of the use of rubrics with the appreciation of the multiple facets of student learning and development.

The next section sought to delimit the extent to which students feel motivated or unmotivated based on the feedback comments from their instructors, and how likely it is that they read all types of comments, regardless of the grade they obtain on their assignments.

The following graph demonstrates learners' responses to a category of questions to find out how they feel about feedback comments and how this even influences their self-esteem.

**Figure 13 - Learners' perception on Feedback**



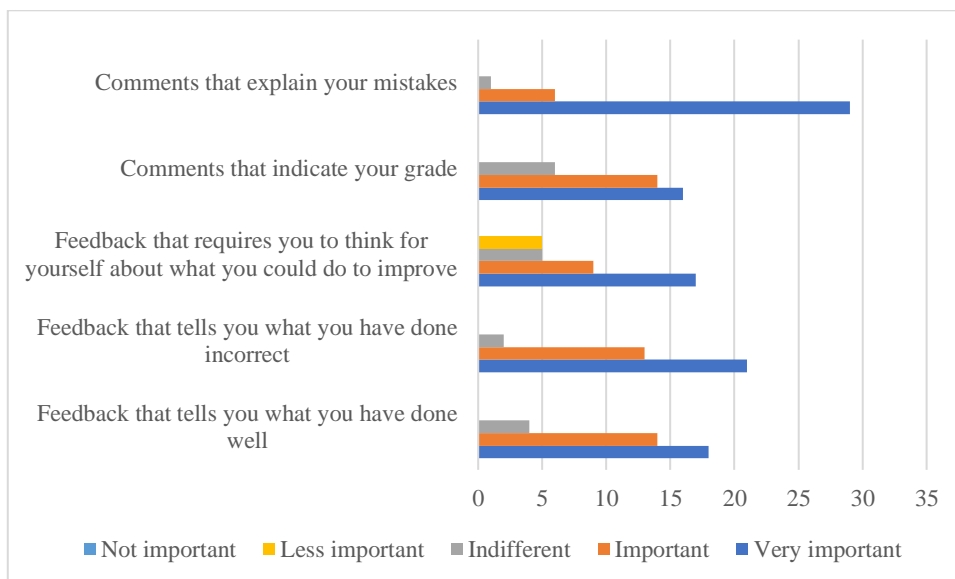
*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November 2022}.*

The analysis of the responses in this section reflects that learners have a clear preference for positive reinforcement in feedback comments; this is due to two main factors: motivation and the positive psychological impact because they increase self-esteem and self-confidence, which promotes favorable and productive learning environments.

Furthermore, a high acceptance of constructive feedback is evident and this can be corroborated with what was answered in previous questions when they stated that one of the most important role of feedback is the correction of errors. This demonstrates an openness to improvement, which indicates a willingness to implement feedback and use it to your advantage. In addition, it highlights a focus on growth because they understand that correcting errors is an essential part of building knowledge.

The last question of the survey focused on determining what type of comments specifically the learners expect to receive regarding their performance in the proposed activities. Below is a graph with the responses on a scale from "very important" to "not at all important."

**Figure 14 - Comments on performance**



*Note: Survey made by Abigail Pozo and carried out through Google Surveys, {November 2022}.*

Again, the answers to this question reflect the deep interest of the learners in knowing their mistakes, above the comments that indicate their grade or what they have done well. This is harmoniously aligned and consistent with the analysis of the previous responses, because learners are aware that correcting errors allows them significant learning opportunities, and correcting them produces a variety of positive effects on their learning process.

Now, it is important to recognize that the dialogic part of feedback is a vital factor within this dynamic; there can be no consolidation of knowledge if there is no effective communication between the parties involved in the assessment processes. If the error correction were not affirmed with positive comments from the instructor, one can hardly speak of effective dialogue processes, much less consolidation of knowledge.

## **5. DISCUSSION**

The results of the research demonstrated what the perceptions are like regarding feedback in the teaching-learning processes of English as a second language for both learners and instructors.

From the results obtained during this research, it is evident that we are on a path towards the construction of more dialogic formative evaluation processes, however, there are still

several aspects that require attention. For the evaluation to be truly formative, there must be a continuous dialogic process (effective communication) centered on the learner.

In the first stage of class observation with the PPP (Presentation, Practice, Production) teaching methodology, it was evident that this type of teaching requires the instructor to provide timely feedback all the time. During this phase, it was observed that the students worked in groups and required constant and timely feedback from the instructor. Bates et al. (2013) emphasize that assessing learners' performance is a fundamental aspect of their learning process since they need to know what is ok and what needs improvement.

Something important to highlight is that at a general level, the observations demonstrated that instructors were constantly providing feedback to learners, they immediately responded to their doubts or comments and always did so in English and never used their mother language (Spanish in most cases). However, two of the six instructors interviewed admitted that they use Spanish to give very important instructions and that must necessarily be understood, although it was not evident that the instructors spoke in Spanish during the observation.

Concerning the production part of the target structure, both in the observation and the interview phase with the instructors, 100% concluded that if the activity deals with oral production, the feedback must not be immediate, considering that the interruption can cause the learner to feel embarrassed, distracted or lose track of the idea. These results seem to be corroborated by Watling & Ginsburg (2019) when they affirm that making decisions about when and how to assess has the purpose of development and growth in terms of education.

The main aspect of this research was to rethink the role of feedback as a dialogic process in learning, and the results showed that despite the learners' efforts to answer their questions in time, no truly favorable spaces were observed for the promotion of feedback dialogue. This process requires constant efforts of effective communication and response. The results of this research demonstrated that students value timely feedback, mostly written, because it allows them continuous and detailed access to comments on their performance.

For instructors, the summative component is important but the formative basis is essential in assessment. Since it has already been established that grades are important, rubrics are a factor that guarantees that the student knows what to do and what is expected of their performance in the activity. Instructors said that in informal activities or quick questions, rubrics are meaningless, but for the most part, efforts should be made to maintain objectivity and the teaching purpose.

Now, are we considering students' opinions about their learning process? Are we creating spaces for dialogue and reflection so that they can express themselves freely or are we limiting ourselves to answering questions and ending the process there? Students expressed that grades are necessary, but know that they do not define the type of student they are. This reveals a critical understanding of the limitations regarding summative assessment and recognition of formative assessment. To generate spaces that ensure dialogue processes, it is necessary to consider self-assessment and co-assessment as opportunities to develop thinking and metacognition skills.

Concerning the metacognitive component of the evaluation, it was evident that there were very few opportunities that students to reflect on their learning; the spaces to identify strengths and weaknesses are limited and are reduced to the identification/correction of errors. Students who value error-based feedback are demonstrating a development of metacognitive awareness, but this does not ensure that it is the product of dialogic processes that include expressing what they think or how they feel.

What could be the factors that contribute to instructors not creating spaces for dialogue in the evaluation and feedback processes? The research suggests that it could be because they are afraid that this type of space will affect the control and order of the classroom, the time necessary to manage the dialogue and what this deviates from what is planned for each class, or even the lack of training in dialogic formative assessment methods. Although efforts are made to create spaces for dialogic formative assessment, we are still not close to achieving the desired objective. The spaces for students to generate their knowledge and reflect on their progress are limited; students are not autonomous.

## 6. CONCLUSIONS AND RECOMMENDATIONS

At the end of this research, it is concluded that learners value feedback as an essential aspect in evaluation, however, efforts to make it dialogic and conversational are minimal or nonexistent. Furthermore, learners prefer a type of evaluation that points out their errors, valuing the positive aspects.

Additionally, it was found that learners consider grades to be important but in no way are they determining the type of learners they are. They are aware that in their role as learners, other important factors play an important role, such as the development of interpersonal skills, creativity, the ability to solve problems, critical thinking, and even curiosity. This shows that a process of acquiring metacognitive skills is developing, but it does not reflect that they have yet been consolidated.

Furthermore, it was evident that learners have a preference for immediate feedback, but also for written feedback due to its durability and clarity, allowing room for detail in error correction and comments; however, it is also evident that these comments should be short. This gives way to the acceptance of constructive feedback because students are not demotivated by the correction of errors, on the contrary, it serves as a tool to correct the path in time and increase their motivation and confidence.

The results and analysis of the discussion concluded that for learners, effective and immediate feedback is an elementary factor within their English learning process. Within the PPP teaching methodology used in the place where the data collection was carried out, it was evident that the model used requires constant feedback depending on the activities carried out.

Within the preparation phase, the instructor makes sure that there are no doubts about the previous topic, and it is an opportunity to review content that may not have been clear. Within the practice phase, it was evident that the exercises with which it is practiced require the instructor to be aware that the learners understand the contents, however, the phase that most required constant feedback was the production phase, whether oral or written.

The students' perceptions regarding this type of feedback are that it is immediate and timely, but something that became evident is that learners prefer the type of feedback that

is positive and tells them their mistakes, and after that feedback, they expect that the instructor tells them that the problem has been solved.

This means that the feedback process requires a constant conversation (dialogue) between the instructor and the learner because what the learner seeks is the approval of someone who can validate that they are acquiring the language and that they are on the right path, and what the instructor expects is to ensure that the objectives set at the beginning of each level are achieved by all learners, or at least most of them.

Furthermore, another important conclusion derived from this research is that for learners, both writing and speaking activities are those that require timely feedback because they consider that they are the most used skills, and they are precisely related to language production.

Instructors' perceptions regarding feedback were also quite conclusive. For them, feedback is a fundamental part for several reasons: identifying where they should improve or topics that require repetition, strengthening learners' knowledge, providing the validation that learners expect from them, adjusting the path in case the methodology might not be working, etc. For them, this conversation between the learner is a dialogue that cannot be missed because education itself is a process of constant effective and timely communication, and learning cannot be significant if there is no consolidation of knowledge or correction of errors.

It is because of the results of this research that it is recommended that instructors maintain effective communication with learners, ensuring that level and class objectives are clear so that the learner knows what is expected of their performance and can respond positively to the proposed activities.

Another important aspect is to consider that the type of positive feedback is the one that learners prefer, but also, the type of feedback that focuses on correcting errors, which suggests that there must be a constant process of communication until the process of knowledge consolidation.

It is suggested that feedback ensures dialogic processes of two-way communication, with an effective response that ensures the achievement of medium and long-term objectives. Instructors must strike a balance between providing feedback with positive and

constructive comments and should be clear, concise, and specific to maintain motivation and facilitate continued progress.

In addition, spaces for dialogue and reflection on their learning must be provided, that is, opportunities for students to develop metacognition and critical thinking skills, where they are free to express their opinion about their progress and have the opportunity to objectively confront what they experience and they believe it can improve, this can be achieved with activities such as co-assessment or self-assessment where opportunities for dialogue and communication are created.

Although it was evident that the instructor's approval is necessary for learners in their learning process, it is also necessary to promote student autonomy; this not only strengthens metacognition processes but also empowers students and motivates them to follow closely their progress, taking an active role in the assessment processes.

Additionally, it is suggested to work on the implementation of formative evaluation that leaves aside the quantitative part, but instead uses methods such as dialogic feedback in real-time, with continuous and effective evaluations that provide spaces for response and communication, with strategies that allow the student to reflect on their learning.

To finish with, another recommendation is to apply rubrics for speaking and writing activities, those production activities that require objectivity, and apply immediate feedback that ensures that students continue producing the target language.

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## ANNEXES

### ANNEX 1. CLASS OBSERVATION FORM

Instructor:

Course:

Peer/Observer:

Date and Time:

<b>PREPARATION</b>	<b>Not observed (0)</b>	<b>Scarcely observed (1)</b>	<b>Partially applied (2)</b>	<b>Fully applied (3)</b>	<b>Comments</b>
Activation of prior knowledge					
Feedback from the previous class					

<b>PRESENTATION</b>	<b>Not observed (0)</b>	<b>Scarcely observed (1)</b>	<b>Partially applied (2)</b>	<b>Fully applied (3)</b>	<b>Comments</b>
Activation of prior knowledge from previous class (line base)					
Questions about the reading/listening					
Literal understanding of the text					

<b>PRACTICE</b>	<b>Not observed (0)</b>	<b>Scarcely observed (1)</b>	<b>Partially applied (2)</b>	<b>Fully applied (3)</b>	<b>Comments</b>
Vocabulary/grammar recognition					
Vocabulary review					
Practice exercise					

<b>PRODUCTION</b>	<b>Not observed (0)</b>	<b>Scarcely observed (1)</b>	<b>Partially applied (2)</b>	<b>Fully applied (3)</b>	<b>Comments</b>
Feedback on the topic					
Feedback on the production model					
Feedback on performance					

<b>STUDENT ASSESSMENT</b>	<b>Not observed (0)</b>	<b>Scarcely observed (1)</b>	<b>Partially applied (2)</b>	<b>Fully applied (3)</b>	<b>Comments</b>
Implemented and used results of pre-assessment to adjust the lesson					
Implemented assessment during the lesson to gauge understanding					

Attended students' questions/comments during the lesson					
Implemented assessment at the end of the lesson to gauge student learning					

## **ANNEX 2. INSTRUCTORS' QUESTIONS FOR INTERVIEW**

11. Do you know what's your student's motivation to learn English?
12. What types of feedback do students seek from their English teachers?
13. What is your understanding of the term, 'feedback'?
14. What in your opinion would you consider is the best time to provide feedback?
15. Generally speaking, what conditions in the classroom are ideal for giving feedback?
16. What do you think of the importance of providing feedback in English?
17. What characterizes the oral feedback you provide in English?
18. What characterizes the written feedback you provide in English?
19. Do you think the grade your students get defines their type of students?
20. In your opinion. What is the importance of rubrics for the development of activities?
21. What kind of comments are more important in feedback: those that reinforce something positive or point out the learner's mistakes?
22. How do you familiarise your students with the relevant learning goals when providing feedback in English?

## **ANNEX 3. LEARNERS' SURVEY ABOUT FEEDBACK IN LANGUAGE ASSESSMENT**

<https://forms.gle/KmPyAkjsWVBQ7Uze8>