Video feedback and foreign language anxiety in online pronunciation tasks

Doctoral Thesis

Author: Sidney Martin Mota

Supervisors: Ibis M. Álvarez & Anna Espasa

Barcelona, 15th November of 2022

Education and ICT (e-learning) Doctoral Programme

Universitat Oberta de Catalunya (UOC)

Table of contents

Acknowledgements

I would like to thank the following people, without whom I would not have been able to finish the thesis.

My supervisors Dr Anna Espasa and Dr Ibis Álvarez, whose insight and knowledge into the subject matter have guided me all the way through.

The students at the Institut Obert de Catalunya, who took the time to return surveys and allowed me to interview them so that I could collect further data. Your participation has been key to finishing the thesis.

My colleagues at the Institut Obert de Catalunya, who have supported me all along!

And my biggest thanks to my family for all the support you have shown me through this research. For my wife Sara, thanks for all your support, without which I would have stopped these studies a long time ago. Thanks Mum & Dad for all your unconditional support too! You have always been there when I needed you.

"He will cover you with his feathers,

and under his wings you will find refuge" (Psalm 91:4)

Abstract

Despite many studies about video feedback in both face-to-face and online settings, little research has been carried out exploring how this technique is perceived by students learning the pronunciation of specific sounds in a foreign language. Adopting grounded theory as the methodology and a dialogic feedback approach as the conceptual framework, the present study shows that anxious and non-anxious students welcome video feedback.

The design of a learning activity for students to practise a specific problematic pronunciation target in English, carried out in an e-learning environment, more specifically in an online English language course, is described. The results show three aspects of teacher's corrective video feedback, perceived as more relevant: the Emotional input of feedback, referred to the feelings around the feedback delivery which foster dialogue, closeness, motivation and empathy; Enhanced understanding, related to the clarity, the usability and personalization of the feedback; and Feedback engagement, which are the conditions favouring agentic engagement where students share the responsibility for making feedback processes effective. The design of the learning activity was also validated by a group of experts whose opinions were collected by way of a focus group. Implications related to video feedback practices are also discussed.

Keywords: feedback*; v*ideo feedback; language learning; pronunciation; foreign language anxiety

Resum de la tesi

Malgrat la retroalimentació en format vídeo és un tema força present en la recerca sobre la retroalimentació tant en entorns presencials com en línia, hi ha poques evidències empíriques que explorin com els estudiants perceben aquesta tècnica quan s'aprèn la pronunciació de sons específics en un idioma estranger. Adoptant la teoria fonamentada com a metodologia i un enfocament dialògic de la retroalimentació com a marc conceptual, la present tesi doctoral mostra que els estudiants ansiosos i no ansiosos valoren positivament la retroalimentació en format vídeo.

Aquesta recerca aporta el disseny d'una activitat d'aprenentatge que té l'objectiu de que els estudiants, aprenents d'anglès, practiquin un contingut específic de pronunciació que els hi és problemàtic. L'activitat es desenvolupa en un entorn d'e-learning, més específicament en un curs d'anglès en línia. Els principals resultats obtinguts a la tesi, mostren tres aspectes de la retroalimentació correctiva en format vídeo del professor, percebuts com a més rellevants: l'input emocional de la retroalimentació, que fa referència als sentiments al voltant del moment de facilitar el feedback i que poden fomentar el diàleg, la proximitat, la motivació i l'empatia; la millora de la comprensió, relacionada tant amb la claredat, com la usabilitat com en la personalització dels comentaris; i la implicació amb el feedback (feedback engagement) que fa referència, per una banda, a les condicions que afavoreixen un paper actiu dels estudiants un cop han rebut el feedback i d'una altra banda, fa referència a la responsabilitat compartida entre docent i estudiant de fer efectius els processos de feedback. El disseny de l'activitat d'aprenentatge també va ser validat per un grup d'experts, les opinions dels quals es van recollir a través d'un grup de discussió. Es discuteixen les implicacions dels resultats obtinguts relacionant-los amb les pràctiques de retroalimentació en format vídeo.

Paraules clau: retroalimentació; retroalimentació en format vídeo; aprenentatge d'idiomes; pronunciació; ansietat causada per l'idioma estranger

Resumen de la tesis

A pesar de que se han llevado a cabo muchos estudios sobre la retroalimentación en formato vídeo tanto en entornos presenciales como en línea, pocas investigaciones han explorado cómo los estudiantes perciben esta técnica al aprender la pronunciación de sonidos específicos en un idioma extranjero. Adoptando la teoría fundamentada como metodología y un enfoque dialógico como marco conceptual, la presente tesis doctoral muestra que los estudiantes ansiosos y no ansiosos valoran positivamente la retroalimentación en formato vídeo.

Esta investigación aporta el diseño de una actividad de aprendizaje para practicar un objetivo específico de pronunciación que resulta ser problemático entre los estudiantes de inglés. La actividad se realiza en un entorno de e-learning, más específicamente en un curso de inglés. Los resultados muestran tres aspectos de la video-retroalimentación correctiva del profesor, percibidos como más relevantes: el input emocional de la retroalimentación, referido a los sentimientos en torno al momento de facilitar dicha retroalimentación y que pueden fomentar el diálogo, la cercanía, la motivación y la empatía; la mejora de la comprensión, relacionada con la claridad, la usabilidad y la personalización de los comentarios; y la implicación con la retroalimentación (feedback engagement), que hace referencia, por un lado, a las condiciones que favorecen el papel activo de los estudiantes una vez reciben esta retroalimentación y por otro lado a la responsabilidad compartida entre docente y estudiantes de hacer efectivos estos procesos de retroalimentación. El diseño de la actividad de aprendizaje también fue validado por un grupo de expertos cuyas opiniones fueron recogidas a través de un grupo de discusión. Se discuten las implicaciones de los resultados obtenidos relacionándolos con las prácticas de retroalimentación en formato de video.

Palabras clave: retroalimentación; retroalimentación en video; aprendizaje de idiomas; pronunciación; ansiedad.

Chapter 01. Introduction

Have you ever wondered as a teacher how online students perceive feedback, more specifically video feedback, and how it varies depending on whether they see themselves as an anxious type of student? These are the questions that, as a teacher-research, I formulated when reflecting on my own teaching practice and that kick-started a more systematic approach in order to answer the questions.

We, as students, may have found ourselves in a situation where we started to feel nervous when speaking in class in a foreign language since we are not sure whether what we are going to say will be intelligible. What is more, we are also concerned about what the teacher will say in response. Sweaty palms and butterflies in one's stomach are only some of the effects of what is known as foreign language anxiety. However, there is a way to help students feel less anxious. The answer is how teachers provide feedback to the students' performance.

Vattoy and Smith (2019) use the terms "tactfulness" and "thoughtfulness" in order to provide students with feedback. However, before being tactful you need to know how students perceive feedback. Teachers should be careful not to undermine the learner's self-esteem when providing feedback (Engwall & Bälter, 2007; Krashen, 1982). Feedback is thus linked to emotions and understood as a dialogue between teacher and student (Ajjawi & Boud, 2017; Espasa et al,. 2018; Goetz et al., 2018, cited in Lipnevich & Smith, 2018; Yang & Carless, 2013), which are aspects of our teaching practice that need to be taken into account. So knowing how students perceive feedback and providing dialogic feedback seems to be the way to proceed in order to create a less anxious environment for students. Therefore,

I wanted to further investigate as a teacher researcher how video feedback can help us provide better feedback and decrease anxiety in online students.

The present thesis will shed light onto this key aspect in learning by way of investigating the interaction between video feedback in an online learning environment and foreign language anxiety. Four studies were carried out in order to collect information about how anxious and non-anxious students perceived video feedback for a specific online pronunciation task and to collect their opinions about the pronunciation task itself. A focus group was later organized in order to collect the professionals' opinions about the design of the task and the video feedback delivery.

After reviewing the literature about feedback, I designed an online activity in which video feedback is delivered taking into account the main ideas expressed so far. The feedback to be delivered is based on the idea that it should be dialogic, engaging and corrective as understood in foreign language learning. I believe that these three elements are well-combined in video feedback. The present thesis in your hands will prove so.

The thesis presents the following structure: Literature review (chapter 2), Method (Chapter 3), Results (Chapter 4), Discussion (Chapter 5) and Conclusions (Chapter 6). In the literature review, research about e-learning, video feedback, foreign language anxiety and foreign language pronunciation targets is presented in order to give my own research its theoretical framework, which will help us answer the two research questions along with their specific objectives found at the end of Chapter 2. Chapter 3 describes the method employed to collect the data in order to answer the two research questions. That is, the context, procedure, sample and tools are described for the studies carried out.

The results are presented in Chapter 4 using the research questions and specific objectives in order to show the results in an orderly manner. Finally, Chapter 5 presents the

interpretation of the results, corresponding to the research questions and specific objectives of the thesis. Conclusions, in Chapter 6, present limitations of my thesis and future lines of research, allowing us to have a deeper understanding of the area of investigation.

Partial results of the thesis have previously been published by the author of the thesis and his supervisors (Martin et al., 2022).

Chapter 02. Literature review

This chapter is a review of the research dealing with feedback and foreign language anxiety, more specifically in an online environment using video feedback and dealing with the learning of pronunciation. There is no previous research, to my knowledge, combining these elements. The chapter is divided into six sections.

The first section deals with the setting in which the research is being carried out, which is that of an online environment as understood from a constructivist framework. Then, in the second section, feedback is defined and described from a formative viewpoint as a means to help learners progress. It is here in this section that video feedback is introduced as a technique that meets the requirements of formative assessment in an online environment and helps us introduce the topic of the next section, which is foreign language anxiety. The third section defines foreign language anxiety and describes how anxiety manifests itself in online environments. The fourth section, since I am investigating video feedback in online pronunciation tasks, the pronunciation targets employed in the research are explained. The fifth section is a summary of the chapter, leading to my final and sixth section where the research questions are presented.

2.1 E-learning from a Constructivist perspective

My study is set in an online environment, where learning and teaching take place online, also known as e-learning. Although finding one final definition of e-learning seems to be elusive, Koohang et al., (2009) defined e-learning as education delivered by means of electronic media. However, Tavangarian et al., (2004) provided a more precise definition of what e-learning is and which is couched within a constructivist model:

We will call e-learning all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. Information and communication systems, whether networked or not, serve as specific media (specific in the sense elaborated previously) to implement the learning process (p. 274).

I will adopt this definition which briefly and concisely portrays what e-learning consists of and includes two key elements in the concept, education and information technology (IT). Also, one must take into account the instructional design of e-learning, which currently relies on constructivism as the most adequate learning model, promoting the use of prior knowledge in order to build the new one (Koohang, 2009).

Murphy (1997) provided a description of the constructivist learning theory, based on a thorough review of the literature. Among the traits included in the description, there is particularly one that has direct bearing on my study, which is that of taking into account the learners' previous attitudes and beliefs in the process of knowledge construction. My results on beliefs can then help online instructors to provide the feedback students need to perform better within the constructivist framework.

Koohang (2009) put forward a constructivist model for e-learning in which three key elements play an important role for learning to occur: learning activities design; learning assessment and the instructor's roles. The design of learning activities should aim at promoting cooperation, scaffolding, dealing with the real-world as well as social negotiation. Secondly, learning assessment is carried out in three levels including instructor, peer and self-assessment. Finally, the instructor's role is essentially that of a guide, coach and feedback provider. All these three key elements provide the very foundations of a constructivist e-

learning environment, which according to Lin (2015) fosters greater interaction opportunities in L2 learning.

Koohang et al. (2009) adapted Koohang's (2009) model by presenting only two categories: the learning design elements and the learning assessment elements. Nevertheless, both Koohang (2009) and Koohang et al. (2009) included a category named "assessment", which in Koohang et al. (2009) is broken down into three elements: individual self-assessment, team collaborative assessment and the facilitator's assessment. The facilitator in Koohang et al. (2009)'s model is seen as a coach, mentor and guide who provides feedback to learners, which is in line with the role of a facilitator within a constructivist framework.

Nacu et al. (2016) analyzed the role of instructors in an online environment, using automated analytics and qualitative interpretation to identify and explore online teaching roles, which are: audience, encourager, evaluator, sociocultural friend, learner, learning broker, model, monitor, promoter, resource provider and instructor. Again, many of these roles are in line with the constructivist model.

The design of my online activity has also taken into account the three elements found in Koohang (2009). That is, careful care has been taken when designing the activity so that it is engaging and gives students the opportunity to act upon the feedback received by way of scaffolding. It is also designed for assessing the student's performance through teacher and self-assessment. Finally, the instructor's role has carefully been chosen since it is that of a guide through the feedback provided so that students feel engaged thanks both to the design of the activity, which provides them with a chance to act upon the feedback, and to the feedback itself, which becomes engaging since it is meaningful and useful.

Apart from the role of the instructors, studies of the effect of technology-enhanced instruction on achievement and studies of student attitudes regarding learning with technology have also increasingly been reported. For instance, Yu et al., (2010) found that

low-achieving students could benefit from web-instructional methods. However, Ward et al., (2009) found that the students in their study were not interested in using social networks as a learning tool. Interestingly, Henderson (2019) stated that in some studies it has been observed that feedback delivered as text in an online environment can be more effective than face-to-face. He added that this mode of delivering feedback is growing due to the increase of online courses. Also, Henderson and Phillips (2015) found that video-based feedback in the form of individualized video recordings of the lecturer commenting on each assignment had a positive effect on how students perceived the feedback, describing it as clear, detailed, supportive, caring and motivating among others. Video feedback helps students feel connected to their teacher, increases confidence in students, helps build up a more human relationship between teacher and student and provides extralinguistic information such as tone and pace, which helps students understand the feedback (Killingback et al., 2019). In addition, students feel less isolated in online courses when teachers use asynchronous videos for video communication (Lowenthal, 2022). Ryan et al., (2019) compared students' perceptions about digital and non-digital feedback modes. Results from an online survey in which 4514 Australian university students participated showed that digital recordings for feedback provision, when they are compared with handwritten comments, were described as effective. More precisely as detailed, personalized and usable. The authors of the study warned that feedback provision is not automatically improved by using technology since one should take into account other factors such as the type of information being exchanged, the relationship being developed and the pedagogical framework. Such observations are in line with Winstone and Carless (2019), more specifically in chapter 4: "Technology-enabled feedback processes", who encouraged teachers to reflect on how technology can empower and engage students in the feedback process so that learning becomes learner-centred and not only the transmission of information.

The results of these studies show that online environments can adequately adapt to the requirements of a constructivist pedagogical framework. The results will also help instructors better understand students' needs so as to reduce their level of anxiety, make them feel more comfortable when speaking a FL in virtual environments as well as promote learning within a constructivist environment. In principle, these environments facilitate interaction between students and student-teacher; increase motivation; improve self-concept and mastery of basic skills; and enhance more student-centred learning and engagement in the learning process as well as more active processing, resulting in higher-order thinking skills and better recall. Students also appear to gain confidence by directing their own learning (Coverdale-Jones, 2000; De los Arcos et al., 2009; Stepp-Greany, 2002). More specifically, various studies have demonstrated the importance of using Interface Delivery Systems, which facilitate interactions in real time between teachers and students as in Synchronous Audiographic Conferencing systems (SAC systems) and Skype (Hassan et al., 2005; Roseberry et al., 2014). For example, the use of technology fosters autonomous learning and decreases students' anxiety towards the use of technology, which becomes a helping tool for their learning process (Huang, 2002a). Additionally, the use of technology is even beneficial for the assessment of language learning tasks (Hopkins, 2010). All of these advantages are well in line with the constructivist model.

In sum, e-learning has found a place within the constructivist model as the use of ICT allows for new ways of representing one same concept, thus promoting metacognition, which is one of the traits of the Constructivist model (Coll et al., 2008). Also, ICT provides experience in multiple perspectives, which is again one of the objectives when designing activities within the constructivist model (Honebein, 1996; cited in Koohang et al., 2009), and which eventually leads to meaningful learning (Ausubel, 1963; 1968; 1978; cited in Novak, 2013). Constructivists emphasize the design of learning environments rather than

instructional sequences (Jonassen, 1994), where the principles for active learning, such as creating a learning environment for real life learning, social interaction and an experiential learning environment (Huang, 2002), are of vital importance in order to favour learning in authentic learning tasks (Herrington & Reeves, 2003). As far as feedback is concerned, one must take into account the contributions of the sociocultural theory by Vygotsky (1978), which was further investigated by Esterhazy (2019). More specifically, Zone of Proximal Development (ZDP) and scaffolding, both of which guide the teacher's feedback delivered within the Constructivist learning model. Such an approach helps learners to monitor and regulate their learning and can be best implemented in what we know as formative assessment. Esterhazy (2019), in the same line, pointed out that feedback takes place in what she calls *feedback encounters* in which feedback comments are included. These feedback comments arise from the combination of peers, teachers and knowledge resources (e.g. assessment criteria). According to Esterhazy (2019), successful feedback encounters depend on how successful the interactions are. Thus, the importance of social interaction in learning environments.

The design of my online activity has also taken into account the benefits of e-learning by combining formative assessment and video feedback as a way to help students enhance their learning experience since their role as learning agents is promoted by carefully designing the right habitat for this to be triggered and reduce their anxiety whilst carrying out a pronunciation activity: my engaging online activity gives them an opportunity to act upon the feedback specially delivered to them in the form of video feedback.

2.2 Formative assessment and feedback

This section presents the strong bond between quality feedback and formative assessment, which can be a powerful tool to reduce anxiety in learners. I will also explain that the combination of video feedback and corrective feedback can help us do so whilst boosting engagement.

2.2.1 Definition of formative assessment

Formative assessment, as opposed to summative assessment where achievement is assessed, is the means to provide information in order to modify one's learning (Black & Wiliam, 1998), more specifically to improve one's learning (Sadler, 1989). Formative assessment should also monitor and regulate the learning process rather than assess learning achievement (Tang, 2016). Gikandi et al. (2011), when defining formative assessment in online environments, associated the need for ongoing feedback with improving both teaching and learning. It is, therefore, of vital importance in this type of assessment to provide quality feedback so as to help students narrow the gap between the student's actual level and the one they need to reach with the teacher's aid (Black & Wiliam, 1998) and it should also give students opportunities to act upon the feedback received (Carless, 2018). Feedback should also allow the learner to construct knowledge based on previous knowledge, which is in line with constructivist learning (Koohang et al., 2009). In addition, it should also help students move forward in their learning (Dann, 2019). Formative assessment and feedback should then go hand in hand, thus making it possible for learners and instructors to interact and socially build knowledge together (Dann, 2019). Last but not least, formative assessment is interactive among students themselves, peers, and teacher, stressing the fact that it should be immediate and effective to learners, which is in line with a student-centered approach to

learning (Tang, 2016) and which is also in accordance with constructivist tenets (Coll et al., 2008).

In summary, any formative assessment should include the following concepts:

- Provision of immediate, affective and student-centred quality information to modify and improve the student's learning (Black & Wiliam, 1998; Carless, 2018; Sadler 1989; Tang, 2016).

- Monitoring and regulating the learning process (Tang, 2016) and feedback provision which moves learning forward (Dann, 2019).

- More aimed at changing both teaching and learning so as to enhance achievement rather than teaching alone (Dann, 2019), which is linked to a student-centred approach to teaching and learning.

- Knowledge construction based on previous one (Coll et al., 2008).

As a result of adopting formative assessment as one of the key elements in a constructivist model, more specifically an e-learning constructivist model, we should now explain in more detail what kind of feedback is delivered within the constructivist model.

2.2.2 Definition of feedback

Definitions of feedback abound in the literature. According to Sadler (1989), feedback can be defined in terms of its informational content or its effect on the receiver. Feedback as purely information is "information about how successfully something has been or is being done" (Sadler, 1989). Feedback as effect on the receiver had already been proposed by Ramaprasad (1983): "information about the gap between the actual level and the reference level of a system or parameter which is used to alter the gap in some way" (Sadler, 1989:120). Another more recent definition is "a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies" (Carless & Boud, 2018: 1315).

Interestingly, Dawson et al. (2019) provided a bird's eye view of how feedback has been understood over the recent decades. Prior 2010 the focus was on the information delivered to the learner (Hattie & Timperley, 2007; Sadler, 1989; Shute, 2008) whereas more recent research placed the focus on the "process" to improve the work (Boud & Molloy, 2013; Carless, 2018; Pitt & Winstone, 2020). They added that recent definitions of feedback provide a richer picture of feedback provision which goes beyond the simple provision of information. That is, multiple players are involved and learners are required to act upon the feedback to improve their work. Pitt and Winstone (2020) identified two paradigms of feedback provision: the monologic transmission paradigm and the dialogic paradigm which focuses on the student's engagement with the feedback. Dialogic feedback "involves iterative processes in which interpretations are shared, meanings negotiated, and expectations clarified in order to promote student uptake of feedback (Carless, 2015, p. 196)".

Jensen et al. (2021) studied how feedback is described in a set of research articles using qualitative methods and metaphor analysis. They identified six general descriptions of feedback practices among which one can find feedback as a dialogue, in line with Carless (2015) and which takes us to the definition adopted in the thesis.

My thesis will adopt Carless (2015)'s definition of dialogic feedback as it is a more learner-centred approach and is in line with the constructivist model where feedback is considered to be help delivered by the instructor so that the learner can engage with the feedback and regulate their learning (Onrubia, 2005).

2.2.3 Feedback characteristics and Quality feedback

Quality feedback provision, as we understand it, is based on the following three aspects:

1) Task design in which feedback is delivered

The task should enable students to act upon the feedback delivered and thus meaningfully engage with it (Chong, 2021). I agree with the fact that students must learn how to engage

with feedback, which is at the core of feedback literacy (Chong, 2021). According to Carless and Boud (2018), feedback literacy consists of four main components: appreciating feedback, making judgments, managing emotions and acting upon feedback. In order for feedback to be effective students should learn how to do all four and teachers should also instruct them how to. Students will then be able to meaningfully engage with the feedback and become students who are proactive recipients of feedback (Winstone et al., 2017). It has been shown that students who have experienced the benefits of proactively acting upon feedback are reinforced in their learning process (Molloy et al., 2020). However, teachers should create tasks that allow students to use the feedback and thus increase feedback engagement or what is known as the agentic use of feedback (Panadero & Lipnevich, 2022), defined as purposefully and autonomously using feedback (Wood, 2022a).

Other aspects worth taking into account are as follows. The task should be challenging but task complexity should be low (Hattie &Timperley, 2007). Also, students should know what good performance is; they should also know what their current state is in relation to expected performance; and finally, they need to know how to reach the goal and close the gap between current and expected performance (Sadler, 1989; cited in Nicol & Macfarlane-Dick, 2006).

In addition, a learning context to which feedback is addressed must exist and it should address faulty interpretations so as to be most effective, while it fails to be effective when there is a total lack of understanding (Hattie & Timperley, 2007).

The recommendations above clearly point towards the fact that the gap between what the learner knows and what the learner needs to know should not be discouragingly wide. Otherwise, students may lose focus and not see what they are supposed to be learning, which is in line with Vygotsky's ZPD and scaffolding, both of which guide the teacher's feedback delivered within the constructivist learning model. Vygotsky's socio-cultural approach to

learning interprets the learning gap as an opportunity for participants in the learning process to collaborate and sees instructors or peers as mediators (Dann, 2019).

2) Feedback delivery mode

According to Yang and Carless (2013), feedback should be delivered in the form dialogue, also known as dialogic feedback, which is understood as a relationship where participants think and reason together in order to build knowledge together (Yang & Carless, 2013; Ajjawi & Boud, 2017; Steen-Utheim & Line, 2017; Dann, 2019).

Dann (2019), who advocates for feedback as a relational concept, added that dialogue should be fostered in order to help students act upon the feedback and help them reflect on their future learning, all of which is in line with the constructivist model and Vygotskyan socio-cultural approach to learning. According to Yang and Carless (2013), feedback should take into account the three dimensions in the feedback triangle: the cognitive, the social-affective and the structural dimensions. It is in the social-affective dimension where feedback could be seen as playing a role in diminishing anxiety when learning a language. Ajjawi and Boud (2017) proposed that feedback should go beyond strictly answering the student's questions by being more relational. Some of their recommendations are that tutors should use the "we" pronoun instead of more objective linguistic structures such as the passive, and that they should also invite students to answer questions. Such recommendations would foster a more dialogic approach to feedback and could be classified as emotional components in the student's learning.

In addition, Steen-Utheim and Line (2017) conducted an investigation of oral feedback dialogues between students and teachers and identified four areas that could help student learning: emotional and relational support; maintenance of the dialogue; opportunities for students to express themselves; and the other's contribution to individual growth.

Interestingly, the emotional component in the student's learning seems to be critical in order to foster dialogic feedback.

Teachers should also design activities that promote Metacognitive feedback otherwise known as internal feedback (Nicol, 2021). For instance, students can compare different versions of the same task. That is, the task carried out individually and the same task carried out as a group. Each member of the group can then compare their task with the one carried out in the group. Interestingly, Nicol (2021) stated that dialogue when comparing a task with others is key for activities promoting Metacognitive feedback.

If the social-affective dimension is key in feedback encounters, one should also plan for them to be engaging. Feedback engagement involves acting upon feedback, after which a feedback loop is closed. Feedback loops are encouraged in order to promote uptake and feedforward (Carless, 2018), which should be framed within a positive social-affective environment. A recent empirical study carried out by Espasa-Roca and Guasch-Pascual (2021) has shown that feedback engagement is intimately linked to giving learners the opportunity to redo their task in order to act upon the feedback received. Students will read the feedback and even understand it but, more importantly, they will not use it if not given the chance to do so.

Not only should it be engaging, but it should also provide specific rather than general comments. Its effectiveness is improved when it is associated with some criteria for success, which helps students improve in their learning process due to the high quality of information provided (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006). Other studies (Black & Wiliam, 1998; Nicol & Macfarlane-Dick, 2006) pointed out that feedback is most effective when error correction is carried out employing metacognitive processes rather than providing

the correct answer. For instance, students perform better when given suggestions about how to improve their written task rather than giving them a mark without any comments about how to improve (Black & Wiliam, 1998). It is also effective when achievement criteria are provided so that students can compare what students can actually do (actual performance) with what they need to achieve (required performance) (Nicol & Macfarlane-Dick, 2006).

3) Feedback's ultimate goal

By feedback's ultimate goal I am referring to feedback that should be turned into feedforward, which is feedback promoting learning by having students engage with it and act upon it (Carless, 2007), thus promoting, in turn, sense-making, pro-active and self-regulated learners (Reimann et al., 2019). Winstone and Carless (2019) observed that feedback has pivoted from a teacher-centred to a learner centred approach. If feedback receivers fail to understand the information provided and are not open to receiving it, then they will not be able to act upon it; it is thus vital that a feedback-friendly environment is built so that feedback reaches its ultimate goal, which is that of acting upon the information provided (Stiggins, 2018; cited in Lipnevich & Smith, 2018).

Some research has been focusing on what learners believe feedback should be, which is key to improving feedback provision. Martin and Álvarez (2017)'s aim in their paper was to give voice to students in order to identify most preferred feedback. Students who expressed greater levels of anxiety in oral communication lessons gave Recast and Metalinguistic feedback higher ratings. In comparison to the Low-level anxiety group, the High-level anxiety group regarded instructor input as being more useful than the other types of feedback. Dawson et al. (2018) investigated staff and students' beliefs about feedback effectiveness, the results of which indicated that both see feedback as a means for improvement. While staff mentioned concepts such as timing, modalities and connection between tasks within the field

of feedback design, students paid more attention to the comments received and saw high-quality feedback to be effective when it is usable, detailed, tactful and personalized to the student's task. Interestingly, the authors of the study advised that in order for students and teachers to benefit more from the feedback process, students should be more "assessment literate", and teachers should bear in mind that students ask for better feedback designs. Last but not least, Dawson et al. (2018) also gave great importance to affective and relational matters involved in feedback provision despite the fact that this aspect of feedback did not have a relevant place in the study.

Vattoy and Smith (2019) proposed a pedagogy, known as responsive pedagogy, in which assessment is integrated in such a way that it fosters interaction between internal (from the student himself) and external (from others: peers, teachers, etc.) feedback. Their proposal is based on a study of the relationship between students' perceived external goal orientation, self-regulation, self-efficacy, and English as a Foreign Language teaching. Data were gathered from a survey of students in Norwegian lower secondary schools. The findings showed that students who were aware of their learning objectives thought professors' feedback was more beneficial.

For feedback to be useful, it is critical that it be perceived as such. Vattoy and Smith (2019) empirically studied how students perceived feedback, which is what Martin and Álvarez (2017) already started investigating when they wanted to identify what kind of corrective feedback was preferred by online perceived anxious vs non-anxious students in an online learning environment.

Vattoy and Smith (2019) used the terms "tactfulness" and "thoughtfulness" in order to provide students with feedback in "unplanned" situations, which requires beforehand knowing how students perceive feedback. In addition, feedback, in their view, is not unidirectional but dialogic, placing internal feedback in the centre of the learning process,

which in turn fosters self-regulation. Interestingly, feedback is co-constructed with the teachers, peers, students and materials.

Panadero et al. (2019), when investigating co-regulation, also took into account the affective dimension of feedback. He identified three key elements for creating a co-regulation space so that feedback is received optimally: a) for feedback to be effective it should be functional in the task as well as the process, self-regulated and not unidirectional; b) feedback should include self-regulatory information; and c) the more intense the relationship between feedback deliverer and recipient is, the more likely it is for the recipient to adopt the feedback. The intensity of the relationship is also key for learners to accept feedback.

To sum up, our understanding of what feedback is can be accommodated within a constructivist learning model where learners receive feedback in order to act upon it so as to move forward in their learning process. Let us now draw our attention to Corrective feedback since it is one of the variables that could counteract anxiety when speaking a foreign language.

2.2.4 Corrective feedback, constructivism and foreign language teaching

Corrective feedback is one of the most frequently used types of feedback in foreign language teaching. There is ample literature on feedback mechanisms in both traditional and virtual contexts (Ion et al., 2013). Corrective feedback is a type of feedback which is widely used in foreign language learning but it can also trigger anxiety in students, more so in online environments. However, there are few studies that relate these mechanisms to anxiety that students can present when carrying out speaking tasks in e-learning environments. For instance, McNeil (2014) found that FLA in an asynchronous computer-mediated learning environment is low. However, FLA peaked in specific contexts such as in peer-assessment, grammar or pronunciation tasks, to name a few, which are not that different from face-to-face

contexts as potential sources of FLA. In this sense, Abedi et al. (2015) recommended considering the levels of anxiety when giving feedback and suggest investigating possible relationships between these factors, especially in relation to speaking tasks, which are perceived as the toughest tasks by most students of FL.

In this section I will provide a definition for Corrective feedback (CF), as a type of feedback in foreign language learning. We will also present a classification by which CF will be categorized and a description of how CF should be delivered within the constructivist model, providing links with the type of formative assessment and feedback advocated in the thesis. Finally, some observations concerning CF in pronunciation training are included.

The present study is focused on CF provided to students when carrying out an oral task and who perceive themselves as anxious or non-anxious, more specifically carrying out a pronunciation task in an interactive online environment. It is assumed that CF is a response to errors in the interventions made by a student (Ellis, 2006). My thesis will adopt Lightbown and Spada (1999)'s definition of CF: "any indication to the learners that their use of the target language is incorrect". Seemingly, the impact of CF in learning is not always positive since in some cases it can increase student anxiety (Krashen, 1982) and may have negative effects (Kluger & DeNisi, 1996; cited in Dann, 2019). For instance, teachers should be careful with the amount of feedback that is provided. That is, too little or too much would be detrimental to the student. Interestingly, related to the two factors that we are investigating in our study, CF and anxiety, recast is only effective for students who show a low degree of anxiety (Lee, 2016; Sheen, 2008). So far, we can see that the idea that any feedback is beneficial to the learner is flawed.

In line with this concern and investigating what feedback is best for learners, Zhang and Rahimi (2014) examined the beliefs of students about CF after being informed about the purpose, significance and types of CF. The CF strategies used in the study are as follows:

Clarification request (the teacher asks students to repeat what they said); Repetition (the teacher emphasizes the student's grammatical error by changing his/her tone of voice); Explicit correction (the teacher gives the correct form to the student with a grammatical explanation); Elicitation (the teacher asks the student to correct and complete the sentence); Metalinguistic feedback (the teacher gives a hint or a clue without specifically pointing out the mistake); Recast (the teacher repeats the student's utterance in the correct form without pointing out the student's error); and No corrective feedback (the teacher does not give CF on the student's errors). The results indicated that regardless of their anxiety level both groups had similar beliefs about CF and strongly favoured receiving frequent CF in English oral communication classes when they were made aware of the purpose, significance, and types of CF. Similarly, Abedi et al. (2015) presented six CF strategies: Explicit correction; Recast; Clarification request; Meta-linguistic clues; Elicitation and the Repetition of the mistake. Regardless of their level of anxiety, the students in their study expressed similar beliefs regarding CF. Finally, Alnajrani and Al Fadda (2021) studied CF preferences of non-anxious and anxious students. Their study included 57 female Saudi participants studying English as a foreign language in a private language centre. They found that both non-anxious and anxious students rated Explicit correction the highest. No significant differences were found between the two anxiety groups as far as CF preferences are concerned.

Renko (2012) studied the relationship between corrective feedback and anxiety in 100 secondary Finnish students of English as a foreign language and observed that, of all the corrective feedback strategies investigated in their research, Explicit correction and Metalinguistic feedback create the least amount of anxiety in the learners. In this sense, Lyster and Ranta (1997) argued that Metalinguistic feedback entails high-quality feedback and fosters uptake. Lochtman (2002) believed that the less-effective strategies are Recast and Correction, which is in agreement with the results observed by Surakka (2007).

In this respect, Ozmen and Aydın (2015) showed that although most student teachers held a constructivist belief in defining teaching, their oral corrective feedback strategies varied in terms of correcting errors that relate to language proficiency, language components and task type. Also, in this study, the participants highlighted the importance of the learners' reactions toward feedback.

The most effective CF in foreign language learning varies from study to study. Stevick (1978) advocated for the use of recasts for mispronunciation and repetition for correct utterances. Carroll and Swain (1993)'s study, including 100 adult students of English whose L1 was Spanish, empirically examined the relative impacts of several types of negative feedback when teaching the dative alternation in English. Four groups of subjects were created based on the kind of correction feedback they received after making a mistake. Group A received Metalinguistic feedback. Group B were informed only that their answer was wrong. Group C were given a model answer if they made a mistake. Finally, Group D was only asked whether they were sure about their wrong answer. They concluded that explicit Metalinguistic feedback gave the best results.

Lyster and Ranta (1997)'s study, carried out in a primary school in Montreal (Canada), focused on describing how four primary school teachers and their students engage in error treatment while communicating with each other. After analyzing the transcriptions of almost 19 hours of classroom interaction, they found that learners improve if they are given the chance to self-repair, especially when Metalinguistic cues or Elicitation or Clarification requests are provided.

Both Carroll and Swain (1993) and Lyster and Ranta (1997) showed that corrective feedback has a positive impact on the students' learning, which is why corrective feedback provision should be carefully planned.

Conclusive findings seem to be elusive but Metalinguistic feedback and Elicitation are clearly in line with the constructivist model, which favours metacognition and self-regulation, and should thus be included in a constructivist learning model.

One last aspect worth considering is the source of CF. The most common feedback is feedback provided by a teacher (sometimes referred to as instructor). Gielen et al., (2010) highlighted that teacher feedback is more complex than peer feedback and is usually interpreted by the learner as more reliable and effective: "Teachers also bring expertise in judgment from experience on similar tasks, giving them insight into various ways to solve the assignment and in the difficulties previous learners encountered (p. 144)".

In relation to the effects of teacher feedback on learning, a number of studies compare teacher feedback to peer feedback. In general, they highlight the benefits of both types of feedback, though students prefer teacher feedback, considering it more reliable (Ertmer et al., 2007; Van den Boom et al., 2007).

Kavaliauskiene and Anusiene (2012) investigated students' attitudes towards the source of CF and found that peer-feedback is only effective where there is a friendly and cooperative environment. In addition, based on their results, they strongly recommended not interrupting students while they are speaking but instead teachers should wait until the end of the task in order to avoid undermining the student's self-esteem. Furthermore, the fact that students who are being assessed feel more communicative pressure when their interlocutor is someone with higher power and knowledge, such as a teacher, may also increase their anxiety (Ahmadi & Sadeghi, 2016). Self-assessment is considered a viable alternative to formal second language assessment for placement and criterion-referenced interpretations, although variation in self-assessment validity coefficients suggests potential difficulty in accurate interpretation (Ross, 1998). Learners can use this feedback to evaluate their approach to language learning. Nevertheless, the conclusions of several self-assessment studies are

somewhat contradictory (Blanche & Merino, 1989) since teachers and students perceived the effectiveness of self-assessment differently, depending on their teaching/learning contexts (Butler & Lee, 2010).

Zhang and Rahimi (2014) investigated three feedback sources in a face-to-face environment: teacher, peer and self-correction. Their results show that students value teachers' CF the most, followed by student peer-feedback, and self-correction was the least favoured. Abedi et al. (2015), in a face-to-face study, coincided with Zhang and Rahimi (2014) in that teacher CF is the most favoured, possibly due to the fact that it is perceived as more trustworthy (Yu et al., 2022). Rollinson (2005) found in face-to-face environments that peer-feedback is less authoritarian and more supportive but students perceive it as less useful. Along the same lines, Renko (2012) showed that students with high levels of anxiety preferred less CF from teachers. On the other hand, Tseng and Tsai (2007) concluded that reinforcing feedback that provides a positive feeling or recognition of the work and suggestive feedback provided by peers are most useful for subsequent learning. Although this research generally reports that the value of peer feedback is seen as being equivalent to instructor feedback in terms of reliability and value, students still report feeling insecure when they are evaluated only by a peer and do not receive the expert knowledge attributed to the instructor (Ertmer et al., 2007).

In summary, Lightbown and Spada (1999)'s definition of CF is the one adopted by my thesis, which is "any indication to the learners that their use of the target language is incorrect". Corrective feedback, as a type of feedback especially used in foreign language learning, has a place in constructivist learning since it lends itself to metacognition as well as regulation of learning. Another trait of constructivist learning is that of using errors as an opportunity to gain insight into students' prior knowledge, from which to start building new knowledge. In addition, assessment, according to Murphy (1997; cited in Koohang et al.,

2009), is intertwined with teaching in order to enhance regulation and more so in formative assessment, in which feedback, more specifically corrective feedback, is key for regulation.

I will adopt Zhang and Rahimi (2014)'s classification of feedback mechanisms, which in turn is based on Lyster and Ranta (1997): Clarification request (the teacher asks students to repeat what they said); Repetition (the teacher emphasizes the student's grammatical error by changing his/her tone of voice); Explicit correction (the teacher gives the correct form to the student with a grammatical explanation); Elicitation (the teacher asks the student to correct and complete the sentence); Metalinguistic feedback (the teacher gives a hint or a clue without specifically pointing out the mistake); Recast (the teacher repeats the student's utterance in the correct form without pointing out the student's error); and No corrective feedback (the teacher does not give CF on the student's errors).

Following are what we consider the main characteristics of CF delivered in a constructivist framework:

- CF should be provided within activities encouraging metacognition with the guidance of a teacher, thus promoting knowledge construction based on previous one (Koohang et al., 2009).

- Any CF should allow for monitoring and regulating the learning process rather than assessing learning achievement (Tang, 2016), which is in line with the kind of formative assessment adopted in the thesis.

- Indirect CF is preferred to direct CF (Ellis et al., 2008). Direct CF in combination with Metalinguistic feedback is more effective than direct CF alone (Ellis et al., 2008). While direct CF provides the correct target form, Metalinguistic CF provides clues as to the reason why corrections are needed, thus helping students to understand the cause of the error. Such an approach is in line with Black and Wiliam (1998) for feedback provision.

- CF should be focused as opposed to unfocused (Ellis et al., 2008). That is, focused CF selects specific errors to be corrected whereas unfocused CF corrects all the mistakes. If we want learners to build on previous knowledge, which is what constructivist learning promotes, learners should aim at specific targets which have previously been agreed between teacher and learner.

A practical caveat seems to be in order. Teachers should be careful not to undermine the learner's self-esteem by providing too much CF (Engwall & Bälter, 2007; Krashen, 1982) so since feedback is intertwined with emotions (Goetz et al., 2018; cited in Lipnevich & Smith, 2018), carefully planned CF may help students improve their self-esteem.

One should consider again the feedback triangle (Yang & Carless, 2013) advocated here in the thesis, in which the social-affective dimension could be linked to the role of feedback as a tool to diminish anxiety when learning a language. This dimension is one that should be handled with special care. Interestingly, (Goetz et al.,2018; cited in Lipnevich & Smith, 2018) suggested that emotions, such as anxiety, can be induced by the feedback process itself. That is, the emotional makeup of both the feedback provider and receiver may interact (also known as direct emotional contagion). Thus, feedback provision is more than the feedback message itself and it is not emotionally neutral since feedback may be perceived as positive or negative depending on the provider's and receiver's emotional state, which has been described as emotion-as-a-filter (Dennis et al., 2018). Yu et al., (2022) also found in their research about L2 writing that the emotions of students may influence the way they engage with feedback. It seems that feedback is socially contextualized and emotionally influenced, which is why we want to investigate how video feedback interacts with the emotional dimension of students and how it can help students who perceive themselves as anxious.

2.2.5 Video feedback in e-learning and anxiety

Feedback can be a source of negative reactions in the learning process of a student (Krashen, 1982). Nevertheless, feedback can be received positively thanks to video feedback, which could in turn help students feel more relaxed, especially when they see themselves as anxious students. Following is what research so far has discovered about how video feedback is perceived, in line with Lowenthal (2022)'s suggestion for more research about how students perceive video feedback. Current trends show that learning through videos is burgeoning in online learning because they are becoming commonplace (Navarrete et al., 2023).

First of all, it can personalize feedback (Henderson & Phillips, 2015; Turner & West, 2013; Öztürk, 2016; Wood, 2022a). For example, Turner and West (2013) carried out a mixed methodology study in which most of the students preferred video feedback since it was more personalized and enhanced understanding as well as promoted feedback engagement. In their study they recorded a video showing a live screen capture with the student's written assignment as well as the audio comments made by the teacher.

Secondly, Ryan et al. (2019) found in a survey of almost 5000 Australian university students that digital recordings for feedback provision were seen as effective, but more precisely as detailed, personalized and usable. Video feedback using screencast software helped to deliver in-depth explanatory feedback (Jones et al., 2012; Thompson & Lee, 2012; Desouki, 2016; Estaji & Farahanynia, 2019).

Thirdly, the teacher's presence, be it through their voice or image, provides an affective component to feedback delivery. Such a component is valued positively by students. Borup et al. (2014) found that video feedback can show the teacher's emotional input in the feedback, which makes it sound more "human". It was also perceived as more conversational and interactional as well as more connected to the teacher and personalized (Jones et al., 2012; Mahoney et al., 2019). Jones et al. (2012) provided audio feedback while recording the

marking of a written assignment, using screen casting software. Mahoney et al. (2019) is a review of current research about video feedback using talking heads or screen casting in order to identify their main characteristics.

In addition, video feedback in the form of screencasts also promotes the feeling of being part of a community since learners feel that they are more connected, which in turn increases the willingness to participate in the activities (Wood, 2022a). Interestingly, video feedback using screencast also helps reduce any relational issues when delivering feedback (Wood, 2022b). Wood (2022a) and (2022b)'s video feedback was a screencast recording of a student's face commenting on a written assignment by another student. Written feedback was also provided.

Canals et al. (2021)'s video feedback was a screencast recording as well but unlike that in Wood (2022a) and (2022b), in Canals et al. (2021) it was a teacher who was providing feedback and it was about an oral task. The participants of the study were Spanish learners of English as a foreign language at a Spanish university taking a pre-intermediate course.

The previous studies show that there are different ways of providing video feedback but there is evidence proving that it is a feasible mode of feedback provision for both written and oral tasks. The video feedback presented in my thesis is asynchronous, about an oral task and provided by the teacher.

Video feedback seems to be a feedback mode that, when pedagogically-driven in online environments, is clearly positive for learning uptake, and it is even better valued than other modes of feedback such as written comments alone (Wood, 2022b). Video feedback is framed within what is known as technology-enhanced feedback (Pitt & Winstone, 2020), which facilitates dialogic interaction when feedback involves both the transmission of feedback and student uptake of feedback.

Video feedback could also be beneficial to students with high anxiety especially combined with specific corrective feedback for this particular group of students, all of which could reduce anxiety in online learning students who experience a higher cognitive load, communication uncertainty and a lower level of enthusiasm when engaging with the activities (Zhao, 2022). Cong-Lem (2018) found that web-based audio- and video-based technology helped to reduce L2 learners' learning anxiety while making them become more active and motivated language learners.

So far we have seen the positive aspects of video feedback from the learners' perspective but the instructor's perspective is also important because the instructor is the one who will be designing and creating the video feedback. More specifically, Ketchum et al. (2020) brought some information about how time-consuming it would be to create a video incorporating some feedback. According to this author, there is a lack of consensus about the time it takes to build a video with feedback. For instance, some authors reported that preparing video feedback takes longer than only written feedback (Borup et al., 2014; cited in Ketchum et al., 2020). However, the opposite is also true (Mathisen, 2012; cited in Ketchum et al., 2020). The fact is that it is time consuming for at least some instructors. However, one should bear in mind that video feedback in online environments can foster a closer relationship between instructor and learners, which in turn motivates learners to accept and use the feedback being delivered (Wood, 2022b). So perhaps finding the right balance between delivering video feedback and time spent preparing the video feedback should be the approach in order to benefit both learners and instructors.

Although the focus of the thesis is video feedback and its relation to anxiety, following are some studies of video feedback in the field of second language acquisition since the feedback delivered to students in the thesis was about the students' pronunciation. I have selected the relatively most recent studies as examples of video feedback in second language

acquisition (mostly in the 2020s) and examples of studies investigating either oral or written production.

Canals et al. (2021) pointed out that asynchronous delivery in online language learning programs needs to solve a problem which is that of providing feedback, similar to the one provided in synchronous online or face-to-face instruction. The main difference is found in feedback immediacy. One way to solve this problem is by inserting feedback comments in the video recording of the student, which tries to create a similar communication context to synchronous online or face-to-face instruction. Cunningham (2019) carried out a study about feedback in second language writing, comparing text and video feedback. Twelve participants were recruited from a US university intensive English program and received either text or video feedback for their written assignments. Text feedback was created using the Microsoft Word features while video feedback was created using specific software that recorded the computer screen with audio comments. Students reported that they preferred video feedback since it was more efficient, easier to use and enhanced understanding. Savaşçı and Gizem (2022)'s article, which provided an overview of video feedback by means of screencasting, considered a relatively new mode of feedback. According to the authors, screencasting can help second language writing instructors provide multimodal feedback although many are reluctant to use new digital tools. Some of the affordances of video feedback by means of screencasting is that the feedback is clearer, more detailed and specific when one compares it with written feedback. It also allows students to watch the feedback multiple times, which is what Canals et al. (2021)'s also observed in their study. Video feedback is also perceived as tailor made, that is more personalized.

However, some of the constraints presented by Savaşçı and Gizem (2022) are that students found video feedback time consuming and for some teachers video feedback may take longer to produce than written feedback.

Canals et al. (2021)'s study provided video feedback by means of screencasting and called it delayed immediate corrective feedback (DICF). Their students recorded a conversation in pairs and their teacher edited the resulting video using a screencasting tool in order to insert audio feedback comments. Students found DICF useful, quick, convenient, relevant and was more welcomed than audio or written feedback. Teachers considered DICF to be real communication between teachers and students. Teachers also positively value DICF since it provides the context for error correction.

In summary, this thesis highlights two important particularities regarding video feedback and anxiety. First, identifying the CF mechanisms intentionally delivered within a constructivist language learning model and by means of video feedback, which inhibit anxiety when speaking a foreign language. More on Foreign language anxiety is explained in the following section. Second, using video feedback in order to provide asynchronous corrective feedback for specific pronunciation mistakes in the students' oral production rather than providing general feedback about their oral production.

2.3 Foreign language anxiety: emotions hindering learning

2.3.1 Definition

Anxiety is an emotional and individual characteristic which has an important role in learning a FL, also known as foreign language anxiety (FLA). FLA is specific to a particular situation and is associated with learning a foreign language or with having to communicate using it (Ellis, 1994). Such anxiety involves a sense of tension and also negative emotional reaction (MacIntyre, 1999; cited in Dörnyei, 2005).

In general, it is considered that anxiety is "a physiological response" (Linsambarth et al., 2017: 139) which may, for instance, jeopardize our emotional balance (Linsambarth et al., 2017). It is a subjective feeling of tension, nervousness and worry, which is associated with

the activation of the automatic nervous system (Zheng, 2008), the source of which, in the case of learning, would be a combination of all of these factors. Anxiety seems to be linked to threat detection.

2.3.2 Anxiety in learning environments

The general reactions caused by anxiety discussed in the previous section can also be identified in learning environments, both face-to-face and online. MacIntyre and Gardner (1991) discussed studies about anxiety in second-language learning prior to 1978 and drew the conclusion that results failed to be consistent. For instance, in Chastain (1975; cited in MacIntyre & Gardner, 1991) proficiency correlated negatively with test anxiety in one type of course whilst failing to show any relationship in another. MacIntyre and Gardner (1991) then presented Horwitz et al. (1986)'s attempt to overcome such confusion. A theoretical framework was presented for the first time in which three components of FLA were described: communication apprehension, fear of negative social evaluation and test anxiety. Gardner and MacIntyre (1993) affirmed that evidence is mounting in favour of Horwitz, Horwitz and Cope (1986)'s theory. Furthermore, Horwitz et al., (1986; cited in MacIntyre & Gardner, 1991) advocated for seeing foreign language anxiety as a specific and particular process to FLA. Interestingly, there is a study in which Communication apprehension, Social evaluation and Test anxiety failed to be associated with Language anxiety, suggesting that FLA is a unique type of apprehension (Gardner & MacIntyre, 1993). Horwitz et al., (1986; cited in Gardner & MacIntyre, 1993) also suggested that subtle effects of language anxiety should be studied in more specific processes such as the ones occurring in second language learning. For instance, anxious students memorized vocabulary at a slower rate than non-anxious students. Another example is my study, which investigates how anxious and non-anxious students view video feedback in an online context when carrying out a pronunciation task in a foreign language. Studying online can trigger anxiety (Phanphech et al., 2022) and

learning the pronunciation of a foreign language can also (Szyszka, 2017). Interestingly, recent empirical findings have shown that specific online activities can reduce anxiety (Appel & Cristòfol-Garcia, 2020). So studying a foreign language in an online environment may trigger anxiety for some learners who struggle with pronunciation and are not used to the environment itself and may need some time to acclimate to it, which is why our thesis will investigate how feedback can be incorporated in order to alleviate anxious feelings that may derive from the context.

MacIntyre and Gardner (1991; cited in Gardner & MacIntyre, 1993) found that the situation that triggered most anxiety has always to do with speaking. Gardner and MacIntyre (1993) proposed a theory in which language anxiety may arise after repeated negative experiences of state anxiety, especially at the early stages of second language learning and may drop as proficiency increases.

Other studies have identified variables affecting anxiety in a learning environment. For instance, feedback provision. Krashen (1982) saw a negative relationship between anxiety and feedback, specifically corrective feedback (CF). Feedback may adversely affect the emotional areas of the student, which, in turn, can negatively affect learning, especially in speaking tasks. However, if both the teacher and the student understand the role of feedback in learning, levels of anxiety decrease and thus learning is unlikely to be harmed. If students do not understand the reason why there is feedback in the classroom, feedback could be considered as something threatening (Horwitz et al.,1986). Melkersson and Annertz (2022) would also add that it is key for teachers to know your students' feedback preferences in order to avoid any negative emotions triggered by the delivery of feedback. They even include some tips such as avoiding using red ink for written corrective feedback and selecting the most urgent feedback in order not to overwhelm the student.

Other factors that may trigger anxiety can be found, for example, in Ryan and Henderson (2018), who found that feedback delivery was perceived differently depending on the students' citizenship background and expectations about the grade received. Results showed that international students received feedback more negatively than domestic students. In addition, students who expected higher marks for their assignments also perceived feedback more negatively than those who did not expect higher marks. Some of the negative feelings mentioned in the study were feeling discouraged, upset, sad and angry. The authors of the research concluded that feedback delivery should take into account the traits of each student.

Other variables to be considered, for instance, is the fact that the students' L1 can influence the degree of difficulty when learning another language (Zhanming, 2014). The fact that the literature on levels of anxiety in learning a FL show different results may be due to many variables involved such as the students' L1 and target language (Abedi et al., 2015; Baralt & Gurzynski-Weiss, 2011; Martínez, 2013; Renko, 2012; Sheen, 2008), which is, in turn, linked to pronunciation difficulties since some of the target sounds may not be in the learner's L1 sound system.

Another variable that seems to be associated with anxiety is decreased motivation apart from poor performance (Terkan & Dikilitas, 2015). Also, gender may be a variable affecting anxiety (Karatas et al., 2016). This study showed that female participants were more anxious than their male counterparts. Finally, proficiency level could be another variable (Marcos-Llinàs & Garau, 2009). Students at higher levels were more anxious than at low levels. However, a later study showed the opposite (Hismanoglu, 2013).

Clearly, anxiety is a construct that needs to be tackled from a multidimensional approach since one needs to study the interaction between the subject and the context (Endler, 1980; cited in MacIntyre & Gardner, 1991). In line with this idea, Zhang and Rahimi (2014)

identified six sources of anxiety: a) personal problems and / or interpersonal; b) the interaction between teacher and student; c) classroom practices; d) the assessment of language; e) what the teacher thinks about learning ; f) what students think about learning. The six sources above are taking context into account when attempting to explain anxiety in a learning environment.

Foreign language anxiety is negatively correlated with self-perceived levels of pronunciation and has been proven that it can cause physiological changes as well as processing difficulties (Szyszka, 2017). According to Szyszka (2011), foreign language anxiety may specially affect word pronunciation, word stress, weak forms, rhythm, linking and assimilation. That is, within the physiological field, muscle tension can hinder normal motor activity required for speech, especially when weakening is required. As for processing difficulties, FLA may cause mental blocks when the learner tries to process new information, which in turn negatively affects performance, more specifically cognitive processing (MacIntyre, 1999; cited in Szyszka, 2017), short-term memory and the process of retrieval from the long term memory (MacIntyre & Gardner, 1991a; cited in Szyszka, 2017). Foreign language anxiety when interacting with pronunciation has been studied by Baran-Lucarz (2013; cited in Szyszka, 2017), who proposed a model called Phonetic Learning Anxiety (PLA). In short, pronunciation anxiety in her model included three factors: a general concern when speaking, including mispronunciation; how speakers see themselves in terms of pronunciation; and what speakers believe they need to improve and how.

The studies discussed above suggest that anxiety is a complex construct which manifests differently as a function of many variables. Xiaofei (2022) briefly reviewed the effect of FLA as well as its role in second language learning. The author concludes that L2 teachers should be acquainted with strategies that may reduce FLA by creating a more friendly environment so that anxious students may feel more confident. Furthermore, creating

a more friendly environment is helpful for anxious students in both online and offline environments, which is why my thesis recommends the use of video feedback as one of the ways to help reduce anxiety in online classes.

However, similar manifestations of anxiety are present in both learning and non-learning environments: deficit attention and physiological expression. I will focus on the learning environments. Let us now turn to the tools that allow us to measure anxiety, more specifically foreign language anxiety. Once we can measure anxiety, then we will be able to identify anxious and non-anxious students in order to help them as teachers by delivering feedback that may reduce anxiety.

2.3.3 Measuring anxiety in order to identify perceived anxious students

Following is a review of the main scales to measure anxiety as well as specific scales for foreign language learning.

MacIntyre and Gardner (1991) presented two groups of scales: trait and state anxiety scales, and situation specific scales of foreign language anxiety. In the first group one finds the State-Trait Anxiety Inventory (Speilberger, 1983; cited in MacIntyre & Gardner, 1991), which was used in many contexts with a high alpha reliability, and the Manifest Anxiety Scale (Taylor, 1953; cited in MacIntyre & Gardner, 1991), which was the first anxiety questionnaire but the alpha and validity coefficients are not as good as the State-Trait Anxiety Inventory. Other scales which were designed later are based on these two but the State-Trait Anxiety Inventory is the one that has been used at a larger scale (MacIntyre & Gardner, 1991).

As for situation specific scales of foreign language anxiety, one finds the following scales that specifically measure foreign language anxiety: the French Class Anxiety scales (Gardner & Smith, 1975; cited in MacIntyre & Gardner, 1991), which was seemingly the first foreign language anxiety test. Other adaptations have been made for English, called the

English Test Anxiety (Clément et al., 1980; cited in MacIntyre & Gardner, 1991); and Spanish (Muchnick & Wolfe, 1982; cited in MacIntyre & Gardner, 1991).

After this set of scales one encounters the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986), which consists of 33 items worded as 5-point Likert-type scale measuring anxiety while learning English in class and includes the dimensions of Comfortableness in using English, Communication apprehension and Speech anxiety. These three dimensions are deemed to be threats to the subject and result in anxious behaviour. Gardner and MacIntyre (1993) affirmed that the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) has a lot of evidence proving its validity.

There has been an attempt to measure Pronunciation anxiety in Baran-Lucarz (2013; cited in Szyszka, 2017), which includes three factors: a general concern when speaking, including mispronunciation; how speakers see themselves in terms of pronunciation; and what speakers believe they need to improve and how. Measurement was carried out by means of a scale specifically designed for phonetic anxiety (the Phonetic Language Anxiety Scale) but verification is pending to this day (Szyszka, 2017).

Interestingly, it seems that foreign language anxiety is present in the four language skills (listening, reading, speaking and writing) and all four seem to be statistically correlated (Öztürk et al., 2022). There are scales to measure anxiety in each of the language skills but Öztürk et al. (2022) showed that the four scales can be collapsed into one, thus yielding statistically significant results. Such results are promising. However, more research is needed in order to validate the new scale as well as testing it in different teaching contexts.

As a reminder, the thesis focuses on the assessment of language as one of the sources of anxiety. However, such assessment is contextualized in a constructivist approach where formative rather than summative assessment is encouraged and CF, in tandem with its emotional impact on students, plays a critical role in order to scaffold one's learning and

inhibit anxiety. So far we have discussed feedback and anxiety. Let us now move on to what linguistic material I am going to employ that will allow me to collect the data to answer the research questions in the thesis.

2.4 The pronunciation targets: the linguistic material

Following is the presentation of the linguistic material employed in the experiment that will allow me to answer the research questions. The pronunciation targets can be found in Annex 1 so that readers can see both the pronunciation target and its context. Some of the hardest English pronunciation aspects to be acquired by Spanish and Catalan speakers is the ED inflectional ending to form the regular past tense and the regular past participle inflections (Grañena, 2016). It has been suggested that low saliency may be the reason why the ED inflection ending is hard to acquire among other low-salience forms such as modal verbs and connectors, which are characterized by low perceptibility and limited transparency (Grañena, 2016).

In English we can find three phonetic past morphemes for the regular verbs along: [d], [t] and [id] (Fromkin et al., 2017). The basic form of the past is [d] and morphophonemic rules are applied to it in order to obtain the three phonetic past-tense morphemes. The rules are as follows: insert an epenthetic vowel before [d] if the previous consonant is a non-velar alveolar stop, resulting in [id]. If the previous rule does not apply, then change [d] > [t] if the previous consonant is a voiceless sound, as the result of a voicing assimilation process. In all other cases, the past-tense morpheme remains as [d].

The fact that the ED inflection is difficult to learn may be the cause of language anxiety since a learner may fear communicative breakdown and negative evaluation by the teacher when making a mistake in its pronunciation (Shams, 2006; cited in Szyszka, 2011), which are traits describing foreign language anxiety.

Adding to the evidence that the ED inflection is hard to acquire, Yaghoubi-Notash (2014) investigated the pronunciation of inflectional endings in EFL contexts. In his study 50 Iranian teachers were asked to rate a list of five inflectional endings in terms of difficulty, which were the "s" endings (the plural "s", the possessive "s" and the third person singular "s"); the ED endings (past tense ending); the ing endings; the "er" ending (the comparative adjective ending); and the "est" (the superlative adjective ending). Results reveal that the "ed" ending ranked first followed by s > ing > er > est.

There is yet another pronunciation target included in my experiment which is the vowel in "sir", the mid central rounded vowel, known to be one of the hardest to acquire in English as a foreign language and a sound considered to be part of the Lingua Franca Core (Dauer, 2005). It is a sound which is not present in the L1 sound system of the students participating in our experiment, Spanish and Catalan. The mid central rounded vowel has the tongue elevated to the middle position of the mouth and the lips are rounded (Ladefoged & Johnson, 2011). It is only found in stressed syllables. In American English, unlike Standard British English, the mid central rounded vowel is r-coloured.

Calvo (2013) found that a group of university L1 Spanish university students of English as foreign language made many mistakes in the following long vowels: fleece, north, palm, nurse and goose. The mid central vowel, as in nurse, seems to be a challenge for Spanish learners of English, which is why it has been included in our research.

Having described the pronunciation targets, we should ask ourselves why we need to teach the pronunciation of a language. Following is some of the literature advocating in favour. For instance, some authors stated that it is vital that we teach learners how to pronounce sounds rather than about sounds (Burgess & Spencer, 2000) so that learners can be communicatively effective (Pourhossein & Reza, 2011). Jenkins (2000; cited in Szyszka, 2017) advocated for the inclusion of a pronunciation syllabus for English as an International

Language since her findings show that most communicative breakdowns stem from pronunciation errors. Her research yielded evidence for a list of "pronunciation features" to be included in a pronunciation syllabus of English which aims to help students communicate intelligibly and is known as the Lingua Franca Core (LFC).

It is thus important to assess pronunciation in such a way that learners gain confidence as they progress without overwhelming them with feedback, which is why my research included only two pronunciation targets which prove to be some of the most challenging pronunciation targets in English as a foreign language and I used video feedback to help perceived anxious students in such a difficult aspect of the speaking skill.

2.5 Summary of our theoretical framework

The literature review has laid the foundation for the design of the method which will answer the research questions and the specific objectives. So far, I have identified the benefits of constructivism, e-learning, formative assessment and video feedback. However, little is known about the student's perception of video feedback in online pronunciation tasks and whether the student's perception of video feedback varies as a function of perceived anxiety.

To find out, the thesis presents an online pronunciation task that provides the context for and fosters the building of knowledge through interaction, in line with constructivism (Coll et al., 2008) and with the earmarks of an online environment (Koohang et al., 2009). The task also promotes interaction by delivering dialogic (Carless, 2015, 2018), corrective (Koohang et al., 2009; Tang, 2016) and video feedback (Henderson & Phillips, 2015), all three aiming at engaging the student.

Before moving onto the Research Questions and Specific objectives of the thesis, a brief explanation of each of the theoretical units considered to be the cornerstones of my study is presented. Thus, following is the summary of the theoretical framework:

1. The thesis is founded on constructivism. Thus, one should find that in the tasks designed for our research, knowledge is constructed through interaction and that feedback is provided and adapted to the learner's needs (Coll et al., 2008).

2. E-learning, the learning mode adopted for our thesis, has a place within the constructivist model since the use of ICT allows for new ways of representing one same concept, thus promoting metacognition, which is one of the traits of the constructivist model (Coll et al,, 2008; Koohang et al., 2009).

3. Formative assessment, as opposed to summative assessment, is the means to monitor and regulate the learning process, which is also in line with how constructivism views the learning process (Black & Wiliam, 1998; Koohang et al., 2009; Sadler, 1998; Tang, 2016).

4. Carless' (2015, 2018) definition of feedback fits in well within the constructivist model since feedback is considered to be help delivered by the teacher so that students can regulate their learning (Onrubia, 2005).

5. As for its effectiveness, Yang and Carless (2013) propose a framework for effective feedback called dialogic feedback, which is adapted to my study.

6. Corrective feedback can lead to metacognition as well as regulation of learning, especially in second language learning settings. Corrective feedback in formative assessment should allow the learner to construct knowledge based on previous knowledge (Koohang et al., 2009; Tang, 2016).

7. Video feedback seems to be a powerful mode of feedback provision in order to deliver clear, personal, detailed and supportive feedback (Henderson & Phillips, 2015).

All of the previous points are the foundation of the design of my online pronunciation task which will give me the opportunity to answer the research questions and the specific objectives presented in the following section.

2.6 Research questions (RQs) and Specific objectives (SOs)

The thesis will answer two research questions:

RQ1: What is the perception of video feedback delivery in an online pronunciation activity targeting complex sounds for Catalan/Spanish upper-intermediate students of English as a foreign language?

RQ2: Does perception of this specific video feedback delivery vary as a function of perceived anxiety in oral tasks of English as a foreign language?

The thesis also has the following specific objectives:

- SO1:To examine the students' perception of emotional input in online feedback delivery by means of video feedback.

- SO2:To examine the students' perception of enhancement of understanding in online feedback delivery by means of video feedback.

- SO3:To examine-the students' perception of feedback engagement in online feedback delivery by means of video feedback.

- SO4:To examine the variation of the students' perception of SO1, SO2 and SO3 as a function of their degree of foreign language anxiety.

- SO5: To design an asynchronous online activity in which dialogic feedback and video feedback is fostered.

Chapter 03. Method

In this chapter I will give an overview of the participants and the research context. I will then describe the surveys that will allow me to classify students into perceived anxious and non-anxious students and correlate each anxiety profile with a specific feedback strategy. I will also provide details about the pronunciation activity designed to elicit specific pronunciation targets, which will allow me to deliver the aforementioned feedback to the participants. Next, I will describe how the thematic analysis was carried out after interviewing the participants who completed the online pronunciation activity. Finally, I will provide details about the focus group of the panel of experts that will validate the design of the online pronunciation activity. The thesis has received the approval of the UOC ethics committee.

3.1 Justification of the method adopted in the thesis

The aim of the thesis is to develop an understanding of the phenomenon straight from the experience of the participants in the research, thus gaining a deeper understanding of the research problem. This is why a mixed methodology has been adopted in order to collect both quantitative (numeric) and qualitative (text) data that will allow us to obtain a more complete picture of the research problem (Creswell, 2008), more specifically an explanatory sequential design. Quantitative data has allowed me first to detect preferences and classify perceived anxious participants whilst qualitative data allowed me afterwards to explore deeper into the participants' experiences. The valuable conclusions drawn from the qualitative data will be grounded in their lived experiences, which is why out of all the possible approaches in qualitative research Grounded theory is the one adopted here. The thesis explores feedback preferences, which are key to designing the kind of feedback delivered to students when they complete the tasks. After that, I research the type of feedback delivered and the means to do so, which is video feedback.

Before moving on to the description of the participants and the research context, I should highlight the fact that the author of the thesis is both teacher and researcher in the investigation. The teacher has designed and implemented the online activity as well as carried out the research associated with it. This specific situation calls for an explanation of the teacher as researcher, which has been gaining momentum in recent years:

Practice-oriented educational research is increasingly gaining traction in educational research due to its explicit intention to build on and contribute to both educational research and educational practice. (Groothuijsen et al., 2020, p.766)

One of the advantages of teachers carrying out research of their own teaching practice is that teacher researchers can carry out their research from the perspective of an insider and provide valuable information to researchers:

Owing to their differing activities and frames of reference, researchers and teachers have different perspectives on educational research. They hold different epistemological beliefs (...) and have different ways of using and validating research (...). From this it can be inferred that researchers and teachers have differing perspectives on the quality of practice-oriented educational research. Insight into teachers' perspectives enables practice-oriented educational researchers to take these into account in their research and research reports (...). This can contribute to making practice-oriented educational research more relevant to both research and practice. (Groothuijsen et al., 2020, p.767)

One should understand from the quote above that teacher researchers and researchers can benefit from each other since the findings in one can be fed into the research of the other. In addition, teacher-researchers aim at having an impact on their own teaching practice as proposed by Elliot (2010). That is, teacher researchers are empowered to solve their "puzzles"

from the perspective of an insider who has privileged information, which an outsider cannot. Their privileged position allows them to further explore the research question by means of qualitative techniques such as interviews:

> The teacher-researchers' teacher voices shine through in their focus on (the potential for) change in educational practice. The teachers-researchers want to see the effects of research in the context of a study. Absence of these effects seems to mark research as infeasible for and irrelevant to their own educational practice. In this respect, 'effectivity' can be considered a prerequisite for concerns related to applicability in educational practice. (Groothuijsen et al., 2020, p.783)

Both formal researchers and teacher-researchers are called to work collaboratively. The findings in our thesis can be fed into the research of other teacher-researchers and formal researchers. Teacher-researchers and formal researchers, according to Elliot (2010), should reflect together in order to develop and share practical knowledge by implementing a dialogic relationship between the two.

Having highlighted some of the reasons why the role of the teacher-researcher has been adopted in this research and given the context in which the research is conducted, let us move on to the description of the participants and the research context.

3.2 Participants and Research Context

The participants were enrolled in an asynchronous online upper-intermediate English language course (B2.2) at the Institut Obert de Catalunya (IOC, which in English is Open Institute of Catalonia), based on continuous assessment with optional synchronous online speaking classes. The IOC was founded in 2006 and its main goal is to offer online training to adults and minors in special circumstances who cannot attend a course in a face-to-face setting. Its pedagogical traits are flexibility, personalized learning, shared learning,

meaningful learning and continuous assessment. Teachers are facilitators of the learning process, motivating, helping and guiding students in order to achieve their goals. The IOC uses Moodle as its Learning Management System (LMS) through which students do their coursework.

The IOC offers language courses through its foreign languages subdivision known as the EOI IOC, which is the online version of the Escola Oficial d'Idiomes (EOI, is "Escola Oficial d'Idiomes in Catalan, which in English is Official School of Languages run by the state). Currently, the EOI IOC is offering English courses (from levels A1 to B2), German courses (from levels A1 to A2) and a Catalan course (level C2.2). During the course B2.2 students are required to complete a series of already planned continuous assessment tasks to help them achieve the learning objectives of the course and prepare them for the official final exam, which, upon passing, will allow students to obtain the official B2 certificate. Students receive feedback for each one of these tasks. The online pronunciation task in the thesis was one of these tasks, but it was extra practice and optional. It was generally placed roughly at the beginning of the course so that students could act upon the feedback they received. Students at this level can understand the main ideas of a text; understand spoken language, live or broadcast; and understand texts with a broad reading vocabulary and large degree of autonomy (Council of Europe, 2001).

Students were invited to participate in the research through the publication of a message on the notice board in the LMS of the course. A total of 88 responded to the initial questionnaire, thus confirming their consent to participating in the research. Most of the participants were women (66%) and all of the students were older than 25 with previous online learning experience. In the second stage of our research, four studies were carried out in which an optional activity was offered to practise a specific aspect of the pronunciation of English which was key to the students' pronunciation competence. Each study was carried out

in different semesters: Study 1 (first semester in 2018-19; from October to January; Study 2 (second semester 2018-19; from February to June); Study 3 (second semester 2019-20; from February to June); and Study 4 (first semester 2020-21; from October to January).

Three students completed the optional activity for Study 1, three in Study 2; 21 in Study 3; and five in Study 4. Each study approximately took four weeks. Despite the fact that the teacher and staff encouraged participation as much as possible, no attempts were made to recruit a minimum number of participants. In contrast with how participants are recruited in experimental studies, they were neither remunerated nor compensated. It can be argued that student participation was largely self-directed (Khatamian-Far, 2018). One should also bear in mind that the research is carried out in its entirety in its natural setting unlike in a laboratory setting. It is more likely for students to behave in a way that real life reactions are reflected, which is debatable in a laboratory setting where participants are more constrained and experimental conditions do not reflect real life conditions (Schmuckler, 2001).

3.3 Data collection and analysis: Instruments

Prior to the optional activities and in order to identify perceived anxious students as well as their preferences for Corrective feedback strategies, two questionnaires were employed, which were joined in an online questionnaire (see Annex 2) in order to facilitate its administration. Both of them were translated into Catalan, which is the official language of the institution, and underwent a series of procedures such as back translation in order to guarantee its linguistic equivalence. The two questionnaires were:

Foreign Language Classroom Anxiety Scale (FLCAS; adapted from Horwtiz et al., 1986). It was used as a measure of the students' specific anxiety reaction towards the learning of a foreign language in an online setting. This scale consists of 33 items worded as a 5-point Likert-type scale, ranging from "strongly agree" (5 points) to "strongly disagree". It was designed to assess the degree to which learners feel anxious about learning during English

class, including the dimensions of Comfortableness in using English inside and outside the classroom, which is made up of items reflecting students' ease when using English, either at school or with a native speaker outside (sample item 1.1: "I never feel quite sure of myself when I am speaking in my foreign language class"); Communication Apprehension, which contains items that indicate anxiety, shyness and bodily reactions towards speaking in the foreign language (sample item 1.27: "I get nervous and confused when I am speaking in my language class"); Speech anxiety, which contains a group of items indicating circumstances and components of the foreign language learning context. These, as a result of cognitive appraisal, are understood as ego-threatening and result in anxiety response. Items 1.4, 1.15 and 1.29 are related to the students' fear of not understanding their teacher (sample item 1.4: "It frightens me when I don't understand what the teacher is saying in the foreign language"); items 1.7 and 1.23 are related to the students' fear of doing worse than their classmates (sample item 1.23: "I keep thinking that the other students are better at languages than I am"); Fear of failing the Class (items 1.16, 1.25, 1.30) (sample item1.16: "Even if I am well prepared for language class, I feel anxious about it"); and Negative attitudes toward Learning English (items 1.6 and 1.17) (sample item 1.6: "During language class, I find myself thinking about things that have nothing to do with the course"). In our current sample, the items pertaining to Communication Apprehension, Speech anxiety, and Negative attitudes toward Learning English were best described by a single Anxiety factor, whose alpha for internal consistency was .861. Comfortableness with the Foreign Language factor was .647. Inasmuch as the internal consistency of this factor was marginal, we included these data for heuristic value only given their substantive importance. The results should be interpreted with caution.

Corrective Feedback Belief Scale (CFBS) (adapted from Fukuda 2004). This instrument collects the beliefs students have on the feedback received when speaking in a foreign language. There were 22 items which were aimed at the exploration of students'

judgments about the giving and receiving of spoken error correction (sample item 2.1. I want to be corrected when I make mistakes (for example, to be given a hint to correct myself, to be told that I have made a mistake, or to be corrected directly), frequency of giving and receiving spoken error correction (sample item 2.2. How often do you want your teacher to correct your mistakes when you speak?), time of spoken error correction (sample item 2.3. When would you like to be corrected?), types of errors which need to be corrected (sample item 2.11. How often would you like to be corrected on this type of error? Serious speech errors that may cause problems in the listener's understanding), types of spoken error correction (sample item 2.8. How would you rate this type of speech error correction? Teacher: Where did you go yesterday? Student: I'm going to the park. Teacher: Really? what did you do there (No corrective feedback: The teacher does not give corrective feedback on students' mistakes) as well as sources for providing spoken error correction (sample item 2.17. The following person must correct students' mistakes: Teachers). Each of the above mentioned items in the questionnaire were designed based on a 5-point-Likert-scale. The alpha reliabilities for CFBS in the present study were .749.

3.4 Procedure

In order to identify perceived anxious and non-anxious participants in the whole group (N=145), a cluster analysis was performed. More specifically, in this study we applied the two-step clustering and hierarchical clustering with squared Euclidean distances. The respondents were clustered based on the variable Anxiety, yielding two clearly distinct groups (F=130.72; p=0.000). Finally, 57 participants were grouped into the first cluster group, characterized by low scores (M= 27.88, SD=5.39), and 88 participants into the second cluster group, characterized by high scores (M=71.24, SD=14.94). Analyses were made using the Statistical Package for Social Sciences (version 20.0 for Windows). This specific result

allowed us to continue with our feedback which was carefully designed for a specific anxiety profile.

The same significant correlations in three of the four studies (Studies 1, 2 and 3) allowed us to design a Corrective feedback strategy for anxious and non-anxious students, which consisted of what corrective feedback method is used and when it is applied. As far as methods of CF are concerned, anxious students showed a significant correlation with Elicitation ($r=0.3$, $p<.05$) whilst non-anxious students preferred Explicit correction ($r=0.28$, $p<.05$). Study 4 only yielded one significant correlation which was between Reformulation and Anxiety. That is, non-anxious students more than anxious ones preferred Reformulation (F (1,144)= 4.140, $p=.04$). In order to be consistent across the four studies, we applied the same Corrective feedback strategy for anxious and non-anxious students: anxious students received Elicitation and non-anxious students received Explicit correction.

Out of the total of students who answered the initial questionnaire, 32 students completed the online pronunciation activity and were interviewed (three for Study 1, three for Study 2, 21 for Study 3 and five for Study 4). The imbalance in the number of participants is probably due to the fact that Study 3 was carried out during the Covid-19 lockdown and participants were able to find time to complete the tasks.

3.5 Pronunciation Targets

After answering the questionnaire, students were invited to do the online pronunciation activity in a forum specifically created in the LMS of the course. The two pronunciation targets selected for the study are the "ed" inflection (Studies 1, 2, 3 and 4) and the vowel in "sir" (Studies 2, 3 and 4).

Following is the presentation of the linguistic material employed in the activity in each of the studies.

3.5. 1 Study 1: the "ed" inflection

In study 1 the pronunciation target was the "ed" inflection. The participants were first asked to watch a video with the explanation about how to pronounce the "ed" in English. Then students had to narrate a series of events in the life of a person (Mr. Brown), using the prompts in the task and in the same order (see Annex 1). While narrating, students had to video record themselves. Finally, students had to post the video to the forum, for which the course tutor provided feedback in video format and also posted it to the forum as a reply.

The video feedback was created using Edpuzzle (https://edpuzzle.com/) and included the student's production with a brief introduction to the task. Also, correction feedback was embedded throughout the video, and further instructions at the end of the video were included, all of which recorded in audio format by the tutor. See Figure 1 for an example.

Figure 1

Example of a video with feedback incorporated using Edpuzzle for S2 JN in study 1. Each dot represents a piece of personalized feedback about the pronunciation target except for the first dot which is an introduction to the task made by the tutor
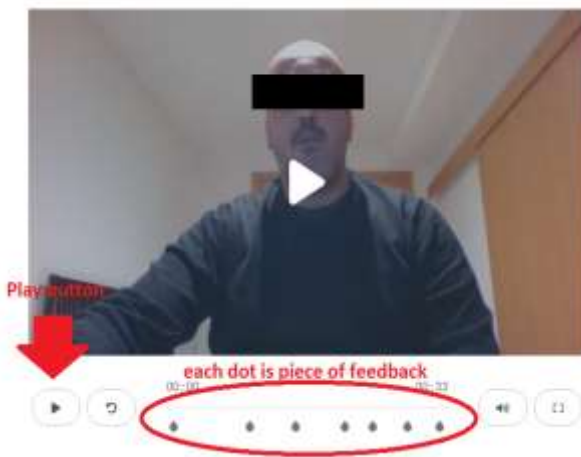
Students were asked to do the same task twice (Try 1 and Try 2) and received feedback for each one of them. The feedback for Try 1 was created using Edpuzzle as already mentioned. The student's video was played and stopped whenever a target sound was

pronounced, at which point corrective feedback was delivered by the tutor and was being recorded. In order to provide feedback for Try 2, a screencast session showing the tutor's face was recorded (https://screencast-o-matic.com/) giving corrective feedback for each pronunciation target and to each student. In order to help students follow what was being corrected, the tutor displayed the task sheet on the screen whilst providing feedback for each pronunciation target.
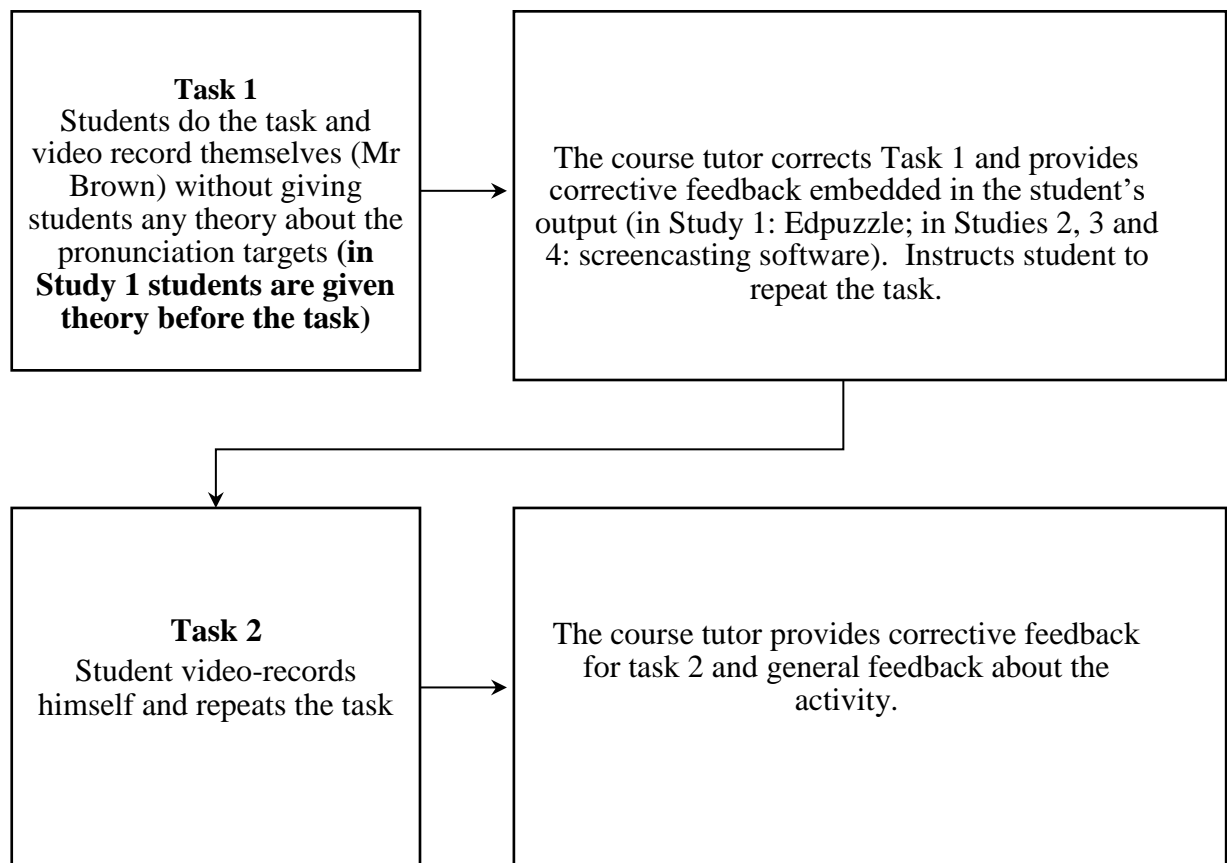
3.5.2 Studies 2, 3 and 4: the "ed" inflection and the vowel in "sir"

In Studies 2, 3 and 4 the pronunciation targets were the "ed" inflection as well as the vowel in "sir". Participants were invited to do the task (Mr. Brown) but this time without giving them any theory previously in order to obtain a more realistic picture of the student's starting point. The vowel in "sir" had not been included in Study 1 (see Annex 1), during which the tutor detected the need for including this specific vowel in future iterations of the study since it proved to be a difficult sound target for the students and a source of communicative misunderstanding. In the three studies, average preparation time of the video feedback was approximately 10 minutes, which was significantly reduced after a few times of repeating the same procedure. All of the feedback provision was recorded by means of screencasting software (https://www.apowersoft.es), showing both the student's video and the task sheet simultaneously on the screen. The tutor's face was not shown in any of the recordings in order to provide similar conditions to the feedback provided in Study 1 Try 1, in which Edpuzzle was first employed and only voice comments were inserted due to the characteristics of the digital tool itself. Corrective feedback for each pronunciation target was provided whenever it was mispronounced by the student. At which point, the tutor would stop the student's video and give corrective feedback.

Just as in Study 1, students were asked to do the same task twice (Try 1 and Try 2) and they received video feedback from their tutor for both tries. Figure 2 summarizes the procedure of the pronunciation activity.

Figure 2

Summary of the procedure in Studies 1, 2, 3 and 4.

Task 1 Students do the task and video record themselves (Mr Brown) without giving students any theory about the pronunciation targets **(in Study 1 students are given theory before the task)**	The course tutor corrects Task 1 and provides corrective feedback embedded in the student's output (in Study 1: Edpuzzle; in Studies 2, 3 and 4: screencasting software). Instructs student to repeat the task.
Task 2 Student video-records himself and repeats the task	The course tutor provides corrective feedback for task 2 and general feedback about the activity.

In order to illustrate the pronunciation of the ED ending and the vowel in "sir" to the readers of the thesis, following is the acoustic analysis of the words "tasted" and "burn" (see Figures 3 and 4). The acoustic analysis could be used in future research in order to monitor the learner's progress. The pronunciation of the ED ending (Figure 3) in the well-pronounced box clearly shows a formant pattern corresponding to the vowel of the ED in the past, which is indicative of its correct pronunciation. If there is

no vowel, the ED is mispronounced and the listener hears /teɪst/ instead of /teɪstɪd/ as

in the "mispronounced" box.

Figure 3

Acoustic analysis of the word "tasted" by S1 II in Study 1, containing the pronunciation target ED in the past. Waveforms and spectrogram by Praat 6.0.12.

| Mispronounced ED | Well-pronounced ED |
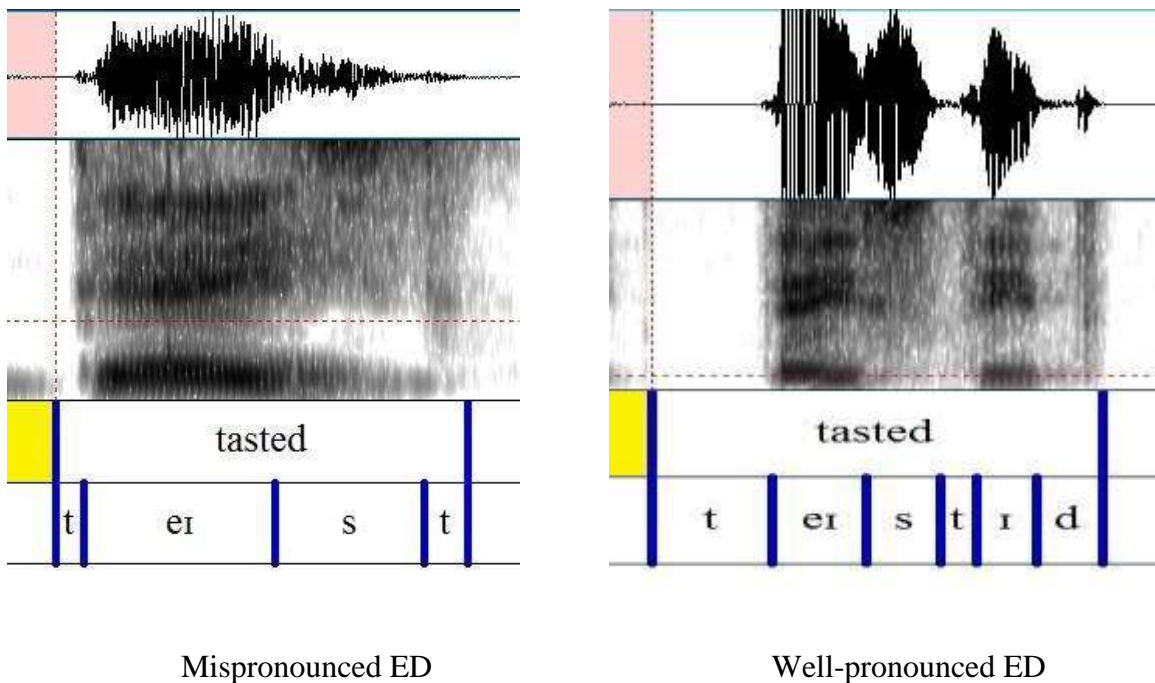
The words "world" and "work" were words which seemed to be difficult since many

students tended to often mispronounce them. The spectrograms in figure 4 show a different

formant pattern for the vowel correctly pronounced and the vowel mispronounced. The

formant (F) profile of the mispronounced vowel in "burn" is F1: 914.53Hz and F2:

1457.23Hz, which are similar to Ladefoged (2001)'s formant measurements of BBC English

vowel "bud" (F1: 800Hz and F2: 1500Hz). On the other hand, the values after treatment, F1:

714.50Hz and F2: 1582.52Hz, are closer to that of BBC British English woman "bird" (F1:

650Hz and F2: 1600Hz). The F1 and F2 values are obtained after selecting the vowel and

calculating the average of all the F1 and F2 formant points between the two boundaries delimiting the vowel.

Figure 4

Acoustic analysis of the words containing the pronunciation target vowel in "sir" in the words "burn" and "burned" by S2 EM in Study 2. Waveforms and spectrogram by Praat 6.0.12.

| Mispronounced vowel | Well-pronounced vowel |
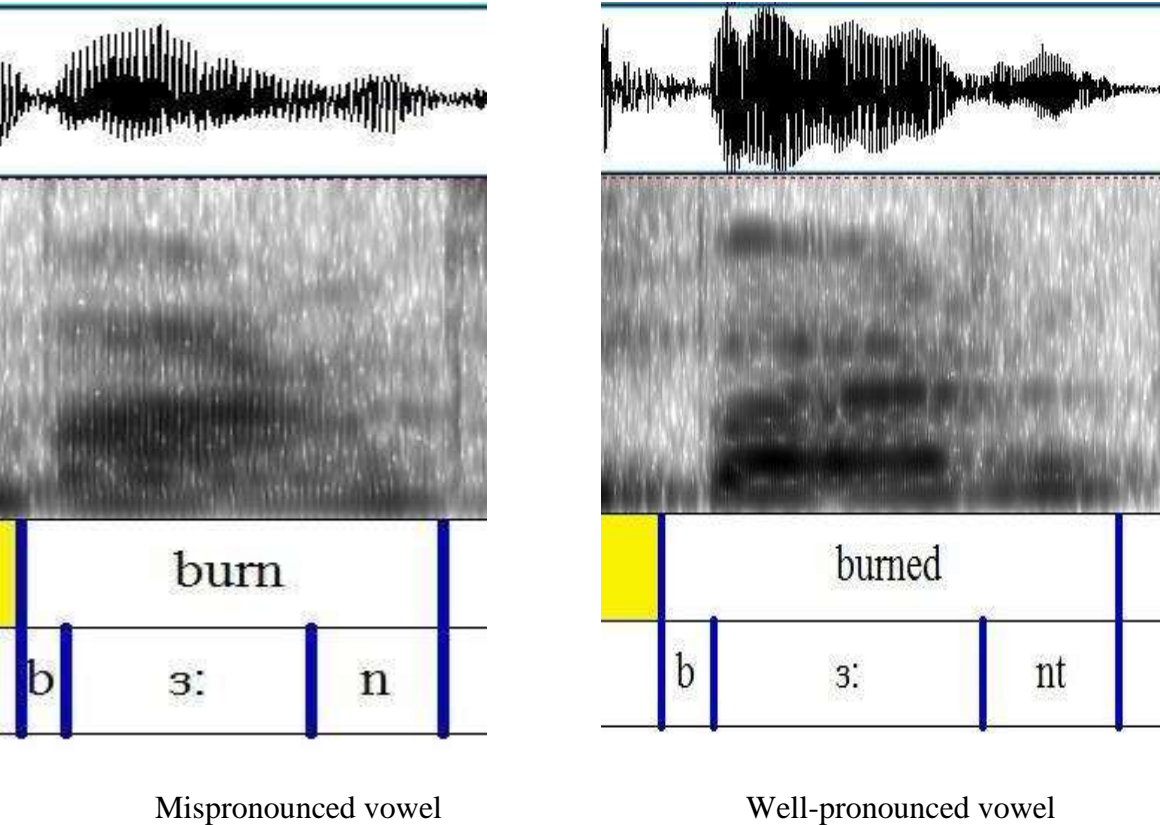
The online pronunciation activity was designed to help students receive feedback in order to improve the pronunciation targets: the ED ending and the vowel in "sir".

3.6 The interview

Once the students completed the online activity, they were contacted for an interview with the course tutor. The semi-structured interview was adopted in order to allow for instances when

further exploration of the student's reaction to video feedback was required. The interview was structured in three parts:

- Part 1 dealt with the emotional aspect when speaking a foreign language (When speaking in English in class, how do you feel? Are there any differences between learning a foreign language online and face to face? How do you feel when you have to speak in English to your tutor/classmates/native speakers? How do you feel when your tutor corrects your mistakes?).

- Part 2, with aspects related to feedback in order to learn a language (Do you think it's important that your speaking mistakes are corrected? In your speaking tasks, how do you prefer to be corrected? How often? When? By whom?).

- Part 3, with aspects related to the actual activity called Mr Brown, which was completed by the student in the course (What do you think about the activity called Mr Brown? What do you think about the video feedback in the activity? What did you do with the feedback? What do you prefer: video feedback or audio feedback or written feedback? For the activity, do you prefer to record yourself in audio or in video format? What do you think about receiving the final feedback after completing the activity? Do you think that receiving feedback from your tutor helps you feel more relaxed when speaking English in the activities? Did the feedback help you understand the pronunciation of the ED and the vowel in "sir"? Do you think you improved the pronunciation of the ED and the vowel after receiving feedback from your tutor?).

3.7 Thematic Analysis

Prior to the analyses, carried out using the qualitative analysis software package Atlas 22, the audio recordings of the interview were transcribed carefully. Constructivist grounded theory was the methodological orientation of the study in order to account for educational phenomena using qualitative data (Chong & Reinders, 2020). The researcher analyzes the data by constant comparison, initially of data with data, progressing to comparisons between their interpretations translated into codes and categories (Mills et al., 2006). Codification yielded three main themes and associated categories, which were identified with the following literature (Table 1):

Table 1

The main themes and categories found in the literature.

Key themes	Categories	Definitions
Emotional input	Conversational and interactional	Video feedback seen as a dialogue, understood as a relationship where both teacher and student reason together in order to build knowledge together (Carless et al., 2011; Dann, 2019).
	Closeness	Feedback recipients feel more connected to their teacher and the message is more personalized. There's a greater sense of closeness when using video feedback (Borup et al., 2014; Espasa et al., 2019).
	Caring and motivating	Teacher's comments sound more "human" in video feedback; it's as if more care was taken by teachers while preparing and when delivering feedback (Borup et al., 2014).
Enhanced understanding	Personalized corrective feedback	Video feedback can be in the form of a more personalized corrective feedback targeting some mistakes, which in face-to face classrooms may not receive enough attention (Öztürk, 2016). Students show feedback preferences; for anxious students in online foreign language oral tasks, previous research shows that they prefer Recast and Metalinguistic feedback (Lyster & Ranta, 1997; Martin & Álvarez, 2017).
	Clear and detailed	When using technology for feedback provision, one should use plain language, and feedback should be task-focused rather than person-focused (Winstone et al., 2017). Feedback improvement is not guaranteed only by using technology (Ryan et al., 2019).
	Usable	Feedback is successful when information provided is usable and learners know how to use it; it should be prepared to meet the needs of the students (Henderson et al., 2019)
Feedback	Proactive	Engagement and motivation should support proactive recipience_by enabling learners to want to engage with and understand their feedback; being enthusiastic

engagement	recipience	about and open to receiving performance information (Winstone et al. 2017).
	Paying attention to the feedback	Feedback engagement manifests itself by paying attention to the feedback and being ready to take it on board, associating it with the student's own process of learning (Price et al., 2011).
	Committed to change and develop	Engagement involves the need for being committed to change and develop (Winstone et al., 2017), which Handley et al. (2011) calls "readiness to engage."

A previous draft was shared with specialists in the field and improved. Coding categories were verified independently by two researchers to increase reliability. Specifically, three stages of coding were conducted to identify emergent categories (themes):

- focusing on coding to merge and re-categorize the categories identified in the initial coding stage;

- then axial coding to identify the relationships between categories;

- and finally enriching the properties (themes) of each category.

This labour-intensive process concluded with a final coding system (Table 2) that reflected how participants in this research perceived video feedback in an asynchronous online pronunciation activity.

Table 2

Definition of themes, categories and corresponding examples

Key themes	Categories	Definitions
Emotional input	Conversational and interactional	Dialogue between lecturers and students in order to build knowledge together. *NC: someone was understanding you and it wasn't just a machine, it was someone who was understanding you and there was a reply from the other end* [S26 NC (Study 3, anxious)]

	Closeness	Connected to the teacher and personalized, greatest sense of closeness.
		MB: I really liked video feedback; I think it is very good, much closer than when it is written [S20 MB (Study 3, anxious)]
	Caring and motivating	Video feedback contained the teacher's emotional input to the feedback, thus making it sound more "human".
		I really liked it when you told me that it was ok but that I could still improve; it encouraged me a lot [S27 MB (Study 3, anxious)]
Enhanced understanding	Personalized corrective feedback	Video feedback in the form of individualized video recordings of the lecturer commenting on each assignment.
		Everything is before you and you say to yourself ok he's showing me where I am saying something incorrectly [S34 VC (Study 4, non-anxious)]
	Clear and detailed	Plain language, task-focused rather than person-focused.
		The one (video feedback) you gave me, better because it tells you specifically which sound you need to make [S34 VC (Study 4, non-anxious)]
	Usable	Providing information which is tailored to the students' needs so that it may be used more easily.
		The video feedback was much more useful; I loved that kind of mix rather than when it (feedback) is written [S22 MD (Study 3, anxious)]
Feedback engagement	Proactive recipience	The students are receptive, enthusiastic and open about receiving information regarding their effort.
		They (corrections) don't bother me, I mean, they are necessary and so I accept them wherever they come from [S21 MG (Study 3, anxious)]
	Paying attention to	It involves actually paying attention to the

the feedback	feedback and being prepared to consider it, take it on board, and relate it to one's own process of learning.	
	I wrote down all the words in order to review them [S31 AM (Study 4, anxious)]	
Committed to change and development	State of pre-engagement involving being committed to change and development (readiness to engage).	
	I like receiving instructions so that I can readdress the situation [S31 AM (Study 4, anxious)]	

Note: The definition of the themes and categories is based on a literature review.

3.8 Focus group

Focus groups defined as a carefully planned conversation is a technique that allows researchers to gather information about a defined area of interest, which in my case is the validation of the online pronunciation activity. The single focus group modality was chosen in which a set of participants and a facilitator share space and act as a single group in order to co-construct meaning (Morgan, 2012). The experts had common teaching experience, which facilitated discussion. Group members influenced each other as they responded to the ideas and comments that emerged during the discussion (Morgan, 2012).

The focus group session was carried out online via Google Meet. Five experts participated in an approximately 1h 30m session. The goals of the focus group session were to consult experts in the field about:

- the online activity designed to provide feedback to students;

- the use of video feedback in the activity presented.

Participants were invited via e-mail to participate in the research and watch an introductory video to the research carried out by the author in order to contextualize both the activity and the video feedback. The video presented the goals of the thesis as well as a description of the activity used in the study and of the type of video feedback designed and

delivered in the activity. Participants finally decided to either accept or decline the invitation by replying to the invitation message.

The interviewees had at least one of the following requirements:

1) had been or were online teachers/tutors.

2) were familiarized with ICT tools applied to language learning.

3) had taught the English language to Spanish/Catalan speakers.

4) had knowledge about assessment and feedback.

The participants' specific profiles were as follows:

Expert 1 (ES): teacher of English at the Official School of Languages (EOI) and online instructor at an official online language school (IOC).

Expert 2 (MZ): teacher of English at the Official School of Languages (EOI) and online instructor at an official online language school (IOC).

Expert 3 (MC): Doctoral Student, three years as an ESL Teacher, three years of Project Management, MS in Translation Techniques, MS in Psychology, Certified Strategic Life.

Expert 4 (LO): 25 years' experience both teaching languages in Higher Education (University of Exeter) and translating/interpreting for numerous clients in the UK and abroad.

Expert 5 (MM): online teacher with more than 15 years of research experience, both in qualitative and, especially, quantitative techniques. Also, with more than 8 years investigating feedback in education. Associate professor at the Universitat Autònoma de Barcelona (UAB).

During the focus group session all the participants had the chance to answer the questions that had previously been sent to them along with the introductory video that I have mentioned before. The questions were formulated to provide a common ground where key concepts develop from the conversation. The questions participants responded were as follows:

1) What do you think about the design of the online activity in order to foster feedback

delivery and uptake?

2) Do you think an online tutor would be able to use this activity? Why?

3) What do you think about the video feedback design? Pros and cons.

4) Do you see yourself using video feedback as shown for this activity? Why?

5) Do you think the video feedback delivered in this activity could help anxious students in order to enhance their confidence? Why?

6) Do you think that giving students the chance to redo the task is positive in order to improve performance? Why?

The previous questions will be grouped in three main topics in order to analyze their responses. The topics have emerged from the conversation among the experts as they answered the questions, which are:

a) Activity design in order to foster feedback: the questions around this topic are Q1, Q2 and Q6.

b) Usability of video feedback: the questions belonging to this topic are Q3 and Q4.

c) Using video feedback in this activity to help anxious students: the remaining question, Q5, allows us to draw information whether video feedback helps perceived anxious students.

Topic a) focuses on the online pronunciation activity design as a whole whilst topic b) focuses on the design of the video feedback. Lastly, topic c) explores the relation between the use of video feedback and perceived anxious students.

The focus group was organized following the traditional funnel method (Morgan 2012), whose goal is to collect information related to what the experts think. In my case, I wanted to see what experts think about the design of the online pronunciation activity in order to validate it. The traditional funnel method begins with general aspects of the topic and moves towards more specific aspects with the help of the moderator of the group.

3.9 Pilot study

Previous to the four studies included in the thesis, which will be called Studies 1, 2, 3 and 4, a pilot study, from 2017 to 2018, was carried out in order to validate the questionnaires and explore the correlation of the variables which in turn facilitated the design of both the feedback provision and the online pronunciation activity. The participants in this case were students at the IOC from levels A1 to B2. Permission from the IOC to carry out the research was obtained. Once the questionnaire was validated and the design of both feedback provision and the online pronunciation activity was ready, Study 1 for the thesis began during the first semester in 2018-19 (from October to January). The questionnaire is based on already validated ones (*Corrective Feedback Belief Scale* (CFBS), adapted from Fukuda, 2004; *Foreign Language Classroom Anxiety Scale* (FLCAS), adapted from Horwtiz, et al., 1986) but it was administered in a different context, thus the need for a new validation. Minor modifications were introduced in the questionnaire such as wording to make the questions sound more fluent as well as in the pronunciation activity such as the images employed and the instructions to make them clearer.

3.10 Chapter summary

The section corresponding to the Method has presented the means by which quantitative and qualitative data have been collected to answer the research questions, which is why a mixed methodology, more specifically an explanatory sequential design, has been adopted since numeric data are first collected as well as analyzed and we then listen to the participants' experiences in order to analyze the data extracted from them inductively (Creswell, 2008). I will now move on to the Results chapter.

Chapter 04. Results

The results are presented in terms of the two research questions that guided this study. Relevant evidence is provided and will be discussed in the following section, in order to offer, by way of conclusion, reasoned answers to these research questions.

Section 4.1 presents the results to answer Research question 1, whose specific objectives are SO1, SO2 and SO3.

Section 4.2 presents the results to answer Research question 2, whose specific objective is SO4.

Finally, section 4.3 presents the most relevant findings concerning the validation of the pronunciation activity design, which is related to SO5.

As a reminder, the thesis adopted a mixed methodology which is why both quantitative and qualitative data are presented in this chapter:

- the quantitative data from the results obtained from the questionnaires Foreign Language Classroom Anxiety Scale (FLCAS) and Corrective Feedback Belief Scale (CFBS) in order to identify perceived both anxious and non-anxious students as well as preferred corrective feedback for each anxiety profile;

- the qualitative data from the thematic analysis of the interviews to the participants in order to collect the participants' opinions about video feedback, from where most of the results are obtained;

- the qualitative data from the analysis of the contributions to the focus group in order to validate the design of the pronunciation activity.

4.1 RQ1: What is the perception of video feedback delivery in an online pronunciation activity targeting complex sounds for Catalan/Spanish upper-intermediate students of English as a foreign language?

The data for the thematic analysis were obtained from the content analysis of the interviews, using the categories presented in the Methodology chapter. The unit of analysis was the phrase, the sentence or group of sentences referring to a theme and 327 thematic units were identified. From the analysis the following key themes emerged: Feedback engagement (42.95%) > Enhancement understanding (38.69%) > Emotional input (18.36%). Table 3 shows the frequency of the categories in each key theme:

Table 3

Frequency table of the categories in each key theme

Categories in each Key Theme		Rel Freq
Emotional Input	Caring and motivating	50%
	Closeness	28.57%
	Conversational and interactional	21.43%
Enhanced understanding	Personalized corrective feedback	26.27%
	Clear and detailed	44.92%
	Usable	28.81%
Feedback engagement	Proactive recipience	32.82%
	Paying attention	54.20%
	Committed to change	12.98%

Participants mainly viewed video feedback as a way to foster Feedback engagement and to Enhance understanding, but it also carries some Emotional input. Most of the comments made about video feedback pointed towards the fact that it was helpful for Paying attention, Caring and Motivating as well as Clear and detailed, which are the most cited categories in each Key theme.

The general distributional pattern observed in the Key themes somewhat varies depending on the two anxiety profiles: Anxious = Enhanced understanding (43.53%) > Feedback engagement (38.10%) > Emotional input (18.37%); Non-anxious = Feedback engagement (47.47%) > Enhanced understanding (34.18%) > Emotional input (18.35%).

Significant and positive correlations between the themes and their categories (p <.01) are as follows:

- Emotional input with Caring and motivating (r=0.426);

- Enhanced understanding with none of its categories;

- and finally, Feedback engagement with Proactive recipience (r=0.733), with Paying attention to feedback (r=0.924), and with Committed to change (r=0.540).

Other interesting significant positive correlations (p <.01) were found between key themes and categories from other key themes. For example, comments about Emotional input (key theme) are positively correlated (r=0.580) with comments about Personalized corrective feedback (category). Enhanced understanding (key theme) with Conversational and interactional (category) (r=0.584) and Closeness (category) (r=0.737). Both correlations above seem to point at the fact that dialogue and emotions are intertwined in feedback delivery.

Figure 5

Significant correlations between themes and categories at p<.01
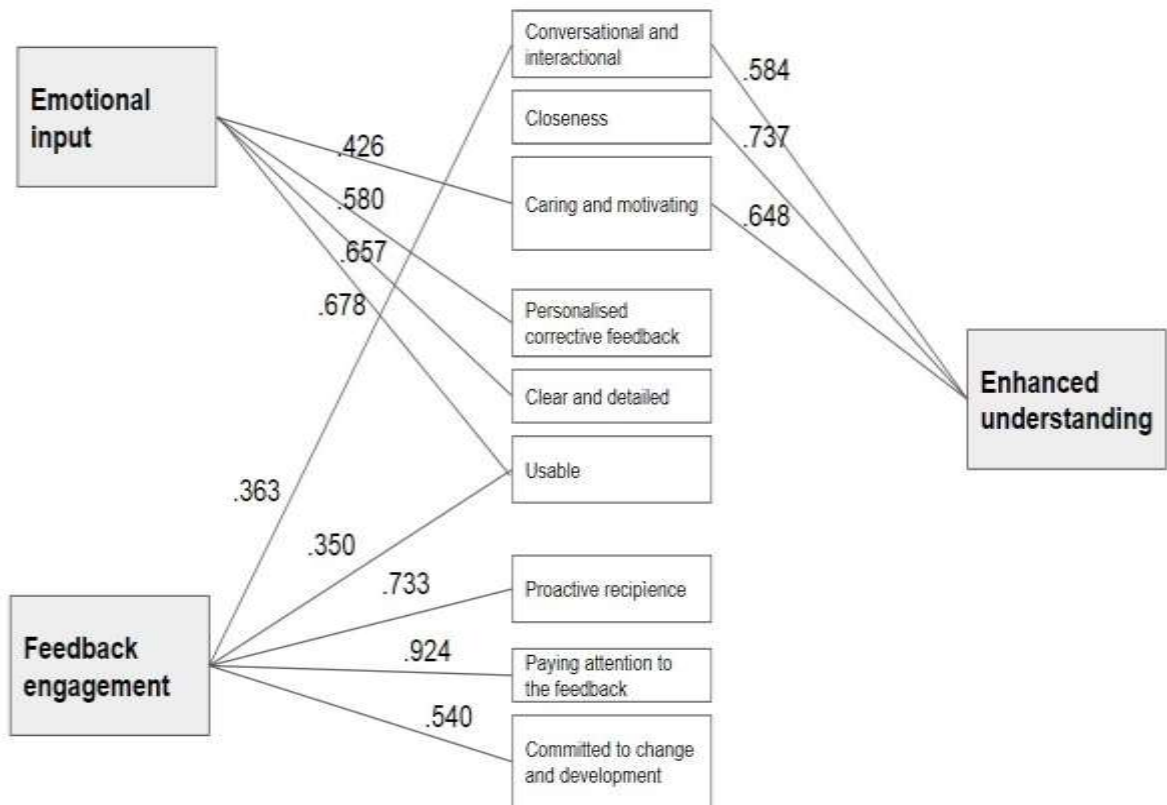
Following are some comments made by participants associated with each of the key themes as well as the corresponding categories. Each participant is coded with the number of the subject participating in the research and the initial letters of their name and surname. Also, in brackets the number of the study is included as well as their perceived anxiety profile. The initials SM are that of the teacher. Comments from both perceived anxious and non-anxious participants are included since the study wanted to explore their perceptions.

As a reminder, we have three key themes and each with three categories: Emotional Input (Caring and motivating, Closeness, and Conversational and interactional), Enhanced understanding (Personalized corrective feedback, Clear and detailed, and Usable) and Feedback engagement (Proactive recipience, Paying attention, and Committed to change).

4.1.1 SO1: To examine the students' perception of *emotional input* in online feedback delivery by means of video feedback

The three categories allowing me to describe what subjects thought about video feedback in the research were: Caring and motivating, Closeness, and Conversational and interactional. The category with the highest frequency is Caring and motivating, far higher than the other two categories.

In general the participants of the study considered video feedback had more of a human touch than other feedback formats such as audio or written:

> *I don't mind about the format. If it is written feedback, it is fine for me. If it's audio, it helps me when someone tells me how a word is pronounced. What the video offers is more agreeable and seeing yourself provides a lot of information, too, right? There is a person behind these few words and I feel more confident* [S6 ML (Study 1, anxious)]

The participants considered that video feedback was Caring and motivating since it contained the teacher's emotional input, making it sound more human, caring and increasing their motivation. Following are some examples classified in this category:

> *There were many positive comments and this improves your self-esteem* [S22 MD (Study 3, anxious)]

> *I really liked it when you told me that it was ok but that I could still improve; it encouraged me a lot* [S27 MB (Study 3, anxious)]

> *SM: Do you think that receiving feedback from your tutor helped you feel more relaxed when speaking in English in the tasks?*

VN: yes, yes, yes you supported me a lot and it encouraged me to continue [S35 VN (Study 4, anxious)]

SM: After repeating the task, you received the final feedback from your tutor. What was your experience like?

SI: very good. In my case I am over the moon because you congratulated me and I thought, wow, it is worth it [S24 SI (Study 3, non-anxious)]

It's support and believing in our potential; it's like being a bit like babies doing things horribly but even so the tutor believes that we have potential to move forward and turn it all into something positive [S24 SI (Study 3, non-anxious)]

As we can see, there are many comments around the idea that video feedback was caring and motivating, which is one of the aspects in the key theme named Emotional input. The next category in the Emotional input key theme is Closeness. The participants considered that video feedback was connected to the teacher and personalized, which contributed to feeling closer to their tutor. Following are some examples classified in this category:

SM: How did the feedback help you?

JH: in the fact that you are listening to someone who is telling you [S7 JH (Study 2, anxious)]

SM: What do you prefer: to receive video feedback, audio feedback or written feedback?

MB: I really liked video feedback; I think it is very good, much closer than when it is written [S20 MB (Study 3, anxious)]

It (video feedback) made me feel as if the tutor was closer [S27 MB (Study 3, anxious)]

It (video feedback) gave me a sense of proximity [S31 AM (Study 4, anxious)]

It (video feedback) was received well (...) Not distant or one-way direction from top to down. However, it was more from one person to another [S24 SI (Study 3, non-anxious)]

The participants also considered that video feedback was Conversational and interactional, which is the third category in the key theme (Emotional input). Video feedback is a similar experience to a dialogue between both tutors and students, building knowledge together. Following are some examples classified in this category:

SM: how did it (video feedback) make you feel more relaxed? In what way?

NC: well, in that someone was understanding you and it wasn't just a machine, it was someone who was understanding you and there was a reply from the other end [S26 NC (Study 3, anxious)]

SM: what do you mean when you say "speaking on the same level"?

NC: I mean that someone may understand you, listen to you and value what you do [S26 NC (Study 3, anxious)]

It's a way to take learning on board. Seeing a little what you have done along with the tutor's feedback and being able to do it again while listening to the video and

practicing, What I mean is that it is a good way for learning [S14 JG (Study 3, non-anxious)]

This way is not the same as when someone tells you it is wrong; it is not the same as when someone tells you that something is wrong but look for the answer and do it again and after that you are assessed again. I mean that you corrected me very well [S19 MJ (Study 3, non-anxious)]

4.1.2 SO2: To examine the students' perception of *enhancement of understanding* in online feedback delivery by means of video feedback

The categories defined for this theme allowed me to identify some of the aspects of the video feedback that were positively perceived by the participants such as a better comprehension of the feedback itself as well as other positive aspects of corrective feedback provision that may have been anxiety inhibitors rather than triggers. The subjects' comments around this theme were codified in three categories: Personalized corrective feedback; Clear and detailed; and Usable. This is especially interesting for our research since we expect students to identify the value of feedback personalization when designing the activity. In this key theme, the category labelled Clear and detailed is more frequent than the other two categories, representing almost half of the total comments. Following are examples of each category.

The first category is Personalized corrective feedback under which one finds comments referring to the video feedback in the form of individualized video recordings of the tutor commenting on each assignment. Here are some examples from both perceived anxious and non-anxious participants:

SM: Do you think that receiving feedback from your tutor helped you feel more relaxed when speaking in English in the tasks?

MC: yes yes of course, I believe it is important to receive a bit of extra help for the work you are doing, right? and that they let me know how I am doing and if I am on the right track [S6 ML (Study 1, anxious)]

You can see a bit the mistakes you have made, how you can improve (...) he doesn't give you the right answer but you need to find it and see where the mistake is. Good, good. [S20 MB (Study 3, anxious)]

Everything is before you and you say to yourself ok he's showing me where I am saying something incorrectly [S34 VC (Study 4, non-anxious)]

The second category is Clear and detailed under which one finds comments referring to the fact that it is task-focused feedback rather than person-focused. Comments about the clarity of the feedback are included. Here are some examples:

It was perfect because every now and then it stopped and I could listen to what I pronounced correctly and what I didn't. It was good. [S10 MP (Study 3, anxious)]

I could see exactly what words were wrong [S18 MF (Study 3, anxious)]

I received the feedback and I realized that (...) I didn't pronounce any of the endings correctly. I hadn't realized. [S12 CG (Study 3, non-anxious)]

SM: Did it help you when knowing how you were doing? to know where to improve?
VC: yes yes yes because it was specific [S34 VC (Study 4, non-anxious)]

The one (video feedback) you gave me, better because it tells you specifically which

sound you need to make [S34 VC (Study 4, non-anxious)]

The third category is Usable, under which one can find comments around the fact that the video feedback provides information which is tailored to the needs of the students so that it can be used more easily. Here are some examples:

SM: How did the feedback help you? (...)

VN: well to review a little where I made mistakes, to review, to watch the videos again

to remember a little, as a reminder [S35 VN (Study 4, anxious)]

The video feedback was much more useful; I loved that kind of mix rather than when it

(feedback) is written [S22 MD (Study 3, anxious)]

Basically it (video feedback) helped me remember a rule that I should already know

(...) and after that I took some notes [S32 MF (Study 4, non-anxious)]

4.1.3 SO3: To examine the students' perception of *feedback engagement* in online feedback delivery by means of video feedback

Feedback engagement is the last Key theme out of the three in the research. As a reminder, the other two Key themes are Emotional input and Enhanced understanding. Proactive recipience; Paying attention to the feedback; and Committed to change and development are the three categories employed to identify the conditions favouring engagement in the comments about the video feedback. In this key theme, the category labeled Paying attention is more frequent than the other two categories, representing more than half of the total

comments. Following are examples of each category. Let us now see some examples of the comments falling in each category.

The first category is Proactive recipience, under which one finds comments about students being receptive, enthusiastic and open about receiving information related to their effort. Here are some examples from both anxious and non-anxious participants:

I am always open to receive criticism [S16 CM (Study 3, anxious)]

SM: Do you think it's important to correct your mistakes when you speak a foreign language that you are learning?

CM: Clearly yes yes yes I believe that correcting is one of the best ways to move forward and realize about the mistake and correct it. Logically I believe so. [S16 CM (Study 3, anxious)]

I don't like them (corrections) (...) I try to do it as well as I can and it still wrong (...) but there must be corrections [S30 IF (Study 3, non-anxious)]

The second category is Paying attention to the feedback, which involves taking on board the information about the student's performance and relate it to one's learning process. Here are some examples:

I can this way see where I make a mistake, where I can improve and I can learn a little [S10 MP (Study 3, anxious)]

Things that don't look like you are learning but you are and you told me that they were ok and very good, and I thought to myself: Wow! I have learnt, yes yes yes [S16 CM (Study 3, anxious)]

Well I said to myself that I had to pay attention to these things; try, that's how it goes [S17 IE (Study 3, anxious)]

I wrote down all the words in order to review them [S31 AM (Study 4, anxious)]

What I like most is that you can see your mistake on the spot, then you (tutor) stop the video and you correct it, it's great [S35 VN (Study 4, anxious)]

SM: What did you do with your tutor's feedback? When you received the feedback, what did you do with it?
AL: first I listened to it twice to see where exactly the mistake was, then I took a piece of paper and wrote down the words I mispronounced. Then I recorded myself twice saying these words in order to consolidate their pronunciation [S28 AL (Study 3, non-anxious)]

Finally, the third category is Committed to change and development, which deals with being committed to changing and developing. That is, showing some readiness to change. Here are some examples:

There are some things that you have already corrected but there are some that you need to keep practicing [S17 IE (Study 3, anxious)]

I like receiving instructions so that I can readdress the situation [S31 AM (Study 4, anxious)]

I understand that I need to be told what I am doing wrong [S33 VB (Study 4, non-anxious)]

This is the end of the section corresponding to the thematic analysis of the interviews to the participants. Now I will present the comments showing how video is perceived by the anxious and non-anxious participants in the study.

4.2 RQ2: Does perception of this specific video feedback delivery vary as a function of perceived anxiety in oral tasks of English as a foreign language? (SO4)

RQ2 is directly linked to SO4 which examines the variation of the students' perception of SO1 (emotional input), SO2 (understanding enhancement) and SO3 (feedback engagement) as a function of their degree of foreign language anxiety. Differences between the Key themes and categories mentioned by anxious and non-anxious were found, but none of them were statistically significant.

Despite not being statistically significant and having few participants in the study, the non-anxious group yielded higher average scores in the following categories (see Tables 4 and 5): Caring and motivating, Conversational and interactional, Paying attention, Personalized corrective feedback, Proactive recipience and Usable, and in the following theme: Emotional input and Feedback engagement. However, the anxious group yielded higher average scores in the other categories and key theme categories, which would suggest that these categories were more valued by the participants (see Tables 4 and 5). It is worth

mentioning the fact that the more citations for a category, the more information was collected about the possible beneficial effects of video feedback.

Table 4

Average and Standard Deviation of citations in each category.

		N	M	SD
Caring and motivating	Non-anxious	15	1.13	1.06
	Anxious	17	0.65	0.78
Clear and detailed	Non-anxious	15	1.27	0.96
	Anxious	17	2.00	1.41
Closeness	Non-anxious	15	.40	0.73
	Anxious	17	.59	1.27
Committed to change	Non-anxious	15	.53	0.91
	Anxious	17	.53	1.01
Conversational and interactional	Non-anxious	15	.40	.82
	Anxious	17	.35	.61
Paying attention	Non-anxious	15	2.80	3.16
	Anxious	17	1.71	2.08
Personalized corrective feedback	Non-anxious	15	1.00	1.41
	Anxious	17	0.94	1.19
Proactive recipience	Non-anxious	15	1.67	1.71
	Anxious	17	1.06	1.19
Usable	Non-anxious	15	1.33	1.83
	Anxious	17	0.82	1.28

Note: Average frequencies of the codified categories are shown in the table.

Table 5

Average and Standard Deviation of citations in each key theme.

		N	M	SD
Emotional input	Non-anxious	15	1.93	1.98
	Anxious	17	1.59	1.66
Enhanced understanding	Non-anxious	15	3.60	2.63
	Anxious	17	3.76	2.72
Feedback engagement	Non-anxious	15	5.00	4.58
	Anxious	17	3.29	3.50

Note: Average frequencies of the codified categories are shown in the table.

Now I will present the contributions of the focus group in order to validate the online pronunciation activity as a whole.

4.3 SO5: To design an asynchronous online activity in which dialogic feedback and video feedback are fostered

As a reminder, the goals of the focus group, which aims at validating the activity design as a whole, were to consult experts in the field about:

- the online activity designed to provide feedback to students;

- the use of video feedback in the activity presented.

The goals of the focus group are closely aligned with SO5 (To design an asynchronous online activity in which dialogic feedback and video feedback is fostered). As already mentioned in the Methodology chapter, the responses of the questions will be analyzed according to three main topics:

a) activity design in order to foster feedback (Q1, Q2 and Q6).

b) usability of video feedback (Q3 and Q4).

c) using video feedback to help anxious students (Q5).

Following is a summary of the participants' answers to each of the topics.

4.3.1 Activity design in order to foster feedback

All of the participants believed that the online activity fosters both feedback delivery and uptake. For instance, access to feedback is not limited by time since one can watch video feedback any time according to *Expert 1 (ES)* and it has been carefully designed in order to provide feedback about specific pronunciation difficulties according to *Expert 2 (MZ)*. Here are some of their comments supporting this idea:

"Very good, because students not only received the feedback at the exact moment where the mistake was made or where they needed the feedback but also since they have the video, they can always check it. I think this is very useful as well!" Expert 1 (ES)

"To me the activity is well-designed because it's selective; you are not giving feedback in general about your pronunciation; you select specific sounds (...) it works because you can see that the student makes mistakes in the two specific sounds. The design of the activity for the pronunciation features you want to practise is good." Expert 2 (MZ)

Despite the fact that all the participants agreed that an online tutor could use this activity, there were some caveats to be considered especially when considering workload. For instance, Expert 2 (MZ) warned about the fact that there are two moments in the activity when the tutor provides feedback, which may be very time consuming. Here are some of their comments supporting this idea:

"I think the majority of online tutors can do this activity (...) but I remember some years ago we asked teachers to record themselves and some wouldn't do it and wouldn't show their faces. There is this kind of online teacher that dislikes showing their faces" Expert 1 (ES)

"I believe so. I think that any online tutor could use this activity because it is simple, not complicated. The design, the screencapture software, which is technology that everybody can use. However, (...) I think about the number of students that we have and I think that it is what should be done, very personalized feedback, but it is very

time consuming. Not very practical when you have a class with a lot of students (...)
and when you have a second part where you give them feedback again" Expert 2
(MZ)

One of the experts in the panel also added that perhaps the difficulty of the task should be higher, especially for B2 level students:

"I think it's very good. I had never used the screencasting software you used. (...) The
activity is important to teach them or to repeat the pronunciation rules. But I think
that for a higher level which is to eliminate the problem of anxiety and the production
of spontaneous speech, the design should perhaps be different, (...) the task shouldn't
be so easy (...) they shouldn't have time to prepare." Expert 4 (LO).

The fact that students have a second chance to redo the task is welcomed in general but one should take workload into account:

"If you don't give students a chance to use the feedback, it won't be useful (...) it's a
waste of time for the student and it's a waste of time for you" Expert 2 (MZ).

"the fact that they have to resend the task forces them to pay attention to the feedback
(...) the activity is easy but it is useful for students" Expert 4 (LO).

"without a doubt; it is key for learning" Expert 5 (MM).

Perhaps this particular feedback strategy should be one of a list of strategies used by the teacher in order to provide feedback. All of them agreed that using the same feedback strategy may not be beneficial to students if we take individual differences into consideration.

"I like how students could receive such a deep analysis, which leads them to some specific and accurate self-reflection on the sounds (...) but if students only receive one type of feedback, it could be a bit boring (...) it would be a bit tiring as a student or online teacher to receive the same type of feedback (...) I would use elicitation a bit at first and then more straight-forward correction" Expert 1 (ES).

4.3.2 Usability of video feedback

All of the participants believed that the video feedback design is very useful since it will allow students to review what they have done and it is not complicated to prepare for someone who is used to using screencasting software. Here are some of their comments to support this idea:

"As for the comments in the video feedback for a pronunciation activity, I think it's perfect because it helps the student see how you pronounce it and it's easier to model, which is better than a written comment or the phonetic transcription. Also, the fact that there is a video recording and the student can watch it as often as one may need is very important because many times in pronunciation you can correct a word but the student just focuses on the mistake but not on how to say it correctly (...) if they have a video, students will check it more times paying more attention to the comments (...) it is very suitable for pronunciation" Expert 2 (MZ).

"I think it allows students to know where exactly their weak point is and exactly how to act on this weak point in order to improve; also, it is a recording which can be viewed repeatedly when necessary; it is also very good to see that students are by themselves when they receive feedback and are not afraid that their reaction will cause a reaction from the teacher, which will help reduce anxiety" Expert 4 (LO).

The following expert found some issues with how easy it is to use video feedback since perhaps audio feedback is faster and easier for a teacher and will have fewer technical problems *Expert 5 (MM)*.

"I would focus on the feedback channel (...) does it have to be written? audio? video? (...) literature shows that it doesn't have an effect on the degree of learning but it does have an effect on the learning process (...) Subjects perceive it as more personalized and may have the illusion of being in a synchronous mode of communication (...) the access to the information is easier than reading it (...) it ticks all the boxes for being a great channel for feedback delivery (...) perhaps audio would be much easier when transmitting information rather than video (...) video usually brings technological problems when opening the file (...)" Expert 5 (MM).

Interestingly, teachers who have never used video feedback considered the possibility of using it in the future after seeing the benefits of it contextualized in the online pronunciation activity.

"It is easy to use, including for those who have only taught presential classes. (...) In fact, my students send me a task where they record themselves and I give them written feedback but now you have seen that I can do it like this. I think it is easier and more

useful for the students. I also think that any tutor (online or not) can benefit from this activity." Expert 4 (LO).

All of the participants saw the great benefits of using screencasting when giving feedback. It helped the teacher to convey a clearer message and be closer to the student. Here are some of their comments to support this idea:

"it is positive, yes, yes, it would be the ideal thing to do (...) but it is time consuming" Expert 1 (ES).

"yes, we are exploring the possibility of using it at work" Expert 2 (MZ).

"yes, I will use this type of video feedback" Expert 4 (LO).

"yes, since I published my results about audio feedback, I haven't used written feedback or very little (...) students feel that they are being treated individually (...) warmer and faster feedback (...) written feedback is more time consuming than audio feedback (...) sending the feedback is more challenging than creating it when dealing with audio or video feedback" Expert 5 (MM).

4.3.3 Using video feedback to help anxious students

Comments revolved around the fact that anxious students could check their performance without the pressure of being watched by others around them, which helps anxious students. Here are some of their comments to supporting this idea:

"if it's in a private setting, I think it's perfect (...) students react positively if they know that nobody else is going to see them" Expert 1 (ES).

"it's good because it is personalized (...) it is a video for you to watch it, all of which helps reduce anxiety" Expert 2 (MZ).
"especially in an online context" Expert 2 (MZ).

"watching the video without anyone or the teacher around is very good (...) also, everybody gets feedback whilst in presential class this is not always possible, which is a positive thing" Expert 4 (LO).

As a conclusion, both the activity and the video feedback used in the activity were positively valued by the experts in the focus group although there were some words of caution such as: the significant increase of workload for the teacher if this kind of video feedback is delivered to too many students, and the negative impact of using only video feedback when delivering feedback to students since using a variety of feedback delivery modes should be encouraged. As a whole, the activity was validated by the focus group as can be seen through their comments.

4.4 Chapter summary

The section corresponding to the Results has presented both the results gathered from the thematic analysis of the interviews to the participants and the analysis of the contributions to the focus group. Main results show three aspects of teacher's corrective video feedback, perceived as more relevant: the Emotional input of feedback, referred to the feelings around the feedback delivery which foster dialogue, closeness, motivation and empathy; Enhanced

understanding, related to the clarity, the usability and personalization of the feedback; and Feedback engagement, which are the conditions favouring agentic engagement where students share the responsibility for making feedback processes effective.

I will now move on to the Discussion section.

Chapter 05. Discussion

The following section will discuss the results in order to answer the research questions (RQ) and will go through the specific objectives (SO). As a reminder, the research questions and specific objectives are:

RQ1: What is the perception of video feedback delivery in an online pronunciation activity targeting complex sounds for Catalan/Spanish upper-intermediate students of English as a foreign language?

RQ2: Does perception of this specific video feedback delivery vary as a function of perceived anxiety in oral tasks of English as a foreign language?

The thesis also has the following specific objectives:

- SO1:To examine the students' perception of emotional input in online feedback delivery by means of video feedback.

- SO2:To examine the students' perception of enhancement of understanding in online feedback delivery by means of video feedback.

- SO3:To examine-the students' perception of feedback engagement in online feedback delivery by means of video feedback.

- SO4:To examine the variation of the students' perception of SO1, SO2 and SO3 as a function of their degree of foreign language anxiety.

- SO5: To design an asynchronous online activity in which dialogic feedback and video feedback is fostered.

5.1 Research Question 1 and Specific objectives 1, 2 and 3.

In this section I will answer RQ1, which is closely related to SO1, SO2 and SO3 and taking into account the data collected. As a reminder, here is RQ1: What is the perception of video feedback delivery in an online pronunciation activity targeting complex sounds for Catalan/Spanish upper-intermediate students of English as a foreign language?

The participants' perception of video feedback revolves around three key themes: the Emotional input, Enhanced understanding and Feedback engagement. The most cited key theme is Feedback engagement, followed by Enhanced understanding and then Emotional input. Video feedback is seen mostly as engaging, which is key to the students' learning process. However, video feedback is more than this. It also helps students understand the content better, much better than when it is only in written form. What is more, we can also observe that in each theme there is a category which has been most cited. In the key theme Emotional input we can find Caring and motivating; in Enhanced understanding, we find Clear and detailed; and finally, in Feedback engagement, Paying attention is the most cited category. We could argue that taken together, the video feedback employed in the online activity has generally been characterized by participants as clear and detailed in order to enhance understanding, delivered in a caring and motivating manner and helping students pay attention to what needed to be improved. The three characteristics should be taken into account when designing future feedback delivery. Following is a more detailed look at each of the key themes based on the results in the previous chapter.

First, Emotional input refers to the feelings perceived around the feedback delivery from the teacher, which is associated with dialogue, closeness, and being caring and motivating. This key theme deals with how "human" feedback provision is, which is especially important in online environments where teachers and students generally interact

asynchronously and through written form. As previously observed by Borup et al. (2014), the participants in our research considered that video feedback had more of a 'human touch' than other feedback formats such as written feedback. This aspect also seems especially relevant to anxious students in online foreign language oral tasks since a welcoming environment may help them feel more confident and more willing to practice pronunciation so as to improve their communicative competences in a foreign language (Szyszka, 2017). Thus, we would be increasing the value of technology to facilitate the student's learning in the feedback process, so that learning becomes learner-centred and not only the transmission of information (Winstone & Carless, 2019).

Enhanced understanding was another aspect associated with video feedback which was positively perceived by the participants. It facilitates feedback personalization, which is highly valued by students since it allows for more personalized corrective feedback (Dann, 2019), leading to a better understanding of what is being learned. As previously observed (Cong-Lem, 2018; Henderson & Phillips, 2015; Henderson et al., 2019; Jones et al., 2012; Ryan et al., 2019), the CF in the form of individualized video recordings of the lecturer commenting on each assignment had a positive effect on how students perceived the feedback, thus describing it as clear, detailed and usable. This is especially interesting for our research since our students also identified the positive value of feedback personalization as an anxiety inhibitor. That is, video feedback made students feel more confident when carrying out future speaking tasks. The fact that video feedback is clearer seems to allow students to feel more confident when carrying out speaking tasks, which nicely dovetails with the fact that delivering video feedback by means of screencast software is useful to deliver in-depth explanatory feedback (Desouki, 2016; Estaji & Farahanynia, 2019; Thompson & Lee, 2012).

Thirdly, regarding Feedback engagement, participants provide evidence of proactive recipience of personalized feedback, paying attention to the feedback, and showing

commitment with learning, all of which are the conditions favouring agentic engagement that involves students sharing responsibility for making feedback processes effective (Winstone et al., 2017). In general, students understand the importance of receiving feedback and so welcome corrective feedback. Video feedback, as already mentioned, is seen by all as a positive mode of transmission. However, the type of corrective feedback preferred by students varied as a function of perceived anxiety by students, which is the answer to our RQ2.

5.2. Research Question 2 and Specific objective 4

In this section I will answer RQ2, which is closely related to SO4 and taking into account the data collected. As a reminder here is RQ2: Does perception of this specific video feedback delivery vary as a function of perceived anxiety in oral tasks of English as a foreign language?

By and large, the participants' experience with video feedback was positive regardless of their anxiety profile. Thus, students positively and warmly welcomed video feedback, in line with Henderson and Phillips (2015)'s findings.

In general terms, the results in the thesis indicate the need to consider individual differences in terms of anxiety when learning a foreign language and students' beliefs on CF to help them progress towards achieving their learning goals in an interactive online environment. Anxious students chose Eliciting as their most preferred CF whereas non-anxious students preferred Explicit correction, which approximates Alnajrani and Al Fadda (2021)'s findings. Even though the difference between their anxious and non-anxious students was not significant, non-anxious students chose explicit correction as their most preferred CF but anxious students did not choose elicitation as their most preferred CF. Such differences may be a reflection of

individual differences between the participants in the thesis and in Alnajrani and Al Fadda (2021).

Students who reported high levels of anxiety as well as those with low levels of anxiety show evidence in the interviews that receiving CF in the form of video feedback reduces perceived anxiety since they felt more confident when repeating the task. However, there was no control group in order to compare experimental and control group. The small sample allowed me to examine how personalized video feedback can affect the way in which tasks which require some extra effort are completed. As expected, the pronunciation of the sounds was a challenge for the students (Calvo, 2013), but even so, video feedback allowed students, both anxious and non-anxious, to pay attention to what needed to be improved and tackle the problem. When students saw that they were successful, their self-confidence seemed to have increased and they felt more confident to engage with future pronunciation activities.

This analysis is especially interesting in students who perceive themselves as more anxious when completing online pronunciation tasks. The substantial data obtained from the initial questionnaires as well as from the interviews from the subsample of students who participated in the exploratory study have provided context and, in some cases, have accounted for emotional and motivational factors concerning video feedback. Such factors are perceived as learning triggers of complex pronunciation targets like the ones presented in this research, even though some experts in the focus group believed that they were not complex enough. However, the researcher decided to include them as a pronunciation target because he wanted to make sure students assimilated the targets.

5.3 Specific Objective 5

In this section the validation of the online activity by the focus group will be discussed. As a whole the online activity has been validated since it creates the conditions for delivering engaging feedback, which is key for formative assessment in online learning environments (Gikandi et al, 2011). Not only feedback delivery is guaranteed but also quality feedback is delivered in the form of both personalized feedback and video feedback. All the participants in the focus group agreed that video feedback is a powerful way to provide a greater sense of closeness, as well as personalized, useful and clear feedback. Combining video feedback, specially tailored corrective feedback and designing an online activity which provides the right conditions for dialogic feedback to happen are triggering elements for engaging learners, which is in line with the findings in other studies (Henderson & Phillips, 2015; Turner & West, 2013; Öztürk, 2016; Wood, 2022a). Carefully designed activities which are thoughtfully adapted to an online constructivist environment are fundamental to e-learning (Koohang et al. 2009).

However, a caveat is in order. Some of the participants of the focus group showed some concerns about the workload for teachers if video feedback is implemented as a regular feedback practice, which is a similar concern to that of some instructors (Ketchum et al., 2020). Too much video feedback delivery could be time consuming for teachers so they advised using it sparingly, depending on the needs of both teachers and learners. Despite this drawback, some of the teachers decided to try it out in their own teaching practice since they clearly saw the pedagogical benefits of video feedback, which are in line with our findings and the ones presented by Wood (2022a, 2022b). Finding the right balance between workload and positive outcomes is key. Technology can give us a hand to create an online environment

where dialogic feedback is fostered, which goes beyond transmitting information about the learner's progress.

The experts also mentioned the fact that students could watch the video feedback as many times as they wished. Video feedback in my investigation was delivered after completing the activity due to the asynchronous nature of the online activity. However, video feedback seems to be the kind of feedback delivery which is very much welcomed by students. With video feedback students can choose to watch the video any time and practice again in similar ways to a face-to-face setting, but in a more private setting. According to Henderson & Phillips (2015), Turner & West (2013), Öztürk (2016), and Wood (2022a), video feedback fosters personalization and it is usable. It is feedback specially delivered for the learner and can be acted upon (Wood, 2022b).

It would be fair to say that video feedback seems to be able to help overcome time barriers, thus facilitating access to feedback. Students can revisit the past and learn from their mistakes by visualizing them along with their teacher's feedback. Video feedback is both immediate and delayed since it is instant when you watch the video with corrective feedback inserted in the student's performance as if "reliving the past" and delayed when you choose to watch the video feedback after completing the task. This very same observation is corroborated by the experts in the focus group.

The boundary between instant and delayed feedback becomes somewhat fuzzy when video feedback is employed. Learners are also given the opportunity to redo the task incorporating their teacher's feedback delivered to them by way of a video commenting on their performance individually. It may be more time consuming (Ketchum et al., 2020) but in terms of feedback engagement it is worth it since learners process the information given to them in order to perform better next time, which is very much related to what Carless (2018) calls feedback spirals. Espasa-Roca and Guasch-Pascual (2021) have empirically shown that

students fail to engage with the feedback provided by their instructors when they are not given the opportunity to redo their task. If students receive feedback only after submitting the task without having the opportunity to redo it, their cognitive implication drops, mostly due to the fact that they are not using the feedback. This is why it is critical to design activities where students can use the feedback and if feedback is clear and detailed, which is the case when feedback is in the form of video feedback, then feedback engagement is more likely to be enhanced.

5.4 Chapter summary

The two research questions have successfully been answered, providing answers based on the interpretation of both quantitative and qualitative data. Participants see video feedback positively when carrying out the online pronunciation activity (RQ 1) and both anxious and non-anxious participants have similar responses (RQ 2). The design of the online activity has generally been welcomed by both participants of the study who were students and by the experts in the focus group, which validates its implementation in the future (S05).

In the next chapter conclusions will be drawn.

Chapter 06. Conclusions

We can conclude from the data that students perceive video feedback positively in both an e-learning context and in a foreign language learning context. The three dimensions associated with video feedback by means of a thematic analysis are: Emotional Input, Enhanced understanding, and Feedback engagement. Taking the most mentioned category in each theme, video feedback is described as feedback which helps paying attention, is caring and motivating and is clear and detailed. As far as its delivery is concerned, teachers are able to create videos where both the student's performance and the teacher's feedback are displayed. Students are then able to view the video feedback as many times as they need to, which helps them to advance in their learning process and, very importantly, see that their teacher is closer, which is especially helpful in an online learning context since social presence of the teacher is one of the aspects to take care of during an online course. Hearing the teacher or seeing his face is something that written feedback fails to offer but online students need it and can help create a more human environment where students and teacher seem to be "physically" closer.

While the results here have validity with respect to the environment and population, they were, nonetheless, limited by a number of factors. For instance, the size of the sample is relatively small, especially participants undertaking the pronunciation activity, which is why we conducted qualitative research in order to supplement the quantitative side. The low participation in the completion of the pronunciation activity prevented me from generalizing the results. However, the design is promising since participants found it very useful in order to improve challenging pronunciation targets. Both perceived anxious and non-anxious participants were impressed by the design of the activity as well as the kind of video feedback provided. Technology in our case seems to enhance student engagement by helping feedback to be clearer and more detailed, which seems to be of great importance for online students

since most of the feedback is in written form and in general there usually seems to be minimal contact between the teacher and the student. Video feedback seems to bring both teacher and student closer and create a more human environment where the student can listen to and/or see their teacher providing help.

In addition, the experts in the focus group found the video feedback inserted in the pronunciation activity very useful when teaching specific sounds. Some decided to incorporate video feedback in their teaching practice, proving that video feedback is not confined to only one discipline.

Future research would need to include more online as well as face-to-face participants in the study, using the same research tools for comparison purposes and also investigate the interaction between the context where the research is carried out and levels of anxiety as well as task type and levels of anxiety. Indeed, such information will be considered in our future research. Other alternatives for the design of the task are being considered for future research such as including interactive elements in the video that students can click on and receive all kinds of information. However, simplicity should be the norm and perhaps too much information in video feedback may not be well received by both students and teachers. Students seem to like going straight to the point, which is related to their often repeated comment about video feedback being clear and detailed. Also, teachers should be able to provide video feedback quickly and it should not be a burden, especially when there are many students enrolled in the course. Thus, striking the right balance between feedback provision and workload is key.

Another interesting aspect to bear in mind is that feedback provision can fail to be clear, thus preventing any uptake from taking place, which in turn can have a negative impact on the student's perception of their own learning progress. Oftentimes in written feedback students complain that feedback fails to be clear since, for instance, it may be sketchy in form

and teachers expect recipients to interpret the message correctly and on top of this pay no special attention to what kind of feedback students need. According to the results, this study reinforces the importance of using feedback purposefully in the design of the activities and in the form of video feedback, carefully personalized and paying special attention to the learning needs and CF preferences of the students. The one-size-fits-all approach seems to be a strategy that may have worked for teachers especially with large groups of students in order to provide loads of feedback but the fact that students complain about the feedback received is a red flag warning us that something is not right. Perhaps teachers should spend time investigating what kind of feedback students need and then start personalizing feedback from there. Perhaps one should provide less feedback but more personalized. Giving voice to the students' feedback needs would be the way to start before providing any feedback. Getting to know your online students by asking them about their needs is likely to create a more human environment where students see that their needs are taken care of and may feel less anxious to interact with their classmates and teacher. Choosing the more suitable feedback strategy for a student can have a positive impact on how students perceive feedback, which may in turn boost the confidence in anxious students and adopt a "growth mindset" which will enable them to take on new challenges. Pedagogically-driven technology has a say in all of this and video feedback is one example.

Before closing the chapter, here are the major contributions of the thesis which emerge from both the theoretical framework, the design of the activity and the results obtained. First and foremost, and within the possible theoretical contributions, we may find the conceptualization of corrective feedback within a constructivist framework, which at first would not be classified as feedback within the constructivist framework but would so when applied in foreign language learning. I propose that Corrective feedback thus acquires a

different meaning thanks to the context in which it is used and not because of its inherent characteristics. The context may define what Corrective feedback is.

The second contribution is the design of the activity based on previous research about what feedback should be, paying special attention to providing an opportunity for students to act upon feedback. Only then may the information delivered to students to help them improve becomes actual feedback and increase feedback engagement.

The final contribution may be the fact that both anxious and non-anxious have valued video feedback positively, which is a recommendable way to provide feedback regardless of the teacher's discipline. Video feedback facilitates audiovisual feedback and even though it may require some time to prepare it, students find it very useful and engaging, and allows both teacher and student to feel that they are closer, thus contributing to the teacher's social presence in online environments. Here is an example of how technology can give teachers a hand in order to create online environments where feedback is engaging. That is, pedagogically-driven technology. Video feedback is easy to implement in other e-learning platforms, thus making it possible to expand the use of technology in other areas apart from second language learning.

References

Abedi, Z., Mahadavi. A., & Hassaskhah, J. (2015). Iranian EFL learners' preferred oral corrective feedback: High anxious learners vs. low anxious learners. *International Journal of Research Studies in Language Learning*, *5*(2), 75-86. https://doi.org/10.5861/ijrsll.2015.1121

Ahmadi, A., & Sadeghi, E. (2016). Assessing English language learner's oral performance: A comparison of monologue, interview and group oral test. *Language Assessment Quarterly*, 13(4), 341-358. https://doi.org/10.1080/15434303.2016.1236797

Ajjawi, R. & Boud, D. (2017). Researching feedback dialogue: an interactional analysis approach. *Assessment and Evaluation in Higher Education, 42* (2), 252-265. https://doi.org/10.1080/02602938.2015.1102863

Alnajrani, F., & Al Fadda, H. (2021). The Perceptions of Beginner EFL Students on Corrective Feedback in Speaking Classes in Relation to Their Levels of Foreign Language Anxiety. *International Journal of Humanities and Social Science, 11*(5), 27-37. https://doi:10.30845/ijhss.v11n5p4

Appel, C., & Cristòfol Garcia, B. (2020). e-Tandem jitters: a study of online learners' foreign language anxiety. In K.-M. Frederiksen, S. Larsen, L. Bradley & S. Thouësny (Eds), *CALL for widening participation: short papers from EUROCALL 2020,* (pp. 7-12). Research-publishing.net. https://doi.org/10.14705/rpnet.2020.48.1157

Baralt, M., & Gurzynski-Weiss, L. (2011). Comparing learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication. *Language Teaching Research 15*(2), 201-229. https://doi.org/10.1177/0265532210388

Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning', Assessment in Education. *Principles,   Policy   &   Practice,   5*(1),   7-74. https://doi.org/10.1080/0969595980050102

Blanche, P., & Merino, B. J. (1989). Self-Assessment of foreign-language skills: implications for   teachers   and   researchers. *Language   Learning,   39*(3),   313-338. https://doi.org/10.1177/0033688288019001

Borup, J. R., West, E., Thomas, R., & Graham, C. R. (2014). Examining the impact of video feedback on instructor social presence in blended courses. *The International Review of Research   in   Open   and   Distributed   Learning,   15*,   3. https://doi.org/10.19173/irrodl.v15i3.1821

Boud, D. & Molloy, E. (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education, 38*(6), 698-712. https://doi.org/10.1080/02602938.2012.691462

Burgess, J., & Spencer, S. (2000). Phonology and pronunciation integrated language teaching and teacher education. System, 28(2), 191-215. https://doi.org/10.1016/S0346-251X(00)00007-5

Butler, Y.G., & Lee, J. (2010). The effects of self-assessment among young learners of English. *Language Testing, 27*(1), 5-31. https://doi.org/10.1177/0265532209346

Canals, L., Granena, G., Yilmaz, Y., & Malicka, A. (2021). The relative effectiveness of immediate and delayed corrective feedback in video-based computer-mediated communication. *Language   Teaching   Research,   0*(0). https://doi.org/10.1177/13621688211052793

Calvo Benzes, Y. (2013). Advanced Spanish university students' problems with the pronunciation of English vowels, identification, analysis and teaching implications.

Odisea: Revista de estudios ingleses, 14, 37-56. https://doi.org/10.25115/odisea.v0i14.256

Carroll, S. & Swain, M. (1993). Explicit and implicit negative feedback: An empirical study of the learning of linguistic generalizations. *Studies in Second Language Acquisition, 15*, 357–386.

Carless, D. (2007). Learning oriented assessment: conceptual bases and practical implications. *Innovations in Education and Teaching International, 44*(1), 57-66. https://doi.org/10.1080/14703290601081332

Carless, D., Salter, D., Yang, M., & Lam, J. (2011). Developing sustainable feedback practices. *Studies in Higher Education, 36*(4), 395-407. https://doi.org/10.1080/03075071003642449

Carless, D. (2015). *Excellence in university assessment.* London. Routledge.

Carless, D. (2018). Feedback loops and the long-term: towards feedback spirals. *Assessment & Evaluation in Higher Education, 44*(5), 705-714. https://doi.org/10.1080/02602938.2018.1531108

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education, 43*(8), 1315-1325. https://doi.org/10.1080/02602938.2018.1463354

Chong, S. (2021) Reconsidering student feedback literacy from an ecological perspective. *Assessment & Evaluation in Higher Education*, *46*(1), 92-104.

https://doi.org/10.1080/02602938.2020.1730765

Chong, S., & Reinders, H. (2020). Technology-mediated task-based language teaching: a qualitative research synthesis. Language, Learning and Technology, 24(3), 70-86. http://hdl.handle.net/10125/44739

Coll, C., Mauri, T., & Onrubia, J. (2008). Análisis de los usos reales de las TIC en contextos educativos formales: una aproximación sociocultural. *Revista Electrónica de Investigación Educativa, 10* (1). Retrieved October 26, 2022 http://redie.uabc.mx/vol10no1/contenido-coll2.html

Cong-Lem, N. (2018). Web-based language learning (WBLL) for enhancing L2 speaking performance: A review. *Advances in Language and Literary Studies, 9*(4), 143–152. https://doi.org/10.7575/aiac.alls.v.9n.4p.143

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Press Syndicate of the University of Cambridge.

Coverdale-Jones, T. (2000). The use of video-conferencing as a communication tool for language learning: Issues and considerations. *IALL Journal, 32*(1), 27-40. https://doi.org/10.17161/iallt.v32i1.8308

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

Cunningham, K. J. (2019). Student Perceptions and Use of Technology-Mediated Text and Screencast Feedback in ESL Writing. Computers and Composition, 52, 222–241. https://doi:10.1016/j.compcom.2019.02.003

Dann, R. (2019). Feedback as a relational concept in the classroom. *The Curriculum Journal, 30*(4), 352–374. https://doi.org/10.1080/09585176.2019.1636839

Dauer, R. (2005). The Lingua Franca Core: A New Model for Pronunciation Instruction?. TESOL Quarterly, *39*(3), 543-550. https://doi.org/10.2307/3588494

Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2018). What makes for effective feedback: staff and student perspectives. *Assessment & Evaluation in Higher Education, 44*(1), 25-36. https://doi.org/10.1080/02602938.2018.1467877

De los Arcos, B., Coleman, J.A., & Hampel, R. (2009). Learners' anxiety in audiographic conferences: a discursive psychology approach to emotion talk. *ReCALL 21*(1), 3-17. https://doi.org/10.1017/S0958344009000111

Dennis, A., Foy, M., Monrouxe, L., & Rees, C., (2018). Exploring trainer and trainee emotional talk in narratives about workplace-based feedback processes. *Adv. in Health Sci Educ, 23*, 75-93. https://doi.org/10.1007/s10459-017-9775-0

Desouki, A. (2016). Effectiveness of using screencast feedback on efl students' writing and perception. *English Language Teaching*, *9*(8), 106–121. Retrieved October 26, 2022 http://files.eric.ed.gov/fulltext/EJ1106616.pdf

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah: Lawrence Erlbaum.

Elliot, J. (2010). *La investigación en educación.* Morata: Madrid.

Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press: London.

Ellis, R. (2006). Researching the effects of form-focussed instruction on L2 acquisition. *AILA Review 19*, 18-41. https://doi.org/10.1075/aila.19.04ell

Ellis, R., Sheen, Y., & Murakami, M., (2008). The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System, 36*(3), 353-371. https://doi.org/10.1016/j.system.2008.02.001

Engwall, O. & Bälter, O. (2007). Pronunciation feedback from real and virtual language teachers. *Computer Assisted Language Learning, 20*, 235–262. https://doi.org/10.1080/09588221.2011.582845

Ertmer, P. A., Richardson, J. C., Belland, B., Camin, D., Connolly, P., Coulthard, G., Lei, K., & Mong, C. (2007). Using peer feedback to enhance the quality of student online postings: An exploratory study. *Journal of Computer-Mediated Communication, 12*, 78-99. https://doi.org/10.1111/j.1083-6101.2007.00331.x

Espasa, A., Guasch, T., Mayordomo, R.M., Martinez, M., & Carless, D. (2018). A Dialogic Feedback Index measuring key aspects of feedback processes in online learning environments. *Higher Education Research & Development, 37*(3), 499-513. https://doi.org/10.1080/07294360.2018.1430125

Espasa, A., Mayordomo, R.M., Guasch, T., & Martinez-Melo, M. (2019). Does the type of feedback channel used in online learning environments matter? Students' perceptions and impact on learning. *Active Learning in Higher Education*, 1-14. https://doi.org/10.1177/1469787419891307

Espasa Roca, A., & Guasch Pascual, T. (2021). ¿Cómo implicar a los estudiantes para que utilicen el feedback online? *RIED. Revista Iberoamericana de Educación a Distancia, 24*(2), 127-148. https://doi.org/10.5944/ried.24.2.29107

Estaji, M., & Farahanynia, M. (2019). The immediate and delayed effect of dynamic assessment approaches on EFL Learners' oral narrative performance and anxiety. *Educational Assessment, 24*(2), 135154. https://doi.org/10.1080/10627197.2019.1578169

Esterhazy, R. (2019). *Re-conceptualizing feedback through a sociocultural lens.* In Henderson, M., Ajjawi, R., Boud, S., & Molloy, E. (Eds.) (2019). *The impact of*

feedback in higher education. Improving assessment outcomes for learners. (pp.67-82). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-25112-3_5

Fromkin, V., Rodman, R., & Hyams, N. (2017). *An introduction to language*. Boston: Cengage.

Fukuda, Y. (2004). *Treatment of spoken errors in Japanese high school oral communication classes.* [Master's thesis, California State University]

Gardner, R., & MacIntyre, P. (1993). A student's contributions to second-language learning. Part II: affective variables. *Language Teaching, 26*, 1-11.

https://doi.org/10.1017/S0261444800000045

Gielen, S., Tops, L., Dochy, F., Onhema, P., & Smeets, S. (2010). A comparative study of peer and teacher feedback and of various peer feedback forms in a secondary writing curriculum. *British   Educational   Research   Journal,   36*,   143-162. https://doi.org/10.1080/01411920902894070

Gikandi, J.W., Morrow, D., & Davis, N.E. (2011). Online formative assessment in higher education: A review of the literature. *Computers & Education, 57*, 2333-2351. https://doi.org/10.1016/j.compedu.2011.06.004

Goetz,T., Lipnevich, L., Krannich, M., & Gogol, K. (2018). *Performance feedback and emotions (.* In Lipnevich, A., & Smith, J. (Eds.) (2018). *The Cambridge handbook of instructional   feedback*   (pp.   554-574).   CUP. https://dx.doi.org/10.1017/9781316832134.027

Grañena, G. (2016). Individual versus interactive task-based performance through voice-based computer-mediated communication. Language Learning & Technology, *20*(3), 40–59.   Retrieved   October   26,   2022   from http://llt.msu.edu/issues/october2016/granena.pdf

Groothuijsen, S. E. A., Bronkhorst, L. H., Prins, G. T., & Kuiper, W. (2020). Teacher-researchers' quality concerns for practice-oriented educational research. *Research Papers in Education, 35*(6), 766-787. https://doi.org/10.1080/02671522.2019.1633558

Handley, K., Price, M., & Millar, J. (2011). Beyond "doing time": investigating the concept of student engagement with feedback. *Oxford Review of Education, 37*(4), 543–560. https://doi.org/10.1080/03054985.2011.604951

Hassan*, J.A., *Das, S.K., Hassan*, M., *Bisdikian, C., & Soldani, D. (2005). *Improving quality of experience for network services*. EEE Network: *The Magazine of Global Internetworking* - Special issue on improving quality of experience for network services, *24*(2), 4- 6, March/April 2010.

Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81-112. https://doi.org/10.3102/003465430298487

Henderson, C. (2019). The effect of feedback timing on L2 Spanish vocabulary acquisition in synchronous computer-mediated communication. *Language Teaching Research*, *23*(2), 1-24. Retrieved October 26, 2022 https://0-doirg.cataleg.uoc.edu/10.1177/1362168819832907

Henderson, C., & Phillips, M. (2015). Video-based feedback on student assessment: scarily personal. *Australasian Journal of Educational Technology*, *31*(1), 51-66. https://doi.org/10.14742/ajet.1878

Henderson, M., Phillips, M., Ryan, T., Boud, D., Dawson, P., Molloy, E., & Mahoney, P. (2019) Conditions that enable effective feedback. *Higher Education Research & Development, 38*(7), 1401-1416. https://doi.org/10.1080/07294360.2019.1657807

Herrington, R.O., & Reeves, T.C. (2003). Patterns of engagement in authentic online learning environments. *Australian Journal of Educational Technology, 19*(1), 59-71. https://doi.org/10.14742/ajet.1701

Hismanoglu, M. (2013). Foreign language anxiety of English language teacher candidates: a sample from Turkey. *Procedia-Social and Behavioural Sciences, 93*(11), 930-937. https://doi.org/10.1016/j.sbspro.2013.09.306

Hopkins, J. (2010). Distance language learners' perceptions of assessed, student-led speaking tasks via a synchronous audiographic conferencing tool. *Innovation in Language Learning and Teaching, 4*(3), 235-258. https://doi.org/10.1080/17501229.2010.513446

Horwtiz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal, 70,* 125-132. https://doi.org/10.1111/j.1540-4781.1986.tb05256.x

Huang, H.M. (2002). Toward constructivism for adult learners in online learning environments. *British Journal of Educational Technology, 33*(1), 27-37. https://doi.org/10.1111/1467-8535.00236

Huang, H.M. (2002a). Student perceptions in an online mediated environment. *International Journal of Instructional Media, 29*(4), 405-422. Retrieved October 26, 2022 from https://www.learntechlib.org/p/64267/.

Ion, G.; Silva, P., & Cano, E. (2013). El feedback y el feedforward y la evaluación de las competencias de los estudiantes universitarios. *Profesorado.* [Feedback and feedforward in the assessment of students' competences in higher education]. *Revista de currículum y formación del profesorado*, *17*(2), 283-301. Retrieved October 26, 2022 from http://hdl.handle.net/10481/30020

Jensen, L., Bearman M., & Boud, D. (2021). Understanding feedback in online learning- A

    critical review and metaphor analysis. *Computers & Education, 173*, 1-12.

    https://doi.org/10.1016/j.compedu.2021.104271

Jonassen, D.H. (1994). Thinking technology: toward a constructivist design model.

    Educational Technology, 34(4), 34-37. Retrieved October 26, 2022 from

    https://www.learntechlib.org/p/171050/

Jones, N., Georghiades, P., & Gunson, J. (2012). Student feedback via screen capture digital

    video: stimulating student's modified action. Higher Education 64(5), 593–607.

    https://doi.org/10.1007/s10734-012-9514-7

Karatas, H., Bülent, A., Bademcioglu, M., & Ergin, A. (2016). An investigation into

    university students' foreign language speaking anxiety. Procedia- Social and

    Behavioural Sciences, 232, 382-388. https://doi.org/10.1016/j.sbspro.2016.10.053

Kavalauskiene, G., & Anusiene, L. (2012). Case study: learner attitudes towards the

    correction of mistakes. *Social Technologies, 2*(1), 88-101. Retrieved October 26, 2022

    from https://ojs.mruni.eu/ojs/social-technologies/article/view/147

Ketchum, C., LaFave, D., Yeats,C., Phompheng, E., & Hardy, J. (2020). Video-based

    feedback on student work: an investigation into the instructor experience, workload,

    and student evaluations. *Online Learning Journal, 24*(3), 85-105.

    http://dx.doi.org/10.24059/olj.v24i3.2194

Khatamian-Far, P. (2018). Challenges of recruitment and retention of university students as

    research participants: Lessons learned from a pilot study. *Journal of the Australian*

    Library and Information Association, *67*(3), 278–292.

    https://doi.org/10.1080/24750158.2018.1500436

Killingback, C., Ahmed, O., & Williams, J. (2019). "It was all in your voice"- Tertiary student perceptions of alternative feedback modes (audio, video, podcast, and screencast); A qualitative literature review. *Nurse Education Today, 72*, 32-39. https://doi.org/10.1016/j.nedt.2018.10.012

Koohang, A. (2009). A learner-centered model for blended learning design. *International Journal of Innovation and Learning*, *6*(1), 76-91. https://doi.org/10.1504/IJIL.2009.021685

Koohang, A., Riley, L., Smith, T., & Schreurs, J. (2009). E-learning and constructivism: from theory to application. *Interdisciplinary Journal of E-Learning and Learning Objects*, *5,* 91-109. https://doi.org/10.28945/3321

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.

Ladefoged, P. (2001). *Vowels and Consonants*. Oxford, UK. Blackwell.

Ladefoged, P. and Johnson, K. (2011) *A Course in Phonetics (6th edn)* Boston, MA: Wadsworth/Cengage Learning.

Lee, E. J. (2016). Reducing international graduate students' language anxiety through oral pronunciation corrections. *System, 56,* 78-95. https://doi.org/10.1016/j.system.2015.11.006

Lightbown, P. M., & Spada, N. (1999). How languages are learned (2n ed.). Oxford: Oxford University Press.

Lin, H. (2015). A meta-synthesis of empirical research on the effectiveness of computer-mediated communication (CMC) in SLA. *Language Learning and Technology, 19*(2), 85-117. http://dx.doi.org/10125/44419

Linsambarth, S., Moraga-Amaro, R., Quintana-Donoso, D., Rojas, S., & Stehberg, J. (2017). The amygdala and anxiety. In Ferry, B. (Eds.).(2017). *The amygdala- Where emotions shape perception, learning and memories.* (pp.139-171). IntechOpen. https://doi.org/10.5772/intechopen.68618

Lipnevich, A., & Smith, J. (eds.) (2018). *The Cambridge handbook of instructional feedback.* CUP.

Lochtman, K. (2002). Oral corrective feedback in the foreign language classroom: How it affects interaction in analytic foreign language teaching. *International Journal of Educational Research, 37*, 271-283. https://doi.org/10.1016/S0883-0355(03)00005-3

Lowenthal, P. (2022). Exploring student perceptions of asynchronous video in online courses. *Distance Education*, *43*(3), 369-387. https://doi.org/10.1080/01587919.2022.2088479

Lyster, R., & Ranta, L., (1997). Corrective feedback and learner uptake. *SSLA*, *20*, 30-71. https://doi.org/10.1017/S0272263197001034

MacIntyre, P., & Gardner, R. (1991). Methods and results in the study of anxiety and language learning: a review of the literature. *Language Learning, 41*(1), 85-117. https://doi.org/10.1111/j.1467-1770.1991.tb00677.x

Mahoney, P., Macfarlane, S., & Ajjawi, R. (2019). A qualitative synthesis of video feedback in higher education. *Teaching in Higher Education, 24*(2), 157–179. https://doi.org/10.1080/13562517.2018.1471457

Marcos-Llinàs, M., & Garau, M. (2009). Effects of language anxiety on three proficiency-level as a foreign language. *Foreign Language Annals, 42*(1), 94-111. https://doi.org/10.1111/j.1944-9720.2009.01010.x

Martin, S., & Álvarez, I.M. (2017). Students' feedback beliefs and anxiety in online foreign language oral tasks. *International Journal of Educational Technology in Higher Education, 14*, 1-15. https://doi.org/10.1186/s41239-017-0056-z

Martin, S., Alvarez, I.M. & Espasa, A. (2022). Video feedback and foreign language anxiety in online pronunciation tasks. *International Journal of Educational Technology in Higher Education, 19* (19). https://doi.org/10.1186/s41239-022-00324-y

Martínez, J. (2013). An investigation into how EFL learners emotionally respond to teachers' oral corrective feedback. *Colombian Applied Linguistics Journal 15*(2), 265-278. https://doi.org/10.14483/udistrital.jour.calj.2013.2.a08

Mathisen, P. (2012). Video feedback in higher education - a contribution to improving the quality of written feedback. *Nordic Journal of Digital Literacy, 7*(2), 97–116. https://doi.org/10.18261/ISSN1891-943X-2012-02-

McNeil, L. (2014). Ecological affordances and anxiety in an oral asynchronous computer-mediated environment. *Language Learning & Technology, 18*(1), 142-159. http://dx.doi.org/10125/44358

Melkersson, F., & Annertz, N. (2022). *Teachers' perceptions of written corrective feedback in the English L2 classroom in Sweden.* [Master of Arts, Malmö Universitet] https://www.diva-portal.org/smash/get/diva2:1677076/FULLTEXT02

Mills, J., Bonner, A., & Francis, K. (2006). Adopting a constructivist approach to grounded theory: implications for research design. International Journal of Nursing Practice, 12(1), 8-13. https://doi.org/10.1111/j.1440-172X.2006.00543.x

Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in Higher Education, 45*(4), 527-540. https://doi.org/10.1080/02602938.2019.1667955

Morgan, D. L. (2012). Focus group interviewing. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti & K.D. McKinney (Eds.), *The SAGE Handbook of interview research: The complexity of the craft* (pp. 161–176). Sage Publications Inc. http://dx.doi.org/10.4135/9781452218403

Murphy, E. (1997). *Constructivism: from philosophy to practice*. *ERIC*, 3-18. Retrieved October 26, 2022 http://eric.ed.gov/?id=ED444966

Nacu, D., Martin C., Pinkard, N., & Gray, T. (2016). Analyzing educators' online interactions: a framework of online learning support roles. *Learning, Media and Technology, 41*(2), 283-305.https://doi.org/10.1080/17439884.2015.975722

Navarrete, E., Nehring, A., Schanze, S., Ewerth, R., & Hoppe, A. (2023). A Closer Look into Recent Video-based Learning Research: A Comprehensive Review of Video Characteristics, Tools, Technologies, and Learning Effectiveness. *arXiv preprint arXiv:2301.13617*.https://doi.org/10.48550/arXiv.2301.13617

Nicol, D., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199-218. https://doi.org/10.1080/03075070600572090

Nicol, D., (2021). The power of internal feedback: exploiting natural comparison processes. *Assessment & Evaluation in Higher Education, 46*(5), 756-778.

https://doi.org/10.1080/02602938.2020.1823314

Novak, J. (2013). Meaningful learning is the foundation for creativity. *Revista Qurriculum, 26*, 27-38.

Onrubia, J. (2005). Aprender y enseñar en entornos virtuales, actividad conjunta, ayuda pedagógica y construcción del conocimiento. *Revista de educación a distancia.*

Retrieved October 26, 2022 from http://www.um.es/ead/red/M2/conferencia_onrubia.pdf

Ozmen, K. S., & Aydın, H. Ü. (2015). Examining student teachers' beliefs about oral corrective feedback: insights from a teacher education program in Turkey. *Australian Journal of Teacher Education, 40* (12), 141-164.

http://dx.doi.org/10.14221/ajte.2015v40n12.10

Öztürk, G. (2016). An investigation on the use of oral corrective feedback in Turkish EFL classrooms. *Journal of Language and Linguistic Studies 12*(2): 22–37.

Öztürk, G., Şahin, M.D., Ölmezer, Öztürk, E., & Elmas, B. (2022). Modeling skill-based foreign language learning anxieties as a single construct and testing its predictive aspect on foreign language classroom anxiety. *Educación XX1*, *25*(2), 337-361. https://doi.org/10.5944/educxx1.30453

Panadero, E., Broadbent, J., Boud, D., & Lodge, J. (2019). Using formative assessment to influence self- and co-regulated learning: the role of evaluative judgement. *European Journal of Psychology of Education, 34,* 535-557. https://doi.org/10.1007/s10212-018-0407-8

Panadero, E., & Lipnevich, A. (2022). A review of feedback models and typologies: Towards an integrative model of feedback elements. *Educational Research Review, 35,* 1-22. https://doi.org/10.1016/j.edurev.2021.100416

Phanphech, P.,Tanitteerapan, T., Mungkung, N., Arunrungrusmi, S., Chunkul, C., Songruk, A.,Yuji, T., & Kinoshita, H. (2022). An Analysis of Student Anxiety Affecting on Online Learning on Conceptual Applications in Physics: Synchronous vs. Asynchronous Learning. *Educ. Sci., 12*, 278. https://doi.org/10.3390/educsci12040278

Pitt, E., & Winstone, N. (2020). Towards technology enhanced dialogic feedback. In Bearman, M., Dawson, P., Ajjawi, R., Tai, J., & Boud, D. (Eds.) (2020). *Re-imagining university assessment in a digital world*. (pp.79-94). Springer.

Pourhossein, A., & Reza, A. (2011). Why is pronunciation so difficult to learn? English *Language Teaching, 4*(3), 74-83. https://doi.org/10.5539/elt.v4n3p74

Price, M., Handley, K., & Millar, J. (2011). Feedback: focusing attention on engagement. Studies in Higher Education, 36(8), 879-896. https://doi.org/10.1080/03075079.2010.483513

Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science, 28*(1), 4–13. https://doi:10.1002/bs.3830280103

Reimann, N., Sadler, I., & Sambell, K. (2019). What's in a word? Practices associated with "feedforward" in higher education. Assessment & Evaluation in Higher Education, 44(8), 1279-1290. https://doi.org/10.1080/02602938.2019.1600655

Renko, K. (2012). *Finnish EFL Learners' perceptions on errors, corrective feedback and foreign language anxiety.* [Master's Thesis, University of Jyväskylä. Department of Languages] http://urn.fi/URN:NBN:fi:jyu-201210122672

Rollinson, P. (2005). Using peer-feedback in the ESL writing class. *ELT Journal*, *59*(1), 23-30. https://doi.org/10.1093/elt/cci003

Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R. (2014). Skype Me! Socially contingent interactions help toddlers learn language. *Child Development*, *85*(3), 956-970. https://doi.org/10.1111/cdev.12166

Ross, S. (1998). Self-assessment in second language testing: a meta-analysis and analysis of experiential factors. *Language Testing January, 15*(1), 1-20.

https://doi.org/10.1177/026553229801500101

Ryan, T., & Henderson, C. (2018). Feeling feedback: students' emotional responses to educator feedback. *Assessment & Evaluation in Higher Education, 43*(6), 880-892. https://doi.org/10.1080/020602938.2017.1416456

Ryan, T., Henderson, M., & Phillips, M. (2019). Feedback modes matter: Comparing student perceptions of digital and non-digital feedback modes in higher education. *British Journal of Educational Technology, 50*(3), 1507-1523. https://doi.org/10.1111/bjet.12749

Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science, 18*, 119–144. https://doi.org/10.1007/BF00117714

Savaşçı, M., & Akçor, G. (2022). Multimodal Technology-Mediated Feedback in Second Language Writing Classes Through Screencasting. In Yangın-Ekşi, G., Akayoglu, S., & Anyango, L. (eds) *New Directions in Technology for Writing Instruction. English Language Education*. (pp. 107-122). Springer, Cham. https://doi.org/10.1007/978-3-031-13540-8_6

Schmuckler, M. (2001). What Is Ecological Validity? A Dimensional Analysis. *Infancy*, *2*(4), 419–436. https://doi.org/10.1207/S15327078IN0204_02

Sheen, Y. (2008). Recasts, language anxiety, modified output, and L2 learning. *Language Learning, 58*(4), 835-874. https://doi.org/10.1111/j.1467-9922.2008.00480.x

Shute, V.J. (2008). Focus on formative feedback. *Research Report*. *Review of Educational Research, 78*(1), 153-189. https://doi.org/10.3102/0034654307313795

Steen-Utheim, A., & Line Wittek, A. (2017). Dialogic feedback and potentialities for student learning. *Learning, Culture and Social Interaction, 15*, 18-30. https://doi.org/10.1016/j.lcsi.2017.06.002

Stepp-Greany, J. (2002). Student perceptions on language learning in a technological environment: implications for the new millennium. Language Learning and Technology, *6*(1), 165-180. http://dx.doi.org/10125/25148

Stevick, E. W. (1978). Toward a practical philosophy of pronunciation: Another view. *TESOL Quarterly, 12*, 145–150.

Stiggins, R. (2018). *The emotional dynamics of feedback from the students' point of view*. In Lipnevich, A., & Smith, J. (Eds.) (2018). *The Cambridge handbook of instructional feedback*. (pp.519-530). CUP. https://dx.doi.org/10.1017/9781316832134.027

Surakka, K. (2007*). Corrective feedback and learner uptake in an EFL classroom.* [Master thesis, University of Jyväskylä, Finland] https://jyx.jyu.fi/bitstream/handle/123456789/7388/URN_NBN_fi_jyu-2007551.pdf?sequence=1

Szyszka, M. (2011). Foreign language anxiety and self-perceived English pronunciation competence. *Studies in Second Language Learning and Teaching*. *1*(2), 283-300. https://doi.org/10.14746/ssllt.2011.1.2.7

Szyszka, M. (2017). Pronunciation *learning strategies and language anxiety. In search of an interplay*. Springer International Publishing. http://dx.doi.org/10.1007/978-3-319-50642-5

Tang, L. (2016). Formative assessment in oral English classroom and alleviation of speaking apprehension. *Theory and Practice in Language Studies, 6*(4), 751-756. http://dx.doi.org/10.17507/tpls.0604.12

Tavangarian, D., Leypold, M., Nölting, K., Röser, M., & Voigt D. (2004). Is e-Learning the Solution for Individual Learning? *Journal of e-Learning 2* (2), 273-280. Retrieved October 26, 2022 https://files.eric.ed.gov/fulltext/EJ1099252.pdf

Terkan, G., & Dikilitas, K. (2015). EFL students' speaking anxiety: a case from tertiary level students. ELT Research Journal, 4(1), 16-27. Retrieved October 26, 2022 63653 (dergipark.org.tr)

Thompson, R., & Lee, M. (2012). Talking with students through screencasting: experimentations with video feedback to improve student learning. *The Journal of Interactive Technology and Pedagogy 1*(1). Retrieved October 26, 2022 https://jitp.commons.gc.cuny.edu/talking-with-students-through-screencasting-experimentations-with- -to-improve-student-learning/

Tseng, S., & Tsai, C. C. (2007). On-line peer assessment and the role of the peer feedback: A study of high school computer course. *Computers & Education, 49*, 1161-1174. https://doi.org/10.1016/j.compedu.2006.01.007

Turner, W., & West, J. (2013). Assessment for "digital fifirst language" speakers: Online video assessment and feedback in higher education. *International Journal of Teaching and Learning in Higher Education*, *25*(3), 288-296. https://www.isetl.org/ijtlhe/pdf/IJTLHE1626.pdf

Van den Boom, G., Paas, F., & Van Merriënboer, J. (2007). Effects of elicited reflections combined with tutor or peer feedback on self-regulated learning and learning outcomes. *Learning and Instruction, 17,* 532-548. https://doi.org/10.1016/j.learninstruc.2007.09.003

Vattoy, K., & Smith, K. (2019). Students' perceptions of teachers' feedback practice in teaching English as a foreign language. *Teaching and Teacher Education, 85,* 260-268. https://doi.org/10.1016/j.tate.2019.06.024

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Ward, R., Moule, P., & Lockyer, L. (2009). Adoption of Web 2.0 technologies in education for health professionals in the UK: Where are we and why? *Electronic Journal of e-Learning*, 7(2), 165-172. https://academic-publishing.org/index.php/ejel/article/view/1566/1529

Winstone, N.E., Nash, R.A., Parker, M.P., & Rowntree, J. (2017). Supporting learners' agentic engagement with feedback: a systematic review and a taxonomy of recipience processes. *Educational Psychologist, 52*(1), 17–37. https://doi.org/10.1080/00461520.2016.1207538

Winstone, N., & Carless, D. (2019). *Designing effective feedback processes in higher education. A learning-focused approach*. London: Routledge.

Wood, J. (2022a). Supporting the uptake process with dialogic peer screencast feedback: a sociomaterial perspective. *Teaching in Higher Education,* 1-23.

https://doi.org/10.1080/13562517.2022.2042243

Wood, J. (2022b). Enabling feedback seeking, agency and uptake through dialogic screencast feedback, *Assessment & Evaluation in Higher*,
https://doi.org/10.1080/02602938.2022.2089973

Xiaofei, Z. (2022). A Review on the effects of foreign language anxiety on second language learning. *International Journal of Linguistics, Literature and Translation, 6*(2): 150-156.

https://doi.org/10.32996/ijllt.2023.6.2.19

Yaghoubi-Notash, M., & Sarbakhshian, B. (2014). Cooperative learning for oral accuracy: Investigating inflectional ending pronunciation in EFL situation. *Dil Ve Edebiyat Egitimi Dergisi, 2*(10), 41-57. Retrieved October 26, 2022 https://www.proquest.com/scholarly-journals/cooperative-learning-oral-accuracy-investigating/docview/1614637767/se-2

Yang, M., & Carless, D. (2013). The feedback triangle and the enhancement of dialogic feedback processes.*Teaching in Higher Education.18*(3), 285-297. https://doi.org/10.1080/13562517.2012.719154

Yu, W., She, H., & Lee, Y. (2010). The effects of web-based/non-web-based problem solving instruction and high/low achievement on students' problem-solving ability and biology achievement. *Innovations in Education and Teaching International, 47*(2), 187-199. https://doi.org/10.1080/14703291003718927

Yu, S., Zhang, E., & Liu, C. (2022). Assessing L2 writing feedback: a scale development and validation study. *Assessing Writing, 53*, 1-13. https://doi.org/10.1016/j.asw.2022.100643

Zhang, L.J., & Rahimi, M. (2014). EFL learner's anxiety level and their beliefs about corrective feedback in oral communication classes. *System, 42*, 429-4. https://doi.org/10.1016/j.system.2014.01.012

Zhanming, W. (2014). Review of the Influence of L1 in L2 Acquisition. *Studies in Literature and Language, 9*(2), 2014, 57-60. http://dx.doi.org/10.3968/n

Zhao, B. (2022). The role of classroom contexts on learners' grit and foreign language anxiety: online vs traditional learning environment. *Frontiers in Psychology, 13,* 1-6. https://doi.org/10.3389/fpsyg.2022.869186

Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. Canadian *Journal for New Scholars in Education, 1*(1). Retrieved October 26, 2022 http://www.cjnse-rcjce.ca/ojs2/index.php/cjnse/article/view/21

List of tables

List of figures

Annex 1

Instructions Given to Participants for the Complementary Pronunciation Activity "Yesterday Mr Brown"

Activity 1a. Please **record a VIDEO telling me** what Mr Brown did Yesterday. Download the attachment (Yesterday Mr Brown) and make sure you use the verb under each picture. Finally, and very important, link the actions below with sequencers (First, Then, After that,...., Finally) and **DO NOT READ WHAT YOU ARE GOING TO SAY**. Your teacher will provide feedback about your contribution. Stay tuned!

Activity 1b. After you have received your teacher's feedback, record a video again doing the same task as in Part 1. I am sure you will improve!

PDF	YESTERDAY MR BROWN.pdf

Check the weather before leaving home

want to get up early to listen to the birds sing.

Wash clothes

wash dirty clothes.

Complain about the price of the TV set

watch a documentary about nurses.

Taste cake

also bake the best cake in the world.

Time himself running two laps

time himself running to burn some calories.

Decide to do his homework

decide to prepare things for work tomorrow.

Note: Instructions for Studies 2, 3 and 4 are in shaded text (the "ed" inflection and the vowel in "sir"). Photos by unknown author and under license CC BY-SA.

Annex 2

The questionnaire

It was administered online (Google form) and in Catalan according to the institution's regulations.

Qüestionari

Benvolgut/da estudiant,

Estem recollint informació sobre el que pensen els alumnes de la correcció d'errors que fan a l'hora de parlar un idioma estranger. El propòsit d'aquest estudi és investigar les opinions dels alumnes sobre com se senten quan els corregeixen, per aquest motiu la vostra col•laboració és molt necessària. Us agrairíem que responguéssiu el qüestionari a continuació. Us recordem que les dades s'utilitzaran per indagar sobre les correccions a les aules d'idiomes. Us assegurem que la vostra participació en aquest estudi no comporta riscos ni beneficis. Tindreu l'oportunitat de rebre feedback extra i de qualitat. Necessitareu uns 15 minuts aproximadament del vostre temps per contestar el qüestionari.

Aquesta activitat no té res a veure amb el curs d'anglès i no serà avaluada.

Aquest qüestionari consta de TRES parts.

PRIMERA PART: en aquesta part es vol recollir les dades generals dels participants (informació demogràfica de caràcter anònim).

SEGONA PART (ítems 1.1 - 1.33): preguntes sobre l'angoixa a l'hora d'aprendre una llengua. Si us plau, trieu l'opció que correspongui a cada pregunta.

TERCERA PART (ítems 2.1 - 2.19): es demana la vostra opinió sobre les correccions que podeu rebre per part dels vostres professors quan parleu la llengua estrangera a una hipotètica classe virtual d'expressió oral a través de Tandem-Skype o similar.

Moltes gràcies per la vostra col·laboració!

Sidney Martín Mota

IOC

Nom i cognoms

Your answer

Email de contacte

Your answer

Sexe

masculí

femení

Edat

Menor o igual a 25

Entre 26-29

Entre 30-39

Entre 40-49

Major de 50

Llengua materna

Your answer

Altres idiomes

Your answer

Aquesta és la vostra "primera vegada" com a estudiant en línia?

Sí

No

Quants cursos d'anglès en línia heu cursat?

Your answer

Quants cursos presencials d'anglès heu cursat?

Your answer

Quina edat teníeu quan vau començar a aprendre anglès?

Your answer

Alguna vegada heu viscut/ treballat en un país de parla anglesa?

Sí

No

Utilitzeu l'anglès a la feina / l'escola / la universitat?

Sí

No

Esteu en contacte regular amb parlants d'anglès?

Sí

No

1.1. Mai em sento completament segur de mi mateix quan parlo a la classe de llengua estrangera.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.2. No em preocupa cometre errors a classe de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.3. Tremolo quan sé que em preguntaran a les classes de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.4. M'espanta no entendre el que el professor està dient en l'idioma estranger.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.5. No em molestaria en absolut assistir a més classes de llengua estrangera.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.6. Durant la classe de llengua, m'adono que estic pensant en coses que no tenen res a veure amb el curs.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.7. No deixo de pensar que als altres companys tenen més facilitat per als idiomes que jo.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.8. Normalment estic a gust quan faig exàmens a classe de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.9. Em poso molt nerviós quan he de parlar a classe de llengua i no m'he preparat bé.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.10. Em preocupen les conseqüències que hi pugui haver pel fet de suspendre a les classes de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.11. No entenc per què algunes persones se senten malament a causa de les classes d'idiomes estrangers.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.12. A classe de llengua, m'oblido de les coses que ja sé perquè em poso nerviós.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.13. Em fa vergonya participar voluntàriament i de manera espontània a classe de llengua.
Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord
1.14. Crec que no em posaria nerviós si parlés la llengua estrangera amb una persona nadiua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.15. Em molesta no entendre el que el professor està corregint.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.16. Encara que tingui la classe de llengua ben preparada, em sento nerviós.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.17. Sovint no tinc ganes de connectar-me a classe de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.18. Em sento segur a l'hora de parlar a classe de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.19. Tinc por que el meu professor corregeixi cada error que faig.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.20. Sento que el cor em batega amb força quan sé que em demanaran que intervingui a classe de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.21. Com més estudio per a un test de llengua, més embolic em faig.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.22. No em sento pressionat per preparar-me molt bé per a les classes de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.23. Em fa l'efecte que els companys parlen la llengua estrangera millor que jo.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.24. Em fa molta vergonya parlar en la llengua estrangera davant els meus companys.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.25. Les classes transcorren tan ràpidament que em preocupa quedar-me enrere.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.26. Comparativament, estic més tens i em sento més nerviós a la classe de llengua que a d'altres classes.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.27. Em poso nerviós i em faig un embolic mentre parlo a classe de llengua.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.28. Abans d'entrar a classe, em sento molt segur i relaxat.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.29. Em poso nerviós quan no entenc cada paraula que el professor diu.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.30. Em sento aclaparat pel nombre de coses que s'ha d'aprendre per parlar un altre idioma estranger.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.31. Tinc por que els altres estudiants es riguin de mi quan parlo la llengua estrangera.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.32. Crec que em sentiria a gust parlant amb nadius que parlen la llengua estrangera.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

1.33. Em poso nerviós quan el professor em pregunta coses que no m'he pogut preparar.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

2.1. Vull que em corregeixin quan faig errors (per exemple, que em donin una pista perquè em corregeixi jo mateix, que m'avisin que he fet un error, o que em corregeixin l'error directament).

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

2.2. Amb quina freqüència voleu que el vostre professor us corregeixi els errors quan parleu?

Sempre (100%)

En general (80%)

A vegades (50%)

Ocasionalment (20%)

Mai (0%)

2.3. Quan voldríeu que corregissin els vostres errors?
Your answer

2.3.1. En el mateix moment que els faig, encara que se m'interrompi.

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.3.2. Quan acabi de parlar.

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.3.3. Després de les activitats.

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.3.4. Quan s'acabi la classe.

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.4. Com qualificaríeu aquest tipus de correcció d'errors en la parla? Professor: A on vas anar ahir? Estudiant: Vaig al parc. Professor: Podries dir-ho una altra vegada? (Repetició de l'estudiant: El professor demana que l'estudiant repeteixi la frase una altra vegada, com si fos un avís que hi ha un error en el que ha dit l'estudiant)

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.5. Com qualificaríeu aquest tipus de correcció d'errors en la parla? Professor: A on vas anar ahir? Estudiant: Vaig al parc. Professor: Vaig? (Repetició del professor: El professor indica l'error gramatical de l'alumne)

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.6. Com qualificaríeu aquest tipus de correcció d'errors en la parla? Professor: A on vas anar ahir? Estudiant: Vaig al parc. Professor: "Vaig" és el temps present. Aquí cal utilitzar el temps passat: "vaig anar". (Correcció explícita: El professor dóna a l'estudiant la forma correcta amb l'explicació gramatical)

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.7. Com qualificaríeu aquest tipus de correcció d'errors en la parla? Professor: A on vas anar ahir? Estudiant: Vaig al parc. Professor: Ahir, jo .... (Explicitació: El professor demana que els estudiants corregeixin i completin la frase)

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.8. Com qualificaríeu aquest tipus de correcció d'errors en la parla? Professor: A on vas anar ahir? Estudiant: Vaig al parc. Professor: De debò? Què vas fer allà? (No hi ha retroalimentació correctiva: El professor no dóna retroalimentació correctiva sobre els errors dels estudiants)

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.9. Com qualificaríeu aquest tipus de correcció d'errors en la parla? Professor: A on vas anar ahir? Estudiant: Vaig al parc. Professor: Com canvia el verb quan parlem sobre el passat? (Retroalimentació metalingüística: El professor dóna una pista o una pista sense assenyalar específicament l'error)

Molt eficaç

Eficaç

Neutral

Ineficaç

Molt ineficaç

2.10. Com qualificaríeu aquest tipus de correcció d'errors en la parla? Professor: A on vas anar ahir? Estudiant: Vaig al parc. Professor: Vaig anar al parc. (Reformulació: El professor repeteix l'expressió de l'estudiant en forma correcta sense assenyalar l'error de l'estudiant)

Molt eficaç
Eficaç
Neutral
Ineficaç
Molt ineficaç

2.11. Amb quina freqüència voleu rebre correcció sobre aquest tipus d'error? Errors greus en la parla que poden causar problemes en la comprensió de l'oient.

Sempre (100%)
En general (80%)
A vegades (50%)
Ocasionalment (20%)
Mai (0%)

2.12. Amb quina freqüència voleu que aquest tipus d'error rebi correcció? Errors de menor gravetat que es diuen i que no afecten la comprensió de l'oient.

Sempre (100%)

En general (80%)

A vegades (50%)

Ocasionalment (20%)

Mai (0%)

2.13. Amb quina freqüència voleu que aquest tipus d'error rebi correcció? Errors que es fan amb freqüència.

Sempre (100%)

En general (80%)

A vegades (50%)

Ocasionalment (20%)

Mai (0%)

2.14. Amb quina freqüència voleu que aquest tipus d'error rebi correcció? Errors que es fan però que són poc freqüents.

Sempre (100%)

En general (80%)

A vegades (50%)

Ocasionalment (20%)

Mai (0%)

2.15. Amb quina freqüència voleu que aquest tipus d'error rebi correcció? Els meus errors particulars (és a dir, els errors que altres estudiants no fan).

Sempre (100%)

En general (80%)

A vegades (50%)

Ocasionalment (20%)

Mai (0%)

2.16. La següent persona ha de corregir els errors dels estudiants: Els companys de classe.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

2.17. La següent persona ha de corregir els errors dels estudiants: Els professors

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

2.18. La següent persona ha de corregir els errors dels estudiants: Jo mateix.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

2.19. Sempre tinc en compte les correccions d'una tasca quan faig les següents.

Totalment d'acord

D'acord

Neutral

En desacord

Totalment en desacord

Annex 3: Ethics committee's approval

DICTAMEN DEL COMITÈ D'ÈTICA DE LA UOC

Exp.: CE22-TE77

La Dra. Marta Aymerich Martínez, presidenta del Comitè d'Ètica de la Universitat Oberta de Catalunya,

CERTIFICA

Que aquest Comitè, ha avaluat la proposta del doctorand Sidney Martin Mota per a realitzar el projecte de tesi doctoral que porta per títol "Foreign Language Anxiety and the perception of video feedback delivery in an online pronunciation task targeting complex sounds for Catalan/Spanish upper-intermediate students of English as a Foreign Language", sota la direcció de la Dra. Anna Espasa Roca i la Dra. Ibis Marlene Álvarez Valdivia, en el marc del programa de Doctorat en Educació i TIC, i considera que:

- La capacitat de la persona doctorand i els seus col·laboradors, i les instal·lacions i mitjans disponibles són adequats per a portar a terme l'estudi.
- El projecte de tesi no conté participació humana ni cap tractament de dades personals.
- La persona doctorand declara conèixer la legislació vigent relativa a la protecció de dades.
- La capacitat de la persona doctorand implicada en la recerca, les instal·lacions i mitjans disponibles són adequats per a portar a terme la recerca referenciada.
- S'acompleixen els requisits necessaris d'idoneïtat en relació amb els objectius de la pròpia recerca de la tesi doctoral i està justificada la no avaluació per part del Comitè, de conformitat a la informació proporcionada en el document d'autoavaluació presentat.

Aquest Comitè, reunit amb data 8 de novembre de 2022, havent considerat les implicacions ètiques relatives a l'experimentació amb humans i al tractament de dades personals, EMET UN DICTAMEN FAVORABLE a l'execució del citat projecte de tesi doctoral.

I per a que així consti, signo a Barcelona amb data 8 de novembre de 2022.

Signat:

Unique identifier code: 7159804E78774BC094...

Marta Aymerich Martínez

....
Dra. Marta Aymerich Martínez

Av. Tibidabo, 39-43
08035 Barcelona – Spain
Tel. +34 93 253 23 00
Fax +34 93 417 64 95