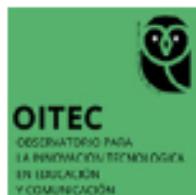# TÉCNICAS Y FÓRMULAS DE LA NUEVA DOCENCIA

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Percepción de la convivencia escolar en aulas con alumnado afectado con Enfermedades Raras (ER): un estudio mediante cuestionarios diseñados como modelos de conocimiento

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Audio feedback in higher education: the case of an online English-medium instruction course

MERCEDES QUEROL-JULIÁN

Estrategia coordinada de innovación inter-grados en empleo público a través del aprendizaje cooperativo y colaborativo

JUAN JOSÉ RASTROLLO SUÁREZ

AUDIO FEEDBACK IN HIGHER EDUCATION: THE CASE OF AN ONLINE ENGLISH-MEDIUM INSTRUCTION COURSE

MERCEDES QUEROL-JULIÁN[1]

Previous studies have showed that effective assessment feedback has to be clear, specific, and individualised. However, difficulty appears to provide large groups with effective feedback. Audio feedback seems to be a reasonable alternative to this situation. In the last decade, this type of feedback has received the scholars' attention; yet, the bulk of this research has been the study of teachers' and learners' perceptions of audio feedback in comparison with written feedback. In this chapter, a different perspective has been adopted. The study explores what makes effective the audio feedback used in an online university course in a non-English speaking country where English is used as a lingua franca. The research has focused on the performance of a teacher. First, the learners' perception of the effectiveness of this type of feedback has been measured; then, the discourse structure and the metadiscourse used by the teacher have been analysed. Results have shown that in general audio feedback was preferred, being perceived as outstanding the clarity of the explanations, and as particularly relevant some features of teaching with emotional intelligence –such as teacher emotional support and social presence–. The analysis of 360 recordings of audio feedback has revealed the recurrent use of some structural and metalinguistic patterns showing characteristics of affective speech. The results of the discourse analysis would be interesting for online English-medium instruction (EMI) lecturers, who are novice in the use of audio feedback or that want to improve its effectiveness.

1. INTRODUCTION

In education, feedback on assessment tasks is essential in orienting learners to learning and can influence their achievement, motivation, development, and future performance. Despite the abundant literature on feedback, there is still little consensus about what should be included to enhance the effectiveness of assessment feedback. Ryan et al. (2016) reviewed the advantages and challenges associated with digitally recorded feedback. They showed that audio feedback –in comparison with written feedback– provides more detail and clarity, is faster or just as efficient to create, is perceived as more individualised, learners feel stronger connection with their teachers or stronger social presence of teachers, and learners find it engaging; yet,

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