EXPERIENCED AND NOVICE EFL TEACHERS BELIEFS REGARDING FEEDBACK: A

CASE STUDY

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Abstract

This case study focused on answering the next question: How do experienced and novice EFL teachers from the UPN acknowledge feedback taking into account the different levels of education in Colombia? The participants included six EFL teachers graduated from the UPN. As this study followed a qualitative approach the instruments chosen to gather data were interviews and questionnaires, as well as artifacts from their real practices in order to complement the information already collected. As a result, this project analyzed the kind of beliefs these EFL teachers (considering their particular characteristics) held over feedback. The findings show that concerning feedback teachers mainly focus on giving their opinions about feedback regarding productive skills (writing and speaking). Also, regardless the level of education where they hold their practices, they belief feedback is an essential element that can influence the learning process of the students, helping them to be conscious and aiming to improve. However, the population do influence the kind and the way in which feedback is delivered. Data also showed that although teachers have some knowledge about feedback, either because of their experience or because of academic information, there are not clear guidelines that support and accompany this process. Therefore, it is necessary to provide them with spaces, strategies and activities that enrich their understanding and allow them to create a moment within the classes that can be dedicated to feedback.

Key words: Feedback, beliefs, EFL novice teachers, EFL experienced teachers, levels of education in Colombia

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Chapter I: The Problem

Context and participants of the study

Institutional Context

This study considered the Colombian context where the contributors of this project and their practices took place. Also, it acknowledges the Universidad Pedagógica Nacional as all the participants of this study (6) were graduated from it. This university is located in the Avenida Calle 72 and Carrera 11, in Bogotá, Colombia. Regarding the vision of this institution, they aim to form teachers with the capacity to comprehend and transform their contexts, and what is more, to generate critical pedagogical thinking (2010). With more than 60 years of experience, this place offers undergraduate programs in diverse disciplines; within this, the Language Department holds the program in Foreign Languages with an emphasis in English and French. Concerning the objectives of this program they assume the role of the teacher as someone that can apply his/her knowledge into his/her practices, being able to guide students in their learning processes and apply different forms of evaluation so that the students, as well as the teachers are able to improve.

Participants of the study

Now, it is imperative to give a description of the participants that contributed to this study, as they currently develop their practices in different contexts and institutions, and this was also contemplated at the moment the information was gathered.

The first teacher, who will be known as T1 from now on, graduated in 2018 and is 28 years old. T1 had her first experience giving private English lesson and later on working on an

English institute. Now, T1 has been working in a school for more than one year and a half and is in charge of students from 6th to 11th grade in a private bilingual school. As for the particular aspects it was found that this institution offers a certification called Cambridge Assessment English at the end of the studies.

The second teacher (T2) is 24 years old and has been working for a school almost two years; T2 is in charge of the English classes with students in kindergarten and first grade. Regarding the institution, it is a private bilingual school, which follows the national bilingual program until third grade when it transforms into an intensification on the English subject. Currently she is studying universal design of learning and inclusive education to get a certificate as it is something the school promotes. The first experiences of T2 were private lessons and two English institutes in which T2 worked for one year and a half.

The third teacher (T3) is 26 years old and graduated in 2019 from the UPN. T3 was a normal-student, in Colombian the students of this institutions complete their high school education and additionally they receive pedagogical training. T3 has six years of experience and is currently in charge of primary students (from 1st grade to 5th grade). T3 works in a private school that does not have any bilingual program; this school has been the only formal institution where T3 has worked as a full-time teacher, developing her practices and working with primary and high school students from the humanities area of the institution on the Spanish and English subject. T3 has had the opportunity to participate in courses from the Secretaria de Educación as well as other private institutions. Now, T3 is studying a master's degree in teaching education with an emphasis on didactics of the Spanish language.

The fourth teacher (T4) is 40 years old and has 17 years of experience. The school where T4 currently works is a public school with no bilingual programs either. T4 is in charge of

secondary students (from 6th to 11th grade). Regarding other working experiences, T4 has worked in a university and also in a technological Institute. About additional education, T4 has a master's degree in teaching foreign languages from the Universidad Pedagógica Nacional.

The fifth teacher (T5) is 34 years old and graduated in 2008. T5 has been working in a public university for eight years. Before that, T5 had experiences working as an English teacher for the District during one semester, giving English business classes for about three years, and as an academic coordinator and teacher in an English institute. Regarding other kinds of studies, T5 has a master's in Education and a diploma in pedagogy for peace.

Finally, the sixth teacher (T6) is 25 years old and finished the university in 2018. T6 has worked in a private university (which manages a bilingual program) for one year and a half. Before, T5 worked as an interviewer (English level check) for cultural exchange programs, as well as in a Summer Camp in the USA for a few summers, and also teaching English in high schools and in a company that taught English to adults from different companies. Overall, the participants have been selected as they share some characteristics and this allows this study to gather into the conception that they, as novice and experienced EFL teachers, possess over mistakes, errors and feedback so the reflection over their practices can take place. The next figure will illustrate the novice and experienced teachers.

Figure 1

Novice and experience Teachers' figure

NOVICE TEACHERS	EXPERIENCED TEACHERS
T1 (One year and a half)	T3 (Six years)
T2 (Two years)	T4 (Seventeen years)
T6 (One year and a half)	T5 (Eight years)

Note. The figure shows the division between the participants

Statement of the problem

According to Gómez (2017) English as a foreign language has been significant for the Colombian government for more than 20 years; as a consequence, they have applied several plans aiming for better instruction as well as improvement of language teaching and learning in Colombian. In this process, governmental documents (such as the curricular guidelines and the standards of education in foreign languages) have been released in order to advise and provide a pedagogical focus for the practices of EFL teachers.

In consonance with this, the beforehand mentioned documents have contemplated the active role that teachers hold on the students' learning process and performance. Consequently, there is a requirement for them to communicate with students when particular aspects (such as their mother tongue) interfere with their learning. However, as a pre-service teacher, observing other colleagues and with the first experiences in the classroom, it was possible to perceive that the available time and attention to feedback was little and, in some cases, null. Feedback is a form in which teachers and students evaluate the achievements and nonachievements of the different objectives set in a class; however, it seems not to be treated as a priority. Assessment can clearly be done in different forms but, it is imperative to revise the created spaces for it and the clearness of the guidelines that exist about this if these are available. Additionally, it would be accurate to examine if feedback is being relegated on the last place of teachers to do lists due to the lack of time. A large number of elements and conditions come to my mind, as assessing and evaluating are processes that teachers have to manage throughout their careers. As an example, we could say that the absence of feedback does not allow a student to know about their performance, which means he or she has no records about his or her learning process and consequently there is a lack of knowledge about the aspects that are necessary to continue

working on and learning, directly affecting the student. Another perspective could allow us to

conceive that a possible reason why teachers are not delivering feedback is because they lack

training on this matter, which would be problematic as it would display that there is an omission

and that they are not being prepared and formed to come up against a situation that can be clearly

exist in a teaching environment.

Then, it would be meaningful to analyze the opportunities teachers have to give feedback

and what they think about the relevance of it. Getting to the core of the issue would imply to

explore, to contemplate teachers' beliefs upon feedback, as an aspect they deal with in their

practices. There may not be enough spaces for reflection and awareness, and it is compulsory

that they have the freedom to identify the capacity and potential of elements that may foster EFL

learning processes. Thereby, they would be conscious about the importance of delivering

feedback that uses the mistakes and errors with a positive perspective that allow students to

advance and overcome those difficulties (MEN, 1998).

Rationale

Feedback is a strategy that deals with mistakes and as stated by Hattie & Clarke (2019), it

is information about students' performance. On the other hand, Wiggins (2012) beliefs that it

may also be crucial for learners on their way to reach their goals; this means that it is

accompanying the processes that take place when learning a language. Therefore, as it is

information that reveals the way things are being done, it seems a powerful and intriguing aspect

to explore in EFL classes as it can contribute to fostering more significant and effective learning

processes, which is a purpose in which policies, institutions, teachers and students converge.

Teachers are one of the main actors as feedback is provided, not exclusively but, mostly

by them. On the other hand, it has been required that they constantly evaluate themselves in

order to enhance their performance, which is what Perrenoud (2007) calls that a reflective practitioner, who is a someone that reflects and learns from her or his actions and experience. In this extensive exercise, English language teachers may have been able to perceive and pay attention to learners' mistakes as these could be significant to understand language learning (Brown, 2007). It seems necessary to confirm if this reflective practice has vanished or if teachers are still able to address issues that allow to improve EFL learning. Then, to determine the perspective to examine feedback, they become the focus as, according to Wang et al. (2018), the beliefs they construct are a consequence and a reflection of their experience, so they are meaningful.

Based on the aforementioned, one characteristic that needs to be analyzed is the experience in-service teachers have, as this can be nonexistent for some of them (Bog, cited in Wang & et al., 2018). Then, there is a necessity to explore and analyze how teachers approach feedback, but it would be compulsory to include experienced and non-experienced teachers as they may equally contribute and communicate with distinct information that could be critical in our way to examine their beliefs. Additionally, when looking for other aspects that may be involved in their performances and that may enrich my study, the levels and places in which these teachers develop their practices should be contemplated; this to establish if this is involved and show the diverse ways in which feedback can be delivered.

Therefore, the pertinence of my project resides on its attempt to explore how useful and suitable feedback can be in ELF learning. Also, making teachers aware about the importance of recognizing and reflecting upon the beliefs they possess over feedback, an aspect that implies an enormous responsibility and needs to have a space in the English classroom. If feedback has been thought relevant in EFL learning according to some studies, why not reevaluate the way it

is or it is not recognized in order to find and perhaps propose some strategies; allowing them to have an idea of how feedback could be handled. At the same time, it would allow them to communicate their thoughts, challenges, fears and experiences regardless of the institution or population where they are but contemplating this aspect as the way feedback is provided may differ, with the aim to have a positive impact students' learning and EFL Colombian education too.

Research Question

How do experienced and novice EFL teachers from the UPN acknowledge feedback considering the different levels of education in Colombia?

Objectives

General

To identify and examine the beliefs that experienced and novice EFL teachers from UPN have regarding feedback considering the levels of education in which they carry out their work and how these beliefs influence their teaching practice.

Specific

- To examine and describe teachers' conceptions regarding feedback.
- To characterize the ways of providing feedback currently used by novice and experienced EFL teachers from different levels of education.

Chapter II: Theoretical Framework and Literature Review

The purpose of this chapter is, first to display some national and international research studies that highlight the importance of feedback and its advantages; and second, to define and characterize the theoretical constructs namely *feedback, teachers' beliefs, experienced and novice teachers and EFL teaching in Colombia* which support this project.

State of arts

Feedback has been studied from various perspectives and contemplating several factors that affect and determine this process. In addition, it has been recognized as an influence in EFL learning and teaching processes. The following paragraphs show the review of five studies which are compatible with the goal of this study that is to focus on the pertinence to ponder feedback on students' learning processes.

The first one is called "Exploring Novice and Experienced Teachers' Beliefs and Practices of Written Feedback" and was carried out by Karaağaç & et al. in 2018. The authors found that one factor that had not been taken into account to examined feedback was if teachers were novice or experienced, then, they decided to do a qualitative case study with the aim to examine the beliefs regarding their practices on written feedback. The instruments to gather data comprised interviews, observations and the study of the students' portfolios during a semester and the participants were one novice and one experienced one. The results revealed that both of them contemplated feedback as a tool that aims to help students improve their level; it also displayed the prominent influence of schools' policies in the way feedback is conceived and delivered in the classroom as well as the necessity to approach written feedback before practices.

This study contributes to the present case study as it reiterates the pertinence and usefulness of feedback as something that demands study from diverse perspectives and allows us to confirm teachers' beliefs regarding feedback are an important topic to study.

Then, Wang et al. (2018) developed a qualitative case study with three Chinese experienced teachers with the purpose to explore *Experienced EFL teachers' beliefs about feedback on student oral presentations* (as the name of the title states it). By carrying out observations of their EFL classes as well as in-depth interviews they explored the nature, functions and strategies used to provide feedback. In the results it is shown that the predominant reason for teachers to provide oral feedback was to check the communicative competence of the students instead of error correction. It affirms that future investigations could provide more information and that the results implied a response from EFL teacher programs to react according to the aspect identified. Finally, it states that mentoring from experience teachers could inspire and strengthen novice good practices regarding feedback. This study demonstrates the relevance to examine feedback from the teachers' point of view and the lack of opportunities that they may have to express their beliefs upon feedback, even though it is essential for their practice.

This study differs from my research in the way it only focuses on one of the abilities when learning a language (Oral production) and not on feedback as a whole, which will allow participants to contribute on a wider level. Although it mentions novice teachers it only acknowledges the perspective of experienced ones, omitting opinions that could add another angle to the research.

Equally important, Mesa (2017) with an explanatory case study named "The Socialization of a Novice Teacher of English: Becoming an Agent of Change", examined the induction of a

Colombian novice English teacher in a public school in Medellin. She collected data through interviews, observations and documentary analysis. Regarding the findings, she discovered that formal processes of induction were nonexistent in the new teachers' school, which showed the minor importance this had in the school, regardless the negative impact this may have on the students. Consequently, the potential advantages that the induction process may possess are reduced, and what is more, it hinders the possibility for teachers to become into change agents in their schools. This study is relevant because it features the role of a novice teacher in a school at the beginning of the career, which states that the first years of experience are a critical period for them to build their values. It also positions teachers in a place in which they are able to decide and reflect on aspects of their own practices that have an impact on their students thus that need to be considered to identify if this changes over time or if they continue to be aware of the importance to reflect over their performance.

Afterwards, Akcan (2016) through "Novice Non-Native English Teachers' Reflections on Their Teacher Education Programs and Their First Years of Teaching", an exploratory case study, aimed to examine the opinions of EFL teachers regarding the efficacy of their education program to face the first years of experience. To gather this information, he applied a survey and interviews to 55 Turkish novice and non-native English teachers. It was identified that practicum, although useful, seemed insufficient as theory received more attention than practice in their careers. Also, he determined that: classroom and behavior management, the use of the communicative approach and students with no motivation and disabilities were the main difficulties teachers found in the classroom. It affirms, indeed, that the initial years of experience are central and decisive and that is essential for them to have a sense of preparedness to face the various demands that rise in a learning environment. Despite the fact that it ponders novice

teachers and their necessity for guidance, it does not mention or concentrate in a specific way in which these may gain this confidence, which opens the possibility to include feedback as an aspect to be acknowledge and explore on those first years of experience.

Finally, Klimova (2015) presented a study called "The role of feedback in EFL classes". The purpose is to explore the pros and cons of different forms of feedback used inside and outside of the classrooms. The population that participated was an EFL class at a University in Czech Republic. Also, to approach and collect data from her students she held focus interviews and included artifacts and diaries. This study states that the implementation of feedback strategies, considering the qualitative and quantitative form that can be adopted, enable the improvement of teachers' and students' performance. Additionally, it advocates for personal and professional growth as it facilitates the identification of their virtues and shortcomings in their teaching and learning processes. Although it differs with the present study in the sense it centers on students' feedback provided to the teachers and not inversely, it still converges with the significant meaning that embraces feedback, which allows to believe that this strategy could provide benefits in EFL learning and teaching processes.

Theoretical Framework

In this section the different constructs that will work as the basis of this project will be presented and explained. These constructs are *feedback*, *teachers' beliefs*, *novice and experienced teachers* and *EFL teaching in Colombia*.

Feedback

Feedback can be defined as information regarding the performance about any learning process (Ambrose et al., 2010; Hattie & Clarke, 2019; Hattie & Timperley, 2007), which means

that the person that delivers it is the one that decides the elements that are going to be highlighted and mentioned and that the information that this may contain should be complete and accurate. Although feedback can be provided by various people, this study is going to examine the way teachers do it, trying to understand their perspective, assumptions, constraints, fears and other aspects that can emerge when assessing students and that must be seen to comprehend their actions. The reason to consider the teachers' perspective is because they are one of the principal actors that have the opportunity and access to these spaces during students' learning process in a class.

Then, if feedback has that enormous responsibility to add and respond to the learning processes of others it needs to be effective. Hattie & Clarke (2019) state that in this practice it may be required to combine learning and teaching strategies so that the impact can be substantial. As a result, teachers as one the principal characters in this process need to be equipped with procedures that can benefit and assist students the best possible way, which will lead as to question if they do have and know about methods that provide feedback looking to benefit students and their learning. For this to happen aspects such as the way in which it is given, the time when it is provided and the quantity should be examined.

Another essential point to look at is the types of feedback and the diverse typologies that have been identified and take place. Ruiz & Brookhart (2018), as well as Ambrose et al. (2010) recognize that some specific characteristics that should be contemplated when looking at the kinds of feedback: For instance, the number of people who receive it (individual or group), the ones in charge to give that feedback (teachers or other students) and the focus of it (an activity or skill). Additionally, the ways feedback can be delivered that may include Comments for clarification, criticism, confirmation or correction, among and 'marking', the name given to

grades and comments provided from the teacher to the student (Hattie & Clarke (2019). Equally important, Ambrose et al. (2010) contribute to the study about the types of feedback and distinguish two kinds: formative and summative. The first one which would be the one that communicates information about the progress of students in a specific task; including rubrics, which are used as scoring or grading guidelines to support and guide ongoing learning efforts; and also the feedback immediately delivered in an oral way (Hattie & Clarke, 2019). The second type (summative) provides a final score regarding performance (p. 139). Both having a space in the classrooms and allowing teachers with diverse forms so that according to the circumstances support students in their learning. Moreover, Vigil & Oiler (cited in Brown, 2007) differentiate cognitive and affective feedback; the first one takes into account linguistic methods such as the phrases and sound, while the second one is thought in regard to the "kinetic mechanisms such as gestures, tone of voice, and facial expressions". This kind of feedback can also be divided into positive, negative and even neutral (p. 272). It is explained by Ambrose et al. (2010) that while the positive feedback evidence the attributes and qualities of a good performance, the negative one refers to those elements that need improvement. As a result, teachers may decide to use specific kinds of feedback taking into account what their goal is. Thus, it is depending on the context and situation that some types could be more effective and appropriate than others. Consequently, teachers as the ones that are guiding those learning processes are the ones in charge to select the action and approach to use when they provide feedback, yet the intriguing part comes when asking about the reasons to choose and prefer some types instead of others, with the goal to explore the real motivations for them to take specific decisions for their practices.

To summarize, feedback can be seen as valuable as it has significant characteristics and information that seek to contribute to the learning process. However, it also demands "effective teaching and learning strategies to have the greatest impact" (Hattie & Clarke, 2019); which means it requires attention and reflection, from teachers and students, so that they can benefit from feedback.

Teachers' Beliefs

Looking for an angle in which feedback will be analyzed it was determined that the teachers' perspective will be the focus of this research. This after taking into consideration that there is a necessity to explore the way in which look at feedback, contemplating the importance of their reflection and awareness about the conception they hold concerning aspects that can foster and enhance EFL learning processes. Hence, in order to comprehend teachers and with the intention of an improvement and possible change of practices, it is required to pay special attention to beliefs (Borg cited in Birello, 2012). Thus, the second construct explores the definition of beliefs specifically addressing teachers.

First, Nilsson (2014) affirms that beliefs are knowledge people have about the world and these are changeable and can be used to make predictions and decisions regarding an issue. This means that as teachers there are beliefs which are constructed and created through time and this could structure the practices that they decide to use and reinforce within the classroom, according to this study concerning feedback. Regarding the origin of this concept, along with this it is possible to include personal experience and the education background teachers may have, this because access to education gives them the opportunity to elicit some information from their experience, which will finally shape the way they believe in teaching and learning (McAninch & Raths, 2003).

On the other hand, it seems too extensive to study beliefs in a general manner, then it would be necessary to divide them into specific ones, so these are susceptible to analysis. To begin, *educational beliefs* could be the general category that will be divided into beliefs about students, about the possessed knowledge and learning processes teachers may have and about themselves (Pajares cited in Borg, 2015). In other words, when looking at the factors that influence their perception of feedback, their previous education and experience with this issue must be contemplated and analyzed, so that it is possible to understand better the reasons they have to hold an assumption about feedback.

Besides, Borg (cited in Birello, 2012) mentions that beliefs have also been defined as *epistemological beliefs*, and there is a classification regarding teachers. These are divided into two; the first called *peripheral beliefs* denoting to the ones that may not be steady and durable as they may change depending on the situation, and the second ones, *core beliefs,* characterized for being stronger and what is more, less flexible and challenging to change (Wenzel, 2012). It is relevant to discuss to this categorization as the aim of this research is to identify those peripheral and core beliefs created about feedback.

To conclude, it is appropriate to say that beliefs make feasible to elicit information about peoples' knowledge and their view about the conception of knowledge, which could finally have a consequence in the way they perform (Nilsson, 2014). Then the analysis and the study that is being done may be relevant in education as it could add a substantial perspective and more information that allow to enhance good practices in the different institutions.

Novice teachers

In relation to the term "novice teacher" this makes reference to those that started their careers in a recent period after their graduation; this means they possess less than 5 years of

professional teaching experience. When determining the particular population that would make part of this research, considering novice teachers was one of the first choices as being one of them helped me to find the question for this case study, and because the first years of practices are decisive and meaningful for their careers, being also a phase of demanding situations in which they are required to fully develop some competences (Picard & Ria, 2011). This means that as Mesa (2017) affirms, what new teachers learn and do on their first experiences substantially defines what they will be; also, it is a period when they are going to face situations that will demand for them to respond according to their knowledge and beliefs, learning and looking to teach the best possible way.

Further, Tenti (2006) mentions that although there are no specific qualities prescribed that can define a model teacher, there are some aspects that need to be strengthened for them to cope with todays' world. Some of these may include the following: First, the idealization of the profession which is abolished once they encounter the reality of the issues that arise in the classes and they perceive as arduous to endure. This tends to lead to frustration and may need the constitution of an identity that can only be mastered with time and specialization (p. 57-58). Second, there is a necessity to be a good communicator, one that is able to interact with students in the class (p. 60). Third, he names discipline as a component that allows teachers to organize the class and correctly set the different roles and responsibilities (p. 61-62). Then, he states the importance to adequate the content that will be shown to the students according to their specific necessities and preferences, and finally he refers to the attention it must be paid to the human part of teachers that aim to motivate and raise curiosity on students, so they show interest to the different issues that are addressed (p. 62-63). Then, it is accurate to say that certain aspects will

allow them to perform better in the classroom, adapting to the necessities and issues that can arise in their everyday activities.

As it can be seen, the abilities mentioned by Tenti (2006) correspond to the problems found by Picard & Ria (2011), which means that these aspects are the ones that novice teachers may need to incorporate and develop as these are the ones that experienced teachers possess and make them feel comfortable within the classroom. Finally, as stated by some authors (Harris, 2015; Picard & Ria, 2011; Radford, 2017; Scherff & Daria, 2010), novice teachers have to face a challenging starting point in the first years of their career, then different strategies that can be offered to guide them throughout this process are crucial. Therefore, the implementation and enhancement of support programs that permit teachers learn, share their experiences, interact with others, among others, need to be created and available for novice teachers to feel supported.

Experienced teachers

This case study would not be complete if it did not include a diverse perspective and if we only underpin novice teachers, it is relevant to listen to what the experienced ones wish to respond to on this matter. Although there is no official definition of an, it is imperative to name some of the features that may characterize them. To start with, the first aspect to comment is their length of time practicing their profession, which should cross the 5 years of experience. About this Si et al. (2011) agree that the number of years a teacher has taught should be considered, as well as the professional title they should have acquired. Then this factor is one that allows them to develop and hold specific beliefs that will directly interfere with the way they perform and direct the class. Too, Kain & Singleton (cited in Darling-Hammond, 2003) reveal that it is after the first years of experience that teachers' effectiveness tend to grow; That named experience may allow them to possess "fully developed schemata of teaching" and "expert

knowledge" that could not be available to novice teachers (Bog cited in Wang & et al., 2018) placing them in a different place and with particular opinions that have been constructed through time.

Further, Nieto (2003) mentions in his book "What Keeps Teachers Going?" that after working with various teachers she learned how they could feel at some points of their careers, experiencing positive and negative feelings towards the profession and that all the information that could be given to other teachers was valuable and could certainly contribute to their work. This means that with the help of all those lessons learned from experienced teachers, novices can widen their perspectives and understand the preponderance of their role in the society, which is why it is necessary to make the distinction between the teachers that are sharing their opinions on this research.

Additionally, the way teachers endure the diverse situations presented in and outside the classrooms could be related with their experience or lack of it. For instance, the Organization for Economic Co-operation and Development (2009) states that "Years of professional experience has a significant net effect on teaching practices, both forms of cooperation and collaboration among staff, classroom disciplinary climate and self-efficacy". Thus, after being in their profession for some years teachers may be already related with all of the processes that should be done in school then, the relation with the staff and the institution is easier and agreeable. Regarding classroom management, this seems to be an essential element as the more experience, the better the classroom climate is, which shows a higher level of experienced teachers managing discipline situations and using more effective strategies. To conclude, all of the aspects mentioned above evidence that a distinction between teachers should be made considering their

experience and the effects this could have on their practices and the beliefs and conceptions that

have been formulated and reformulated through their careers.

EFL teaching in Colombia and educational policies

Although Colombia is stated as a Spanish language-based country, it is well known that

parts of the territory such as San Andrés and Providencia Islands have also used English to

communicate for a long period (Kirkpatrick, 2010). It seems that through time English has been

perceived as a distinguished and respected language, opinion that has been preserved by the rest

of the country and even in other Spanish-speaking countries. Looking at the context and the

historical circumstances, Gómez (2017) points out that it is in the *post-independence period*

where the discussion of different plans to decide the languages that should be taught in Colombia

started. According to her, one of the reasons why English was chosen was the possibility of

communication that was feasible to establish with other countries (p. 141). About this

Kirkpatrick (2010) explains that the preferences for using and implementing English teaching

and learning, according to some authors, could include: a *linguistic imperialism,* which

positioned English in a level where it was understood as necessary; and because of the economic

and global expansion and the way in which the language allowed to establish a network for

businesses. Therefore, policies and laws in education were and have been constantly applied (and

at times changed) in order to implement English learning in Colombia.

Regarding what has been said about feedback on the educational policies, we can trace

back to one of the documents that aimed to guide teaching processes and practices, this is the

Curricular Guidelines Foreign Languages (Lineamientos curriculares Idiomas Extranjeros in

Spanish). These were created in order to guide the pedagogical component of the different areas

of education that will be taught at school. Regarding the methodological model there is not a

specific one since this would depend on the teacher. However, when it comes to learning a language, they feature the importance of being governed by the communicative method, as this allows the student to appropriate the language and it requires interaction in order to learn. Within this, they take into account errors, and what is more how the recognition of this possible error shows on the part of the student a high understanding of the two languages. It also affirms that, "Errors are considered part of the learning processes and, as such, are treated in a didactic way and as a source of knowledge."[1] Strong affirmation that requires strong engagement from the teacher and that merges with the idea of the preponderance of the use of feedback, as well as the acceptance of these errors when learning a second language.

Then, Gómez (2017) and Kirkpatrick (2010) agree that after the 2000s that the Ministry of education introduces some specific standards. Created in 2004, a national plan was released, aiming for a bilingual Colombia and with the goal of improving the English level in the institutions; along with this plan, the *National Standards for English learning* were introduced as well. This last document was based on the Common European Framework of Reference for Languages (Kirkpatrick, 2010) with the purpose to measure students' competency and ability to communicate as it is required in a globalized world considering the international standards. As for what the standards say in regards to feedback, they state once again how crucial the communicative method is to learn and that it must take into account aspects that can influence the acquisition of the second language; explicitly the interference from the mother tongue. These ideas are shared by the Common European Framework (Council of Europe, 2001) which even has a special section called 'Errors and mistakes' which first establishes the difference between errors and mistakes, then states some of the actions to be taken and finally mentions some of the

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[1] "Los errores son considerados parte de los procesos de aprendizaje y, como tal, son tratados de manera didáctica y como fuente de conocimientos." (MEN, 1998) Original quote.

categories in which errors and mistakes can be catalogued. Moreover, it presents this as a factor that allows to determine the level of the speaker, depending on the type and number of errors made. Being the low level at which "basic errors" are found and the higher level at which errors are few and corrected promptly. So, the greater the domain, the less error and as the level goes up and there is a greater understanding of these errors. So, an almost absolute master of errors is the one that has knowledge of the language and is able to act against those past errors. Later on, the CEFR (2001) addresses the treatment towards errors and mistakes making clear that these should be immediately corrected and noticeable for the students. Further it says that these "should not be simply corrected, but also analyzed and explained at an appropriate time" (p. 155). At this point, the incidence of error recognition and action against it takes great importance, since it requires a response from teachers and students to be mastered and minimize which can be done through feedback and in different stages of the learning process.

In relation to teachers, processes of language learning and teaching (British Council, 2015; Kirkpatrick, 2010; Sánchez, 2019). In 2012 a program to accompany teachers and complement the National Plan was announced, the Foreign Languages Competencies Development Program, or PFDCLE for its initials in Spanish. According to the British Council (2015) this and other implemented plans contained resources and activities that allow teachers to gain some expertise and knowledge on their field. However, it is thought that "Teachers' lack of resources and preparedness remains one of the most prominent issues with English acquisition in Colombia" (p. 17). This could mean that the established goals by the Ministry of Education may exceed the possibilities and do not include specific factors that interfere and limit the language learning processes. Some authors (British Council, 2015; Kirkpatrick, 2010; Sánchez, 2019) agree that teachers may not be prepare or ready to cope with the intentions of the plans in which

the government intends to increase the English level in Colombia. Further Sánchez (2019) incorporates aspects such as the absence of language teachers as well as stimulus for them to join the profession, which requires efforts to train teachers and that as a result there can be more bilingual students in Colombia.

Finally, there is an aspect that needs to be mentioned, this is the public and private sector that operate in Colombian education. Regarding higher education institutions, these entities also have the distinction that according to the MEN (2019) since 1992 allows universities to be distinguished as public and private, although these are all officially known as providers of higher education in Colombia. Guarín et al. (2018) state that public and private entities differ on their institutional and academic aims, being private institutions more flexible in their management which does not specifically have a positive effect on the university's performance.

Regarding the schools and the principal differences between public and private, Guarín et al. (2018) says that private ones have more authority which allow them to exceed the budget in aspects such as the recruitment plan; this directly impacting the classroom as it will determine important qualities as the number of students a teacher will have (p. 64-65). Pereyra (cited in Gómez, 2018) remarks that the *per capita income* of the family of the student is another distinctive feature between a public and a private pupil, condition that will eventually affect the rest of the education this student can achieve; opinion that it is also shared by other researchers (Díaz & Tobar, 2016; Iregui et al., 2006). Another aspect that could be related with the academic performance is the characteristics associated with the physical space of the school; further, factors such as the supplies that can or cannot be used in the institutions because of the budget, the quality and monitoring that can be done to the teachers, can alter the quality of education that is given to the student, which is possible to observe in the standard national test positioning

where private schools are above public ones (Díaz & Tobar, 2016; Gaviria & Barrientos, 2001; Gómez, 2018; Guarín et al., 2018). What has been mentioned about the two sectors existing in Colombian institutions demonstrates that there is a difference that should be ponder and discussed when talking about the elements that intervene in education.

Additionally, according to the MEN (2018) since 1994 foreign languages were recognized and due to the significant demand became mandatory, so different categories for the institutions in Colombia were established. The ones that will be addressed make part of the context where two of the participants (T1 and T2) develop their practices, then these will be named. First, bilingual schools which are characterized for the constant interaction of the students with a foreign language as their curriculum is developed on a 50% or more on that foreign language, this aiming to obtain a good English level on their students. Then the second category, institutions with intensification programs that have between 10 and 15 hours of English classes per week, which is more than the hours of a normal institution that is less than 10 hours. This is relevant to mention and the performance of the students as well as what teachers can possibly do within the classroom may differ depending on the time.

To conclude, teachers' way to proceed is directly seen on the students' performance, thus it should be contemplated when new policies are produced and implemented in the schools and universities. As stated by Gómez (2017), language skills from language teachers (before and after their studies) should be enhance, as well as their participation on the way in which the language would be approach. In addition, as Kirkpatrick (2010) affirms "The requires for teaching English in Colombia are diverse", which also means that are ought to be recognized along with diverse contexts and resources (or lack of these) to teach so learning can be effective and cover with the national expectations. Now, figure No 2 will show the relation among the

constructs stated above and the way they complement and allow the development of this study.

First, we can see the pupil of the eye that represents feedback as the center in the learning

processes that take place, next the iris which portrays the EFL teachers, novice and experienced,

that favor the performance of that feedback. Then, the sclera of the eye suggests the academic

background that teacher posses and that frame and guide them when providing feedback; finally,

the eye lids depict Colombian education and the different levels that the teachers impact and

teach as this also requires to be considered when providing feedback.

Figure 2

Visual representation. Own Source
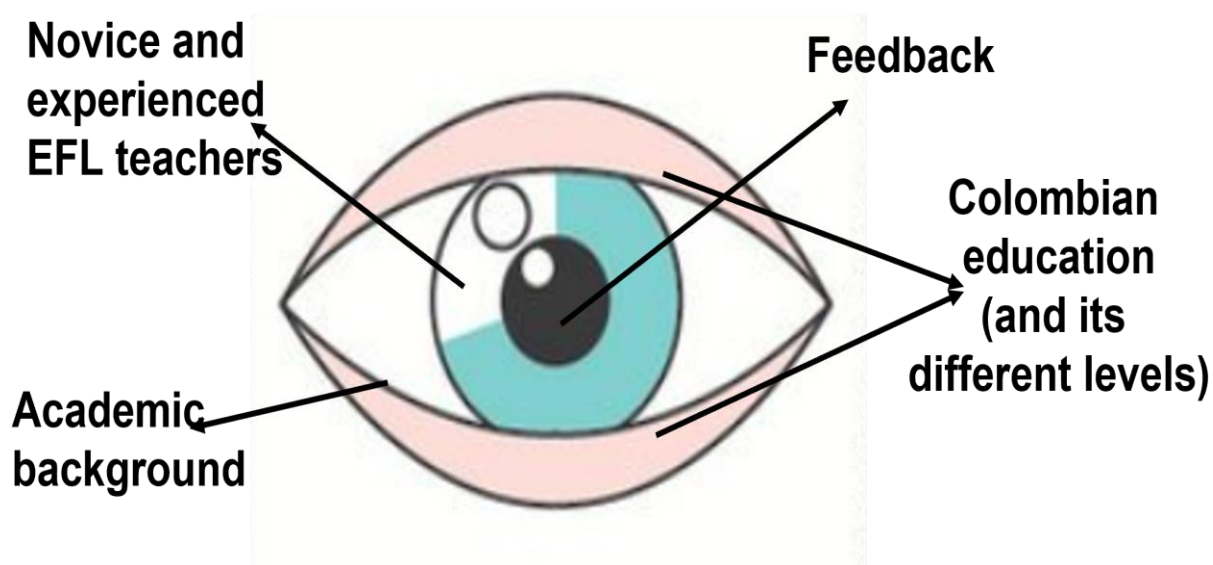
Note. The figure shows the eye as the visual representation of the theoretical constructs

Chapter III: Research Design

This chapter presents relevant aspects related to the research design. It includes the research paradigm, the type of research that guided the current study, as well as the data collection instruments used and the followed path to collect data.

Research paradigm

The goal of this research is to study and analyze the beliefs teachers have regarding feedback as something that directly affects students EFL learning processes and teachers' practices. Then, the Qualitative research approach has been selected as this path seeks to comprehend a complex and relevant issue that has been identified (in the case of this study, feedback). Also, an opened-ended question was purposed in order to guide my inquiry as Crotty (cited in Creswell, 2014) declared, that this kind of questions are suitable so participants can share their perspectives and opinions.

Another essential point is the philosophical worldview which is defined by Creswell (2014) as a rational and reflective opinion that need to be mentioned as it clarifies the selection of the approach. One of them is Social Constructivism, which suits my study as it affirms that the ideas constructed by the participants are relevant and should be gathered as "individuals develop subjective meanings of their experiences" and these must be acknowledge (Bryman, 2012). Likewise, the goal of this project aims to highlight the participants' ideas to comprehend their elections and decisions, then the Hermeneutic approach can also be contemplated, as the focus is on people and this view seeks to reflect and understand the human behaviors (Bryman, 2012).

Type of research

Due to the goals of this investigation which aims to identify specific aspects of feedback on teachers' beliefs, the type of research that has been adopted is Case Study. According to Yin (2009) and Bryman (2012), these cases aim to grasp the features that allow and permit a situation to take place into a certain context; then asking teachers about what and how they complete this process in their classroom give us a detailed image on what is happening in the classroom when students are provided with feedback. This is because teachers are directly involved in the process of delivering feedback to students, and most of their conceptions are going to impact the decisions about the way students' learning processes are being assessed. Along with this, the method used in a case study to examine and bring together the different elements that describe the phenomena (feedback) is through questions (Lapan et al., 2012); then interviews and questionnaires would have to take place in order to obtain this information.

It is a *representative or typical case study* as it follows the objectives of this investigation identifying and characterizing feedback considering the particular view of teachers, taking these participants as representatives from a larger community. Additionally, this research can be identified as a descriptive study, as what it does is to "describe the natural phenomena which occur within the data in question", and "to describe the data as they occur" (Zaidah, 2007), then the tremendous task would be to focus the attention on the collected data to depict feedback as a peculiar situation that can be described and analyzed contemplating the diverse elements that integrate it.

Another characteristic that may be considered is the sample of participants which in this case is only one, locating this research as a single case (Lapan et al., 2012). Furthermore, one of the purposes of the qualitative approach is to comprehend the way this participants perceive

different issues and interact with the world (Merriam & Grenier, 2019); then the six contributors

to this research were selected was according to what Sharma (2017) calls sampling which is a

technique used by investigators who "systematically select a relatively smaller number of

representative items or individuals (a subset) from a predefined population to serve as subjects

(data source) for observation or experimentation". That is the reason why the participants hold

some common factors; first, they all completed their studies in the Universidad Pedagógica

Nacional, and second, the places where they work included primary, secondary and university

levels. It also is a purposeful sampling, which according to Gupta et al. (2019) is designed with

the intention to enrich the information that will be collected and to fulfill the objectives of the

study.

Data Collection Instruments and procedures

Below it will be possible to find the purpose of what Creswell (2014) calls *multiple

sources of data,* which are the instruments that were adopted in the study with the function to

observe and examine the participants' opinions. This is necessary as beliefs are non-

observational and it would be arduous to study them, so it requires particular and diverse

instruments that allow to elicit the information in an effective and accurate way (Birello, 2012).

Then, this case study will use triangulation which is "a qualitative research strategy to test

validity through the convergence of information from different sources" Cope (2014). Below, on

the figure No 3 it is possible to observe the triangulation plan was developed in order to

accomplish the objectives of this research.

Figure 3

Triangulation Plan

Triangulation Plan
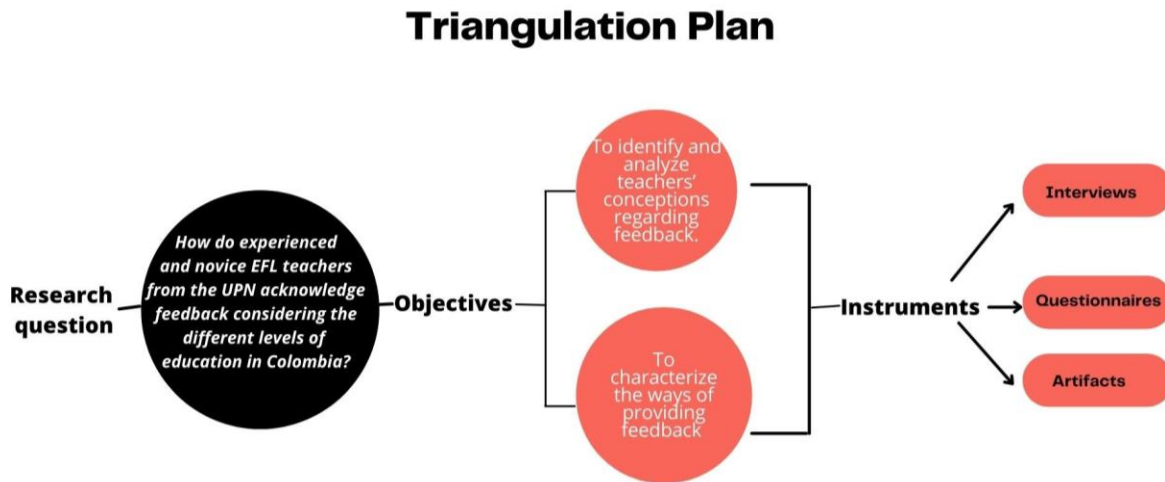
Note. The figure shows the triangulation plan for data analysis

Questionnaires. According to Singh (2017), questionnaires "help gather information on knowledge, attitudes, opinions, behaviors, facts, challenges and other information." Gault (cited in Singh, 2017) states that despite the fact that questionnaires are normally for *statistical analysis of the responses* these can also be used with other purposes. It is also stated that these instruments can contain open and closed questions depending on the intentions or needs of the researcher. Then, Gall et al. (cited in Hüseyin, 2009) that the questions created on the questionnaire are asked to all of the participants of the research. For this study, the first questionnaire that was given to the participants (See Annex 1) was divided into two parts, the first one consisted of a group of questions with the goal to get some personal information from the participants, and the second part included some questions regarding feedback in relation to

their studies and experiences. Additionally, it was important to define if there were more

characteristics these teachers have in common or not.

Interviews. Gupta et al. (2019) defines interviews as one of the primary practices in

which data is gathered in qualitative research; among with some other characteristics, they state

that these can be unstructured and make use of opened-ended questions. Creswell (2014) also

mentions that interviews can be carried out by internet, which due to the pandemic situation was

the best choice. Additionally, Burns (1999) affirms that interviews focus on gathering

information from the participants in order to notice how they perceive and make meaning of

some aspects and practices.

In the case of this research the participants answered two structured interviews that

contain 8 questions regarding feedback. The first one (See Annex 2) asked about some general

aspects about feedback aiming to look for particular details related to their conceptions and

information about feedback; while the second one (See Annex 3) was centered on the actions

that took place on the teachers' classrooms when providing students with feedback, reactions,

expectations and recommendations. Both interviews were carried out individually and the

answers to the questions designed ambitioned to access to the meaningful information that allow

teachers to express about what according to the experience can be inferred of feedback. These

instruments were acknowledged as qualitative documents (Creswell, 2014) and as supplements

that will enable the researcher, as well as the participants, to explore the various ways in which

they perceive feedback.

Artifacts. According to Divita (2011) "artifacts are construed as symbolic or physical

objects that have been produced through human labor to function as mediational (and thereby

developmental) tools in social interaction". In other words, these elements would enable the

researcher with the possibility to explore how the conceptions that teachers have are reflected on what is perceived from the artifact. Additionally, Fives & Gill (2015) mention that this product can be seen as the "instructional and learning outcomes associated with classroom activities that may be accessible as secondary data." Then, it would back up and support or contradict what was asked in the interviews. In this research one of the tasks of the participants was to collect some artifacts from their students, this was some documents, tests, or papers where it was possible to observe the way in which feedback was being provided by the notes and observations of the teachers. There were no specific rules regarding the artifact itself but the written activities were more convenient to collect due to the pandemic situation and as classes were held virtually (see Annexes 6, 7, 8, 9). Equally important there was another activity that was created and will be considered as part of the artifacts (see Annex 10) This included the task to provide feedback in oral and written production on two students from a different level and with different levels of education to see the differences and similarities with what they state about feedback in the development of this activity.

Data collection procedures

This process started in September 2020 when the topic was selected and it was necessary to choose the participants that would make part of the research. Consequently, in October and November it was imperative to name the constructs that would shape and lead this project, finding information about the previous studies that had taken place and that made possible the establishment of this project as a case study. Then, in November 2020 and February 2021 the research design along with the instrument design were carried out. At this time, it was necessary to start correcting some of the information that had already been delivered as it was necessary to adjust and add new discoveries to adapt the document; this process took place during March and

April, while in May it was necessary to make the last changes to the designed instruments with the aim to start collecting information from the participants. With the purpose of collecting the necessary data the three instruments mentioned beforehand were created and adapted to be used on this study, this comprising the information required. According to Creswell, (2014) "prior to the study, researchers need to obtain approval of individuals in authority (e.g., gatekeepers) to gain access to sites and to study participants." Then during the month of June in 2021, the first step was to confirm that the participants were able to contribute to the development of the study by signing a consent that showed their willingness to supply some information (See Annex 4). Consequently, between the last week of June and the first week of July, the first action to approach to the participants was through a survey (characterization), as it was mentioned above (See Annex 1). The purpose was to characterize specific aspects of the participant as well as to find special features that could be involved in the opinions the participants hold; further some questions regarding feedback were also asked.

Then, during the first two weeks of August the first interview was delivered to the participants (See Annex 2). Due to the pandemic situation and the diverse schedule that as teachers the participants have, the questions were sent and they had the choice to answer in written or speaking, according to their possibilities. The aim of this first interview was to gather in general aspects what had been said on the first survey, giving the participants the opportunity to support and give more details about their answers. Next, the second interview was sent to the teachers the second week of September (See Annex 3), it was the same for all of them and it was individual. The intention this time was to focus on the teacher itself and their role so the core of the questions was about them as feedback providers. Next, it was necessary to send a last questionnaire (See annex 5) to confirm some of the information mentioned before, this took

place on the third week of September. Finally, teachers were provided with the last piece to

collect information (See Annex 10), this included a task to give feedback about a written and oral

activity from two students from different contexts and with different levels of education.

Subsequently, the data collected was analyzed during the months of August, September

and October, looking for relevant information and the emerged categories that would allow to

write about the different findings.

Chapter 4: Data Analysis and Findings

This chapter will present a discussion of the findings that arose after analyzing the data. The first action was to use codes to identify each teacher and the information that was provided by them; then it was necessary to classify them from Teacher or T 1 to 6 so it was possible to separate the information of each participant. As most of the data was collected electronically, this was saved on the email and on individual online folders so it was simple to look for the information when necessary.

The aim of this case study was to identify and characterize the perceptions that EFL (novice and experienced) teachers from the UPN had regarding feedback estimating the educational level in which their practices take place. As a result this case study used grounded theory which according to Dörnyei (2007) is a *qualitative research method* with an inductive approach. In other words, it is a technique that allows the researcher to collect data concerning the topic of interest and then organize it according to some categories that can illustrate better the information collected. Patton (2002) mentions that the use of this *qualitative inquiry* is strong and effective as the data comes from real situations that were perceived from the researcher. Consequently, "the investigator will begin to focus on verifying and elucidating what appears to be emerging (p. 67). This means that after analyzing the information, it is pertinent to create some categories that emerged from the interviews, questionnaires, and artifacts, these are meant to express what was found after using all the instruments

Further, Freeman (1998) establishes that it is feasible to analyze the gathered data from an emic and an etic angle. These approaches can be characterized by the next aspects: the "emic" *as beginning with a "blank page"* recognizing the participants' opinions to describe some

notions and beliefs; and the "etic" supporting preestablished definitions that the researcher can

add and include within the instruments that will collect information (Lituchy et al., 2017). As the

purpose of this case study is to identify what the participants consider relevant to mention when

referring to feedback and all the characteristics that surround it and compound it, the emic

perspective was selected; this way there would not be information that invade and alter the

participants' opinion

Categories of analysis

Figure 4 shows the relation between the objectives set for this research and the categories

that derived from the data analysis. The first objective aimed to specifically address the

conception of feedback according to teachers. Then, the first category called *Identifying the*

goals of feedback focused on the purpose for feedback identified according to their opinions;

while the second one *Teachers' background on feedback as an influential factor* explored the

education and the process and situations that have favored certain practices and beliefs and the

background that empower their particular perceptions; these with the correspondent

subcategories that detailed their opinions. The second objective refers to the characterization of

feedback, it starts with the third category *Used instruments to provide feedback,* addressing the

most common practices done by the participants of this research that allow them to provide

feedback; finally, the fourth category *Barriers when providing feedback* hankers to name some

of the conditions and elements that are involved and alter the delivery of feedback. It is relevant

to mention that on the emerging findings it can be said that teachers had the tendency to focus on

productive skills and this will be evident as they specifically address speaking and writing

activities that took place in their practices and experiences.

All in all, the categories that emerged from the data analysis show aspects that are important to consider when we think about the feedback process that takes place in an educational context. It first gives a general perspective about what teachers conceive it is imperative to ponder; additionally, it allows the possibility to see that learning about feedback is a continuous process that every teacher may handle in a different way but that with more advice and guidance from the schools and institutions, as well as the government and their educational policies could benefit students in a positive way.

Figure 4

Categories of analysis
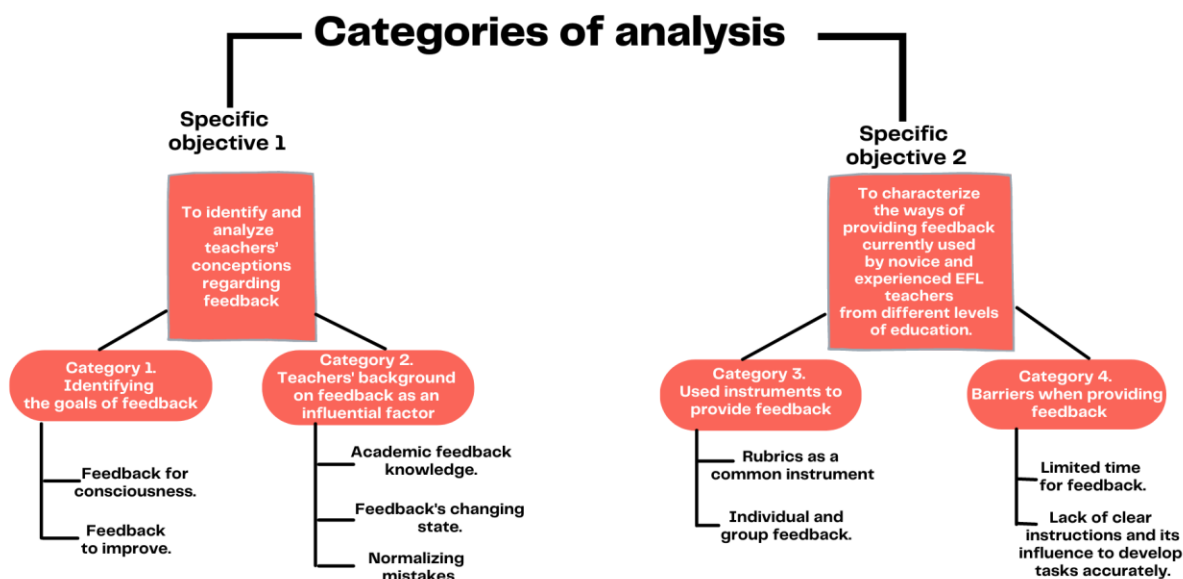
Note. The figure shows the visual representation of the categories of analysis.

Category 1. Identifying the goals of feedback

This category emerged as a response to the first research objective recognizing the conceptions and ideas that the teachers of this case study possessed regarding feedback. As Aslan (2017), Yazbec et al. (2019) and Yousefzadeh (2015) affirm, beliefs are the personal approach in which people conceive knowledge and the way this is acquired. By answering these inquiries, teachers established an outlook in which they settle and determine the attainable purposes that feedback may have, paying special attention to productive skills. Consequently, the contributors from this study mentioned ideas that converged and made feasible to create some subcategories that are directly aligned with the objectives of feedback, first *Feedback for consciousness* and second *Feedback to improve* which will be explained below.

Feedback for consciousness. This subcategory arises from what teachers believe is one of the purposes of feedback, this is to make students conscious about their learning process. To begin, it is necessary to specify that an intention feedback has is to assist learners, so they are able to reach a specific level, and to analyze the impact of students' learning, attempting to guide learning processes and aiming to reach a goal (Ambrose et al., 2010; Ruiz & Brookhart 2018). This would demand that teachers are able and prepared to accompany their students on their way to comprehend how they are doing in the classes and the reasons for this; then, the definition of feedback would have to include this significant aspect. As a result, from the first interview data revealed this.

> **T6:** "OK so I think that it would be a moment you know within the learning process in which the teacher provides some assessment considering the students learning and performance I mean in here well it depends on the approach that we're using but you know in general terms I consider that is the moment in which the teacher and the student also contrast the learning objectives and the the the let's say now the content accuracy and use with what the students have done you know like after they have performed some you know some like a like learning product or something like that I think that's what I would say about question number one."
>
> [First Interview. Question 1, August 2021]

T6 affirmed that feedback is "a moment" and, along with the rest of the participants, agrees that it is an opportunity in which teacher and student examine the different activities that have been proposed. This strengthens the argument that feedback advocates to propitiate a space to reveal information about the learning process for students to have more information about their performance. On the next extract, teachers also shared some of the aspects that should be provided in that moment for feedback.

> **T1:** "Positive aspects, Corrections, Guidelines, Strategies for students to correct themselves, A grade, General comments"
> **T2:** "Positive aspects, Corrections, Strategies for students to correct themselves"
> **T5:** "Corrections, Guidelines, Strategies for students to correct themselves"
>
> [Questionnaire. Question 3, September 2021]

Regarding the aspects that should be highlighted on this same space they coincide as data shows below.

> **T1:** "Positive aspects, Corrections, Guidelines, A grade"
> **T2:** "Positive aspects, Corrections, Strategies for students to correct themselves"
> **T5:** "Corrections, Guidelines, Strategies for students to correct themselves"
>
> [Questionnaire. Question 4, September 2021]

The teachers share the opinion that *guidelines* and *strategies for students to correct themselves* are two elements that should be included in that space dedicated to talk about students' learning process. Thus, raising awareness on students is a fundamental component that needs to occur when providing feedback.

The conception of "Feedback for consciousness" also originated when gathering some initial thoughts about this issue. Five out of the six participants mentioned that feedback was considered "very important" and data evidence some of the reasons:

T2: "with the feedback, the metacognitive processes of the students are strengthened and they will know what aspects they should review and reinforce"
T5: "It is the way in which they can have a specific and personalized approach to their learning processes...to generate a conscious understanding"
T6: "It is constituted as one of the opportunities for the student to understand her process and, in some way, take responsibility for her learning."

[Characterization, question 16, July 2021]

When giving their reasons they agreed on the fact that it is throughout this process that students recognize and gain some understanding about what is being done within the class. This would admit that one of the main purposes is to recognize the active role that students do have during their learning, naming that shared liability that both actors hold when they decide to start learning and teaching.

Consequently, data illustrates that when examining the goal of feedback, it is imperative to acknowledge teachers' beliefs as well as the students' role in this process.

T3: [Goals] - Recognize and analyze mistakes. -Improve the activity. -Find a solution and create new strategies. -Learn through our experience. Improve our self-confidence and relationships.

[First Interview. Question 6, August 2021]

T3 highlights that it is not only about making students conscious but that it involves to take action as the data showed on the next excerpt

T6: "...First of all I expect them to be receptive...I really expect them to consider feedback as part of their learning...yeah for them to consider my feedback and incorporated into their language use body that is what they struggled the most and what I expect the most."

[Second interview, Question 3, September 2021]

Therefore, it is crucial students' openness and ability to understand the elements that compound language, making feedback a lot about consciousness, about their learning processes

which will derive on taking action. This taking us to the next subcategory that includes the

process of improvement.

      Feedback to improve. This subcategory states another determination teachers have

regarding feedback, connecting with the objective that tries to establish the goals on this matter;

the next extract illustrates this

> **T3:** "I consider that feedback is a set of information about how someone is doing a task, the progress, and opportunities to improve or modify his abilities, in order to achieve the goal success".
>
>   [First Interview. Question 1, August 2021]

      About this, Ambrose et al. (2010) confirm that it is unavoidable that feedback refers to

what students do and do not understand, where they might proceed to advance and how things

should be done in the future. Equally important, data revealed some steps that feedback could

follow

> **T1:** "- Create a space for analysis from different perspectives. - Generate a moment where we can identify potentialities or weaknesses. - Provide a space for reflection and improvement. - Generate a process of progress in previously set objectives."
>
>   [First Interview. Question 6, August 2021]

      Therefore, this process would include an occasion to analyze what is taking place in the

classes, to reflect and then to take action and build these exercises that enhance students'

learning. An example of this can be seen on figure 5 and 6 shows, T1 is correcting mistakes on a

writing activity and illustrating them about the things that is necessary to revise. At the same

time T1 makes a comment so that the student can know not only because of the grade but

because of the teachers' words how was his or her performance.

Figure 5

Teacher 1, artifact 1.
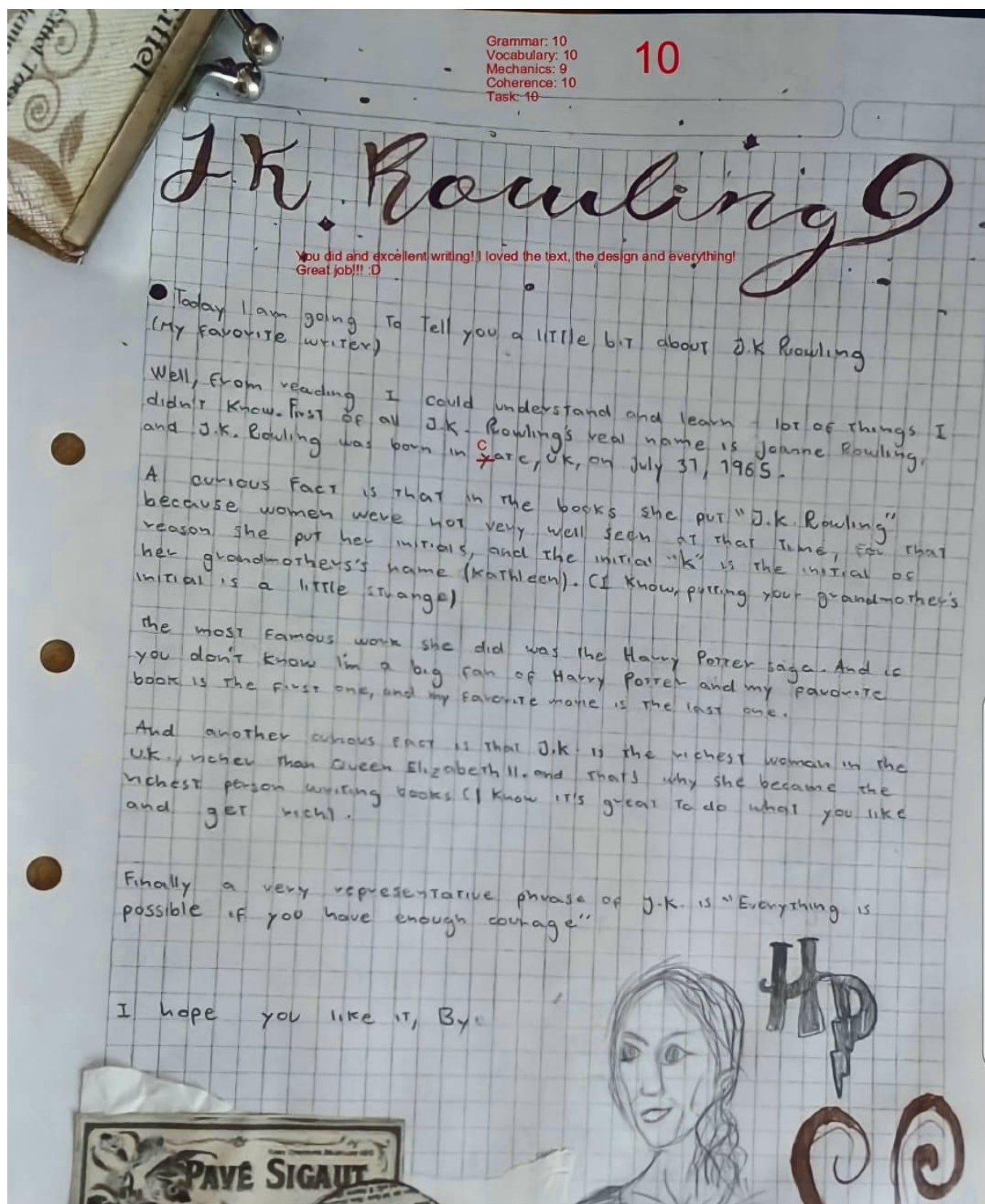
Note. The figure shows the writing activity from a 6th grade student of Teacher 1

Figure 6

Teacher 1, artifact 2.

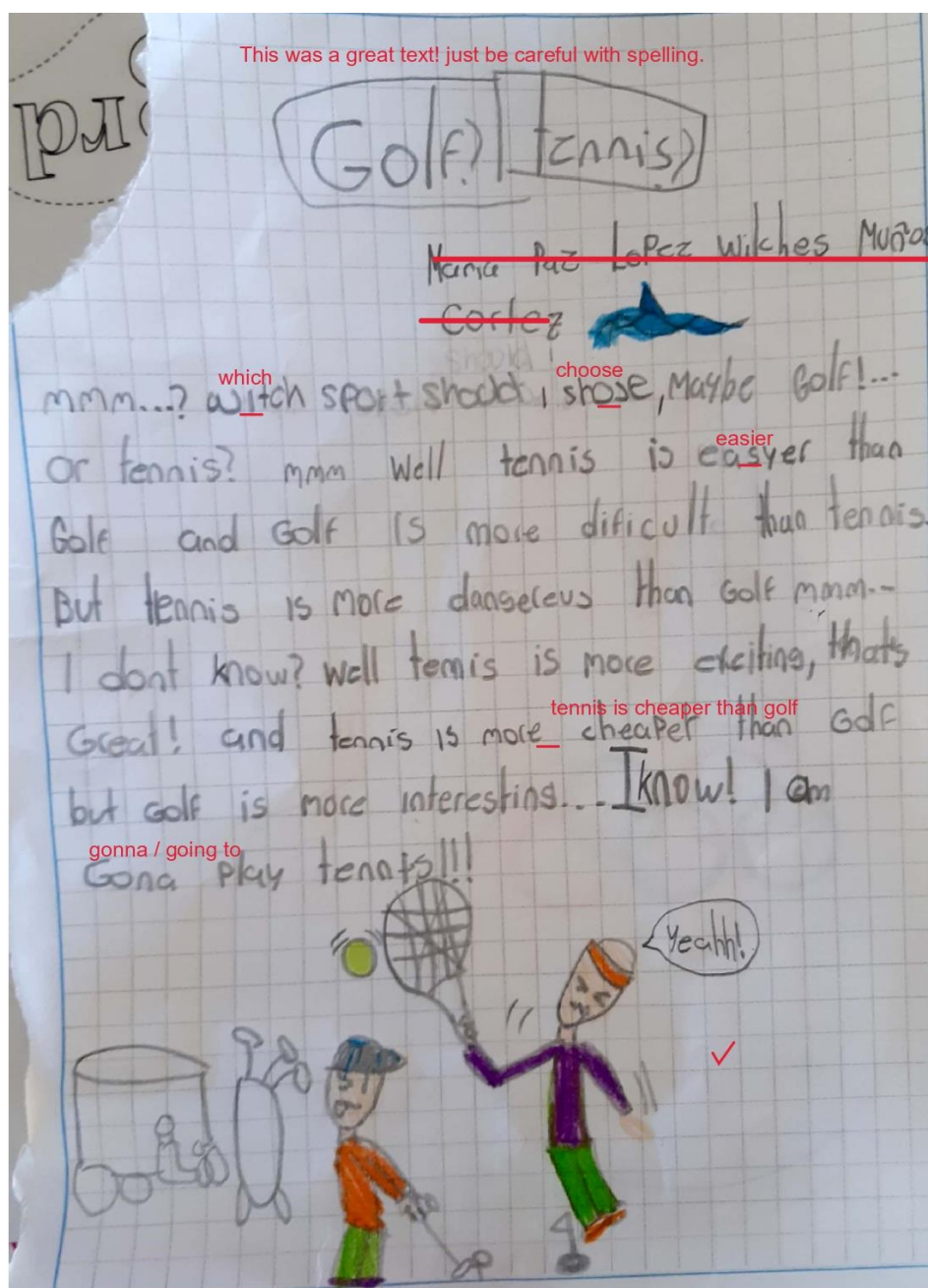Note. The figure shows the writing activity from a 4th grade student of Teacher 1

The information that was given about this task is also supported by the beliefs teachers

possess about what feedback should provide as the data revealed

T1: "…Corrections, Guidelines, Strategies for students to correct themselves…"
T2: "….Corrections, Strategies for students to correct themselves"
T5: "Corrections, Guidelines, Strategies for students to correct themselves"

[Questionnaire. Question 3, September 2021]

Teachers agreed on the fact that feedback should provide guidelines as well as strategies

for students to correct themselves. However, this does not limit it only to these, but it states the

significant it could be for students if we advised and instructed them on their learning. Plus,

teachers would get the chance to particularly present to the students certain ways in which they

can develop their skills and reinforce certain aspects in which it is necessary for them to be

trained; providing instruction that according to the teachers' viewpoint would contribute to

enhance students' learning.

On the other hand, when discussing teachers' expectations, data illustrated their similar

opinions

T6: "I really expect them to consider feedback as part of their learning and so that they can implement what they are being told"
T1: "…It is expected to improve and prevent future similar mistakes and progress in each skill. Also, it is expected students can identify their strengths and take advantage of them."
T3: I expect that my students: A. Understand the reason, positive aspects and improvements need. B. Create a new plan to improve. C. Develop their skills in a social and academic context.
T4: "I expect from learners that they realize their mistakes and improve their level."

[Second interview, Question 3, September 2021]

Four out of the six participants commented that improvement was one of the elements

that wanted to be achieved after the delivery of feedback. Additionally, T3 brings up the idea to

create plans of improvement which involve both the teacher and the student's actions, to react

and endure the situations presented in tasks and that need to be managed. Therefore, this is an

element that is being continuously promoted on the teachers' side but that it does not have a real impact if the student does not take those different elements and work on the aspect that he or she has to work on.

Finally, data evidence another element that the process of feedback could comprehend.

T4: "Encourage students to improve their level. Share opinions and points of views".

[First Interview. Question 1, August 2021]

This means that it is necessary that the time that is being dedicated to mention students how they are performing also includes and promotes improving strategies or observations that create in them that passion to keep working on their learning so that they can achieve the objective they are pursuing.

Category 2. Teachers' background on feedback as an influential factor

In the process of creating the instruments it was necessary to integrate some questions that sought around the level of engagement that teachers' study background had with the conception they hold over feedback. McAninch & Raths (2003) ratify that beliefs are premises about the world that are thought accurate, and that there is a relation between those beliefs and education, as it advises and instructs teaching. This would indicate that it is essential to explore the academic formation that the participants have, as well as their own and autonomous work over this practice. Also, gather information about them as students and teachers to know if their conception would drastically change. Based on the collected data, it was assertive to persist and inquire about this element as the analysis shows that some aspects from their background have formed the way in which they conceive feedback.

Academic feedback knowledge. This subcategory contains information about the intellectual understanding that teachers have related to feedback. The first step, was to inquire about their early experiences (the school), the data showed the following

> **T2:** "The teachers showed a sense of organization, clarifying what was evaluated, the way in which it was evaluated and from that, they established improvement plans according to the shortcomings we had."
> **T3:** "The institutional feedback processes in the school were functional, allowed dialogue and a process of learning and constant improvement"
>
> [Characterization, question 17, July 2021]

According to four out of six of the participants they chose the option "good" when talking about the experience related to the feedback they received at school, declaring that some of the processes were clear and this was evident in the institution and through the teachers. In contrast, data evidenced that two out of six considered their feedback school experience as "regular"

> **T5:** "The feedback basically depended on the student's interest and if the teacher had the disposition and the time, so it was not a constant."
> **T6:** "It depended on the academic space, I guess. Certainly, there were subjects that, at less at first glance, they did not require further feedback since the results in them they spoke for themselves.
>
> [Characterization, question 17, July 2021]

They argued that feedback was a subjective action that was not developed with the same consistency and frequency by all the teachers. Still, no participants referred to a bad experience concerning feedback. As reported, the level of importance in which feedback is contemplated, and transmitted to the student, was determined by the teachers' preference; thus, it could be possible to affirm that on that first stage that allowed teachers to approach feedback, the distinction and the conception of this issue was shaped by the schoolteacher and the educational organization. Then, teachers' do guide and frame an angle for students regarding feedback.

The next stage aimed to include the university studies and the participation of feedback

throughout this period. Then, there were some questions that specifically inquired their higher

education and the educational training on feedback, and the data revealed that

> **T2:** "The teachers of most subjects always gave clarity regarding what was evaluated in a specific task and the aspects to be reinforced. However, this feedback process did not occur in all subjects."
> **T3:** "Not all teachers carry out this process, in such a way that they focus more on the quantitative aspect and from this as students we must conclude the successes and mistakes."
> **T6:** "Although this was a lot for the teacher in charge of the subject, from a global perspective, most of my teachers tried to socialize with us how our process was going, how close or far we were from the learning objectives, and how and in what to get better."
> **T5:** "The implementation of the (name of the activity)[2] in the Department serves and privileges us to enhance feedback dialogues and was a constant in the semesters studied, an advantage absent in other programs and other institutions.
>
> [Characterization, question 18, July 2021]

One more time, the participants affirm that it is on the hands of the teachers in charge to

implement this process or not, then the consistency of this activity could also be stated as

fluctuated as not all the participants considered it was done. The next data shows some ideas

concerning specific subjects that address feedback

> **T1:** "I remember in Language Methodology, and in many other pedagogy classes, not only the importance of knowing theoretical aspects but also applying and putting this knowledge into practice. I also remember the micro-teaching, observations and practices carried out, the importance of carrying out feedback before, during and after each activity."
> **T3:** "I remember only 1 subject that approached this topic within its work plan."
> **T4:** "It was addressed through evaluation."
> **T5:** "Theoretically and practically..."
>
> [Characterization, question 19, July 2021]

While these four teachers make part of the group that ratifies the approach in which the

university covered this issue, the other two teachers of the case study declare that they did not get

information about this activity. And finally, in a general way, it was asked to the participants to

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[2] The name of the activity will not be mentioned to keep the name of the institution unrevealed

assess the training received to provide feedback; within this, they mention some diverse

perspectives as illustrated bellow.

> **T2:** "Little was said about how we as teachers could give good feedback to students."
> **T1:** "A great importance was always attached to the planning and objectives of a class as well as the feedback of all the activities carried out in class."
> **T3:** "From those teachers who carried out this process I managed to learn modes, characteristics, evaluation rubrics ... But it is a process that does not take place in most spaces."
> **T4:** "Good because it gave me the basis to delve into this complex subject."
> **T6:** "I do not remember having subjects that addressed the subject in a specific way. I think it is something that, to a certain extent, I learned inductively from how whoever my teachers were provided feedback."
> **T5:** "As a teacher in training ... it was explicitly and intrinsically instilled the relevance of feedback processes in academic work."
>
> [Characterization, question 20, July 2021]

They disagree when it comes to categorizing the way in which they were prepared to

provide feedback. Among the reasons, they identified that this process did not occur or it was not

discussed on an explicit way, being more an inductive process that was not straightforward but

learned by example. As a consequence, four out of six of the participants state that there were not

subjects at the university that deepen about the feedback process and that it was more about the

teachers who decided to strength this process. Nonetheless, the perception most of the teachers

have (four out of six of them) discussing the overall experience regarding feedback is positive

thanks to the teachers that attempt to develop and explain this topic. This information is a clear

evidence that it may not be enough to address feedback, and it demands a broader approach so it

can have a better scope on future teachers. Additionally, it would corroborate that the formal

instruction given at the universities would need to be explicit and clear offering spaces to

develop this thematic, to remove doubts and provide future teachers with tools that allow them to

deal with feedback.

Further, the last stage inquired about the relation between knowledge and experience. Teachers' beliefs regarding this matter indicate that five out of six of the participants coincide on the fact that both, education and experience, are compulsory to learn about feedback. Then, it is a complement between what it can be learned by theory on the different institutions that may train teachers, and the experience, which would also have a relevant role.

Continuing with the perspective that considers the theory as part of teachers' necessary knowledge to approach feedback processes, the next analysis included data about the participants knowledge regarding feedback policies, this is about national and international laws and documents that referred to this matter.

> **T6:** "Frankly, I don't...I don't really know of any like national or international guidelines which are like official but maybe in some jobs they are required to be used I really don't know and I I don't know if there are any that are applied to like the EFL classroom or if there are I don't know if they're like general I I'm not talking on that matter."
> **T3:** "I don't know any official documents about this topic. Nevertheless, I have modified some evaluation rubrics to give feedback. This has been found in some educational books."
> [First Interview. Question 2, August 2021]

Four out of the six teacher do not have any information about documents that specifically address this issue. Then, they coincide on bringing up the possibility to create policies that allude feedback as the next excerpt illustrates

> **T2:** "This way, the feedback would be somehow "universal" easing the learning process, not only for teachers but also for students and families who supports the learners process."
> **T5:** "They are and should be an essential element for the students' learning process"
> [Questionnaire. Question 3, September 2021]

They all concur stating that this would be beneficial as it would ponder feedback as a significant and indispensable element that could empower teachers' practices and would also provide a guide so that teachers can be supplied with elements that can be used in this classes.

Finally, to validate a view that also contemplates the role of the experience on the feedback process, it was asked to the participants their opinion about the existence of a space in which teachers could listen to others and their practices related with feedback. The contributors of the study shared their view and some of the reasons why they see this as a positive exercise as the next data demonstrate

> **T1:** "We can enrich and transform our own experiences on that."
> **T2:** "Sharing experiences is a useful tool that can help other teachers to improve their teaching practice, especially in the way of giving feedback. This way, teachers can identify the strategies that are working and the ones that are not in order to encourage the students to recognize their strengths and weaknesses."
> **T5:** "We have already had that experience through some workshops with the other English teachers and it was useful and enriching to listen to their way to grade and give feedback, in order to improve on each one's own"
>
> [Questionnaire. Question 3, September 2021]

They all agree that there is a need to create special spaces that approach this kind of evaluation and assessing processes, and that this would be beneficial for the teachers and as a consequence it could have a positive impact on the students. Then, it is an aspect in which we still have a lot to do from an educational perspective.

Feedback's changing state. The next element to be contemplated is feedback and its likeliness to change and transform. Following the premise in which Borg (cited in Birello, 2012) declared that there can be two kinds of beliefs, peripherical and core, it was necessary to examine if feedback could be deemed as any of these. This demanded the creation of inquiries that specifically addressed the changes that this notion had suffered according to the participants and their perspectives as the next data illustrate.

> **T1:** "The definition of feedback has been changing from a proposal to obey and repeat a stipulated model to a communication and reflection process for improvement and analysis."
> **T3:** "The definition of feedback has changed in an important way. In a first moment, feedback was a process in which I explained to my student the reason why the grade. Now, it is a process in

which I can explain the mistakes, give advice, create solutions and invite to be better in the next activity."

T4: "Feedback was considered as a way to punish students when make a mistake but Now it is a tool to improve."

T6: "...for me to maybe just stop focusing on how to tell the student and improve in some matters but also the feedback has to do now for me with valuing what they are able to do regardless of the elements that you know they can improve with time and that includes what they do outside of the class so yeah like feedback you know it's not now for me mostly about pointing out the things that students need to work on but in make them aware of the things that they can do right now and work around that to tell them."

[First Interview. Question 4, August 2021]

This general perspective allows to state feedback as a *peripherical belief*, which means that it is an element that has been in constant change throughout the teachers' careers and that has enabled new practices and actions that aim for an accurate performance. This means that teachers perceive that feedback had an unfavourable outlook and that over time it has become into a process that can aim for students' improvement.

The next element that data revealed was the influence received from external people and the changes (if any) that feedback had experienced consequently.

T1: "The university where I studied and the school where I work."

T3: "The teachers at the Pedagógica University and my co-workers, who have more experience in the education field and have applied a set of strategies in the classroom to enrich the experience and classroom learning."

T5: "My students I think obviously we are always having these teachers meetings in which we discuss about feedback we discuss about how to make successful feedback after exams after homework how mandatory it is to do it or in which way how to highlight mistakes how to highlight positive attitudes so we have always had those meetings in which we exchange concepts of their feedback but actually I consider my students have been the ones who have influenced my concept like the most"

[First Interview. Question 5, August 2021]

The participants differ on the actors that have been involved on that changing feature in which feedback can be conceptualized. On one hand, some state that it has been thanks to the professors that they have gained knowledge about this process, affirming the direct impact that these characters may have regarding this matter; also, reinforcing the idea that enhancing the

way and spaces that allow feedback should be considered at higher education institutions so that

the impact is always positive on the future teachers. Additionally, other principal characters on

the process of providing feedback, according to some teachers, are the students who have shaped

the way in which teachers accomplish this task. By any means, the participants acknowledge that

the conception of feedback can be transformed and that outer individuals can affect this process.

Now, the next data exhibited teachers thoughts about the changing state of feedback in

Colombia from a general perspective.

> **T2:** "Well I consider that some years ago Colombian education used to focus on show the weakness of students and what they had to improve but I think that the current system of feedback in Colombia show the students not only their weakness but also their straightness and additionally they show in how they can improve..."
> **T4:** "I think it has changed because education has changed un the way teachers understand that evaluating is not a punishment it is a process."
> **T5:** "I don't know if it is possible to mention only Colombia but due to this current situation we are maybe the proof that feedback has changed thanks to this pandemic...this virtual classes or this virtual encounters we have lived and experienced with our students we are the proof that shows the feedback has changed and from and talking to our students directly in a classroom in a teachers lounge to meeting them on teams Google Classroom zoom or any other platform to try to show them an and these mistakes or these issues they should improve..."
> [First Interview. Question 3, August 2021]

These beliefs would allow to affirm that feedback can also be contemplated as a dynamic

and transforming element not only for specific teachers but that there has been a transition in the

way feedback has been envisioned and approximated even in a national context. Further, T5

mentions the current pandemic, which is an external situation that has impact all contexts and

spaces and certainly education, and it reveals that these factors have also changed the dynamics

that take place in teaching and learning. This means that transformation and adaptation is a

constant in education.

Additionally, the next except will include information regarding the levels of education

and the level of change this would involve.

T5: "feedback is not going to be the same when you teach in a school if it is private public if you teach in an institute …private classes private lessons at home and…if you are a teacher in a university if you are a teacher in a public university or private if you are teaching your teaching in the university but you were teaching like a regular English course or a bachelor's degree and related to languages…"

[First Interview. Question 3, August 2021]

T3: "[It is necessary to] Understand the context in which feedback is generated"

[First Interview. Question 7, August 2021]

This means that another factor that allow feedback to be contemplated as changing, refers to the people that receives the feedback; in other words, data shows that the feedback depends on the particular objectives set on the course.

T5: "feedback always changes and because there are many circumstances that define how we should build feedback because it is always going to depend on the population the age the context, I mean the institutional context the social context… so I have learned feedback is always going to depend on your population on your student and what they really need for overcoming difficulties but always relating them with their purpose depending on the subject or the level they are facing with."

[First Interview. Question 3, August 2021]

Then, the expectations on the activities that take place in a classroom differ depending on the level of the student and this has a direct relation to the feedback they are going to receive. In other words, teachers must keep in mind that what they require from the students has to be with the possibilities they have and the objectives that are set for the course, which will differ depending on the students' level and the institutions when learning is taken place.

Normalizing mistakes. This subcategory emerged from the repetitiveness in which the teachers of this case study presented this aspect when talking about the transition in which feedback has transformed in a personal and a general way. Therefore, data illustrate the incidence of mistakes on the process of feedback according to the participants

> **T1:** "Little by little we have been moving from behavioral engineering, where mistakes and errors must be avoided. Gradually, we have been including vital aspects in the feedback such as tastes, potentialities, feelings, and projections. We have made errors and mistakes as tools for improvement."
>
> [First Interview. Question 3, August 2021]

This exemplifies that there has been a conversion and renewal on the way mistakes and errors were conceived in the past and are conceived now. This has a very close relation to feedback as mistakes and errors are aspects that are taken into account when that process is being done; then, the potentiality that this would mean for the students' is also enormous. The next excerpt will show how these actors have been involved.

> **T4:** "My students have improved My concept of feedback because it is a powerful tool to get advantages of our mistakes"
>
> [First Interview. Question 5, August 2021]

> **T5:** "…learning mistakes are normal are necessary and are like part of the learning process they are helpful for improving and they're useful in our context as teachers for also learning from our students in the same way
>
> [First Interview. Question 6, August 2021]

Then, students have constantly supported this idea and teachers began to conceive these elements as valuable and beneficial in the learning process. Additionally, T5 states that it is a mutual and reciprocal process as teachers and students are learning from the other and this will definitely have a substantial retribution that will be evident on the student's learning process. Data shows teachers' eagerness to transform this concept.

> **T5:** "…one of the main goals is to make students realize making mistakes is normal and making mistakes is necessary in a learning process so it is important for them to understand that making mistakes doesn't have to be something embarrassing or something negative at all but something that is always going to help them improve their skills and obviously in order to to not to make them again in order to to correct them but it is important for them to understand this because they is necessary that they understand they're always going to make mistakes…they must understand that new mistakes could happen as well and each time feedback is going to be necessary"
>
> [First Interview. Question 6, August 2021]

T1: "To be aware that mistakes are normal, and we can learn from them. It is expected to improve and prevent future similar mistakes and progress in each skill. Also, it is expected students can identify their strengths and take advantage of them."

[Second interview, Question 3, September 2021]

Therefore, this is a conception that connects with the category that aims to allow students to improve through this feedback process. It implies a constant emphasis and spreading on this belief from the teachers' side, if necessary, so mistakes can be seen from a positive perspective that will enable students to receive that feedback and take action about their learning.

Category 3. Used instruments to provide feedback

After analyzing some of the perceptions around feedback, now it is time to state the types that allow this process to happen and that are present and constantly used. Ambrose et al. (2010) and Hattie & Clarke (2019) mention that there is a large number of methods used by teachers, however, we can state that some instruments will be preferred and selected with more frequency than others. Then, the next subcategories will show the tools that the participants of this case study normally adopt for this purpose. As it will be seen below, teachers will refer to instruments that can be used when assessing activities regarding productive skills.

Rubrics as a common instrument. Ambrose et al. (2010) define rubrics as "a way of explicitly representing performance expectations" Data illustrate the elements that teachers decide to use in order to provide feedback.

T2: "…Let's say that a rubric is used in what is suddenly a speaking or a writing that explains to the students with which the teacher also has clarity about what is being evaluated. So what vocabulary am I evaluating, what grammar am I evaluating, am I evaluating fluency, am I evaluating good and so on.

T1: "Through specific criteria for each skill. According to different and important aspects of each one of them. Usually, it is used a chart or an assessment criterion with the aspects and expected results of the task.

T3: "I try to use a rubric evaluation tool."

T6: "Well I usually try to use some rubrics which are like tide up with the grade and so ranging from one to 10 for example where 10 is like the highest grade for a task then those points are subdivided in what I care the most..."

[Second interview, Question 3, September 2021]

With this information, the participants agree that with a rubric it is possible to evaluate the different skills and that it is achievable to do formative and summative assessment because it is communicating the student its progress and grading the activity at the same time (Hattie & Clarke, 2019; Ambrose et al. ,2010). An example of this is possible to see on Figures 7 and 8, when developing the last activity to gather data, T2 decides to use a rubric to assess the speaking performance of the two students.

Figure 7

Teacher 2 artifact 1. Speaking rubric

BOY

Grammar	Needs Improvement	Satisfactory	Good	Excellent
	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.
Pronunciation	Needs Improvement	Satisfactory	Good	Excellent
	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.
Vocabulary	Needs Improvement	Satisfactory	Good	Excellent
	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Student was able to use vocabulary but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	Needs Improvement	Satisfactory	Good	Excellent
	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Fluency	Needs Improvement	Satisfactory	Good	Excellent
	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed that comes close to that of a native speaker.
Content	Needs Improvement	Satisfactory	Good	Excellent
	Content is poorly prepared. Little to no examples, explanations. Uses terminology without knowing its meaning.	Content is adequately prepared. Examples are given where necessary Some aspects remain unclear. At least four items mentioned.	Content is clearly prepared and distributed. Good examples which fit the subject and audience. At least 4 items mentioned.	Content is perfectly prepared and distributed. Good and appealing examples are given. At least 4 items mentioned.

Note. The figure shows the rubric used by Teacher 2 to evaluate a speaking task from an adult on 6th semester of business administration

Figure 8

Teacher 2 artifact 2. Speaking rubric.

BOY

	Needs Improvement	Satisfactory	Good	Excellent
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Satisfactory Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Satisfactory Student was able to use vocabulary but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Good Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	Satisfactory Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed that comes close to that of a native speaker.
Content	Content is poorly prepared. Little to no examples, explanations. Uses terminology without knowing its meaning.	Content is adequately prepared. Examples are given where necessary Some aspects remain unclear. At least four items mentioned.	Content is clearly prepared and distributed. Good examples which fit the subject and audience. At least 4 items mentioned.	Content is perfectly prepared and distributed. Good and appealing examples are given. At least 4 items mentioned.

Note. The figure shows the rubric used by Teacher 2 to evaluate a speaking task from a teenager on 11 grade

When asking T2 about the origin of this rubric, T2 said that the creation of this evaluating chart is a compilation that includes information that was produced in the school, found from the internet and from other colleagues. Also, as the piece to collect data states (See Annex 6) this exercise was completed by an adult on 6th semester of business administration and a teenager on 11 grade, it was observed that the teacher used the same criterion to evaluate the students, which shows that regardless the age and level of education it is possible to assess their performance considering the same aspects.

This reveals valuable evidence, affirming that rubrics can be universal and still specific in the way it displays the particular aspects that are required and necessary to consider. Further it demonstrates that it is in the hands of the teacher to make use of this tool that although it can take some time to construct and it may need changes, it allows to have the objectives of the task clear from the beginning.

Consequently, data revealed the necessity of using this instrument

T2: "The rubrics not only help the teacher to know how to access the rest students but the rubric also helps the students to know how they're being assessed and what are the things that this specific things that they need to work on."

[First Interview. Question 7, August 2021]

T2 expresses the collective advantages and it affirms that, as Ambrose et al. (2010) mentions, rubrics make clear the criteria for whatever task and in that way, it facilitates for students to concentrate on specific objectives. T2 establishes rubrics as a clear instrument that allows to evaluate students effectively, according to the interview and when it was required to provide feedback on an activity the use of rubrics was the first choice, the actions and beliefs of T2 are coherent. Thus, the advantages to use this tool when providing feedback for some teachers are significant.

In contrast, we will present on figure 9 and 10 the written activity that was required for teachers to assess in the way they will normally do it in their institutions.

Figure 9

Teacher 3 artifact 1. Writing rubric.

Note. The figure shows the rubric from Teacher 3 to evaluate a writing activity

Figure 10

Teacher 3 artifact 2. Writing rubric.
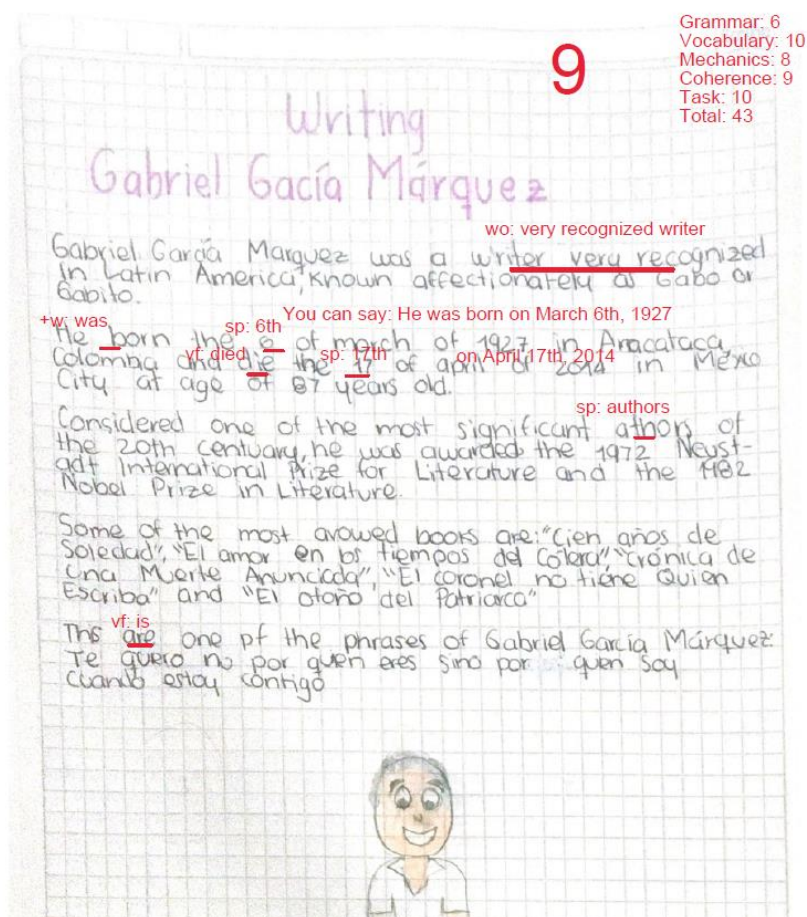

Note. The figure shows the rubric from Teacher 3 to evaluate a writing activity

T3 decided to do this activity by recording the screen, talking and showing the student a rubric with the required elements and the performance. Although there was a use of a rubrics the possibility to have the teachers' comments at the same time complemented this assessment in a great way; this because it is not only a chart with the highlighted items but it is the voice of the teacher contributing with his or her perspective. Regarding the origin of this rubric, T3 stated that one of the head of department teachers from the institution provided this chart so that all the English area could have a common criterion for the required tasks. In comparison, T1 with the figure 11 shared a written activity exercise that was done at school.

Figure 11

Teacher 1 artifact 3.

Note. The figure shows the writing activity from a 6th grade student of Teacher 1

Here it was possible to identified that there was not a structured rubric that detailed the information about the students' performance, still the evaluated aspects for the grammar task such as grammar, coherence and so on were shown and graded. This could demonstrate that not all teachers have the same preferences and technological tools to provide feedback and that they happen to sort the situation to complete this process considering the kind of activity, the possible tools and the time.

Individual and group feedback. Delivering feedback also includes thinking about how the receivers, this is the students, are going to have access to this. Data showed some opinions regarding this matter.

> **T6:** "I think that like opportunity to work with each student rather than with the whole class when giving feedback is what makes it more effective, I think"
>
> [First Interview. Question 8, August 2021]

> **T6:** "...generally and I speak groups they don't get that opportunity to have like a separate like an individualized am let's say appreciation and when feedback comes it is one of those opportunities so it is a chance for them to note that at least from my part I am also considering their individual progress...."
>
> [Second interview, Question 3, September 2021]

According to T6 it is more accurate to center on one student, this as it would be possible to address specific aspects in which it is necessary to work on and although group feedback could be enriching, he considers that keeping in mind their individual learning process can elevate the levels of effectiveness for the students.

In contrast, data revealed a different opinion.

T3: "...let's say that the one that has worked for me as I mentioned above is that they exchange homework between them let's say when they have practices of the international exam...they exchange notebooks and grade their partner and in the end it is given feedback in a group way, let's say that it has worked for me and I have seen progress on the students respecting to at least practice"

[Second interview, Question 3, September 2021]

With this, T3 highlights how useful and profitable could be to let students also evaluate, it this way they would have a responsibility and would pay attention to what and why mistakes take place on certain activities. It can be affirmed that the use of a multiple or individual kind of group to provide that feedback could also be a response to the next category which asserts to mention some of the constrains and limitations that exist and that relates with the available time that can be used for this process to take place.

Category 4. Barriers when providing feedback

After talking about some of the beliefs that constitute the conception of feedback, now it is time to mention some of the particular characteristics that according with the teachers' viewpoint may interfere on the course of this action; as a result, it is essential to name elements that intervene and perhaps hinder the feedback process. First, it is possible to refer to time and the way in which the big or little amount of this can be problematic for teachers and some of the opinions state that this aspect can definitely modify the effectiveness of feedback. The next one would be related with one aspect that, according to the participants of this study, immediately reflects on the way students answer to feedback, this is the clearness that should be included in every task so that students can develop the diverse activities on a successful way

Limited time for feedback. This subcategory states that time is one of the biggest

constrains that the participants identified as an element that interferes with feedback. Data

showed some opinions that address the moment when teachers' do this process

> **T5:** "I try whenever I have the time to take some time to also value what students are doing like that part of the feedback is also very important like not only highlighting what can be improved but what is being done right."
>
> [Second interview, Question 2, September 2021]

> **T3:** "I provide feedback to my students when we finish each activity. In some moments the feedback is more complete. It depends on the time that we have."
>
> [Second interview, Question 3, September 2021]

This validates the idea that time is an influential element on the feedback process and its

delivery and T1 confirms the relevance and the existed struggle teachers deal respecting this

aspect as data revealed

> **T1:** "Feedback is a fundamental part of the student's learning process, however, sometimes and due to adverse situations, it can become complex ... due to situations like the one that is currently being presented, conducting feedback outside of class is difficult since time is not enough and due to internet, electricity and other issues they cannot be carried out constantly and individually. To solve these difficulties, it has been chosen to send emails to provide feedback, but it is not as helpful as advice to clarify doubts."
>
> [Characterization, question 14, July 2021]

Ambrose et al. (2010) alludes to what they call *Targeted Feedback,* and which can be

useful and effective when the timing is correct; in other words, for this process to have a

powerful effect it needs to be provided close to when the student completed the task. Then the

obstruction would conclude with a less efficient result. T1 evidences some external situations

that create difficulties that interfere on a negative way on the way and the space that a teacher

would dedicate for feedback. The data below reinforce the thought of time as a limitation during

this process.

> **T6:** "I would love to have you know time to just sit down with students and talk to them and yeah but in reality, that a little hard so I mean there is always that like the rubric that you can share with students depending on whatever assignment you give them you can tell them…sometimes there's just enough time to talk with each of them…
>
> [First Interview. Question 7, August 2021]

> **T1:** "…I make an effort so that each of my students receives the respective feedback in a personalized way, this is usually complex due to lack of time from both the students and the teacher…"
>
> [Characterization, question 18, July 2021]

Another aspect that enters in the picture, according to the previous idea is about the time that students are having. "Processing time is a significant factor in second language performance, one that has pedagogical salience in the classroom" (Brown, 2007). Therefore, it is imperative to examine if timing is also affecting the moments that the students have in the classroom. To conclude, if students are not having the enough time to process and express and if teachers are not able to have space to provide feedback to students, then the learning and the teaching processes are being sacrificed and the quality in education cannot be considered as the most outstanding.

Lack of clear instructions and its influence to develop tasks accurately. The current subcategory emerged from what the teachers identified as one of the aspects that could damage and negative impact students' performance, this is the lack of instructions that could exist when assigning a task. Data illustrated that the participants belief that when students do not know what the performance criteria are, it is difficult for them to practice appropriately and to monitor their progress and understanding.

> **T2:** "It's important that students have clear the objectives and criteria of each one of these tasks and that they are aware of the expected results. After presenting each task, evaluation or class activity is important to provide them personal feedback according also to their progress."
>
> [Second interview, Question 2, September 2021]

T6: "…when students know I think and they know how an assignment is going to meet with the learning objectives that the teacher sets prior the performance for the production of such of an assignment I think that more aware or what they need to do and what they need to learn how they need to practice so when feedback comes you kind of meet with those learning objectives I I don't know if you can call that a strategy but that's what I would answer clear"

[First Interview. Question 7, August 2021]

"When students know the goals, are given opportunities to practice and get feedback, and are able to show their level of understanding — learning is supported" (Ambrose et al., 2010). This indeed involves the teacher and the way in which he or she instructs the student during the class before doing an activity. As an example, it is possible to perceive on figure 12, when T6 writes the directions for the task and the specific information that will be necessary to complete. This way, a student will know all the information about the activity and at the same time go back to check that he or she is achieving what it is being asked before turning it in.

Figure 12

Teacher 6, artifact 1

You want to become an online Spanish teacher for English speakers from the US and Canada. Your job is going to be fully online, and you can teach from home. You may start teaching classes next Wednesday and you need to write an email to your new boss. Her name is Erika Jhonson. In the email, you need to:

1. Briefly introduce yourself and your experience as a teacher (fictional).
2. Ask your boss to have an online interview with you: give an hour and a day.
3. Ask about the general work conditions (schedule, platform, etc.).

The text should be around 100 words.

Hello boss good afternoon,

My name is Erika Jhonson, I want to tell you that my experience as a teacher is very good, and I like doing dinamic classes, I like to do group work, I'd like to do camp work, I like that all students participate. I think positive as a teacher.

I hope to have a conversation next tuesday at nine AM.

My E-mail is jhonsonerika@gmail.es

My phone number is 12345678910

See you soon. Happy afternoon.

Note. The figure shows the instructions for a writing activity from Teacher 6

Although, this aspect is challenging to identify as it was not possible to access into a specific population and the answers. However, the artifacts were a window and a glance to see how instructions are provided and the feedback that is given after the accomplishment of the task of some of these artifacts. On the next figures (figure 13 and 14) it was possible to examine different things.

Figure 13

Teacher 2 Artifact 3.
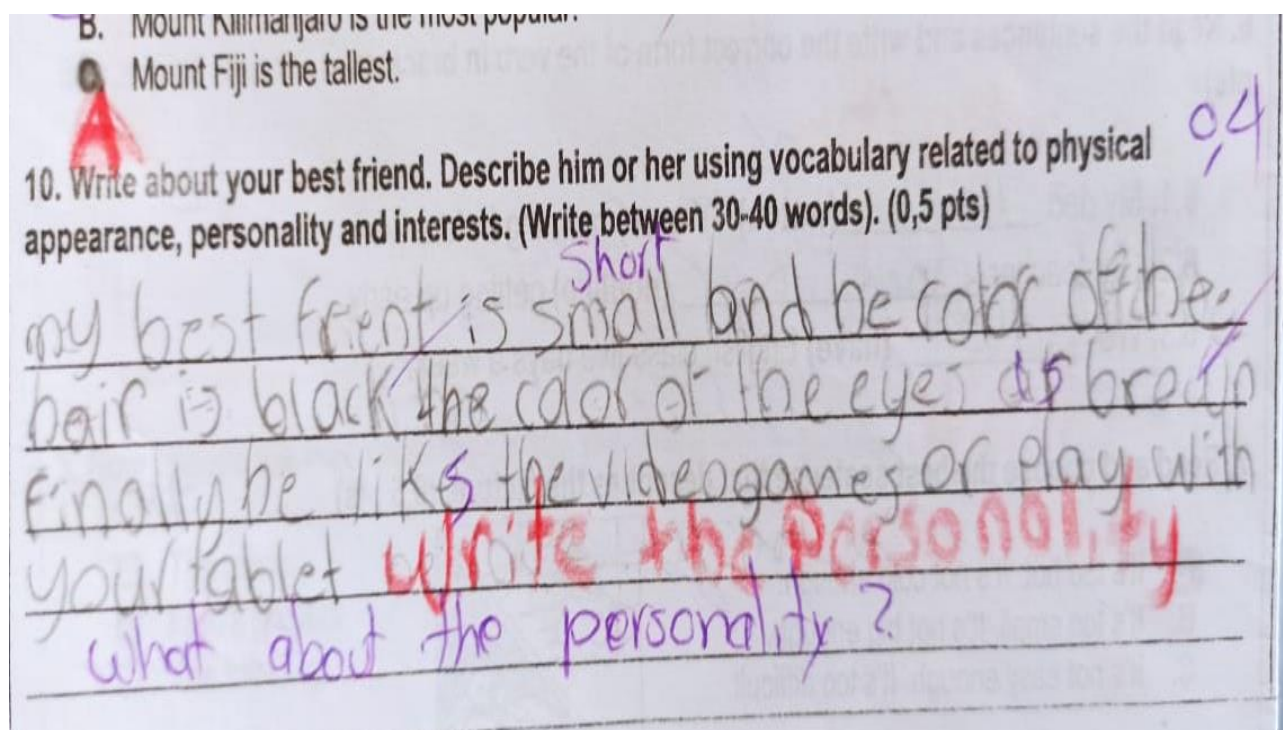
Note. The figure shows the writing activity from Teacher 2

Figure 14

Teacher 2. Artifact 4.
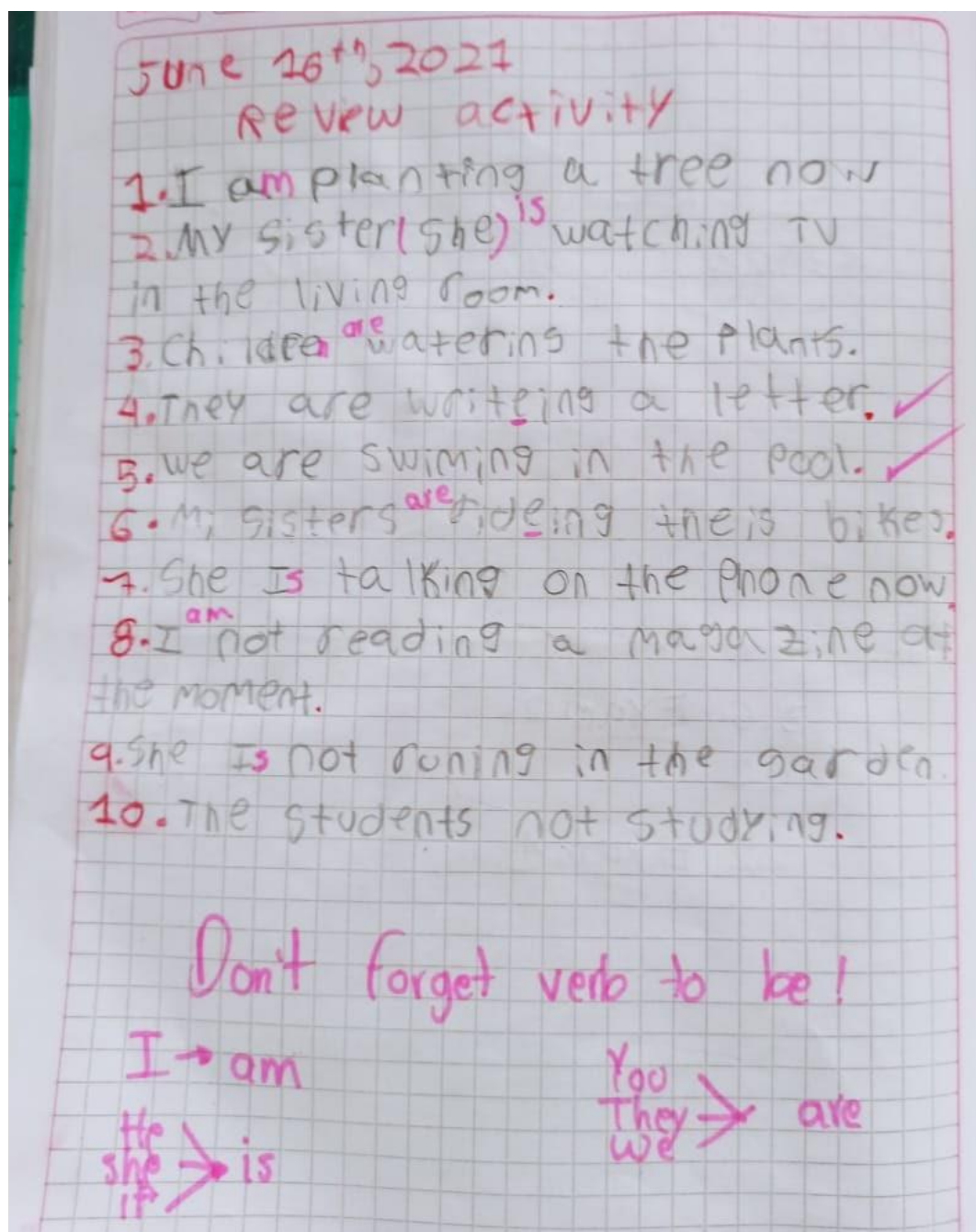
Note. The figure shows the writing activity from Teacher 2

The first artifact (Figure 13) it seems to be a worksheet so the instructions were clearly stated before the activity that the student had to develop. This simplifies the process and would not allow to misunderstanding as the student has access to the instruction whenever he or she needs to. When providing the feedback, after the activity was done, the teacher rewrites the instruction so that the student is aware of the missing information of the task. As a consequence, there could have been other factors such as time or lack of knowledge that did not allow the student to finish the activity and then the teacher highlights the missing part so that the student knows the reason of the grade he or she will get.

The next artifact (Figure 14), as it says, it is an activity to review, the instructions are not written which could mean that were given before the activity or in another moment; as a consequence, the student do not have access to this and has to remember and complete the activity. At the end, T3 writes the grammar structure of the tense that was supposed to be reviewed through this activity so that the student, by having the information, can corroborate his or her knowledge concerning that topic. Then, it would depend on the activity for the instruction to be written or not but it is equally important to explicitly mention what will be address and assess on the activities for students to pay attention and answer on that same perspective.

Chapter 5: Conclusions and Implications

This chapter presents the conclusions from this case study which are based on the data analysis. It also establishes some relevant implications this study has for Colombian education, the Universidad Pedagogica Nacional, the participants of this study and for me as a novice researcher and pre-service teacher. And finally, it provides some recommendations for further research.

Conclusions

The aim of this case study was to identify and characterize teachers' beliefs regarding feedback. For this purpose, the participants were selected with some similar features so it was possible to categorize them, then it was acknowledged that all the contributors were from the same university. At the same time some of them belong to primary education, others to secondary education and the others to a university; this to have a wide perspective on the issue to study. With the purpose of answering the research question, two objectives were established:

- To examine and describe teachers' conceptions regarding feedback.

- To characterize the ways of providing feedback currently used by novice and experienced EFL teachers from different levels of education.

In order to reach these objectives different instruments were designed so it was possible to have access to this information from the participants. As a consequence, some categories originated from this case study and after the data analysis comprising some of the particular features that can constitute feedback. It is important to highlight that although feedback aimed to be considered in a general way, so it was possible to have a wider perspective from the teachers'

view, the participants predominantly concentrated on feedback when assessing productive skill abilities.

Now, as a response to the first objective it was necessary to identify elements that allowed to conceptualize feedback. The data gathered enabled to the conception of feedback as an element that can be used to raise consciousness among students and to be a guide for them to improve when they are learning. To support this, it was also required to include teachers' experiences, either in their education or in the different organizations where they worked, analyzing the relation these named experiences have had on the creation and assumption of the objectives of feedback. These characteristics pinpointed that feedback can be meaningful for teachers and for evaluating the students' learning process. Data revealed that it has been a process of continues changes in which the participants have created, transformed and shaped a conception that permit that they give feedback in a certain way.

The next two categories emerged as a response to the second objective that aimed to characterize the forms that feedback could have, including teachers' most common practices and what they have perceived as effective in their contexts. Data illustrated that rubrics were the common element that teachers used; additionally it was possible to state that individual and group was another form in which teachers had the opportunity to deliver feedback. Along with this, there were identified some constraints and obstacles that hinder the possibility for feedback to take place and have even more generous spaces in the classes. This indicates that although teachers struggle and strive to make the time for conferring students the possibility to know and understand aspects of their learning, there are aspects that reduce and difficult the performance of feedback.

According to the results it is feasible to say that feedback continues to be relevant and necessary and that teachers focus on showing students the major benefits that this space can propose in their learning. However, it is imperative to bestow feedback a greater territory if we believe it as relevant as we say. In other words, it is necessary that these practices are promoted not only in the classroom but also from scenarios such as the university in the education and training of the teachers to face the challenges that can be presented in the classroom, which will consequently require the creation of educational policies that detailed the practices and elements that need to be considered to enhance students learning processes from feedback.

Implications

The aim of this case study was to identify and analyze teachers' beliefs regarding feedback think about the different aspects that differentiate each teacher. Therefore, several implications arose from this research study, these directly affecting different actors such as Colombian education and its policies, the participants of this study and finally me, as a teacher and researcher.

First, with this case study it was possible to identify some of the necessities in Colombian education and its policies regarding the feedback. To begin with, it is imperative to recognize the lack of opportunities future teachers have to revise some aspects concerning feedback and evaluation in their careers in an explicit way. Although assessment is not the most important element when teaching, it is crucial to approach this topic before entering the classroom; checking the possible procedures and practices that could be experienced.

This has a big implication for the Universidad Pedagogica Nacional as an institution that instruct educators. It demands the establishment of spaces at the university in which future teachers under favorable circumstances can perceive what feedback means in teaching and learning in a tangible way, endowing them with strategies and tools that can be useful and giving them the opportunity to gain some expertise, so when they enter a classroom for the first time, they do not feel disoriented to assess their students.

Additionally, the teachers that decided to participate on this project were essential and the fulfillment of the activities that took place on this case study provided them with the freedom to communicate with no restriction their concerns, beliefs, conceptions and perception talking from their experience and how they related with feedback. This allowed them to reflect on their practices and how assessment was being done in their classroom as I sought to explore the origin of their practices and perceptions and how this has evolved considering their experience, the institution where they belong and their relation with their studies. According to the results, it is imperative to supply novice and experienced teachers with more specific guidelines that allow them to learn about how feedback can be provided in different moments for better and successful learning, which implies a change on the perspective in which assessment is not only grading but it goes beyond that and it need to be contemplated in education. Also, this opens the possibility to believe that perhaps offering some workshops at school or the place where teachers are working could take part of their training and will enrich their system of beliefs.

Finally, there are relevant implications for me as novice researcher and pre-service teacher. Seeing what the different participants state regarding feedback from their years of experiences, places where they teach and the diverse beliefs they have acquired, even though

they are from the same university, allow me to reflect about the relevance of theory and practice

as part of what being a teacher is; being able to start reflecting about such important aspects

before becoming a professional will definitely have an impact on my practices. Also, knowing

some of the challenges that take place in the first years of experiences and knowing how other

colleagues faced them will directly impact on how my practices will try to be and the effort I will

make to positively affect my students in the future.

Limitations of the study

Different limitations were faced during the development of this case study. The first one was the selection of the participants as due to the pandemic situation that arose in 2019, it was more complex to contact some of the teachers to be part of this research. Later, and for the same reason, the difficulty to meet them as a result of the different schedules and their tasks at work delayed the collection of data more than expected. However, the internet favored and made some encounters possible between the researcher and each participant.

Additionally, the increase in the responsibilities and duties that the contributors had on their schools because of the virtual classes, made it difficult for them to be able to deliver some of the necessary data on time for this investigation. In spite of that, the positive attitude from the teachers and their effort to make space so that the data could be gathered allowed for the successful development of this case study. Finally, the lack of time limits the possibility to collect more data. As a consequence of the established calendar and the delivery deadlines settled by the university it is challenging to make a deeper analysis on a topic that is crucial for teachers, students and for EFL learning.

Further research

This case study aimed to described some of the beliefs that teachers had regarding feedback on the Colombian context, considering particular aspects that form each teacher. Further studies that can complement this research can focus on a documentary study or analysis that seeks to find studies as well as the official documents that can frame feedback and allow to explore what has been written in different countries regarding this matter. This would help to understand the policies that have raised on this matter and the way it has been interpreted in the different institutions. Additionally, to have a greater perspective on the influence of feedback it would be accurate to examine if timing is also affecting the moments that the students have in the classroom and as a consequence this has an impact on his or her performance.

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Annex

Annex 1. Characterization Survey Sample.

ENCUESTA DE CARACTERIZACIÓN

Fecha:

Nombre:

1. Sexo
   - ○ Femenino
   - ○ Masculino
   - ○ Prefiero no mencionarlo

2. Edad

   25

3. ¿Cuál es su estado civil actual?
   - ○ Casado
   - ○ Unión Libre
   - ○ Separado
   - ○ Viudo
   - ◉ Soltero

4. ¿En qué ciudad nació?
   Bogotá

5. ¿En qué ciudad vive actualmente?
   Bogotá

6. ¿A qué nivel socio económico corresponde su vivienda?
   - ○ 1
   - ○ 2
   - ○ 3
   - ○ 4
   - ○ 5
   - ○ 6

7. ¿Con quién vive usted?
   - ◉ Familia
   - ○ Solo
   - ○ Amigos
   - ○ Otro _____

8. ¿Usted tiene Hijos?
   Si   No X   Cuántos

9. ¿En qué universidad realizó sus estudios?

   Universidad Pedagógica Nacional

10. ¿Qué programa estudió?

Licenciatura en español y lenguas

11. ¿En qué fecha se graduó de la universidad?

   2018 II

12. El colegio donde trabaja actualmente es

   ○ Público   ◉ Privado

13. ¿El colegio donde trabaja actualmente maneja algún programa de bilingüismo?

       Si X   No   Cual

14. ¿Cuánto tiempo lleva trabajando allí?

   1 año y 8 meses

15. ¿Qué aspectos considera indispensables tener en cuenta en la labor que realiza?

   - Comunicación asertiva con los estudiantes
   - Llevar un seguimiento adecuado del proceso académico de los estudiantes
   - Conocer las necesidades de los estudiantes
   - Tener claridad frente a lo que se evalúa y cómo se evalúa (rúbricas de evaluación)
   - Tener sentido de exigencia.

PARA LA SIGUIENTE SECCIÓN MARQUE CON UNA X EN LA RESPUESTA QUE CORRESPONDA CON SU OPINIÓN

16. ¿Qué tan importante considera usted la retroalimentación en el proceso de aprendizaje de los estudiantes?

Muy importante   X   Importante

Poco importante   No es importante

Por qué

Con la retroalimentación se fortalecen los procesos metacognitivos de los estudiantes y ellos sabrán que aspectos deben revisar y reforzar.

17. Su experiencia relacionada con la retroalimentación recibida en el colegio puede catalogarse como

○ Muy buena   ○ Mala

○ Buena   ○ Muy mala

○ Regular

Por qué?

Los docentes mostraban sentido de organización, aclaraban lo que se evaluaba, la manera en la que se evaluaba y a partir de eso, establecían planes de mejoramiento según las falencias que tuviéramos.

18. En cuanto a sus estudios universitarios, su experiencia relacionada con la retroalimentación puede catalogarse como

○ Muy buena   ○ Mala

○ Buena   ○ Muy mala

○ Regular

Por qué ¿

Los docentes de la mayoría de asignaturas siempre daban claridad frente a lo que se evaluaba en alguna tarea en específico y de los aspectos a reforzar. Sin embargo, este proceso de retroalimentación no se daba en todas las asignaturas.

19. ¿Hubo materias de la universidad que abordaban el tema de la retroalimentación y su uso?

No

—

20. ¿Cómo catalogaría la formación recibida en sus estudios para proveer retroalimentación a sus estudiantes?

○ Mala

○ Muy buena

○ Muy mala

○ Buena

○ Regular

Por qué?

Poco se hablaba de cómo nosotros como docentes podíamos dar un buen feedback a los estudiantes.

21. ¿En el colegio donde actualmente trabaja

      a. le han dado instrucciones específicas de cómo realizar la retroalimentación?

      b. tiene autonomía en la realización de la retroalimentación?

Detalle su respuesta

Los docentes del área de inglés tienen autonomía en la realización de la retroalimentación pero siempre basados en una rúbrica (diseñados por cada docente o el docente a cargo) con los aspectos específicos que se tienen en cuenta para evaluar.

Annex 2. Interview Nº 1 Feedback Sample

FEEDBACK				
PARTICIPANT	1. Definition of feedback?	2. Official documents (national or international) with feedback guidelines	3. the conception of feedback has changed in Colombia?	4. How do you think the definition of feedback has changed through time for you?
T3	I consider that feedback is a set of information about how someone is doing a task, the progress, and opportunities to improve or modify his abilities, in order to achieve the goal success.	I don't know any official documents about this topic. Nevertheless, I have modified some evaluation rubrics to give feedback. This has been found in some educational books.	I am sure that it has changed, but I don't know about this topic.	The definition of feedback has changed in an important way. In a first moment, feedback was a process in which I explained to my student the reason why the grade. Now, it is a process in which I can explain the mistakes, give advice, create solutions and invite to be better in the next activity.
T4	Feedback is the way you mame your students concious of their mistakes	I do not have any official document that provide guidelines about feedback	I think ir has changed because education has changed un the way teachers understand that evaluating is not a punishnent ir is a process	Feedback was consider as a way to punish students when make a mistake but Now it is a tool to improve

5. Who has influenced your concept of feedback?	6. What do you think are the goals of providing feedback?	7. Which strategies do you think are necessary to use when providing feedback?	8. What makes feedback more or less effective in the EFL classroom?
The teachers at the Pedagogica University and my coworkers, who have more experience in the education field and have applied a set of strategies in the classroom to enrich the experience and classroom learning.	▪ Recognize and analyze mistakes. ▪ Improve the activity. ▪ Find a solution and create new strategies. ▪ Learn trough our experience. ▪ Improve our self-confidence and relationships.	▪ Create a comfortable environment. ▪ Use a sweet tone. ▪ Give the opportunity to talk about the activities. ▪ Listen to our students.	The tone of our voice can make more or less effective. Because our students can feel the feedback like a way to improve or like a scolding.
My students have improved My concept of feedback because ir is a powerful tool to get advantages of our mistakes	Encourage students to improve their level. Share opinions and points of views	Allow students to argue their opinios and their results Recognize their mistakes	The way teachers approach this tool without demotivating students

Annex 3. Interview Nº 2 Giving Feedback Sample

NICKNA MES	1. What types of feedback can be implemented in a classroom?	2. What linguistic aspects or classroom actions do you take into account to provide feedback? (types of feedback)	3. What do you expect from learners when you provide feedback?	4. Do you provide feedback to your students? When and how often?	
T1	Informal feedback, cooperative feedback, self feedback, formal feedback.	When providing writing feedback, it's important to establish an assessment criterion, in my proper case this includes Grammar, Vocabulary, Mechanics, Coherence and the Task. Each one of these aspects has a specific grade.	To be aware that mistakes are normal, and we can learn from them. It is expected to improve and prevent future similar mistakes and progress in each skill. Also, it is expected students can identify their strengths and take advantage of them.	Yes, I do. Every time they deve	
T4	Formal, informal and formative fb	the linguistic aspect that I take into account are convention conventions	I expect from learners that they realize their mistakes and improve their level	And 4th question I provide feedback to my students every time that we make an activity	

5. How do you provide feedback to your students? (techniques, instruments)	6. Have you found any successful feedback strategy that you use? Can you mention it?	7. What do you think that teachers should do when providing feedback?	8. What activities would you propose for teachers in order to improve the way they provide feedback?
Through specific criteria for each skill. According to different and important aspects of each one of them. Usually, it is used a chart or an assessment criterion with the aspects and expected results of the task.	Due to the current situation, it's difficult to give face to face feedback, but I consider it's one of the most meaningful strategies since we can talk with the students	First, to highlight the students' strengths and correct things they do in each task. Second, to have clear the objectives, criteria and expected results of a specific task. Finally, to take into account each student's learning process and progress.	First, establish the objectives and expected results of the activity or task. Second, propose an assessment criterion and finally create a chart in which you include the aspects to evaluate and assess in the task.
For providing feedback I use some tools as padlet, also live worksheets and others that in this moment I don't remember	I found a successful feedback strategy that can be used that is for example live worksheets because it is interactive	When a teacher is providing a feedback a he or she must take into account a nice way in order not to no to make students be sad for that reason	I think it is necessary to study and to to be conscious that a feedback is a way to improve students and teachers skills

Annex 4. Informed Consent Form for Research Projects Sample.

	FORMATO		
UNIVERSIDAD PEDAGOGICA NACIONAL	**CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN**		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 1 de 2

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Experienced and Novice teachers' beliefs over feedback and their practices		
Resumen de la investigación			
Descriptores claves del proyecto de investigación	Experienced teachers, novice teachers, beliefs, feedback		
Descripción de los posibles beneficios de participar en el estudio	La participación en este estudio permitirá reflexionar sobre la labor docente que realizan en cada institución y los factores que pueden contribuir a un mejor desempeño de esta labor		
Mencione la forma en que se socializarán los resultados de la investigación	La investigación se socializará cuando sea aprobada y será sustentada para obtener el título de Lic. De Español y Lenguas extranjeras.		
Explicite la forma en que mantendrá la reserva de la información	Los nombres de los participantes a la investigación serán siempre anónimos, al igual que el nombre de la institución para la cual trabajan		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Nathalia Rodríguez Mendez		
	N° de Identificación: 1.02	Teléfono	3
	Correo electrónico: nathaliarm31@hotmail.com		
	Dirección: c		

	FORMATO		
UNIVERSIDAD PEDAGÓGICA NACIONAL	**CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN**		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 2 de 2

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo : _Karen _____ _____

Identificado con Cédula de Ciudadanía_____, con número de identificación 10_____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma,   Firma del participante (si aplica),

_____   _____

Nombre: _____Karen _____
Identificación: _____
Con domicilio en la ciudad de: _____Bogotá_____
Dirección: ____Av. Caracas _____
Teléfono y N° de celular: _____

Correo electrónico: _____@gmail.com_____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Documento Oficial. Universidad Pedagógica Nacional.

Annex 5. Feedback Questionnaire Sample

Preguntas   Respuestas 6   Configuración

No se pueden editar las respuestas

Feedback

The current survey tries to complement the ongoing investigation carried out by Nathalia Rodríguez to obtain the degree on Foreign Languages at the UPN. This research aims identify and characterize teachers beliefs regarding feedback. Please, complete this form according to your opinions and perceptions

Nombre

1. Does the institution where you currently work offer spaces for feedback?

◉ Yes

○ No

Which ones?

Assisted Academic Work sessions

2. Is it necessary to dedicate specific spaces only for feedback in the classroom?

◉ Yes

○ No

Why?

Sometimes they work in a great way either as a warm up or a closure

3. What should feedback PROVIDE? Mark all that apply

☑ Positive aspects

☐ Negative aspects

☑ Corrections

☑ Guidelines

☑ Strategies for students to correct themselves

☐ A grade

☑ General comments

4. What should feedback HIGHLIGHT? Mark all that apply

☐ Positive aspects

☐ Negative aspects

☑ Corrections

☑ Guidelines

☑ Strategies for students to correct themselves

☐ A grade

5. When should feedback be given?

☐ At the beginning

☐ In the middle of the intervention

☐ At the end

☑ It does not matter

6. Does the moment to deliver feedback depend on the ability that is being evaluated?

○ Yes

◉ No

Why?

Feedback also happens to be a reinforcemnt of something that could have been taught in advance or that would be taught in further classes. It is not always attached to the current ability

7. According to your opinion the strategies for giving feedback are learned by

○ Experience

○ Theory

◉ Both

8. Do you consider that there should be classes in the university specially dedicated to feedback and evaluation strategies?

◉ Yes

○ No

9. What educational policies for feedback do you know?

AAW sessions happen to be a local policy in the Department

10. Do you consider important that educational policies about feedback are created and shared?

◉ Yes

○ No

Why?

They are and should be an essential element for the ss' learning process

11. When developing your practices in the classroom, what do you prefer?

◉ Autonomy to deliver feedback

◯ To have preestablish rules for feedback

Why?

Each class, each subject is particular, as weel as the groups of students. So, they demand certain specific practices.

12. Do you consider important listen to other teachers and their experiences with feedback ?

◉ Yes

◯ No

Why

We have already had that experience through some workshops with the other English teachers and it was useful and enriching to listen to their way to grade and give feedback, in order to improve on each one's own

Annex 6. Teachers' task to provide feedback

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*text prueba.txt: Bloc de notas                                                        —   □   ×
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    INSTRUCTION.
    Write about what you did on your last vacation  or your best trip. What would you like to do for the next ones?

ANSWER FROM AN ADULT ON 6TH SEMESTER OF BUSSINESS ADMINISTRATION

    In my last Vacations. I Went to San Andrés whith my Mother and father because I got fifteen years old.

    At the first time, we got up at 4:00 Am and We have slept good the days before.

    For that reason, we had a nice actitud to start the day. Next, We went to the airport.

    It was my first trip by plane so I was really happy When we have arrived We have a problem with

    the reservation because they didn´t have all the informatión of ours personal documents but

    We could have a solution a few minutes later.

    We had a Good time all the days we spet to the Island.

    We went to the beach, We could swim with fishes. It was an unforgettable trip.

    I would like to have more trips like that .


ANSWER FROM A TEENAGER ON 11 GRADE

    once i traveled to leticia in the amazonas, i would want walk for the beach, if obvius leticia haven´t beach,

    but if it has a river very big, in those chanse my familiy visit border with peru and brazil, they went to take coffe,

    too my family no want take most because the coffe is very strong, and to they are the hurt, i  would like to travel spain

    because in this pais cant stady a profundización the my profession and this i am very happy, beacause i know that begin
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