



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

**"PERCEPTIONS OF A PRE-SERVICE EFL TEACHER REGARDING
HER FEEDBACK ON EFL ACADEMIC WRITING AT A PUBLIC UNIVERSITY
IN MEXICO"**

A thesis submitted to the Faculty of Languages For the degree of

LICENCIATURA EN LENGUAS MODERNAS INGLÉS

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Puebla, México

October, 2023



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Puebla, Mexico
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Dedication

Firstly, this study is dedicated to my Mighty God who provided me with willpower, skills and understanding to conclude this challenging work. This project is also dedicated to my beloved family, because they supported me and inspired me to continue in the achievement of this goal.

Special dedication to all the teachers who believed I could finish this project and shared their knowledge and experience with me to make this dream come true.

Finally, I want to dedicate this work to each person who provided me with emotional, spiritual and financial support at different stages of my academic journey towards this goal.

Acknowledgements

Special thanks to my thesis director Dra. María Leticia Temoltzin Espejel who provided me with plenty of support by sharing her academic and research knowledge with me and also by encouraging me to write with a proper, critical and professional style.

I am also grateful to my teacher of Thesis accompaniment course Mtra. Sandra Juárez Pacheco, who taught me the basis for conducting the present study, provided me with useful feedback and motivated me to finish this work.

Thanks to Mtra. Eva Sánchez Rodríguez who guided me to perfect the writing of this dissertation paper and made the conclusion of this research possible.

Finally, I want to thank all my loved ones, especially to my mom and my husband who supported me with their love and time that today let me reach this goal.

Abstract

Feedback is a key factor that influences the scope that writing instruction has in student writers as from effective feedback they can produce clear and relevant writing. This allows them to participate in the international academic discourse.

Feedback, as part of the academic writing formative process, depends on several agents that determine its effectiveness like timing, amount, focus, procedures, and the perceptions of those involved. Apropos of this last issue, the following lines include a detailed single case study focused on exploring the perceptions of a pre-service EFL teacher regarding feedback received on her thesis writing at a public Mexican university language faculty. The present study also intends to identify the assessing techniques employed for feedback provision on the writing of this EFL teaching trainee. Additionally, this research explores what this EFL pre-service teacher did with writing feedback received in order to analyze the effectiveness of feedback given on her academic writing. Findings of this research reveal how preferences of this participant regarding feedback provision on her academic writing influences her response to it. The results of this study show this EFL teaching trainee responded faster to oral feedback than to written one because she considered her mentor's advice in an oral way can be more detailed and immediate. Also, results of this study indicate this pre-service EFL teacher perceived feedback as a source of information from which she can take advantage to contribute to the conclusion of her written work. Finally, the data that emerged in this study was found to be evidence of how feedback on writing should be detailed, integral, and focused on communication of thoughts and expectations within the writing process.

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Chapter I

Introduction

In education, feedback is seen as an essential part of any formative process. When providing students with feedback, teachers offer students the opportunity to identify the similarities and differences of their performance regarding the standard goals expected for any assigned task (Boud & Molloy, 2013). In academic writing education, feedback is a crucial element for both teachers and students to obtain good results in the composing process and also in the composing instruction (Jones, 2011). On the one hand, for writing instructors, feedback provision is a resource for communicating their advice and also for negotiating knowledge concerned with professional composing skills. On the other hand, for students, feedback is a tool for corroborating, editing and re-organizing the information produced in their papers (Winne and Butler, 1994 cited in Nguyen, 2021). Considering this last perspective, this research project studies the perceptions of a pre-service EFL teacher regarding her teacher feedback on their compositions at a language faculty in a public Mexican university.

1.1 Rationale for the topic selection

Feedback in EFL writing helps students to be aware about their flaws and strengths regarding their writing performance. Consequently, students feel encouraged to learn this skill (Lee, 2020) since feedback helps them to achieve the appropriate production of texts.

On the other hand, sometimes teachers' feedback cannot be understood clearly by students; thus, they do not understand what went wrong or where the problem was. This makes it impossible to correct their writings (Wirantaka, 2019). Regarding this problematic situation, specifically in the case of pre-service English teachers, it can be said there is a need to find appropriate and accurate ways of providing feedback to these students' texts. In the context where this study is developed, at the end of their bachelor's degree, they are supposed to

master the English language in all its forms. Taking this last issue into account, this study is focused on exploring the perception of a pre- service EFL teacher, what feedback techniques her writing teacher employs with this student and what this student does with this feedback.

1.2 Significance of the study

This study is relevant for the academic population of the Language faculty at Buap for both Teachers and pre- service English teachers as the results will provide an insight into appropriate forms of responding to compositions in order to improve writing skills of this specific population of pre-service teachers, subsequently data collected in this study can be considered by the educational authorities of this institution to change some teacher training practices or curricular contents which allow effective feedback provision of academic writing.

1.3 Context of the research

This research was carried out at the Facultad de lenguas, BUAP, a public university language school in Mexico which offers programs for pre-service teachers and translators of English and French language, also this institution provides some other language courses to general population like English, French, German, Italian, Portuguese, Chinese and Nahuatl (Benemérita Universidad Autónoma de Puebla, n.d).

The participant of this study is a pre-service EFL teacher who belongs to the mentioned institution. She is at the end of her Bachelor's degree program in her thesis writing process.

The project took place at this institution because this trainee teacher is required to have high language proficiency in all skills of the English language; thus, she is expected to produce texts clearly and accurately.

1.4 Aim of the study

This study aims to explore the perceptions of the participant about her academic writing feedback in her compositions. Also, this research attempts to identify the assessing techniques that her academic writing professor uses to provide their feedback. Finally, this study aims to identify what this participant does with the information after receiving teacher feedback as this project attempts to know if the participant corrects mistakes immediately or later, if she provides a solution to the problematic part or just omits this part to not deal with the problem. Subsequently, this study explores the effectiveness of feedback that the participant receives on her academic writing.

1.5 Objectives

In order to explore the perceptions of this pre-service EFL teacher about her academic writing feedback this study aims to know the techniques her teacher uses for providing feedback on her writing, also this project is focused on gathering a general perception of the participant about her academic writing feedback. Subsequently, this study also aims to identify the feedback techniques that the participant considers useful and those that the participant considers are not, as well as, identifying how the participant prefers to be provided with feedback in her academic writing.

1.6 Research questions

In order to reach the purposes presented previously, this study will be guided by these research questions:

- What techniques does the teacher use for providing feedback on the pre-service EFL teacher's writing? Which are the most frequently used?
- How does this pre-service EFL teacher perceive teacher feedback on her writing?

- What does the participant do with teacher feedback in her writing?
- How does the participant prefer to be provided with feedback in her writing?

These questions are responded to by using qualitative inquiry methods. This is a single case study that presents results based on a triangulated analysis guided by these questions.

To conclude, chapter one includes a brief description of what feedback on second language writing is. Also, it introduces a project focused on knowing the role that teachers' response plays regarding pre-service English teachers' writing performance, as well as, exploring the perception that the mentioned EFL teaching trainee has about this kind of feedback. Subsequently, the significance of this study, its context, the research objectives and finally the questions that guide this project are presented. In the further section, the literature review is stated.

Chapter II

Literature Review

2.1 Feedback

Feedback is an important tool for any learning process. It is defined as the information provided to learners regarding their performance or understanding on any given work (Hattie and Timperley, 2007 cited in Nguyen, 2021). By using this information learners can change behaviors and misconceptions in order to reach the standards expected for assigned tasks (Winne and Butler 1994 cited in Nguyen, 2021).

Likewise, for teachers feedback means a key element in instructional process as through feedback provision teachers can adjust instructional planning to students' needs (Yusof, 2013). In addition to this, Boud and Molloy (2013) state that by using/applying this activity, teachers can collect useful data to see if the input given to students is effective. If it is ineffective, teachers can modify some practices or contents in order to promote progress in their students' learning process.

Provision of feedback allows all those involved in the educational process, including teachers, students, school authorities, and parents to analyze the success or failure of their students' learning performance. Furthermore, feedback allows learners to prevent mistakes and errors in order to decrease the gap between the performance desired and the current one (Hattie and Timperley, 2007 cited in Nguyen, 2021)

2.1.1 Feedback on academic writing

Responding to students' compositions is important as writing involves the learning process of a skill itself, through feedback provision students can obtain more than a grade. It means, they

can recognize writing as an acquired skill which can be improved by experimentation and repetition (Georgetown University, n.d.).

In foreign language context, writing can be considered by students the most complex issue within language skills due to the fact that this ability demands some processes like creation and structuration of ideas in order to communicate them properly in diverse contexts (Yamalee and Tangkiengsirisin, 2019). In addition to this, Razi(2015) also states this activity is found difficult for learners above all in academic writing context. Writing not only represents a challenge for students, it is also for teachers, as the assessment process of this skill has to do with the revision of the proper use of linguistic and discourse forms, and it also focuses on the fulfillment of specific features related to academic writing format (Razi,2015).

Regarding these features the University of York (2023) considers the following points for evaluation of academic writing works: 1) Relevance, reliability and dating of information included in the composition. 2) Analysis and argument of information provided in the text and the critical conceptions which can emerge from this content. 3) Structure of the paper which evaluates the organization of ideas in the text. 4) Style and format which revises the proper use of language according to academic style for conveying content and the use of proper forms for referencing the works that are supporting this content.

Apart from just considering features academic texts must fulfill, there is another element involved in the successful production of academic papers like the way of receiving feedback. According to Brookhart (2008, cited in Wirantaka, 2019) feedback on writing can be given in two forms: it can be written or verbal. Regarding written feedback forms Harmer (2004) distinguishes two kinds of written feedback, responding and correcting. On the one hand, responding focusses on reacting to content by giving to students written comments on their drafts or final papers while correcting feedback has to do with the indication of mistakes and structural failures in the text.

Concerning verbal feedback, Conway and Clark (2003, cited in Wirantaka, 2019) state it is given verbally through the interaction of learners and teachers. This type of feedback can be delivered in form of conversation, audios, video clips and conferencing (University of York, 2023). According to Williams (2002) in this kind of interaction students and teachers can negotiate cultural, educational and writing understanding, a fact that is important because negotiation in writing allows students and teachers clarifying doubts and avoiding ambiguity when writing in the case of students and also when giving directions in the case of the teachers.

Feedback on academic writing is a challenging activity for teachers and for students. On the one hand, teachers need to consider all the elements involved in the achievement of this activity, from deciding the focus of the feedback until considering the form in which this is delivered, as well as, thinking about the aspects evaluated at the time of providing this response. On the other hand, students also face a big dilemma when receiving feedback because they have to decide also on what aspects of feedback they need to start to work. Furthermore, they have to formulate their questions properly to their writing tutor in order to clarify their questions. Thus, the way in which students perceive feedback offered and also on what this is focused on, affects the students' writing performance. For this reason the present study attempts to explore how feedback received on academic writing is perceived by writers and how all these factors affect the writing performance of the writers in an academic writing context.

2.1.2 Techniques for academic writing feedback

The way of responding to students' compositions is an issue that requires the teachers' consideration regarding the kind of work assigned, the timing availability for this response and the aim educators want to achieve with this feedback (Harmer, 2004; University of Michigan, n.d.; University of Nebraska, n.d.). Regarding this feedback delivering, it can be said there is

a wide range of possibilities teachers can select. Brookhart (2008) states they can be grouped into two main forms, written and verbal.

Within written responses, observations written on drafts and rubrics can be found. Regarding written observations, Kennell et al. (2017, cited in Purdue University, 2022) claim they can be delivered with different purposes like correcting, directing or evaluating. In the case of corrective comments, as its name indicates, they are in charge of pointing out wrong patterns that need to be changed, as well as suggesting ways in which these errors or mistakes can be solved (Ferris, 2011). Concerning directive comments, it can be said these notes are focused on remarking the existence of errors or mistakes regarding syntax or grammar issues without giving writers the answer to this problematic issue (Kennell et al., 2017 cited in Purdue University, 2022) The third case, written observations are evaluative comments which are directed to judge the compositional performance of writers. These comments are usually employed for summative assessment in order to provide a grade to students' writing skills at the end of a course or unit (Kennell et al., 2017 cited in Purdue University, 2022). Additionally, another type of written response is the rubric which is an explicit outline of the specific features considered for composition assessment. A rubric means for teachers a tool for measuring writing learning of students while for learners it is a medium to know the expected goals regarding their writing performance (University of Michigan, n.d.).

Finally, two techniques of verbal responses are usually employed to deliver feedback on students' writing: conferencing and screen casting- conferencing. These responses are by direct interaction of teacher and student so students can receive advice; suggestions and make questions faster than doing in a written form, as in the case of screen casting-conferencing response feedback is sent to students in real time despite the distance (University of Michigan, n.d.). According to Hyland and Hyland (2006) face to face conference gives students and teachers the opportunity to negotiate directly understanding and conceptions emerged from the task assigned. Hyland and Hyland (2006) also point out that

this negotiation allows writers to clarify misunderstandings, practice all the misunderstood gaps and promote critical thinking of writers, as they have the chance to defend their point of view.

Beyond the form of feedback employed to review students composition, it is important to highlight feedback in all its forms as an essential factor that affects students' writing performance because through this activity students can get information of the aspects they need to practice and as a consequence of this, they can obtain control over their writing skills. In the specific case of this study, several written comments were given to the participant regarding her academic writing production, so it is important to understand the nature of these comments in order to explore how the participant reacts to this kind of feedback. The most common feedback techniques were reviewed in previous lines in order to offer a better understanding of the way in which feedback was provided to the participant of this study.

2.2 Academic writing

Composing is a process which involves the communication of ideas through the use of a written language system (letters, punctuation marks and spaces). However, academic writing requires the selective and appropriate use of these issues in order to convey complex arguments (Strongman, 2013). According to Wirantaka (2019), academic writing is a composing style which involves strict regulation of writing format and language use employed for accomplishing academic objectives like writing project proposals, thesis, dissertation papers, journal articles, etc. Additionally, Majidi (2005), states that academic writing is a tool for experts and also for students to fulfill social needs academic society demands, like sharing or demonstrating knowledge. These needs or motives are communicated through the use of specific lexis and genres which are set and accepted by the international academic community.

In academic writing production, several factors are involved; those related to the specific features the international academic community requires to consider a paper as an academic text and those related to the agents writers face when writing for academic purposes. In the following lines these factors are explained. However, for the specific purpose of this study about the perceptions of a pre-service EFL teacher regarding her academic feedback, the presented arguments of this section are focused more on students' view about academic writing rather than that of teachers. Regarding the key characteristics academic writing texts must meet, Sheeshy (2019) raise academic writing texts must content clear relevant information avoiding ambiguity, statement generalization and colloquial vocabulary, furthermore this content must provide different perspectives about the subject of study, finally data included must be based on research, analysis and reflection of this content.

By their part Smith (2022) and the University of York (2023) suggest some key characteristics texts require to be considered academic writing. 1) cohesion and coherence: The ideas presented on academic papers, as well as, the diverse elements that compose a text must follow a clear and a logical order according to the kind of genre selected. 2) formal and precise use of language: Writing academically involves communicating ideas by using complex sentences, proper, precise and standard vocabulary, as well as, employment of technicalities concerned to the field and the matter addressed in the text. 3) supportive sources: The information presented in an academic paper must be based on what experts say about a certain matter, as a way of proving the content argued in the text is not just a simple opinion of the writer. At this point, it is important to highlight that these sources have to be referenced or cited correctly by using the appropriate format (APA 7th edition, MLA 8th edition) which needs to be in accordance with the field and the matter treated in the academic text. 4) balance: Academic writing must include a wide range of previous arguments taken from experts about a selected topic instead of just presenting the view of the writer about this issue. 5) critical arguments: Academic writers are required to analyze and evaluate previous data

that emerged from the revision of works written by experts about a selected topic before integrating them to the text. Writers need to prove their arguments based on previous works rather than just describing information found, as in the academic writing field all these arguments give support to a writing in order to be considered a formal written work. In the context of the present case study, giving theoretical support to academic written works is a mandatory requirement for the academic community of this language school in order to accredit a course, sharing knowledge within this community or to obtain a degree, like in this specific case study, in which the participant writes a thesis to obtain her degree in English language teaching. 6) objectivity: In academic style the focus of the text relies on the ideas and information presented rather than writers' opinion through impersonal expression which usually implies the use of nouns, noun phrases and passive voice sentences, for example: Writing is considered a complex process instead of I consider writing is a complex process.

In the specific case of EFL academic writers at high educational degrees, Sani (2016) summarizes all these features of academic texts explained above into three characteristics: 1) logical and objective content 2) mature critical thinking of writers, and 3) adaptation to academic writing conventions of the target language. Sani (2016) argues academic writing, apart from implying a deep treatment of the selected topic, provision of existent ideas or real facts and correct employment of field-specific terminology, requires efficient conformation of expected patterns concerned with academic writing practices of English language. For this reason EFL academic writers need to pay attention to the avoidance of unclear argument direction, seemingly irrelevant content inclusion and absence of textual sequence.

In relation to the agents writers face when writing for academic purposes, Majidi (2005) examines some factors involved in academic writing production of four students in their second semester through the conduction of interviews and the textual analysis of the final drafts of the first essays that the study participants have written in their master's program. In this study Majidi (2005) also explores the perceptions of the students regarding academic writing as a

medium to communicate and participate in academic discourse, as well as, as a medium to belong to the academic discourse community. According to the author, the way in which student writers perceive themselves in the academic writing context is a factor that affects academic text production of students writers because they can consider themselves as contributors of academia discourse or just as learners of academia discourse instruction, fact that influences the diverse decisions students writers take during the composing process, from selecting the type of structure to accomplish the writing social need, selecting vocabulary to deciding the content and the extend this paper must fulfill. On the one hand, as writing contributors, students construct subjective knowledge from their own point of view and demonstrate they are responsible for each belief and argument presented in the writing. On the other hand, as writing learners, students produce texts to present their understanding about a specific subject in order to demonstrate to readers or instructors what they have learned. Some other agents Majidi (2005) identified are those related to the rhetorical and contextual situation of students at the time of writing like the interpretation of the assigned task, the lectures used when receiving writing instruction, the literature employed for producing texts and the instructors' feedback. This last agent, writing instructors' feedback, is particularly highlighted in the present study case as according to Majidi (2005) students' academic text production can be influenced also by the explanations and the expectations of writing instructors because they are seen by students as the first target reader. Thus, student writers adjust their original composing ideas to beliefs, abilities and interests of writing instructors and readers in order to produce acceptable and understandable academic writing for them.

Aunurrahman et al. (2017) also identify some factors involved in academic writing which are textual-logical meta function, experiential meta function and interpersonal meta function. This study explores the students' academic writing competencies, above all, critical thinking competence, of thirty-six first-year tertiary EFL students from a regular class of a private

university; however, from this exploration only three texts were selected to be analyzed. Participants' texts were categorized into low, medium, and high levels of writing performance. In this research, Aunurrahman et al. (2017) raise some meta functional agents students deal with when writing academically, as textual- logical, experimental and interpersonal factors. Aunurrahman et al. (2017) conclude from the analysis conducted in their research participants demonstrate to have low control over their writing skills, above all, those related to language choices, maintenance of theme sequence and provision of argumentative data to express their critical thinking. For this reason, Aunurrahman et al. (2017) conclude writing instructors' need to include explicit instruction in order to help EFL students to deal with writing skill deficiencies and also employ learning tasks that promote critical thinking in academic writers. Based on the factors involved in academic writing presented in this section, it can be assumed in the case of pre- service EFL teachers, as writers, producing academic texts represents an arduous work because they have to consider features texts must fulfill according to academia, as well as, adjust the content of their texts according to contextual, linguistics, meta functional and communicative needs. In summary, apart from just acquiring language skills like writing or speaking in English, EFL pre- service teachers as academic writers need to acquire writing skills like summarizing knowledge, citing previous works, conveying their point of view, interpreting previous data in order to share appropriately what they have learned or found about a studied subject. However all those skills are not obtained overnight, as it requires the practice of them, but also the support of the teacher in which the feedback provided to academic writers is crucial.

2.2.1 Types of texts for academic writing

In addition to including the aforementioned features, Academic Writing must have a specific reason which can be expressed through a wide variety of texts. According to Majidi (2005) this variety is called genre and it relies on social needs or motives which are set and accepted

by international academia. Regarding this concept, Hyland (2008) explains genre is the way writers employ language to respond to specific academic situations, by selecting appropriate organizational patterns in order to make explicit their compositional intention for readers. Hyland (2008) also argues academic writers follow these organizational message conventions based on prior schemas whose rhetorical moves (introduction, body and conclusion) are ruled, recognized and expected by the academic community. Contrary to this view, Paltridge(1996) states type text and genre do not mean the same. On the one hand, genre refers to the classification achieved by external criteria which considers types of activities occurring in general society (songs, poems, tales ,etc), while text type is related to the grouping of similar linguistic forms without considering the type of genre. In summary, genre refers to categorization of texts recognized by general or a specific society like, in this case, international academia, while text type has to do with the communicative purposes (functions) a genre (schema) is accomplishing.

Considering the arguments presented above, it is important to highlight that knowing the diverse variety of type texts and genres employed in academic context is a useful factor from which writers can take advantage to understand the reasons for language patterns choices within particular academic situations. Also, according to Hyland (2008), in the specific context of EFL academic writing, the understanding of these patterns allows writers to get familiarized with the linguistic organizational conventions of their target language expected for an academic audience regarding assigned tasks. In relation to tasks that can be assigned for academic purposes. In the following lines the main text types and genres found in academic writing are presented.

According to the University of Sydney (n.d.), academic writing can be used for distinct communicative purposes like describing , analyzing, persuading or criticizing. When writing an academic text, writers can be required to use more than one of the objectives, as the purpose of a writing (text type) has to be in accordance with the kind of text (genre) assigned

(University of York,2023). For example, descriptive texts can be used in academic context to offer a detailed experiment report while analytical texts are usually used when comparing different sources talking about the same issue like in the literature review section of a dissertation paper. Regarding persuasive texts, the University of Sydney (n.d.) also states these papers are similar to analytical compositions; however, persuasive texts can include the point of view of the writer in form of recommendations, arguments for or against a certain academic work, e.g., the suggestion section of a thesis project. Eventually, the University of Sydney (n.d.) points out critical texts are those achieved for research at postgraduate and undergraduate educational levels in which the point of view of the writer is exposed, but also it is explained what other writers say about the same issue e.g., argumentative essays or the discussion section of dissertation papers.

Regarding the variety of texts writers can be required to produce in academic writing, Smith (2022) claims the most common genres are essays, reports, book reviews, research proposals, abstracts, literature review and dissertation papers. Additionally, Smith (2022) states essays and reports are the most assigned works within academic writing. On the one hand, essays present relevant information about a certain matter in order to provide the conclusion of the writer who can take a for or an against position about this issue (University of York, 2023). Essays as part of academic writing texts, can also be directed to different aims, for example discussing, comparing and contrasting, presenting the cause and effect of something, persuading, proposing a solution or defining a certain issue.

On the other hand, reports are led to explain and analyze data which regularly are the result of a previous study or experiment (Smith, 2022). Therefore, the information included in these works usually is written for a specific audience and it is presented according to the field or science the text belongs to (University of York, n.d.).In reports, information is divided in titles and subtitles, also data can be provided by the use of of tables, charts, graphs or images (Smith, 2022). Another type of academic papers writers are required to achieve are book

reviews which are brief descriptions approximately of 500- 750 words which contain a critical evaluation about a book. Other types of texts academic writers produce are those related to the demonstration of knowledge for obtaining a degree at superior education levels or those done in order to share findings about something in formal educational media , for example, dissertation or thesis papers (Smith, 2022). Although these texts have the purpose of presenting a deep study about a specific topic, they are conceived in different ways in distinct countries. In the case of thesis papers, in the USA, they are assigned at the end of a Master's degree while in the UK education, a thesis is carried out at the end of a PhD (Smith, 2022). Regarding dissertation texts, in the UK, they are required at the final stage of a Master's degree whereas in the USA, these texts are demanded at the end of a PhD. Concerning this, Australia also has its own conception about these terms, as for this country both texts are defined as thesis (Smith, 2022). In the context of Mexican higher education dissertation papers are produced at the end of a degree, similar practices are also achieved at the end of a Phd and a Master's degree (UNAM, 2011; BUAP, 2015; UNAM, 2023). In relation to the specific setting in which this research project is conducted, a pre-service EFL teaching education program in a public university, dissertation papers are produced once the degree is finished, this means, students have accredited all courses of academic curricula (BUAP, 2015). According to Smith (2022) dissertation and thesis papers contain similar components; however, they differ from each other in the length as Master's thesis/dissertation texts can include around 15,000-20,000 words while PhD thesis/dissertation texts can have more than 80,000 words. Additionally, Smith (2022) also argues that from these kinds of texts other genres come out like research proposals, abstracts or literature reviews. They form part of a thesis/dissertation text or are related to previous stages of these projects.

In academic life, writers face the challenge of writing for several purposes through an extensive variety of academic genres for this reason knowing these diverse linguistic organizational patterns allows writing teachers and writing students to be aware of the

reasons for specific textual forms selection at the moment of reviewing or producing a particular text. According to Hyland (2008), through awareness of linguistic organizational patterns, teachers can provide students explicit feedback regarding how the assigned text is structured, why it is organized with a particular structure, as well as, what possible patterns can be used in the assigned task. Students, for their part, through knowledge of linguistic organizational forms can select more accurately these patterns in order to construct more clear and explicit messages for their audience. In the case of EFL academic writers, the knowledge of patterns of text organization and genre can help them to adjust their prior knowledge about academic writing from their L1 to the writing practices of their foreign language. By studying textual forms and its relationship with language use, EFL academic writers can have access to possible patterns never considered by them, as well as understanding in depth the dynamics of these patterns within a target text e.g., understanding patterns shift within the same target text according to the purpose of a particular section of it.

In the field of EFL academic writing feedback, linguistic organizational patterns knowledge is an important agent that affects academic writing assessment and production. For teachers, it helps them assess students' writing according to the conventions expected for the kind of text assigned, as well as, for students it aids them select appropriate text forms to express their ideas in accordance with the purpose and genre of their assigned task. In conclusion, being aware of textual forms and its relationship with language allows EFL academic writers to empower their academic writing skill because this fact facilitates them to recognize how to use language to construct meaningful content according to the context and discipline in which they are writing.

2.2.2 Academic writing in a foreign language

Writing academic papers in a foreign language context can be challenging for non- native speakers of a language; however, in academic life it is a need as knowledge can be shared to a wide audience (Ip et al.; 2017). According to Cennetkusu (2017) English language is the most employed lingua franca within the international academic community above all at undergraduate and postgraduate education. Thus, EFL academic writers (teachers or students) are required to produce clear and precise text in order to publicize research findings in formal educational media or to evidence learning at a certain discipline ((Ip et al.; 2017). According to Richards and Renandya (2002 cited in Tuan 2011), EFL academic writers face difficulties at the time of text production like, creating content, selecting appropriate vocabulary to convey this content and organizing this content at sentence or paragraph level to construct an intelligible text. Similarly, Bathia (2004 cited in Ip et al.; 2017) distinguishes two types of complications EFL academic writers can face: those related to the foreign language acquisition (grammar , vocabulary, discourse production and interpretation of discourse) and those involved in the writing process (planning, summarizing,drafting, editing,organizing and connecting ideas). Within the last kind of difficulties also can be found those concerned with the use of academic writing rules (paraphrasing, citing and referring).

In summary, EFL writers face differences concerned with rhetorical forms and socio-cultural dynamics between their first language and their target language for this reason they need to comprehend these differences in order to adequately express their ideas ((Ip et al.; 2017). In the specific case of EFL writers, feedback on writing can be considered a key element to produce good academic writing as through this aid academic writers can struggle with the difficulties previously described.

2.3 English teaching as a foreign language

English language instruction is extremely in demand around the world, having 1.5 billion people of the worldwide population learning English as a foreign language.(Noack & Gamio, 2015). In countries where English language is not the mother tongue, English language instruction is relevant because it sets the basis that makes global interaction possible, thus, English language proficiency makes the exchange of information in several fields such as science, technology, business, education, entertainment, diplomacy etc. possible (the British Council, 2013). Besides the importance of this language teaching around the world, English also has a great presence in academic context, as it is the language in which international writers communicate (Cennetkusu, 2017).

Within the field of English language instruction, there are two possible scenarios: teaching English as part of a language acquisition process and teaching English as part of a language learning process (Setiyadi, 2020). On the one hand, English instruction can be offered to non-native speakers in a country where English is the mother tongue and used in daily life, thus English teaching is a part of a natural acquisition of a second language (ESL). Contrary to this, English teaching as a foreign language (TEFL) (TESOL), refers to the instruction provided in a country where English is not the mother tongue, then it is part of a learning process (Setiyadi, 2020).

Regarding the teaching of English in this former context the Cambridge University (2023) points out there are certain requirements English instructors should fulfill in order to provide teaching service and these can change according to the conventions of each country.

In the case of academic writing, English instruction as a foreign language is seen as a tool for studying, conveying knowledge and researching, for this reason, writing performance of EFL students can be affected positively or negatively by the conditions in which this instruction is given e.g., the background of the teacher (if he or she has a certification), the type of task

given to the student, and the aspect studied in this research, the feedback provided to students on their academic papers, as EFL learners have to deal with the different cultural and rhetorical differences between their first language and their target language, but also in the specific case of academic writing context learners face the challenge of developing writing and research skills in order to produce understandable texts.

2.3.1 English as a foreign language teaching in Mexico

English language teaching plays an important role in Mexican society because 1) English language is seen as a requirement to obtain better economic opportunities (Borjian, 2015). 2) There is a demand for English instruction in business contexts due to the proximity between Mexico and the USA and their bilateral economic relations, as the proficiency of English language in this sector is considered a tool for making the participation of Mexico possible in global trading as well as obtaining international community investment (ICEF, 2016). Academically, in Mexican education there is a great demand for English instruction at higher education levels, as English language teaching is mandatory in all Mexican universities (Despagne, 2019). This language is seen as a key for information exchange due to the fact that most international academic institutions offer educational content in English, thus, Mexican students with English proficiency can access a wide variety of data in this language and expand their knowledge about a certain discipline. In academic context, English language proficiency also allows members of academia to construct knowledge by researching in this language; at the same time, teaching practices can be enriched with research findings through the reading of this research content in English language .

Chapter III

Research Methodology

This project is a descriptive qualitative study based on the analysis of the perceptions a participant has regarding her academic writing feedback. According to Merriam (2009, cited in Lapan et al., 2012) qualitative research examines the experiences of those involved in a certain problem; it also analyzes the way in which it is interpreted by participants and the conceptions emerged from these interpretations. In this study a descriptive methodology is employed because it is led to explain a deeply present existing issue (Creswell, 1994, cited in Rusianty, 2015) like how feedback on academic writing is given to this participant, what the participant does with this feedback and what the participant considers meaningful and useful about this fact.

3.1 Methodology

This study is qualitative and it is focused on the exploration of the perceptions of the participant about the academic writing feedback given on her compositions. According to Denzin and Lincoln (2005, cited in Aspers and Corte, 2019) qualitative research studies daily problematic issues and the understanding of them by the analysis of different empirical sources such as, reflections, experiences, observations, anecdotes, interviews, case studies, as well as historical, visual or interactive documents. Additionally, Hammersley (2013) argues this type of study relates to the analysis of information instead of quantifying data. Hammersley, (2013) also claims the collected data in qualitative research explores the interpretation, knowledge or experience participants have regarding the studied issue. Likewise, this type of research is conducted to discover the way in which the studied fact is done. Qualitative research considers the participant point of view to give sense to a specific phenomenon (Merriam and Grenier, 2019). For this reason, this study can be considered

qualitative, as it takes into account the experiences and perceptions of the participant about a common issue, feedback on her academic papers in order to identify those techniques she finds effective.

This research has a descriptive methodology as the collected data is aimed to provide an extensive explanation about how a present existing event is achieved, in this case feedback given to this English pre-service teacher academic writing. It also attempts to describe how those involved in this event understand it (Creswell, 1994, cited in Rusianty, 2015). This descriptive methodology is selected to conduct this study because it considers perceptions, experiences, behaviors of the participant, as well as the conditions under this participant receive feedback on her writing.

Similarly, Calderon(2006, cited in Rillo and Alieto,2018), points out descriptive methodology has to do with the accurate gathering and analysis of data concerned with the researched matter like recurrent situations, cause and effect conditions, behaviors and procedures in order to obtain a detailed view of it. In the case of this study, its methodology has been selected because it attempts to give a detailed view of how this participant understands feedback on her academic writing by considering the conditions in which this feedback is given and her experience and opinion about this feedback.

3.2 Context

This study was conducted at the Facultad de lenguas, BUAP, a public university language school in Mexico which offers programs for pre-service teachers and translators of English and French language. Furthermore, this institution provides other language courses to the general population like English, French, German, Italian, Portuguese, Chinese and Nahuatl. Some other academic offers are the masters degree courses in English teaching or innovation in English teaching, as well as, continuing education courses which consist of the accompaniment of students to achieve research projects. Most of the courses given at this

institution count with two modalities, face to face classes and online format (Benemérita Universidad Autónoma de Puebla , n.d).

The Facultad de lenguas, BUAP trains professionals who own linguistic, communicative, socio cultural, technological and laboral skills by the employment of different languages to encourage intercultural interaction, as well as proficiency of described skills to face globalized challenges (Benemérita Universidad Autónoma de Puebla , n.d). The school's vision is directed towards becoming the most important academic institution in local, national and international context in the field of foreign languages teaching and translation. In addition, the school's vision is to train professionals in the field of translation and teaching of foreign languages whose social commitment spirit helps to make a more equitable society.

The participant in this single case study belongs to a face to face program for English pre-service teachers. According to Benemérita Universidad Autónoma de Puebla (n.d.), this program has in turn its own objectives which are to provide an integral instruction of English language teaching including theoretical- practical knowledge in pedagogy field, as well as, communicative competence in English language and Spanish language. Additionally this program aims to train professional English language teachers who possess key teaching competences like adaptation to diverse educational contexts, practice of intercultural communication and basic research skills, also this program is focused on promoting social service spirit in its students. For these reasons, this program is seen as the most important academic offer in the field of English language teaching regionally (Benemérita Universidad Autónoma de Puebla, n.d.). In addition to training future English teachers with competences described above, this pre-service English teaching program is recognized and accredited at national and international level, which allows the academic community of this institution to participate in national and international mobility programs to stimulate English language teaching and learning.

The duration of this program is four years which are divided into periods of four or six months. Subjects in this program are grouped into nine categories Target Language, Spanish, Research, General university formation, Linguistics, Teaching, Culture and optative courses. Subjects at the basic level are focused on basic target language, morphology and syntax of Spanish (Mexican mother tongue), human and social formation, critical thinking development, teaching and learning theory, English teaching methodology, as well as academic writing. On the other hand, at formative level curricular content considers courses like research methodology, research seminars, learning evaluation, discourse analysis and reading and writing in teaching. Also, this level includes professional practice programs and social service programs (Benemérita Universidad Autónoma de Puebla, n.d.). As mentioned above, students from this program receive a full integral formation which considers teaching- learning theory, personal development and academic development. This last area, academic development, is one of the issues that concerns this study because some of the subjects like academic writing, research methodology, and research seminars are focused, as their names suggest, on encouraging writing and research skills in students. Abilities students need to acquired in order to accomplish academic tasks demanded by teachers and authorities from this public university language school, for example, like in the case of this study, dissertation papers, a document which pre-service English teachers are required to achieve to demonstrate they have acquired enough knowledge to be considered a professional teacher, thus, to obtain the Degree in Teaching English Language.

According to this academic program students are considered professionals of the Degree in Teaching English language once they have acquired full training with values and attitudes according to the Minerva University Model like awareness of belonging to a socio-cultural environment, capability to solve problems through critical thinking and creativity, proposition of innovation in the field of English language education. By the end of this program, undergraduates are expected to be versatile and flexible teachers, interculturally competent.

Finally, undergraduates are supposed to manage English at an advanced level, in accordance with the conventions of the Common European Framework of Reference for Languages.

3.3 Participant

The participant in this study is a 29 year-old pre-service teacher who is in the process of writing her thesis. She has been studying English for eight years and she does not have an English proficiency certification. It is important to highlight that the participant has accredited all the subjects included in the pre- service teaching program from the mentioned institution including a research methodology class; however, nowadays she is not taking any specific course of writing, she is just working with a writing assessor by online sessions once a week. In order to maintain the anonymity of the participant of this study she is called Judy in the subsequent lines.

3.4 Instruments

Data in this project was gathered by using a survey, a semi-structured interview, and a picture of the feedback provided to the participant on her academic writing. The first instrument, the survey, is defined by Check and Schutt (2012, cited in Ponto, 2015) as a research instrument for collecting information through a set of questions applied to a group of individuals. According to Colton and Covert (2007), surveys are focused on exploring the feelings, attitudes and conceptions participants have regarding a studied issue. Similarly, Burns (2010) claims that from this instrument can be collected experiences, facts, behaviors, beliefs, opinions and interests concerned with participants.

According to Colton and Covert (2007) employing surveys when doing research has certain advantages, firstly, surveys allow researchers to study a certain phenomenon in a generalized way, as it takes a sample population to understand the same issue in a larger population. Secondly, surveys can be applied at any time of the phenomenon researched, before or after,

in order to examine possible changes over time (INTRAC,2017). The survey employed for this project is attitudinal, as it is mainly focused on exploring the perceptions of the participant about her teacher feedback on their academic writing. According to Dörnyei (2003, cited in Burns, 2010) attitudinal questionnaires aimed to know attitudes, experiences, conceptions or feelings participants have with regards a researched issue. This survey contains twenty questions, nine of them are open questions, one is a ranking item, seven are multiple choice items. .Also, this questionnaire is divided into four sections. The first part explores the profile of the participant, the second section is focused on knowing the background the participant has regarding academic writing, the third section is aimed to identify teachers techniques used to provide feedback to this participant and finally, the fourth section is aimed to examine the participant perceptions and beliefs concerned with her teacher feedback on academic writing.

The focused instrument for this study was a semi structured interview which consisted of six open questions about certain questions that emerged from the application of the first instrument, the survey. This interview is considered semi structured because according to Burns (2010), in semi structured interviews the researcher sets specific topics to explore, however the interview is flexible , as questions can be modified according to the participant responses. Similarly to Burns (2010), Pawar (2004) explains that, although semi structured interviews do not follow a strict sequence, the interview must be based on a guideline in order to cover all the aspects researchers attempt to know about the fact studied. Pawar (2004) claims this kind of interviews allow the researcher to collect data by the employment of a natural dialogue beyond just making an interview.

Regarding the third instrument, it was a feedback sample which illustrates the type of teacher feedback provided on the academic writing of this participant, from which emerged some observation notes. According to Burns (2010) data collection through observation most of the time is counted by employing some instruments like checklists where the recurrence of events or behaviors are registered . However in some cases like in this project data emerged from

observation are reported through descriptive and narrative notes the researcher made to expose what happens in the studied context. Pawar (2004) called this kind of observation unstructured observation, as its name suggests it does not have any specific format, for this reason the researcher observation is focused on specific purposes which make possible a complete understanding of the subject studied. In this case the screenshot provides evidence of the style of feedback the participant receives, as well as, the aspects on what the feedback is focused on, furthermore to show how the participant is dealing with this feedback.

3.5 Description of the overall research design

The present research is a single case study, as its name suggest, it is based on data collected from only one participant, according to Yin (2018) a single case method is achieved when the main questions to study a particular subject or phenomenon are why and how, that is to say the nature of study is exploratory like in this research project , as it attempts to know the perceptions of the participant about feedback provided in her academic writing, thus this study aims to identify why and how the participant perceives this issue in the way she does. Additionally, Yin (2018) explains a single case study method is employed when behavioral factors or events are beyond the control of researchers, that means when unexpected facts affect the action plan of research; this method is an option to continue the study. In the case of the present project, the single case study research method was employed due to unforeseen circumstances, such as lack of delivery of data requested for a complete study of participants perceptions about their academic feedback (e.g., a feedback sample) or lack of time matching to carry out an interview necessary to explore participant perceptions about academic feedback received, in order to compare findings with other data collected to obtain a general view of feedback provided. Originally, this study had contemplated five participants, however only one participant met all the elements required for the achievement of this study which were a survey, a feedback sample and an interview conducted after the survey. In the

following lines the research design is explained in more detail, as well as, the reasons for selecting this type of research method.

This case study is a descriptive research whose data was collected through the use of survey, a semi structured interview and an image of the feedback given to the participant on her academic papers. As it is suggested earlier, this project is focused on exposing the perceptions of the participant about this fact, as well as exploring the conditions in which this response is provided to know how this affects the performance of the participant at the time of producing academic writing.

The design of the instruments employed in this project is inspired by two previous works. The first, which is a study conducted in Indonesia whose participants were 75 students from English courses and college. The objective in this first study was identifying the quantitative perceptions of these students about feedback practices received on their academic writing assignment (Nurjanah, 2021), although this study is quantitative and not qualitative like in this research, some points covered in the instrument of this study, a survey, were considered to formulate questions related to the evaluation of the quality of feedback the participant of this present project obtained from her writing assessor. The second work is a qualitative research conducted in a public university of Malaysia in which 34 ESL Diploma students were asked about how important and effective the written feedback received in their academic writing assignments was. The study also attempts to examine feedback preference of students to help them revise and improve their written assignments (Tom et al., 2013). Some topics covered in the survey of this second work were also taken into account to be included at the time of formulating questions in the instruments of this research, concerned with the aspects of academic writing students expect to be provided with feedback related to specific topics such as text organization, grammar, vocabulary.

The process of data collection for this study consisted of three stages: a) the application of a survey which attempted to explore previous knowledge of the participant about academic writing, feedback procedures offered to the participant on academic writing, and the perceptions of the participant about this feedback, b) the application of a semistructured online interview to the participant. in which the questions were set based on the responses that emerged from the survey applied in the first stage, c) the analysis of a sample which illustrates feedback provided to the participant.

This study has been adapted according to the needs of the process of collecting data, time available for research and availability of participants. As mentioned before, this project was originally designed to have five participants who were in their process of thesis writing. However, out of the five participants expected, only one participant was considered for this project, as only one participant met all the elements required for this research like answering an online survey, participating in a semi structured interview and providing an image of the feedback received on academic writing. In the case of the online survey from the five participants, only three answered this instrument. The responses given in this instrument were collected over two weeks because the interaction between the participants and the researcher was at distance. Regarding the interview, only two participants agreed to participate. These interviews were collected in a short period of approximately fifteen minutes; each interview was achieved with a week of difference because of the time availability of the participants. Finally, only one of the participants shared the requested image of feedback received. Two participants did not provide the images asked, one of which could not give this image because he mentioned feedback on his writing was provided by video calls in which the teacher gave him oral comments about the aspects to correct, thus he argues there is no written feedback on his academic paper. As mentioned above, in the case of Judy, the one participant of this study, data was gathered through the employment of an online survey, a semi structured interview and a sample of writing feedback provided. In the case of the online survey

conducted for this project, Judy took a day to answer since it was sent. Two days after the survey was answered, Judy sent the feedback sample requested for this study and finally the semi structured interview was achieved ten days later, due to lack of time matching.

3.6 Data Analysis

According to Heeringa et al., (2010), researchers need to follow six basic steps to analyze data emerged from surveys, questionnaires or interviews which are: 1) setting problems and objectives, 2) comprehending the sample survey, 3) examining design variables and missing data, 4) reviewing data emerged from the survey, 5) evaluating and manipulating reviewed data and 6) setting inferences and judgments emerged from analyzed data. Similarly, Burns (2010) raises a series of steps to achieve data analysis from qualitative research which are categorizing, coding, interpreting and describing findings. Falissard (2012) presents other key steps like regulation of data in charge of importing variables, description of variables through the use of graphics, identification of relationships concerned with these variables, verification statistics based on variables identified, and design of statistics. The analysis of the information gathered in this research is achieved through organization of the nature data which is divided into three sections according to each instrument used for this project : a) survey results, b) interview results and c) results of an academic writing feedback sample observed. Themes of study in this research are set by employing a deductive-inductive approach. On the one hand, data obtained in this project is analyzed deductively because according to Burns (2010) it considers previous knowledge and theory to develop analysis categories , in the case of this project it considers previous literature reviewed to set some key concepts to study, such as aspects evaluated in academic writing and feedback techniques used in academic writing. Additionally, as mentioned above, analysis categorization in this project is achieved inductively because it considers participants' opinion and views to set concepts to analyze (Burns, 2010), like in this case, students' beliefs, students' responses and teachers' practices

regarding feedback in academic writing as well as advantages and disadvantages of feedback received.

In the case of survey, data analysis was categorized into three aspects 1) recognizing academic writing, 2) academic writing feedback of teachers and 3) beliefs of students about teacher feedback on academic writing. Data resulting from the survey was interpreted and reported through descriptive and narrative notes.

For the semi structured interview conducted with the participant of this study, information obtained was recorded and transcribed in order to proceed to the analysis and interpretation of responses presented by description. Data provided were organized following four key points identified in the analysis of the recorded interview: 1) advantages and disadvantages of the feedback received . 2) Perceptions of the participant about the effectiveness of the type of feedback received. 3) Response of participant to the feedback provided. 4) General perception of the participant about the feedback received on her academic writing. Finally, the sample feedback was examined through observation of key points based on research questions leading to this project like type of feedback provided, feedback focus, as well as, type of mistakes or errors committed by the participant. Finally the interpretation of the data was reported by using descriptive notes which then were used to report findings in this paper.

This chapter explains the process of data collection of a single case study which focused on exploring the perceptions of a pre-service English teacher about her academic writing feedback in a public university language school in Mexico for English pre-service teachers and translators. Additionally, this chapter gives a detailed description of the methods that conducted the data analysis process of this project.

Chapter IV

Results

This chapter includes the results of data collected in a single case study whose main objective is to explore the perceptions of a pre-service English teacher about teacher feedback received on her academic compositions. The results analyzed in this chapter were obtained from three research instruments, a survey, a semi structured interview and a sample of feedback provided to the participant of this study. Additionally, this chapter includes a discussion of the findings emerged from this research as well as the answers to the research questions that lead this project. Finally, conceptions resulting from the findings of this study are presented.

4.1 Obtained results

The results emerged from the instruments employed for this study explain how the perceptions of the participant regarding her academic writing feedback affect her composing performance. Additionally the results explore the effectiveness of this response by considering the way it is delivered, and the way it is perceived by the participant. In the following subsections, the findings of each instrument used for this research are described in detail in the following order: survey results, interview results and sample results.

4.1.1 Survey results

This survey is about feedback received by an English pre-service teacher in her academic writing. The aim of this instrument is to explore the perceptions, beliefs and practices this participant has regarding the feedback provided on her thesis. Also through this instrument, it is possible to explore the previous knowledge the participant has concerning academic writing style as well as exploring how this feedback is given to the participant in order to analyze how these factors affect students' understanding about the teacher's response.

For the analysis of the information gathered from this instrument, data has been categorized into three sections: 1) recognizing academic writing, 2) teachers' feedback on academic writing and 3) beliefs of the participant about teacher feedback on academic writing. These are described as follow:

1) Recognizing academic writing.

Regarding previous knowledge of the participant about academic writing, she comments that academic writing for her is formal writing and that some types of academic texts she knows are essays, books and research papers. She also reports to write academic texts at least once a week. Finally when the participant was asked to rank the difficulty of dealing with certain aspects of academic writing like paraphrasing, citing and referring, text organization, use of appropriate tense, use of appropriate vocabulary, summarizing and selecting information, she indicates the most difficult aspect for her to deal with, when producing academic writing, is using appropriate vocabulary; while the less complex for her is selecting information. Regarding the other issues considered for this item, the participant's response indicates, according to the scale of difficulty used for this ranking, that she also finds difficult citing and referring information, as well as, organizing the content of an academic work. Contrary to this, it can be seen that the participant finds it less difficult to summarize and paraphrase, not in the grade of selecting information, but definitely easier than using appropriate vocabulary. The ranking scale used for this item and the question from which these results emerged and the participant responses are found in Appendix B.

2) Teachers' feedback on academic writing

In this aspect, the participant indicates she always receives feedback from her teacher on her writing. She points out this feedback is offered in form of written comments on her work, and also she mentions teachers correct or mark her errors. However, from these mentioned feedback techniques written comments are the most used by her teacher.

3) Beliefs of the participant about teacher feedback on academic writing.

According to the participant, the most useful form for receiving feedback on academic writing is through the use of written comments, and also by marking and correcting errors. On the one hand, the participant explains written comments help her to not forget the most important points when making corrections on the paper. On the other hand, when the teacher corrects and marks errors, the participant mentions it is easier for her to identify these errors .

Another important perception the participant points out about her academic writing feedback received is related to the comprehension of feedback. Concerned with this issue the participant reports the following

1. She always understands the feedback provided by her teacher.
2. In case she does not understand the feedback received, she asks her teacher again to clarify her doubts.
3. She finally indicates in the survey the aspects she expects to be provided with feedback, such as grammar, citing, referring and text organization (See appendix C), She illustrates this by saying

“I expect to receive feedback in text organization because I think this part is the most important to understand all the body paper “.

Regarding this last aspect, text organization, it can be assumed the participant considers it as the most important aspect of academic writing. She, as writer, expects to receive support because she considers a good connection of ideas allows readers to understand all the body of the paper.

Concerning the way to proceed once she has received her teacher feedback on her composition, the participant mentions

1. She usually reviews the paper immediately, but makes corrections when she has free time.
2. She uses all the advice of her teacher to correct her work.
3. She considers she has received effective feedback when her teacher highlights her spelling errors, grammatical mistakes, organization ideas, vocabulary, quotes and references.

4.1.2 Interview results

This is a semi structured interview made to the pre- service English teacher who answered the survey described in previous lines which was about the feedback received on her academic writing. The purpose of this interview is to clarify some doubts that emerged from the mentioned survey. The results of this interview are categorized into four topics 1) advantages and disadvantages of the feedback received . 2) Perceptions of the participant about the effectiveness of the type of feedback received. 3) Response of participant to the feedback provided. 4) General perception of participant about the feedback received on her academic writing.

1) Advantages and disadvantages of the feedback received

In the case of the participant of this study, the feedback provided to her was online feedback which was delivered through written comments and marking errors. Respecting this kind of feedback, the participant considers there are more disadvantages than advantages as she mentions sometimes she misunderstand the comments or the feedback given and she can not clarify face to face her questions with her teacher, subsequently other disadvantage she mentions is that teachers can not explain clearly what is attempted to say in the comments, she highlights clear provision of comments is the most difficult part of been responded with this kind of feedback. Contrary to the disadvantages described, the participant considers

there is only one advantage of receiving feedback online feedback through written comments and error marking. Judy states:

“One advantage is that maybe it is faster and easier to get the comments because I don't have or... yes, I don't have to go to the school and search for my teacher and I don't have to lose money... I sent my paper by e-mail and then they resend me the email with the comments. So they write the comments in the paper”

Based on participant's answers it can be seen that feedback comments are sent by email conversations and also through a shared file which the teacher accesses to review or edit the writing of the participant at any time.

Regarding the feedback disadvantages identified in this section, the participant says they can be resolved by receiving feedback in a video call, as she explains that receiving just written comments in a resend email works for teachers, as they send it in this way because they do not have time, however she mentions this way of feedback does not work for her because sometimes comments are confusing.

2) Perceptions of the participant about the effectiveness of the type of feedback received

Despite the fact that the participant does not consider the feedback received is practical for her, she believes it helps her to improve her writing she says :

“ It helped me to improve my writing because I made many mistakes and then when they told me I can restore more or I can rewrite my writing”

“I think the feedback was good for me because I don't belong to the school. So teachers, maybe they can't pay me more attention because they have other classes or they have other students that are better than me? I think so. So it was good for me that they have maybe one hour a week and it was good for me and it works for me

because I know that it's my work and I have to do my thesis by myself. So I think that's good".

Considering the participant's perception about the type of feedback received in her thesis it can be seen Judy thinks feedback received is helpful, as she believes from comments provided she can re-write her work in a better way. Additionally, Judy believes she counts with enough time and freedom to make changes in her writing, as she considers she does not have the pressure to write at the rhythm of a formal course student of the mentioned institution because she just does not belong nowadays to any course and also because she just received teacher feedback once a week.

3) Response of participant to the feedback provided.

In the case of responding to the feedback provided, it was asked to the participant to indicate how she had resolved the problematic parts of her writing included on a sample of feedback she provided for this project. In this respect, she mentions

- a. She reads the part of the text indicated as wrong.
- b. She reads the comments to understand what the teacher was trying to tell her.
- c. She re-reads the paragraph or her writing and then she tries to fix the aspects that need to be corrected, for example, quoting errors were pointed out, thus Judy reads them, then Judy thinks about how to fix them.
- d. Finally, she rewrites her quotes in the way she was advised.

4) General perception of the participant about the feedback received on her academic writing.

In order to obtain a general perception of the participant about the feedback received on her academic writing, she was asked to tell if she considered the objective of her course had been fulfilled and also she was asked to indicate if she considered the feedback she had received was helping her to improve her academic writing. Regarding the responses to

these questions made to the participant, she mentions at the beginning of her thesis writing process there was not a clear objective as she was not taking any class like thesis seminar or something similar, she was just receiving online feedback from a thesis tutor she chose after taking a methodology research class. However she now considers the main objective of this process is getting her degree and she thinks she is achieving it. Finally, she believes the type of feedback received helps her improve her writing because she is told what is wrong, thus she can restructure or rewrite her composition to be improved. Judy says

“If there are grammatical errors, I try to resolve them and if I have quotation errors, I try to write my quotes”.

She also explains the type of feedback provided to her is helpful because she considers receiving feedback once per week allows her to work on corrections by herself without time or teacher pressure. She says

“I think the feedback was good for me because I don't belong to the school. So teachers, maybe they can't pay me more attention because they have another classes. So it was good for me that they have one hour for a week because I know that it's my work and I have to do my thesis by myself”.

As it can be seen, the responses of Judy suggest she perceives her feedback allows her to make corrections freely and comfortably, even though she mentions that sometimes her teacher's comments are confusing.

4.1.3 Results of the sample of feedback observed

This is a feedback sample provided by the pre-service English teacher who answered the survey and the semi structured interview about her academic writing described in the past section. The main objective of this sample observation is to compare data collected in the survey and the interview with this evidence of feedback provision in order to identify patterns

among these sources regarding feedback provision techniques and the perception of the participant about this feedback.

For the analysis of this sample the following aspects were observed : 1) the type of feedback offered to the participant, 2) the focus of the teacher feedback and 3) the kind of errors or mistakes the participant committed in this writing.

Considering these key concepts observed in this image, it can be concluded the participant receives online feedback in the form of written comments. Additionally, teacher response is focused on citing mistakes, as teacher feedback indicates the appropriate way to cite direct quotes, also this feedback aims to help the participant to raise the title of their academic work, as teacher suggests at what moment of the writing process is better to do it.

Regarding errors or mistakes committed by the participant in this sample, it shows the participant mistakes are those related to citing. Finally, the observation of this sample indicates the participant needs aid concerned with stating the topic of her academic work.

4.2 Answer to Research Questions

In an attempt to explain what results obtained show, regarding research questions raised at the beginning of this study, the following section presents the responses to these unknowns. For this reason, it is pertinent to recap the mentioned questions which are: What techniques does the teacher use for providing feedback on the pre- service EFL teacher's writing?, which are the most frequently used?, how does this pre-service EFL teacher perceive teacher feedback on her writing?, what does the participant do with teacher feedback in her writing?, and how does the participant prefer to be provided with feedback in her writing?

Considering the first and second question, the responses provided in the conducted survey and interview with the one study participant, Judy, shows she receives feedback through marking error technique and written comment technique, to be more specific Judy indicates

receiving written comments and error marking responses in the survey; however, the feedback sample provided just included written comments through online feedback. Additionally, Judy points out written comment feedback is most frequently used; however, this is not enough to determine which is the most common feedback technique provided to the population of the public university language school in which this research was conducted.

In the case of the third question, how does this pre-service EFL teacher perceive teacher feedback on her writing? Judy perceives her feedback on academic writing as good, but not as efficient. Although she responds in the survey that she understands all the academic writing feedback provided on her compositions, she also states in the interview that receiving re-send emails containing written comments on her paper does not work for her at all.

Regarding the fourth question, how does the participant prefer to be provided with feedback in her writing? Judy reports she prefers to be provided with face to face feedback as she mentions sometimes understanding what teaching is advising in feedback is not clear, while in oral conferences she can clarify in real time her questions.

4.3 Discussion

Considering the findings reported previously, four emerging themes are identified to be discussed in detail in order to obtain a complete understanding of the present work. These are a) student perception of feedback, b) possible causes for student misinterpretation of feedback, c) feedback received and feedback desired, d) effective writing feedback.

4.3.1. Student perception of feedback

Based on the findings of the present study it can be understood feedback is a factor that affects EFL students writing performance, as Nurjanah (2021) points out, feedback in the writing field is a medium to evaluate students writing proficiency at the same time it is a tool

to impulse critical and logical thinking of students necessary to produce clear and relevant texts. Similarly, Klimova (2015) considers feedback in EFL writing education as the most important communication skill writing instructors should own because it allows them to listen to their learners' needs and find ways to motivate them to improve their writing performance, thus encouraging them to keep learning in this concern.

In the specific case of this study according to Judy responses feedback is an information source to help her recognize the parts of her writing that need to be improved; however although she considers general feedback received as good, she also believes sometimes this feedback is not clear for her due to occurrence of misunderstanding at the time of interpreting teacher advice.

4.3.2. Possible causes for student misinterpretation of feedback

Regarding students interpretation of feedback in the writing field several works reveal it depends on some agents like sociocultural background, affective disposition towards feedback received, self perception as writer, as well as understanding of conventions or standards expected by teachers or audience (Hyland, 2000, Majidi, 2005; Mustafa 2012; Seker and Dincer 2014; Torres and Anguiano 2016; Deeley et al., 2019; Wirantaka, 2019). According to Majidi (2005) teachers respond to students' papers considering their own beliefs and expectations. Likewise, students respond to the received feedback according to their own values and expectations and those of their writing instructor. Majidi (2005), explains self students' perceptions as writers impact their writing performance because they can perceive themselves as contributors, or simple learners within the academic writing production process. Similarly, Torres and Anguiano's study (2016) suggests students' identity as writers influences the way they interpret feedback on writing, which can be active as writers who possess confidence to defend their own ideas or as simple listeners, which in terms of knowledge, are at a disadvantage with the teacher to discuss their written work.

In the case of Judy, it can be seen how expectations regarding feedback desired differ from feedback provided, a fact that possibly sometimes impeded a clear understanding of teacher response. As the participant indicates, she needs to feel more accompanied by her teacher through the employment of feedback conferences. This type of response works better for her, another issue that influences Judy, responds to her teacher feedback, as according to Seker and Dincer (2014) there is a correlation between students' feelings regarding feedback received and the time they take to respond to it. Thus, it can be understood in the case of Judy, she takes action faster on feedback received when it is given orally than when it is provided in written form, as according to Judy it lets her clarify her doubts, thus obtaining a better interpretation of feedback.

In relation to factors that affect students' interpretation of feedback, some studies have found agents like absence of agreement concerned with feedback goals and expectations, lack of detail, late response, as well as teachers' attribution of students' texts (Mustafa 2012, Torres and Anguiano 2016 and Deeley et al., 2019). However, despite the different possible reasons described for students' misunderstanding regarding feedback on composition, in the subsequent lines only those related to the findings of this study are treated. These are absence of agreement about feedback objectives and expectations, lack of detail and late response. Taking into account the possible reasons provided in previous lines regarding the different meaning teachers and students give to feedback. It can be seen in the particular case of this study there is a possible lack of clear agreement regarding the objectives of the thesis writing process of the participant, as Judy reports at the beginning of her thesis writing process there was not a clear objective to reach. In fact, Judy points out the only and main goal set during this process has been to obtain her degree. However, she does not mention specific goals within her thesis production process. Thus, this lack of clarity of specific objectives in the thesis production can be seen as a possible factor that sometimes limits effective interpretation of feedback received by Judy.

As mentioned early, other possible factors likely to affect clear feedback interpretation in the case of Judy are lack of detail and late response, as Judy believes just receiving re-sent emails does not give her a clear understanding of what her teacher is attempting to say. Despite Judy indicates she can get her teacher feedback easily at any time, her responses suggest she can not immediately clarify her doubts as she desired like in face to face feedback, fact that obviously impacts her academic writing development. According to Deeley et al. (2019) late and undetailed teacher response influences students understanding of feedback, as they argue providing effective feedback is an act that requires accurate time intervention, otherwise feedback becomes confusing or redundant for learners because responses are mismatched with students factual needs. Additionally, limited responses like just tickling the problematic parts of a paper without any accompanying instruction can demotivate and disengage writers from feedback, thus from their writing learning. Torres and Anguiano (2016, p. 7) also explain ambiguous feedback disconnect student writers from their compositions because comments like 'I don't really get where this paragraph is going', and 'The final paragraph is pretty focused' does not provide a clear instruction to students, subsequently feedback can not be understood.

4.3.3. feedback received and feedback desired

As mentioned in previous lines, feedback received in the particular case of Judy was sent through written comment technique via online, as well as, some online conferences, however considering the responses of Judy it can be inferred she prefers to be reviewed more by online conference than receiving just written feedback. Taking into account the two ways in which feedback can be delivered, it is pertinent to understand how each way of feedback conveying influences students' writing skill then how it affects Judy's writing performance.

On the one hand, according to Wirantaka (2019) written feedback allows students to be provided with explicit resolution to the problems found in the text, indication of mistakes and

errors existence, as well as, reformulation of contents through the use of written expression (words, phrases and symbols) that match with students' level of understanding helping them to analyze, discover, and learn how to improve their written works. Similarly, Yamalee and Tangkiengsirisin (2019) argue written response is more beneficial for ESL or EFL writers when receiving feedback on grammar correction because writers can take advantage of this indication to modify their understanding regarding their errors, thus being able to fix them by themselves. Finally, some studies (Bitchener et al., 2005, Klimova, 2015; Yamalee and Tangkiengsirisin, 2019) raise written feedback is a stage within an integral feedback provision which combines written responses and writing conferences in order to highlight the points to be fixed, clarified and discussed in subsequent writing conferences.

In relation to this last concept, writing conferences, Zamel (1985 cited in Yamalee and Tangkiengsirisin, 2019) states that through oral feedback student writers and writing instructors can reach a more dynamic interaction than with written responses, a fact that definitely allows students to understand the teachers feedback intentions easily. Similarly, Williams (2002) states that writing feedback based on oral interaction allows writers and instructors to construct knowledge mutually through discussion and negotiation of meanings because dialogue is a medium for writing students to modify and stretch understanding about their written work and writing conventions in general.

Based on the previous arguments regarding written and oral feedback implications on students writing process, it can be said, in the case of this particular study, findings reveal feedback provided is useful to obtain immediate teacher response, as Judy indicates in the survey she receives written feedback (notes, as well as, error and marking correction) each time she is assigned to write, however Judys' responses in the interview suggest receiving immediate response does not ensure it is completely understood, as the delivery of written comments sometimes turns confusing for her. Even though sometimes she does not get the point of her teacher feedback, she expressed to be satisfied with the immediate response of

her teacher, act that obviously encourage her to finish her thesis and motivates her to continuing her academic writing learning. This fact confirms Torres and Anguiano (2016) as well as, Deeley et al. (2019) and Wirantaka (2019) conception regarding how effective written feedback needs to be detailed and how factors like timing response influences students writing motivation to continue working on their compositions, like in the case of Judy.

Another factor that influences Judy writing performance, thus her perception of feedback, would be the self concept she has of her as writer, this factor lines with studies achieved by Majidi (2005) and Torres and Anguiano(2016), as responses in the interview reveal she considers herself as the main responsible person for being possible the production and finishing of her thesis, also findings suggest she sees herself as a contributor, as she expresses in general she receives good feedback because despite receiving helpful sometimes confusing feedback she can get advance by her own, she does not mention any time like in other cases receiving imposition of tutors' ideas.(Mustafa, 2012).

Another characteristic that can be observed from feedback offered to Judy, is the existence of selective response, as at least in the sample analyzed, Judy was encouraged to work on specific types of mistakes, as in the mentioned sample written response is addressed to the correct use of direct quotes, fact that coincides with Wirantaka (2019) and Wulandari (2022) studies which raise effective writing feedback should be selective and balanced.

Regarding oral feedback given to Judy, data collected shows it helps her to interpret her written feedback by "clarifying" misunderstandings emerged from it. The term "clarifying", according to findings of this study suggests it can be related to receive appropriate instructions and discussing doubts that let Judy edit her text, thus to improve her writing because according to Judy, feedback helps her to rewrite her text. Considering the previous understanding that Judy has regarding her feedback received, it can be seen it coincides with some studies that conceive written response as a stage of an integrated feedback and as an

interaction process (Bitchener et al., 2005, Hyland and Hyland , 2006; Klimova, 2015; Yamalee and Tangkiengsirisin, 2019).

According to the findings of this study, oral response delivery is less practiced than written response delivery. Judy points out it happens only one hour per week while written feedback is provided each time Judy sends a written piece to her teacher. Results emerged from this study also suggest oral feedback is more preferred by Judy because she expresses receiving oral feedback makes her feel more supported by her teacher, thus she can understand her teacher intentions immediately. On the contrary, when receiving written feedback Judy indicates she reviews the advice of her teacher immediately, but working on that later, as she first needs to analyze what she is required to do i written feedback, above all when the intention of her teacher feedback is not explicit. As can be seen, this fact corroborates Seker and Dincer (2014) findings about how students' feelings and preferences affect students' perception of feedback. In the case of Judy, it can be seen she prefers oral feedback delivery because it likely matches with her values and preferences regarding how effective writing feedback should be.

Finally, the results obtained in this study give a detailed idea of what Judy expects regarding her writing feedback. Firstly, she expresses the desire to be provided more with oral conferences than written feedback. Secondly, she expects also to be supported on grammar but also especially on academic writing abilities, such as text organization, citing and referring, skills that she finds difficult to manage (see appendices B and C).

Considering Judy's expectations regarding her ideal feedback described above , it can be understood, it should be based on oral response over written response, as well as it should be focused on academic writing skills over mechanics of English language. This feedback desired coincides with Aunurrahman et al. (2017), as well as, Nurjanah (2021) findings which raise academic writing instruction should be more focused on content than on form.

Subsequently, feedback in academic writing context should be more addressed to the development of writing skills, like producing good argumentation and giving clear sequence to content. Also these studies suggest there are other elements that need to be supported like helping students to understand the task assigned, as well as understanding the communicative purpose of their written task or parts of this. Even though they believe academic instruction should be more focused on content, academic writing skills and communicative issues, they do not consider grammar correction should disappear. According to Hyland and Hyland (2006), Wiranka (2019) and Yamalee and Tangkiengsirisin,(2019) studies, written feedback seems to be more beneficial when responding to form or local errors. While the use of face to face conferences seems to be more useful when responding to content or global errors(Hyland and Hyland, 2006; Wirantaka; 2019). For example, in the case of Judy,at least in the feedback sample provided this last assumption is fulfilled because written feedback was employed to respond to some quoting mistakes, issues that are considered global errors because they do not alter the sense of the text.

In summary, the ideal feedback of Judy describes an integral response which according to Yamalee and Tangkiengsirisin (2019) and Hyland and Hyland (2006) allows EFL and ESL students to be more productive when writing through the delivery of appropriate ways of feedback (oral/ written) that need to be in accordance with the focus of feedback (form/content).This integrated response is also present in the feedback received by Judy through the employment of written comment technique and error marking technique, but also with the use of oral feedback via online which is seen by Judy as the opportunity to clarify misunderstandings concerned with the written feedback received, fact that obviously collaborates to the improvement of her writing as a finished product and as a process of a skill development.

4.3.4 Effective feedback

Effective writing feedback is a fact that depends on dialogue between teacher- student and vice versa that implies collaborative responses of both sides (Mustafa, 2012), for this reason participants of feedback get involved in an interpretative process, teachers at the time to react to students papers and students at the time of interpreting teachers feedback. Subsequently, according to Hattie & Timperley (2007) when achieving this collaborative process, aspects like feedback goals and expectations, as well as actions for reaching these issues must be clearly conveyed because a full communication is the basis of effective feedback. Additionally several studies (Ferris ,2002; Wulandari, 2022; Wirantaka, 2019, Mustafa, 2012; Deeley et al., 2019) point out effective feedback must be balanced and selective above all in the case of written response otherwise a paper full of corrections can demotivate to students writers, consequently affect their writing performance at written work level and at writing learning level. Furthermore, effective feedback must be understandable and provide clear instructions, as well as, if necessary, offer clear and accurate exemplification of how faults in the text can be fixed, as each mistake or error requires different treatment.

Finally, research shows (Majidi, 2005; Hyland and Hyland 2006; Mustafa 2012; Deeley et al, 2019) effective feedback should be personalized according to the writer's level, understanding, sociocultural background, learning context, and if it is possible considering writres' affective disposition towards a certain type of feedback procedure. Based on the previous views of effective feedback concept and the arguments given in previous lines, it can be seen in the case of Judy, feedback is good, as it is selective, immediate and respectful. However it is not totally effective because the participant still expects to have more interaction with her writing tutor, as results suggest there is still a gap between what teacher is attempting to say and what Judy understands she is required to do, for this reason this feedback can be considered good but still not effective.

4.4 Conclusions

Feedback in the field of academic writing can be defined as any information provided by a source (in this case teachers) regarding the writing performance of students which can aid to the development of this skill (Hattie and Timperley, 2007).Also feedback , in academic writing field , is seen as a collaborative interaction between teachers and students (Williams,2002; Mustafa 2012; Klimova, 2015) in which the delivering and the receiving of participants' responses depend on effective communication, element that is crucial in academic writing production, as from this effective interaction students can know teachers' goals and expectations, discuss and negotiate meanings in their writings, justify decisions taken in the writing process, understand how texts must be written according to academia conventions, as well as, according to the communicative purpose of their writings and finally continue their learning regarding their English language.

Chapter V

Conclusion

This section explains the contributions the previous study can provide to the academic community of the public university language school mentioned earlier. Additionally, the limitations of this study are described in the following lines, as well as suggestions for future research. Finally, a conclusion is provided regarding how the perceptions of a pre-service English teacher about her academic writing feedback influence her performance when composing academic texts.

5.1 Research Contribution

The findings of this project can be considered to promote reflection and future study regarding students' interpretation of tasks given in the feedback process and students' beliefs about different types of feedback provided in their writing as factors that affect students' academic writing performance. Reflection on these two issues would be helpful for academic writing teachers of this institution to formulate feedback not only based on institutional and academic requirements, but also based on common students' expectations. The results of this research also would be relevant for students because through the information included in this project they would become aware the different factors that affect academic writing in order to highlight the importance of ambiguity avoidance in academic text production, as well as, in feedback formulation, facts that they will face as future teachers.

5.2 Limitations of the Study

Based on the reflection and findings concerned with this single case study the following lines present some limitations of this study, for example this research only considers students' opinions and perception regarding academic writing feedback; however, for a complete

understanding of this agent that influences students' writing performance it would be relevant to know also the teachers' perception regarding this issue, subsequently regarding students' responses to teacher feedback on writing.

Another limitation should be considered in this study is exploring students' attitude towards direct or indirect feedback, although in the case of this research, the participant was asked to indicate her perception regarding her teacher feedback on her texts, this point was not treated in depth. Studying students' responses towards direct or indirect feedback would be useful as exploring this issue could be helpful to understand the benefits or disadvantages of employing these types of feedback with pre-service EFL teachers in academic writing instruction.

Finally, the most obvious limitation is the reduced number of participants in this study. This case study is based on information provided only by one participant. Considering a larger number of participants for this study would provide more detailed data regarding feedback in academic writing practice and students' perceptions and beliefs about it within the pre service EFL teaching context in which this research was achieved. This fact would be relevant to make some changes in teaching practices and feedback practices at institutional level. Despite the limitations of this study, the findings of this project are valuable, as mentioned above, they can be considered to enhance the reflection on students' interpretation of feedback tasks as a factor that affects students' academic writing performance.

5.3 Suggestions for further research

Taking into account the points reviewed in the present study it is important to recognize some issues that need to be further studied in order to obtain a complete comprehension of feedback role in EFL pre-service teachers writing context , for example, it would be relevant to know how academic writing instructors of EFL pre-service teachers perceive their own feedback offered in order to compare students and teachers views about this same phenomenon, this comparison might help to identify assertive patterns in feedback provision practices within

the mentioned context , as well as , it might provide some reasons for misunderstanding occurrence between this teacher- student interaction process called feedback as a fact that can affect writing accuracy of students.

Another important agent that would provide more detailed data about feedback in pre-service EFL teacher academic writing settings would be to increase the quantity of participants, thus increasing the number of feedback samples. This would be useful because results might be considered to adapt or adopt feedback practices that enhance academic writing skills in the population of this institution.

Finally, another key point that would help to obtain a deep understanding of the feedback process in pre-service EFL teacher academic writing instruction would be to observe samples of composition fixed with feedback provided, from these samples researchers would obtain more complete knowledge about how pre-service EFL teachers interpret feedback received.

5.4 Reflection

From my personal point of view this project has been a challenging task, as in my case it was a hard for me to retake some academic writing and research basic concepts because I had stopped practicing them for many years, like citing or referring according to APA conventions, in the case of writing production, or remember different methods and approaches employed in research field. However, I must recognize the effort and support of my thesis accompaniment teacher and my thesis tutor because it was a key factor that allowed me to struggle with the process of my thesis writing.

Additionally, I must acknowledge this project has impacted my academic life because this study allows me to be aware of all the factors involved in academic writing production, as well as, the agents that affect writing feedback process, facts that are relevant for me because I believe with this knowledge, I will be able to offer a better writing instruction to my future students, as well as meaningful feedback in their writings. Also, at present moment I think the

understanding emerged from this project helps me to express my ideas more properly in oral and written form. Finally, and the most important point, this project encouraged my critical thinking when producing texts, when interpreting different information sources, and also when interpreting feedback. I have realized academic writers and academic writing instructors need to understand feedback is a negotiation process in which the ideal achievement of this process is based on good communication.

5.5 Conclusion

In this chapter it is presented the main limitations of this study, the way in which this work impacts my personal life, as well as content that can aid the community of this institution to understand in more detail the act of providing and receiving feedback within pre service EFL teaching context. Finally in the following lines include the main conceptions emerged from this study.

Feedback is an essential component of any learning and teaching process; thus, in academic writing instruction feedback directly determines the effects it has on student writers' performance. As a result of effective feedback, student writers can corroborate what has been learnt, edit their papers to produce clear and relevant writing, empower themselves as writers, and continue their way to the acquisition and construction of new knowledge.

Feedback in this specific study was found to be a source of information, but also a means of interaction between the writing instructor and the student writer that allows them to clarify expectations, beliefs and feelings regarding the student writing as a process, and as a product of this process. Additionally, findings of this research suggest some factors affect the perception of feedback of this pre-service EFL teacher. These include lack of agreement about goals and expectations, lack of detail, affective disposition towards feedback received and self-perception of the participant as an academic writer, thus, the effects of feedback on her writing performance.

Finally, the results of this study corroborate previous theory which raises effective feedback on writing needs to be balanced, integral, timely delivered and selective. Additionally, this work found that interpretation of feedback is a fact that both teachers and students must care about, as from clear feedback interpretation both participants of academic writing instruction can effectively communicate and understand each other's expectations and values in order to achieve good writing teaching or good writing learning, in consequence, achieving effective academic text production.

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Appendices

Appendix A: Survey conducted with the participant.

FEEDBACK ON ACADEMIC WRITING

The present survey attempts to explore your perceptions about feedback on academic writing you receive. The information provided in this survey will be used for research purposes.

Student profile

1. Age.

2. How long have you been learning English? Write your answer in the line below.

3. Do you have a certification? Yes/ No .If so, which one? Write your answer in the line below.

Recognizing academic writing

4. What is academic writing? Write your answer in the lines below.

5. How often do you write academic texts? (Please tick one answer)

Once a month

Once a week

Every day

Other _____

6. What type of academic texts do you know?

7. Which aspect of academic writing from the list below do you find the most difficult?(
Rank the options from 1 to 7, 1 is the most difficult and 7 is the less)

- paraphrasing
- citing and referring
- text organization
- use of appropriate tense
- use of appropriate vocabulary
- summarizing
- selecting information

Teachers' academic writing feedback

8. How often does your teacher provide you feedback when you give him / her an assigned academic text ? (Please tick one answer)

- Always
- Sometimes
- Rarely
- Never

9. What techniques does your teacher use to provide feedback on your academic writing ?
Select and tick your answers from the list below, it can be more than one.

- Correcting and marking errors
- Using symbols
- Written comments on the paper
- Written comments at the end of the paper
- Peer review
- Electronic feedback

- Conferencing
- Rubrics
- Others _____

10. Which feedback technique is the most used by your teacher? Choose one answer.

- Correcting and marking errors
- Using symbols
- Written comments on the paper
- Written comments at the end of the paper
- Peer review
- Electronic feedback
- Conferencing
- Rubrics

Students' beliefs regarding teachers' feedback

11. What techniques from the list below do you consider are the most useful for you when receiving feedback on your academic texts? Select and tick your answers from the list below, it can be more than one.

- Correcting and marking errors
- Using symbols
- Written comments on the paper
- Written comments at the end of the paper
- Peer review
- Electronic feedback
- Conferencing
- Rubrics

12. Explain why you consider useful the techniques selected in question number 11. e.g., I consider rubrics are useful for me because ...

13. Do you always understand the feedback provided on your assignments?(Please tick one answer)

- I always understand it
- I usually understand it
- Sometimes I understand it
- I rarely understand it
- I never understand what teacher is trying to say

14. What do you do if you do not understand your teachers' feedback in academic writing? (Please tick one answer)

- I ask the teacher again
- I ask my partners and the teacher
- I ask my partners
- I try to guess
- I do nothing

15. If it applies, what aspects of your teachers' feedback do you find difficult to understand? Write your answer in the line below.

16. Which aspects of academic writing do you expect to be provided with feedback? Select and tick your answers from the list below, if select other indicate which one in the line.

- Grammar rules
- Text organization
- Citing and referring
- Vocabulary
- Other

17. Explain why you expect to be provided with feedback in the aspects selected in question number 16. e.g., I expect to receive feedback in citing because...

18. What do you usually do after you receive the teacher's feedback on your composition? Choose an answer.

- I review the paper immediately and correct what is wrong in the same paper
- I review the paper immediately, but I correct my composition in free time
- I save the paper and review it in free time and make corrections
- I review the paper, make corrections and rewrite the composition
- I just save the paper and do nothing

19. What do you usually do if feedback provided indicates something is wrong? Choose one answer.

- I use teachers' advices and correct the problematic part.
- I look for other sources and correct it
- I just prefer to omit the problematic part so as not to deal with it.

20. When do you consider you have received effective feedback on your academic writing? Explain your answer in the line below. e. g. , I consider I have received effective feedback when the teacher's instructions are clear...

Appendix B: Rating scale regarding the participant perception of the difficulty of aspects of academic writing.

7. Which aspect of academic writing from the list below do you find the most difficult? Rank the options from 1 to 7, 1 is the most difficult and 7 is the less. *

	1	2	3	4	5	6	7
paraphrasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
citing and referring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
text organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use of appropriate tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use of appropriate vocabulary	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
summarizing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
selecting information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Appendix C: Academic writing aspects that the participant expects to be provided with feedback.

16. Which aspects of academic writing do you expect to be provided with feedback? Select and tick your answers from the list below, if select other indicate which one in the line. *

- Grammar rules
- Text organization
- Citing and referring
- Vocabulary
- Otros:

17. Explain why you expect to be provided with feedback in the aspects selected in question number 16. e.g., I expect to receive feedback in citing because... *

I expect to receive feedback in text organization because I think this part is the most important to understand all the body paper

Appendix D: Interview conducted with the participant.

Questions for the video call

What are the advantages and disadvantages of the kind of feedback you receive on your composition?

How do you consider these disadvantages can be resolved?

In your opinion the type of feedback you receive helps you improve your composition? Yes/
No. Why?

How did you resolve the problematic parts of your writing ?

Do you consider the objective of your course has been fulfilled?

Would you like to add some other comment about feedback received on your writing?

Appendix E: Transcript of the interview conducted with the participant.

R: Researcher J:Judy

R:First of all, this is my participant and I'm going to ask her some questions.

R:Hello. First of all, this is my first question. What are the advantages and disadvantages of the kind of feedback you receive on your composition?

J: OK I think there are more disadvantages than advantages. One disadvantage is that sometimes I misunderstand the comments or the feedback and... might I can't clarify face to face to my teacher some questions. Another disadvantage I think that ... is that I can see face to face my to my teacher and maybe sometimes he or she can explain me what he's trying to write on the comments. Yes, I think this is the most difficult part of the feedback and one advantage is that maybe it is faster and easier to get the comments because I don't have or... yes, I don't have to go to the school and search to my teacher and I don't have to lose money.

Yes, I think this is... one advantage, but I think there are no another. There is not another advantage.

R: OK, well, you consider there's no disadvantage, right?

J: Yes, there are more advantages than ...no. There are more disadvantages than advantages.

R: : There are more disadvantages?

J :Yes.

R:Why?

Because sometimes I don't understand what teachers are trying to write on their comments, or I misunderstand the comments.

And... I cannot clarify face to face to my teacher what he's trying to tell me.

R: You cannot understand very well.So

J: Yes

R you misunderstand what the teacher is telling you, right?

J: Yes, yes.

R: OK, well, something else? or can I pass to the second question?. How do you consider these disadvantages can be solved?

J: I think that... maybe if I see my teachers face to face and clarify my questions maybe could be... in this way.

R: OK, you mean you need to see your teachers? The image of your... your teachers... I can understand because maybe you can see the gestures... the ...the face that teacher is doing when ... is explaining something. Maybe that's what you're saying?

J: Yes, because ... I sent my paper by e-mail and then they resend me the email with the comments. So they write the comments in the paper... bueno no aqui ... in the paper ... in the writing. And then I read the maybe I could or I could do a video call. Sometimes they don't have time, so it works better in this way for them.

But not for me.

R:OK.

J:Do you understand?

R: Yes, you need that kind of more. You need to be more accompanied by the teacher.

R: That's what you mean.

J: Yes.

R: OK, third question. In your opinion, the type of feedback you receive helps you improve your composition. Yes, no and why?

J: Yes, it helped me. It helped me, helped me to improve my writing because I made many mistakes and then when they told me I can restore more or I can rewrite my writing. Yes.

R: Okay. Well, in your case you put that you receive written comments and correcting marking errors, right?

J: Yes.

R: So you feel that those comments are helpful for you?

J: Yes.

R: Okay.

R: Next question and how did you resolve the problematic parts of your writing? In the case the image you sent me, let's say, how did you resolve it?

J: OK, first I read the part that is wrong, then I read the comment but it's trying to tell me.

Then I reread my paragraph for my writing and then I try to, for example, if there are grammatical errors, I try to resolve them and if they if I have a quotation errors, I try to... to write my quotes.

And in this way I think so I rewrite my paragraph or I rewrite my quotes.

R: OK, well, next question. Do you consider the objective of your course has been fulfilled?

J: OK. I think that at the beginning there wasn't a clear objective.

And then with the time I think the first and the principal objective is that I get my degree.

R: OK, that's... that's the main objective to get your degree right. Yes, despite of... at the beginning, you don't have an exact objective, right?

Yes.

R: OK , then...Would you like to add some other comment about feedback, received underwriting?

J: Yes, I think the the feedback was good or it is good for me because I think I don't, I don't...OK.Let me think.

R: Yes, you can take your time.

J: Ok I think the the feedback was good for me because I don't belong to the school. So teachers, maybe they can't pay me more attention because they have another classes or they have another students that are better than me? I think so. So it was good for me that they have maybe one hour for a week and it was good for me and it was it works for me

because I know that it's my it's my work and it's I have to do my thesis by my by myself. So I think that's good.

R: OK, you mean that... any development you have in your thesis is by your own? That's what you're saying. OK, but instead of that you feel accompanied by your teacher or not? Not, but that's ok for me.

That works for you.

J: Yes, yes, because I know that it's my work and I have to do it by myself, so maybe they have to guide me, but then they don't have to do my job.

OK. OK. Well, I think that's all and thank you very much and I'm very, very happy. That you can answer those questions.

So I think that's all. Any other comment ?you... you can do some other comment if you want to.

J: No, I think that's OK.

R: OK. Well, thank you and well, let's say bye bye.

J: OK.Bye.

Appendix F: Sample of academic writing feedback provided to the participant.

The image shows a screenshot of a document viewer interface. The document title is "comentada - LOR tesis inclusion-version preliminar". The main text on the left is as follows:

Stubbs (2008) describes "Inclusive education as a part of a wider strategy to promote an inclusive society; one which enables all children and adults – whatever their gender, age, ability, disability, ethnicity, religion, health, or social status – to participate in and contribute to that society". (p.50)

According to the United Nations, Inclusive education establishes that all learners have unique characteristics, interests, abilities, and particular learning needs. However, learners with special education need to demand equal access to and receive "individual accommodation in the general system education." It means structural changes to create an inclusive learning environment.

Furthermore, The Convention on the Rights of Persons with Disabilities states in article 24, "Inclusive education involves transforming the whole education system - legislation and policy systems for financing, administration, design, delivery, and monitoring of education, and

The right sidebar contains a "Comments" section with the following entries:

- Page 3**
[Redacted]
The title of the thesis might have been a good idea before the chapters to have an idea of what you are really investigating
- Page 3**
[Redacted]
You need a page number after a direct quote
- Page 3**
[Redacted]
May need it here too
- Page 5**
[Redacted]
Now you have to indicate the beginning and end of the direct quote
- Page 6**
[Redacted]