

Bucaramanga urban area teacher's mindset about teaching from the discursive representations of  
feedback to their students.

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Trabajo de grado para optar el título de Licenciada en Lenguas Extranjeras con Énfasis en Inglés

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## Table of Contents

	Pág.
Introducción.....	9
Chapter 1: Subjects.....	10
1.1 Language Didactics .....	10
1.1.2 Assessment.....	11
1.2 Discourse Semiotics .....	13
1.2.2 Assessment.....	14
Chapter 2: Activities .....	15
2.1 First subject: Language Didactics.....	15
2.1.1 Growth mindset.....	15
2.1.2 Active learning.....	17
2.1.3 Differentiation .....	19
2.1.4 Feedback .....	21
2.2 Second subject: Discourse Semiotics.....	26
2.2.1 Research question and objectives .....	26
2.2.2 Main concepts .....	26
2.2.3 What is language?.....	29
2.2.4 What is discourse?.....	32
2.2.5 Syntagmatic and paradigmatic relationships and speech constituents.....	33
2.2.6 Semiotic discourse analysis levels .....	36
Chapter 3: My project.....	40
Chapter 4: Assessment and conclusions from the experience .....	47
References .....	50

Appendix..... 53

**Table List**

Table 1.	Figures of time .....	44
Table 2.	Figures of space.....	45
Table 3.	Space and time articulation.....	45

**Appendix List**

Appendix A. Sketchnote about RULER. ....	53
Appendix B. Choice board about food. ....	54
Appendix C. Feedback comic. ....	55
Appendix D. Variance mind map. ....	56
Appendix E. Differentiation mind map. ....	57

### Abstract

**Title:** Bucaramanga urban area teacher's mindset about teaching from the discursive representations of feedback to their students.\*

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**Keywords:** Growth mindset, fixed mindset, feedback discourse, formative assessment.

#### Description:

This graduation project carried out through the modality *Courses in specialization, master or Phd programs*, aims to merge knowledge in discourse semiotics and language didactics to propose and delve into a research topic. To fulfill this purpose, it was necessary to make a learning journal and keep a record of the subjects. In addition to this, the different class activities were carried out, such as readings and written workshops, discussions and reflections, seminar lectures and presentations, creation of didactic material, and, lastly, a final written work. In the course of both subjects, a relationship between feedback discourses and the development of growth and fixed mindsets proposed by Dweck (2006) was found. Through the use of a questionnaire, a semiotic analysis was carried out through which the pedagogical practices, especially the feedback processes, of teachers in the Metropolitan area of Bucaramanga were examined. This study provided a reflection on the way of carrying out the teacher evaluative discourse due to its great impact on students' performance. In addition, the experience has positively influenced my perception of the foreign language learning and teaching processes of myself and my students.

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## Resumen

**Título:** La mentalidad de los docentes del área urbana de Bucaramanga sobre la enseñanza a partir de las representaciones discursivas de retroalimentación a sus alumnos.\*

**Autor:** Silvia Juliana Gelvez Sarmiento\*\*

**Palabras clave:** Mentalidad de crecimiento, mentalidad fija, discurso de retroalimentación, evaluación formativa.

### Descripción:

Este trabajo de grado llevado a cabo a través de la modalidad *Cursos en Especialización, Maestría o Doctorado*, tiene como objetivo fusionar los conocimientos en semiótica del discurso y didáctica de la lengua, para proponer y profundizar en un tema de investigación. Para cumplir este propósito, fue necesario realizar un diario de aprendizaje y llevar un registro de las asignaturas. Además de ello, se realizaron las diferentes actividades de clase, como lecturas y talleres escritos, discusiones y reflexiones, seminarios y presentaciones, creación de material didáctico, y, por último, un trabajo escrito final. En el transcurso de ambas materias, se encontró una relación entre los discursos de retroalimentación y el desarrollo de las mentalidades de crecimiento y fijas propuestas por Dweck (2006). Mediante el uso de un cuestionario, se hizo un análisis semiótico a través del cual se indagó sobre las prácticas pedagógicas, especialmente los procesos de retroalimentación, de profesores en el área Metropolitana de Bucaramanga. Este estudio aportó una reflexión en el modo de llevar a cabo el discurso evaluativo docente por su gran impacto en el desempeño de los estudiantes. Además, la experiencia ha influido

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positivamente en mi percepción de los procesos de aprendizaje y enseñanza de una lengua extranjera propios y de mis estudiantes.

### Introducción

For my graduation project, I opted for the *Cursos en Especialización, Maestría o Doctorado* modality. I decided to take the two courses in the Didáctica de la Lengua master's degree, offered by the School of Languages, which is a program available for professionals in pedagogy or languages and is focused on strengthening teachers' knowledge in research and creation of didactic tendencies that contribute to the educational sectors.

To carry out this graduation project modality, it is necessary to follow a process. First, you must meet with the project director to discuss and define the two subjects to be taken. In this first moment, two factors must be taken into account, the student's focus and purpose and the courses availability of the program to be admitted. Second, you must send a letter to the CAPP (Advisory Committee for Postgraduate Programs), who will decide if the student is suitable for acceptance. And third, which occurs during the course of both subjects, the student must keep a learning journal, at the same time that they participate and develop the subjects' activities and the graduation project. Taking this process into account, I chose the two courses: Language Didactics, as a blended course, and Semiotic Discourse Analysis, in the face-to-face modality. Both subjects had totally different approaches that included moments of group work, creation of innovative teaching material, reflection on pedagogical practices and research. During the classes, I was building my graduation project, which arose from an immediate interest in the influence of teachers' evaluative practices on students. Through this experience, I had the opportunity to obtain a new insight on assessment discourses and learning, which allowed me to become aware of my own pedagogical practice and encouraged me to delve into it in the future.

This work is divided into three chapters. The first comprises the description of the subjects and the evaluative activities. The second contains a detailed description of class activities, concepts and pedagogical contributions. Finally, the third chapter describes my graduation project as a result of my experience during the master's program.

## Chapter 1: Subjects

### 1.1 Language Didactics

It is the first subject of the second level in the master's program. According to the study plan, it requires 32 theoretical hours and 32 practical hours in the classroom, in addition to 128 hours of independent work. The only requirement necessary to take this course is to have successfully completed the language learning theories subject, which corresponds to the first level.

The language didactics course followed a flipped learning approach; for this reason, the subject had a blended methodology in which classes were divided into synchronous and asynchronous. In the asynchronous classes, the teacher sent the material and the activities to be developed through the Schoology platform with clear instructions. Initially, I only dedicated the time proposed in the program, which was on Fridays from 5:00 p.m. to 9:00 p.m., to carry out the assignments in the asynchronous classes. However, over time and with the teacher's recommendation, I decided to use about an hour every day to prepare one activity at a time so that everything would not accumulate in one day. This methodology allowed us to delve into the themes and organize the content in a more strategic way. Regarding the synchronous classes, these took place on Saturdays from 8:00 a.m. to 2:00 p.m. through Zoom with times for break. These sessions focused on sharing, collaborating, reflecting and applying the concepts learned during the week and throughout the course. There were spaces for presentations, elaboration of tasks and feedback was provided as well. The class topics we studied were:

1. Growth mindset.
2. Active learning.
3. Differentiation.
4. Feedback.

### **1.1.2 Assessment**

During the course we did varied activities in both synchronous and asynchronous classes, however, not all of them had an evaluative percentage in the final grade. Despite this, they were important tasks that contributed to theoretical and practical learning and helped in the development of other activities. The teacher always provided us with checklists that contained the evaluation criteria which she read with us before preparing any work, in this way we were clear about what we had to do. Self-assessment and peer-assessment were also included following these checklists. The main tasks will be described below:

1. The first task was the creation of a sketchnote by hand that represented 20% of the final grade. We were assigned various topics on a current didactic trend to present, which we prepared asynchronously. The topics included were: authentic materials, in-class flip, flipped learning, YPAR, playful learning, social and emotional learning, RULER (which was the one I presented) (see appendix A), gamification, hyflex learning, game-based learning, and mindfulness. Before presenting, we shared our reflections on the work done with the sketchnotes, something that for many of us meant a challenge. Although at first it seemed like just another presentation, something that all teachers and students are used to doing, this experience in particular, took us out of our comfort zone and made us remember certain skills, as it was in my case, organizing information on a sheet, drawing, coloring, etc. Finally, the teacher provided us with general feedback. We had the opportunity to revise our tasks with the checklist and make corrections, if necessary, as a form of self-assessment before sending the final work.
2. The second task was the design of a choice board, which represented 20% of the final grade. For this work, the teacher provided us with the necessary information to understand what a choice board was, how they were used, how they were created, what types of choice board existed, etc. On the presentation day, as with the previous work, we shared our experiences in the

design of this activity, this time in breakout rooms and guided by the questions: *how was your creation process? What tool(s) did you use? What was the biggest challenge in this process? What do you highlight from the exercise?* We then returned to the main room again and reported our experiences to the rest of the group. Finally, we each shared our choice board, being randomly selected with an online roulette wheel, and at the end we received general feedback from the teacher (see appendix B).

3. The third task was a case analysis applying differentiation, which represented 20% of the final grade. This was a group work and we had to create a lesson plan that proposed differentiation strategies as a solution to the problem presented. Each group used different ways to present it, for example, we used slides, another group showed an infographic and the last one did an interactive poster. It was possible to see the different ways of approaching the same problem applying the same principle: to differentiate in the classroom. While one group was presenting, the rest of us were doing peer-assessment filling in with comments in a shared checklist in a Google Document.
4. The fourth task was the creation of a comic that represented the types of feedback and praise, which accounted for the 20% of the final grade. Before reviewing the checklist with the evaluation criteria, we did a brainstorming exercise on what would be those aspects that should be taken into account for this activity and then we compared them with the true ones. For this last activity, the teacher gave us the option of working individually or in groups and provided us with the material and resources to get information about the comic parts and some platforms or web pages where we could create it. I made mine in Canva because I liked the designs available, minimalist but elegant (see appendix C).
5. The last task was a Twitter challenge, which represented 20% of the final grade. This activity took place throughout the course. It consisted of making small advances using this application as

a learning tool. The teacher provided us with a guide on how to use this social network for those who did not have an account or knew how to use it. The challenges involved navigating the app and sharing tweets about our learning process during the course. While we were doing these challenges, we had to complete a Word document with the evidence of the completion of each challenge as a screenshot, so in the end we had to deliver a total of 14 challenges with attached evidence.

After finishing the first subject of the second level in the master's program, the assigned grades for these main tasks resulted on the final grade of my graduation project I.

## **1.2 Discourse Semiotics**

It is the second subject of the second level in the master's program. According to the study plan, it requires 32 theoretical hours and 16 practical hours in the classroom, in addition to 112 hours of independent work. The only requirement necessary to take this course is to have successfully completed the semiotics, language and culture subject, which corresponds to the first level.

This course was developed in the face-to-face modality; however, due to the suggestions received by the master's students themselves, the teacher also connected from the classroom to Zoom for those who could not attend. Likewise, the classes were recorded in case students had poor connection and could not enter the meeting. The implemented methodology was mainly professor-led lectures. The organization of the content had an investigative approach, since the students had to take into account their research projects' instruments in this subject. Considering the above mentioned, the topics studied were:

1. Main concepts definitions: language, discourse, semiotics, culture, meaning and significance.
2. Syntagmatic and paradigmatic relationships.
3. Speech constituents.

#### 4. Semiotic discourse analysis levels.

4.1 Figurative level: actors, time and space.

4.2 Narrative level: thematic and actantial structures.

According to the school program, the subject follows three main objectives: to reflect on the symbolic conception of the culture language from the construction of meaning in the human being; to characterize the pedagogical practices around the language and the products of this activity as cultural phenomena that can be hierarchized at the level of semiotic relevance; and to define a cultural or pedagogical practice as a limited semiotic object and its relevance relationships with other cultural phenomena. Thereby, during the course development students were expected to apply the theory into their instruments analysis.

#### **1.2.2 Assessment**

For this subject, assessment consisted of reading and writing tasks as follows:

1. The first percentage corresponded to workshops, class exercises, presentations and represented 30% of the final grade. This included the first workshop that we did in class with 7 questions related to the main course concepts, which we developed individually, after reading several papers and then socializing it in class with the teacher.
2. The second percentage corresponded to schematization of readings, such as concept maps, infographics, etc., and represented 30% of the final grade. These schematizations could be done in groups and contained the summary of the class topics readings.
3. The third percentage corresponded to the final work and represented 40% of the final grade. The final project consisted of analyzing the discourses of the students' final research project instruments considering the first two levels of semiotic analysis: the figurative and the narrative.

For this work, the teacher sent a checklist with the evaluation criteria along with other documents as a guide and an example of how to do this work.

## Chapter 2: Activities

In this second chapter, I will describe in detail the activities that we performed during the two subjects. This information was collected during the development of both courses through a journal where I included the description of the class along with my own reflections and annotations.

First, I will present what corresponds to subject 1: language didactics. To do this, I will classify the topics into the 5 synchronous and 5 asynchronous sessions, using an information box that contains the class number, the lesson topic and the pedagogical insights. After that, I will briefly describe the activities and tasks performed during each topic.

Later, I will do the same procedure with what corresponds to subject 2: semiotics discourse. I will classify the topics in the 10 sessions that were carried out using an information box that contains the class day, the lesson topic and the pedagogical insights. After that, I will briefly describe the activities and tasks performed.

### 2.1 First subject: Language Didactics

#### 2.1.1 Growth mindset

Language didactics		
Class No.	Lesson topic	Pedagogical insights
Asynchronous No. 1 Friday, January 28 <sup>th</sup>	Growth mindset	There are two types of mindsets present in people: the fixed mindset, which refers to the idea that everything

5:00 p.m. to 9:00 p.m.		that the human being is and does cannot change or be modified; and the growth mindset, which is the
Synchronous No. 1 Saturday, January 29 <sup>th</sup> 8:00 a.m. to 2:00 p.m.		opposite, is the idea that the human being is capable of learning and evolving. These mindsets are reflected in our teaching practice affecting students' learning (Dweck, 2006).

For the first asynchronous class, the teacher sent us the instructions by email. All activities were in Schoology, so we had to enter the corresponding course to access them. The first thing we had to do was to review the course introduction which included the course objectives, the didactic methodology, the learning mode, the contents, the resources, tasks and the teacher's contact information. Having clear the general aspects of the subject, the next step was to review the first topic of the course: Growth mindset. In a folder with this name, there were readings, games, audios, images and reflections to work on individually. The activities were well structured and easy to understand, and some resources were new to me, for example, an online tool called Deck.toys, in which she presented in a creative way the definition, important concepts and practical exercises to understand the topic.

The next day, Saturday, January 29<sup>th</sup>, in the first synchronous class, we connected via Zoom. Teacher Martha Ramírez introduced herself and we proceeded to do so by following the next structure:

- What is your teaching context?
- Describe one belief you have about teaching.
- What word or expression describes you as a teacher?
- Say something unique about you.

After we introduced ourselves, the teacher spoke briefly about the subject aspects I had already reviewed the day before. We went on to talk and discuss the class topic: growth mindset and shared our

perspectives, first in breakout rooms and then with the whole group. We talked about how our beliefs reflect fixed or growth mindsets without realizing it, and how they affect our teaching practice. We checked some examples in which we could notice how the power of discourse is so important, since it is not about what we say but how we say it. For instance, one statement that reflects a fixed mindset is: *“Great job, you’re smart!”* This is because what is being praised is the person not the learning process. As a contrast, an example that reflects a growth mindset is: *“You made a bad choice, what will you do differently in the future?”* This is because mistakes are seen as something normal and not as a tragedy. As a summary, we read an article written by professor Ramirez (2021) called ‘La importancia de enseñar a nuestros estudiantes sobre mentalidad’. It contained most of the things we discussed in class about the two mindsets and the implications of being a growth mindset teacher. Finally, we received the instructions for the next class.

### 2.1.2 Active learning

Language didactics		
Class No.	Lesson topic	Pedagogical insights
Asynchronous No. 2 Friday, February 4 <sup>th</sup> 5:00 p.m. to 9:00 p.m.	Active learning, authentic materials,	Active learning is a teaching approach where the teacher involves students as the main actors in their processes, providing them with strategies in class that
Synchronous No. 2 Saturday, February 5 <sup>th</sup> 8:00 a.m. to 2:00 p.m.	in-class flip, flipped learning, YPAR, playful learning, social and emotional learning, RULER,	include group and individual work so that they can reflect and be part of their learning. Authentic materials refer to material used for teaching that was not created intentionally for this purpose. They can be engaging to students as they feel involved in a more real context. In-class flip and flipped learning are educational models

	<p>gamification, hyFlex learning, game-based learning, and mindfulness.</p>	<p>that promote student-centered learning. Learners have the possibility of learning the class content in different ways and throughout different sources which help students develop autonomy and it is useful to differentiate too. Youth-led Participatory Action Research (YPAR) is an approach that consists on students building knowledge while promoting social principles by carrying out research in their own community. Playful learning, gamification or game-based learning are useful approaches that promotes fun and engaging classes through the use of meaningful games or game-like dynamics. Social and emotional learning and RULER are methodologies that foster the development of social and emotional abilities through the proposal of several tools that can be used in the class. HyFlex learning is another approach that promotes students' autonomy as the teacher becomes flexible in the way students decide to participate in class: online, face-to-face or asynchronously. Mindfulness in education can bring positive effects like helping students develop metacognitive strategies and concentration, managing anxiety or frustration towards learning, and increasing the confidence to take risks.</p>
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For this week, the teacher recommended to develop the asynchronous class activities one by one every day. Undoubtedly, the funniest was making the skechnote by hand because through practice we personally evidenced the active learning approach. Another activity was a learning menu that included a starter, main dish, drink, and dessert. I learned what active learning is, the importance of implementing it in class and some useful techniques and strategies. Finally, we had to plan an activity that included the aspects of this menu. After completing the assignments, the teacher opened a forum on Schoology to share our reflections.

On Saturday, February 5<sup>th</sup>, in the second synchronous class, we started by sharing our experience designing the sketchnote and made the presentations. Afterwards, it was time to present the planning of the activity that included active learning techniques and strategies; however, we could choose whether to present it or remain as observer. During this activity, 4 students out of 10 participated, including me, and we received feedback. Then, the teacher opened breakout rooms to socialize in groups about the growth mindset through a card game with random questions. In my group, my classmates talked about interesting experiences of their teaching practice. Returning to the main room, we briefly shared our reflections through a spinner that contained the characteristics of a teacher with a growth mindset, some of them were equitable, flexible, empathetic and communicative. It was very nice to go through this process of self-reflection and co-reflection where several of us identified with the strengths and weaknesses of others. Finally, the instructions for the next meeting were given.

### **2.1.3 Differentiation**

<b>Language didactics</b>		
<b>Class No.</b>	<b>Lesson topic</b>	<b>Pedagogical insights</b>
Asynchronous No. 3 Friday, February 11 <sup>th</sup>	Differentiation	Differentiation in education is a way of teaching that takes into account the principle of equity for the

5:00 p.m. to 9:00 p.m.		implementation of class techniques and strategies.
Synchronous No. 3 Saturday, February 12 <sup>th</sup> 8:00 a.m. to 2:00 p.m.		When dealing with a classroom, a teacher will find students from different backgrounds, learning styles, preferences, etc. Applying differentiated instruction means understanding these differences and making decisions at the moment of teaching. Teachers can differentiate by content, by process, by product and by learning environment (ASCD, 2011).

In the third week, the asynchronous class assignments were related to differentiation. First, we had to take notes of three short videos available on Schoology on differentiation strategies and how they can be applied in the classroom. To complement our understanding, there was also an article called Key elements of differentiated instruction by ASCD (2011). Taking into account the information from the videos and the article, the next activity was to create a mind map that included a topic to teach and presented the aspects of differentiation that could influence students' learning variance, for example, interests, likes, cultural background, age, etc., (see appendix D).

Besides, we had to start preparing for the choice board by reading the information the uploaded of what a choice board was, how they were used and created, what types of choice board existed, etc. Also, we had to look the evaluation criteria with the checklist. A constant reflective work, active learning and autonomy that was motivating.

On Saturday, February 12<sup>th</sup>, the third synchronous class began with the solution of doubts and the exchange of self-reflection on the work done. Then, the teacher explained a new way to share our group activities through a protocol, in this way, the time we spend in this kind of activities would be controlled and used wisely. The protocol consisted of assigning roles in a three-member group. One

person shared a star activity that they usually use in their classes and their students really liked, then the rest had 30 seconds to think of a question to ask this person. Finally, the first person had one minute to answer the question(s). While we were in breakout rooms doing this activity in rotation and changing roles, the teacher shared the screen indicating each one's role. It was an engaging tool that promoted the use of time wisely. Then, we went back to the main room to share our experience. The next activity consisted of reflecting on the work done with the choice boards in breakout rooms, guided by the questions: *how was your creation process? What tool(s) did you use? What was the biggest challenge in this process? What do you highlight from the exercise?* Then, we reported our experiences to the rest of the group and we each share our choice board, being randomly selected with an online roulette wheel. During this activity, I realized that some students did not understand the instructions and did something different to a choice board. The teacher was aware of this; however, she was very flexible and respectfully provided feedback on areas for improvement. From this, I could make my own evaluation of this phenomenon and the importance of classroom instruction since it was part of the topics we discussed, and I was able to evidence it in the same class. Due to the fact that some students extended their presentations, there were changes in the agenda and the teacher decided to leave a discussion activity for the next synchronous class. Finally, we entered in breakout rooms to read and analyze a case study in order to identify the problems that needed solution applying differentiation strategies. Before the class finished, we arranged with our group a time during the week to meet and make the presentation.

#### **2.1.4 Feedback**

<b>Language didactics</b>		
<b>Class No.</b>	<b>Lesson topic</b>	<b>Pedagogical insights</b>
Asynchronous No. 4	Feedback	

Friday, February 18 <sup>th</sup> 5:00 p.m. to 9:00 p.m.		One of the most important teaching practices is feedback. The way we assess learning processes has a great impact on students' performance. Despite difficulties such as lack of time, it is necessary to include generous and meaningful feedback in the classroom. Additionally, the teacher must be aware of the power of his discourse, because on many occasions, the feedback focuses on the person or only on the product. This in the long term has a negative psychological impact, since the students must be assessed by their process, their effort, their strategies and their persistence (Dweck, 2006; Schartel, 2012).
Synchronous No. 4 Saturday, February 19 <sup>th</sup> 8:00 a.m. to 2:00 p.m.		
Asynchronous No. 5 Friday, February 25 <sup>th</sup> 5:00 p.m. to 9:00 p.m.		
Synchronous No. 5 Saturday, February 26 <sup>th</sup> 8:00 a.m. to 2:00 p.m.		

In the fourth week, one of the activities of the asynchronous class was to finish the lesson plan for the case study. To do this, we connected with the members of my group via Zoom and organized the task. This took approximately three hours; however, we were able to successfully complete the job the same day. Our planning was for an American Cultural Studies class with a university population of 45 students. We created slides where we included a mind map highlighting the aspects where the differentiation was evident (see appendix E).

The following activities to be carried out were related to the last class topic: feedback. In the Schoology folder there were four activities to do. First, a YouTube webinar by Professor Martha Ramirez and her partner Isabel Tejada called '*Retroalimentar para crecer*'.

[https://www.youtube.com/watch?v=ycNnl\\_UtUNw&ab\\_channel=Educaci%C3%B3nContinuaUniandes-EdcoUniandes](https://www.youtube.com/watch?v=ycNnl_UtUNw&ab_channel=Educaci%C3%B3nContinuaUniandes-EdcoUniandes). In it, the teachers shared some examples of how to praise and tips to create a culture of

feedback with a growth mindset, which was also related to the first topic of the course on types of mindsets. The tips were:

- Teach how to give feedback.
- Agree on the means and timing of providing feedback (empathy).
- Provide useful and timely feedback.
- Active listening.
- Take time to review, assimilate, and discuss feedback.
- Celebrate the mistake and naturalize it.
- Have pre-established criteria and clarity about expectations.
- Give feedback generously.
- Provide space for conversation about the feedback received.
- Include self-assessment instances.

After watching the video, there was a reading on descriptive feedback strategies. The first was deep feedback that includes long and detailed comments, the second was impression feedback for activities that do not have specific criteria but it is still necessary to highlight some aspects, and finally self-assessment or group assessment. In addition, there was a document with different formative feedback techniques such as quizzes, class observation, oral questioning, journal entry and one word summary. Finally, the last asynchronous activity of week 4 was to participate in a Schoology forum answering the following: *how do you praise? Do you apply any of the feedback practices shared? Identify which type of feedback you tend to provide and if you have used any of the strategies presented.*

On Saturday, February 19<sup>th</sup>, the fourth synchronous class, the first thing we did was a newspaper heading that summarized the main takeaway we learned from differentiation. The teacher sent us a link to a page to create it, with different letter styles, colors, sizes, etc. Once, each and every one of us presented our heading, where we were also putting into practice a visible thinking technique, we

concluded this topic. Then, the case study working groups entered in breakout rooms to prepare the last details of our work, and after that we made the presentations. Finally, the last activity consisted of analyzing a case again, this time it was not the same for all but three different ones for three groups. After analyzing each case, we had to propose different types of praise: for effort, for perseverance and for strategy. We carried out this activity in breakout rooms, so once we finished, we returned to share our analysis in the main room. It was interesting to deepen into how to give feedback through examples. This activity helped us get a better picture of how we sometimes get used to saying things without thinking about the impact our words have on others. The class concluded with the instructions for the last activity of the course: a comic that represents the different types of feedback and praise. Before presenting the checklist with the evaluation criteria, we did a brainstorming exercise on what would be those aspects that should be taken into account for this activity and then we compared them with the current ones. For this last activity, the teacher gave us the option of working individually or in groups.

In the final week 5, the main asynchronous class task was the comic, however, before getting there, other tasks related to feedback were still missing. The first was a communication log that we had to fill out during the week with different types of feedback that we gave or received and classify them in a table depending on their category: growth/fixed mindset, process, product, effort, person, strategy, perseverance and praise. The second assignment was to read a document with examples of feedback for effort, strategy, etc. The third was to read a presentation with tips when giving feedback, which was necessary to do the fourth task that consisted of participating on a forum in Schoology, reflecting on what tip we considered we had to work on. Finally, we had to watch a video in YouTube about a study conducted by Carol Dweck on the impact of feedback on the development of developmental and fixed mindsets [https://www.youtube.com/watch?v=NWv1VdDeoRY&t=52s&ab\\_channel=TrevorRagan](https://www.youtube.com/watch?v=NWv1VdDeoRY&t=52s&ab_channel=TrevorRagan). Once these small tasks were done, I proceeded to create my comic, which I described in greater detail in the assessment section of chapter 1.

On Saturday, February 26<sup>th</sup>, we had the last class of the course synchronously. First, we individually complete a mindset spectrum to identify in which personal aspects we still have a tendency to a fixed or growth mindset. The characteristics to be reviewed were: perspective of the world, effort, challenges, other people's success, difficulties and obstacles, criticism and feedback, making mistakes and receiving help and support. After that, some of us shared our comments about this activity and how we felt. Then, it was time to present our communication log, so we entered in breakout rooms to discuss the feedback and praise comments that we collected during the week and create a pie chart. When gathering our responses, we saw those aspects with the highest trend as praise and feedback for effort, and those with the least votes as feedback for perseverance and process. We shared this in the main room, in the same way that the others did. Later we were randomly selected to present our comics as a role-play. I realized once again how many things can be seen in a presentation: personality, drawing preferences, colors, beliefs about teaching, lived or known experiences, etc.

Finally, the teacher opened a space to provide feedback to the course, sharing an editable Canva link where we could leave comments on different slides for each section: content, tasks, topics, feedback, class format and environment. I consider that this space was very important for us as students to reflect on what we learned during this time. On the other hand, it demonstrates the value that the subject has for the teacher, which is something inspiring to apply personally in my classes. Before finishing the meeting, the teacher said goodbye, thanking us for the work done during this course, and gave us the instructions and the deadline to upload our Twitter challenge together with the comic. We had to send the latter with its checklist, evidencing which comments showed the feedback comments that were required.

When the teacher had the grades of all the students, she contacted us by WhatsApp to verify that everything was in order. In this way I concluded my first subject in the master's program.

## 2.2 Second subject: Discourse Semiotics

### 2.2.1 Research question and objectives

Discourse semiotics		
Class No.	Lesson topic	Pedagogical insights
Class 1 Friday, March 4 <sup>th</sup> 5:00 p.m. to 9:00 p.m.	Research question and objectives	Carrying out a research project is a detailed process that requires clarity from the first moment the objectives are set and the question is structured. The formulation of the question and the research objectives will determine its course and focus, which allows both the writer and the reader to always have a reference point of the scope of the investigated topic.

On Friday, March 4th took place the first class. I connected by Zoom. The professor Paola began by asking about the research projects that each student was carrying out in order to get an idea of how to approach the class contents. When it was my turn, I told the professor that since I was not a master's student, my project was different from the others. After everyone had shared their project ideas, the teacher started talking about contextualizing the research question and objectives as the important core that guides the investigative processes. The teacher explained that it is necessary to self-assess the research question by revising if it answers what, how, when, and where. Additionally, the professor guided us through the process of creating the objectives using the correct verbs without skipping steps, and answering the research question, in addition to the literature search.

### 2.2.2 Main concepts

<b>Discourse semiotics</b>		
<b>Class No.</b>	<b>Lesson topic</b>	<b>Pedagogical insights</b>
Class 2 Saturday, March 5 <sup>th</sup> 8:00 a.m. to 2:00 p.m.	Main concepts	Language, discourse, semiotics, culture, meaning, significance and identity are interconnected concepts with a complexity and depth to investigate and discover. Learning each of these concepts and their characteristics from the simplest to the most complex allows us to understand the dynamics that take place in society (Gallegos, 2018; Barriga & Parodi, 1998; Rodriguez, 1983).

On Saturday, March 5<sup>th</sup> I was able to attend face-to-face. This was the first time I met with my classmates in the classroom since the previous subject was through Zoom. They were very nice and friendly. As for the class, we began with the discussion and socialization of the subject objectives.

1. Reflect on the symbolic conception of the language of culture from the construction of meaning in the human being. The teacher explained that when we talk about culture, we must also talk about the semiospheres that are within this culture in a society and how they build meaning through their interaction via discourse.
2. Characterize the pedagogical practices around language and the products of this activity as cultural phenomena that can be hierarchized at the level of semiotic relevance. The teacher explained that it was necessary to understand that everything that takes place in different contexts has an explanation.
3. Defines a cultural or pedagogical practice as a limited semiotic object and its relevance relationships with other cultural phenomena. The teacher explained that we must argue why

our research projects are valid and bearable within the context in which we are: master's degree in didactics.

Once the class objectives were clear, the teacher presented the percentages of the deliverables in the subject. Then, we started with the first-class activity that consisted of reading the next documents: SEMIÓTICA, PRAGMÁTICA Y ANÁLISIS DEL DISCURSO by Barriga & Parodi, 1998; De la semiótica textual a la semiótica del discurso: (dis)tensiones entre tradición y novedad by Gallegos, 2018; and El lenguaje como elemento cultural de identidad social en la zona fronteriza del norte de México by Rodríguez, 1983. From these texts, we were assigned some questions to answer in groups taking into account our background knowledge too. The questions were:

1. What is language and what are its implications in culture? (Definition, characteristics, types of language).
2. What is discourse and what is its relationship with identity and culture? (Definition, characteristics, types of speech).
3. What is semiotics and what is its methodological approach? Why do we speak of a science to build science?
4. What is culture? What is cultural semiosphere?
5. What is meaning and how is it constructed? (From language sciences).
6. What is significance, how does it occur, and what is its relationship to language, culture, and identity?
7. What is the evolution of semiotic discourse analysis and in what disciplines is it used?

This workshop took us all morning. The teacher asked us to make the schematization of the readings as homework. The teacher shared a Drive folder for us to download the class reading as well as upload the class works. In this way, the class ended at noon.

**2.2.3 What is language?**

Discourse semiotics		
Class No.	Lesson topic	Pedagogical insights
Class 3 Friday, March 11 <sup>th</sup> 5:00 p.m. to 9:00 p.m.	What is language?	Language is not something that is studied in isolation, since it has a socio-cultural historical burden that is part of it. In the same way, it is not something that should be studied from the human sciences, since everything that surrounds us is language and is the object of analysis. For this reason, today there are several semiotic studies that analyze the language in fields such as anthropology, sociology, sociolinguistics, philosophy, pragmatics, linguistics, among many others (Gallegos, 2018; Barriga & Parodi, 1998).
Class 4 Saturday, March 12 <sup>th</sup> 8:00 a.m. to 2:00 p.m.		

On Friday, March 11<sup>th</sup>, the class began discussing the preparation of the data collection instruments for the research projects of some classmates.

After that, we started talking about the questionnaire concepts. First, we talked about the relationship between 'lenguaje' and 'lengua', since in Spanish they represent different things. The first refers to the act of producing meaning and significance while the second to languages.

I learned that language is a form that is implicit in speech, and that it is in fact through this means that it begins. When we speak, we are producing language, since there are linguistic varieties present. Likewise, language sets patters and behaviors, for instance, in the university context, language is supposed to be formal. Guidelines on what kind of language should be used are set in different

contexts and these are determined by culture. In addition, as language can be expressed in writing and painting, it allows us to transmit things through color, technique, shapes, etc.

The painting language has expression and content, referring to the form and substance, the first refers to the figures and the second to the sense and meaning. At the content level, each one of us gives it sense and therefore meaning.

Language gives human beings this ability to symbolize, that is, human beings differ from other species because we have the ability to think and symbolize, and people, through art, architecture, etc., can construct meaning.

To summarize, language allows us to materialize our thinking through discourse, images, our gestures, from writing, from art such as paintings, literature, singing, trova, etc. Literature is another form of language, for example, narrative, essay, dramaturgy, etc. Human beings, being rational, have the inherent capacity to take our emotions and use the corporeality to symbolize. Finally, semiosis consists in finding sense and meaning in every possible aspect, for example, the semiotics of art, semiotics of discourse, etc.

On Saturday, May 12<sup>th</sup>, first we received some indications for the writing of the research projects' justification. The professor Paola explained three relevant aspects to consider when writing our justification: relevance or social impact, feasibility, and convenience in the educational or professional field. In addition to that, we read and analyzed examples.

Then, we continued with the discussion of the concepts of the questionnaire. We said that language, ultimately, is a symbolic system:

- By means of which we create processes of understanding and production of meanings.
- It is one of the capacities that has marked the evolution of the human species.
- Creates universes of meanings.
- Responds to the reason for the existence and value of myths.

- It helps us interpret and transform based on needs.
- It is directly related to science and technology.

To conclude this topic, the teacher showed a slide with the following definitions, which were not assigned to any author:

Language constitutes an essential capacity of the human being, which is characterized by having a double value: one, subjective, and the other, social, resulting from assuming the human being from a double perspective: the individual and the social.

Language has a subjective value for the human being, as an individual, insofar as it constitutes a cognitive tool that allows him to take possession of reality, in the sense that it offers him the possibility of differentiating objects from each other, at the same time to differentiate himself from these and from the other individuals that surround him, that is, to become aware of himself.

This subjective value of language is extremely important for the individual since, on the one hand, it offers him the possibility of affirming himself as a person, that is, becoming an individual being, defined by a series of characteristics that identify him and make him different from others. On the other hand, it allows him to know the natural and socio-cultural reality of which he is a member and participate in processes of construction and transformation of it.

Considering this, it is clear that language is the human capacity by excellence, which leads the human being to conceptually appropriate the reality that surrounds him and offer a representation of this conceptualization through various symbolic systems. Thus, what the individual does, thanks to language, is to relate a content (the idea or concept that he constructs of a flower or a triangle, for example) with a form (a word, a drawing, a body characterization), with the purpose of representing such content and thus be able to evoke it, save it in memory, modify it, and manifest it when desired and required.

The teacher closed the lesson by setting the homework. We had to read the next documents and make their schematizations to prepare for the next class: DE LA ENUNCIACIÓN LINGÜÍSTICA A LA COMPRENSIÓN DEL LENGUAJE AUDIOVISUAL. UNA PUNTA SOBRE ENUNCIACIÓN by Bitonte & Grigüelo, 2011; Definiciones de Discurso by Schiffrin, 2011; and ANÁLISIS SEMIÓTICO DE UN TEXTO (FICHA TÉCNICA) LOUIS PANIER, 2003. This last document was a Spanish version translated by professor Horacio Rosales from Universidad Industrial de Santander.

#### **2.2.4 What is discourse?**

<b>Discourse semiotics</b>		
<b>Class No.</b>	<b>Lesson topic</b>	<b>Pedagogical insights</b>
Class 5 Friday, March 18 <sup>th</sup> 5:00 p.m. to 9:00 p.m.	What is discourse?	Discourses are present in different forms. We can find it from a simple sound to complex speeches, and all this has a great load of sense and meaning. The semiotic analysis of discourse allows us to delve into all those intertextual and extratextual characteristics to understand the meanings it hides (Calsamiglia & Tusón, 1999).

On Friday, March 18<sup>th</sup>, we began to discuss the notion of discourse. All discourse finds its origin in society, since it is there where it is generated and at the same time creates the social spheres of communication.

The teacher mentioned some examples of political discourses by current candidates for the presidency at that moment. For instance, one of the candidates was Rodolfo Hernández, who she described with a passionate and violent discourse towards corruption but without solid arguments.

Something similar could be seen with the example of Gustavo Petro, with the difference that he uses a discourse based on facts that narrate the country's socio-political history. In the case of Federico Gutierrez, he uses the discourse of equals, for example, making people call him Fico, and with a discourse based on security. Within these examples, the term didactic transposition was mentioned, which refers to the adequacy of the speech to facilitate its understanding to a type of audience. This is something that teachers use a lot in their classes when explaining complex topics that are new to students.

We talked about the types of discourse and how they can be of different natures. First, the materiality of discourse can be printed as well as auditory. As for auditory discourse, there are characteristic elements of it that are part of its semiotic composition, such as hesitation, which may reflect doubt about what is being said. As for the printed or digital speech, it also has some characteristic elements, for example, the type of letter, or the figures and images. Regarding the discursive type, one can find the religious, the philosophical, the academic, the business, the judicial and the informal. These can be classified in different modes: narrative, argumentative or expository.

Taking all of the above into account, we concluded the class reading Calsamiglia & Tusón (1999), "talking about discourse is, after all, talking about a social practice, a form of action between people that is articulated from contextualized linguistic use, whether oral or written. Discourse is part of social life and at the same time an instrument that creates social life. From the discursive point of view, speaking or writing is nothing more than constructing textual pieces oriented towards goals and that occur in interdependence with the context" (p.11).

### ***2.2.5 Syntagmatic and paradigmatic relationships and speech constituents***

<b>Discourse semiotics</b>		
<b>Class No.</b>	<b>Lesson topic</b>	<b>Pedagogical insights</b>

<p>Class 6</p> <p>Friday, March 19<sup>th</sup></p> <p>8:00 a.m. to 2:00 p.m.</p>	<p>Syntagmatic and paradigmatic relationships and speech constituents</p>	<p>Syntagmatic and paradigmatic relationships refer to the actualization and virtualization of a discourse. An updated discourse is one that is brought up for discussion in the present. This discourse can be virtualized, that is, the desired effect may not arise, as it may, with what would become a realized speech (GREIMAS, 1990).</p>
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On Friday, March 19<sup>th</sup>, we continued with the discussion of the discourse notion. We read that: “as a social practice, discourse is complex and heterogeneous, but not chaotic. Complex, in terms of the various modes of organization in which it can manifest itself; also, in terms of the various levels that enter into its construction – from the smallest linguistic forms to extra-linguistic or historical-cultural contextual elements -; complex, likewise, in terms of the modalities in which it is specified – oral, written or verbal icon (Calsamiglia & Tusón, 1999, p.12).

We then went on to discuss what paradigmatic and syntagmatic relations were. About this, we read that Saussure (1945) in the General Linguistics Course proposes the existence of paradigmatic and syntagmatic relationships. The "relationships" issue negates the ability to update two items at once. As it is, phrase relationships deal with the actualization of phrases in a sentence. While the paradigmatic relationships expose the virtualization of the entire core of possible things to be actualized at the syntagmatic level.

If we resort to the definition of Greimas and Courtés, it is understood that "the existence of a syntagmatic organization" indicates that not only the elements related to the verbal are updated, but also to other types of manifestations, which would broaden the notions raised by Saussure. The authors mention that:

“In effect, some European languages that do not have an equivalent for the Franco-Spanish-English word for discourse have tended to substitute it for text and speak of textual linguistics. On the other hand -by extrapolation and as a hypothesis that seems fruitful-, the terms discourse and text have also been used to designate non-linguistic semiotic processes (a rite, a film, cartoons, are considered as discourses or texts); the use of these terms postulates the existence of a syntagmatic organization subtended by this kind of manifestations”. (GREIMAS et al., 1990, p.126)

Using the example of a political campaign short video, we discussed it was a virtualized, updated and realized discourse. These ones take into account the notions of knowing, doing and power. When we give visibility to a speech without it materializing, we are virtualizing it because this speech is not having the desired effect. When a virtualized discourse is resumed, it is being updated, for example, if I have a book in my library that I have not read for 5 years and one day I take it out to read it, I am updating it. Finally, a discourse is called "realized" when it fulfills its function and it materializes, for example, in a presidential political campaign, the winner of the elections has the opportunity to materialize the proposals he has, fulfilling them or not.

In the case of the video we watched in class, it had a multimodal political discourse that updated some specific values (security and tranquility). We could notice that it was made up not only of verbal but also visual statements and had a specific purpose which was voting for a political party. Also, it was built within the framework of a specific culture and a specific political situation.

Finally, we discussed the discourse constituents as a summary:

- The discourse is a statement or a text.
- Endowed with meaning as a whole and in order to understand it, it is necessary to observe it in its entirety and not to fragment it or to reduce it to sentences or words concatenated with each other (assumes a trans-sentence\_ organization).

- It accounts for a fixed linearity by its intended purpose. Said linearity is determined by an enunciator that guides its progress (the discourse is oriented).
- It is proposed for a specific communicative purpose that seeks certain effects within the framework of a genre (discourse is a form of action).
- It is addressed to a virtual or current addressee (the speech is interactive).
- The meaning of a discourse is constructed only from its context (the speech is contextualized).
- The discourse has an enunciator, who is responsible for what it says (the speech is taken in charge).
- The discourse has rules that regulate its materialization, these laws are determined by the genre that updates it (the speech is governed by rules).
- The discourses are consolidated based on other discourses or texts. They are not isolated. For example, an academic article is consolidated based on research (other texts) proposed by other authors (the discourse is captive in an interdiscursive).

Being these characteristics mentioned and explained, the class concluded with the assignment of the reading *Medios, regímenes de creencia y formas de vida*” by Fontanille, 2013.

### **2.2.6 Semiotic discourse analysis levels**

<b>Discourse semiotics</b>		
<b>Class No.</b>	<b>Lesson topic</b>	<b>Pedagogical insights</b>
Class 7 Friday, March 25 <sup>th</sup> 5:00 p.m. to 9:00 p.m.	Semiotic discourse analysis levels	The semiotic discourse analysis has some levels in which the analysis can be categorized from different planes. There are three levels, however, we could only study the figurative and part of the narrative. In the first, the figurative, the figures of the actors, time and space are studied. They include the description of
Class 8 Saturday, March 26 <sup>th</sup>		

8:00 a.m. to 2:00 p.m.		actors, how they feel and look, how they are valued, the onomastic, geometric, socio-psychological component and the before, during and after, among others). This allow the actors to be codified and themed. The second level, narrative, thoroughly exposes the narrative programs and their routes, evidences the states, thematizations, transformations, axiologies, manipulations and sanctions. These analyzes propose logical inferences, based on the speech enunciated by the informant and the fragments are demonstrated (Fontanille, 2013).
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On Friday, March 25<sup>th</sup>, the professor returned to the discussion of the previous session where we talked about discourse and its constituents. We summarized that semiotic discourse analysis is interdisciplinary, and it can be oral, historical, scientific, literary, political, biblical, etc. This means that it is something that we can relate to different contexts of the daily life of all human beings and is not reduced to something merely academic.

Next, we moved on to discuss the notion of semiotics. For this, the professor made a contextualization in the history of discourse analysis. This information was easier to understand due to the reading that was assigned for home. We talked about how discourse analysis was initially based solely on textual linguistics, that is, all those constituents of the narrative that cannot be interpreted outside the text, because they are immanent. Over time, it was discovered that there are extratextual elements that can give a text other approach to meaning and significance in the cultural and pragmatic

context. This is what semiotics does: to connect what a text is presenting with all those extratextual elements.

After reaching this point, I understood why the subject had that name: discourse semiotics, instead of just being: discourse analysis. In the same way, I understood the great importance of this course within the master's degree in language teaching. Being a language teacher implies not only having competence in English, French or any other language, but also the ability to analyze everything that happens in the classroom. This analysis can help us as teachers to improve learning strategies, help a student who goes through some personal or academic difficulty, adapt teaching processes, because in the end everything is interconnected in a circle, where each action, word, gesture, sound, etc., affects the learning processes.

What is semiotics then? As mentioned above, it refers to a long history surrounding the complex phenomenon of meaning and significant situations. It leads to the current practices applied to different cultural configurations. It is interested in the mechanisms of understanding phenomena, verbal and non-verbal communicative situations. It is a science that deals with human communication, to understand how they build and maintain reality.

First, we live and communicate. Next, we reflect on its meaning, structure and operation. Additionally, from this reflection several levels of semiotic discourse analysis can be unfolded with the purpose of going from the general to the specific and delving into a more generous and detailed analysis. We started to study the first level: figurative. At this level you can see the elements of actors, time and space.

Because of time, we had to leave the topic to be continued the next class.

On Saturday, March 26<sup>th</sup>, we focused on continuing the discussion on the semiotic discourse analysis levels. I remembered Spanish classes at school when the teacher used to tell us about the actors that take part in communication: speaker, hearer, message, channel and code. These parts are just some

of the many that can be analyzed, as well as what can be unfolded from each of them. This is how we studied the enunciation from two planes: the intertextual and the extratextual. All this in order to apply it to the analysis of our class work, research projects and life in general, since having a clear idea of how these planes are developed will give us a much more open perspective of analysis, allowing us to understand that there are always reasons behind the reasons, passions that move us, and a historical influence that make what we say not come out of nowhere.

We watched a very interesting example in a video of a man who watches a soccer game while seeing how different types of discourse can be expressed through this sporting event: art, painting, dance, music, and theater. With this video, it was clearer to understand these two planes, because we were able to play with the options of speaker and hearer that could arise depending on which perspective we saw it from. We did the same exercise with intertextual time and space. In addition, we were able to relate it to the term "updating" a discourse, because that was precisely what we were doing with the fact of watching the video during class, we were bringing that speech to discussion, like someone who takes something out of a memory drawer to see it.

Next, the professor gave the instructions for the final project, with a detailed description of what we should add and take into account. For this, the professor told us how we could do the codification of our informants, which I will not include here because they require a contextualization of both the project used for the example and the equivalent translation of the codification language. Additionally, she said she would upload to Drive the checklist with the evaluation criteria along with some material we could use to help ourselves in the writing of the final course project. It included the class slides, an example of an analysis carried out by a professor at university of the movie *Satanás*, a Word document with a detailed description process of the aspects about the sample or corpus and template to organize the information, and finally another checklist, very useful to evaluate the research proposal. This last

one because during the subject, the professor also explained some indications on how to make the introduction, justification and objectives on the research projects.

I must say this last part of the course was a little dense because there was too much information to process and I felt that the time was not enough to cover and discuss the topics.

The last class concluded and so did my experience in the master program. After that, it was time to start preparing the course project that consisted of carrying out a semiotic analysis of the discourses collected in the research instruments. This analysis had to contemplate the two levels of semiotic analysis studied in class, that is, the figurative and the narrative. This project will be described below in chapter 3.

### **Chapter 3: My project**

To write my paper, I had to select a topic that was consolidated with the concepts and practice of my experience in the master's courses. For this reason, I decided to wait to learn about the topics of each subject, especially didactics, since it was the first subject I took. From the moment I learned about growth mindset, I felt interested in it, and I could also relate it to discourse analysis. However, in the beginning, I only dedicated myself to carrying out class activities and collecting bibliography for my project, in addition to keeping the diary journal. When the Discourse Semiotics course began, I was clear about the topic I wanted to work on, so I used the development of the classes to guide the writing of my paper.

Taking into account that the selected topic is not related to something I have worked on before at the university, everything that I will present below was done solely for this purpose. To accomplish this, I was guided by the director of my graduation project as well as my Discourse Semiotics professor who read my work and gave me feedback, which I took into account to make the respective corrections.

**Bucaramanga urban area teacher's mindset about teaching from the discursive representations of feedback to their students.**

### **Introduction**

In education, evaluation processes are an important part of learning, both for students and teachers. Through them, teachers can recognize the strengths and indicate the weaknesses or things to improve in a student on the formative assessment; and also, they can certify learning through a result or final product in the summative assessment. Over time, it has been shown how in educational settings formative assessment is in many cases forgotten or left behind despite being a significant methodological strategy and a form of mediation towards the test or final project of a course, subject, semester or year. For Cheng & Fox (2017) formative assessment supports learning as teachers can make modifications in the classroom based on the observation of students' abilities and difficulties. The authors also say that "what we assess and how we assess it depends to a large extent on our interconnected – typically implicit – system of knowledge, values and beliefs that inform our actions in the classroom" (p.15). Therefore, teachers' assessment is highly influenced, whether consciously or not, by various factors, such as their learning background, teaching style, their conceptions of education, their experience, their field or professional approach, etc. This includes feedback discourse, which is part of formative assessment can be carried out in different ways: oral or written comments and individually or in groups.

Considering the above, the purpose of this analysis is to find discursive elements that allow answering the following question: What is the Bucaramanga urban area teacher's mindset about teaching from the discursive representations of feedback to their students? To do this, four samples were taken from different informants, teachers and professors who are currently working in a secondary

or higher education institution in Bucaramanga. These samples were collected from a semi-structured questionnaire that included ten questions created by myself. It was delivered in Word document and provided to the informants through WhatsApp. The questions were thematized as follows: experience as a student, importance of feedback, experience in the classroom (feedback types, criteria, impact and difficulties) and praise. Once the coding of the corpus was done, it was analyzed from the figurative level proposed by Fontanille, where "the figures present in the discourses are sought, understood as various meanings for the same word or concept, and as a substitution used for qualification" (Todorov, 1995 & GDE, 1979, cited in Gallegos, 2018). At this level, the figures of the actors, time and space mentioned explicitly or implicitly in the informants' discourses were considered as they are understood as a group of interconnected elements that allow us to identify concepts and ideas with meaning. These concepts or ideas are what would lead us later to answer the question proposed in the analysis.

### **Figurative analysis**

The figurative level is one of the three levels of semi-discursive analysis suggested by Fontanille (2013), which intends to study discourses beyond the text and look at who creates these texts, for whom they are created, with what intention, what relationships exist between the speaker and the hearer, and in what time and place these texts are located (Gallegos, 2018). This is what leads to the study of the figures, which is intended to be addressed below. First of all, it is necessary to define the terms feedback and mentality. About feedback, Schartel (2012) says that "it provides learners with a comparison of their performance to educational goals with the aim of helping them achieve or exceed their goals". This is supported by Shute (2008) who expresses that feedback is "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning". Voyer et. al (2016) mention a three-step model for a feedback process which consist of (i) performance is observed; (ii) the observation is communicated to the learner, and (iii) the

learner (with or without the observer) creates a plan to improve performance. In this semiotic analysis, the teachers' conceptions of the term feedback were analyzed from the figurative level to find out the relationship with their mindsets. A mentality will be described here as a "way of thinking or mental configuration of a person" (Real Academia Española, 2021, definition 3). Dweck (2006) defines two types of mentalities or mindsets present in people: the fixed one, which refers to the belief that everything that the human being is and does cannot change or be modified; and the growth mindset, which is the opposite; it's the belief that the human being is capable of learning and evolving.

Considering the aforementioned, the first figure to be addressed is the acting figures. Fontanille (1998) describes the actor as an "abstract entity whose functional identity is necessary for narrative predication". Therefore, in this part of the analysis, teachers' identity was studied with the purpose of knowing how they perceived themselves and others. It was found that informants see themselves as learners, for that reason, they carry out constant processes of self-reflection in their current teaching role that allow them to create changes in their pedagogical routines. For example, informant 2 expresses that she prefers to use WhatsApp as a means of communication with her students, because when she used platforms such as LMS or Schoology on previous occasions, she realized that some students did not enter and ignored the feedback that she published. This totally contrasts with the way in which teachers received feedback in the past, because, in addition to the fact that it was little or even null, the past teachers did not go through the process of observing how they carried out their evaluation to make the necessary changes in case something did not work correctly; that is, there was no evidence of interest in applying effective feedback. For instance, informant 2 comments that when she was studying at school and mistakes were made, the teacher preferred to blame the student for not studying or for wasting time doing other things, but she never questioned her teaching methodology.

In the figures of time, as its name implies, the narrative was studied to identify whether informants were talking about the present, past or future. It was found that the informants consider

that they currently highlight those positive aspects in their feedback processes and discard those aspects that they criticized negatively from their prior experience. For example, one of these positive aspects is that the feedback must be compound of comments towards the strengths, as well as the weaknesses of the students, otherwise students may perceive it as if the teacher did not like anything that is presented to them. This contrast between the modes of feedback before and now demonstrates how, although teachers were exposed to discourses loaded with meanings of fixed mindsets, over time through their academic process and work experience, they are in a transition towards the assessment of other aspects besides the result.

An organization of time figures in experiences with feedback processes in two phases is below:

*Table 1. Figures of time*

<p><u>Experience receiving feedback as a student:</u></p> <ul style="list-style-type: none"> <li>-Before it was just the grade</li> <li>-It was scarce</li> <li>-The error was stigmatized</li> <li>-There was a model student</li> <li>-There were times for individual meetings</li> <li>-There were checklists with clear criteria</li> </ul>	<p><u>Experience giving feedback as a teacher:</u></p> <ul style="list-style-type: none"> <li>-Now there is formative evaluation as well, but the result is still important</li> <li>-Time is dedicated to feedback despite the difficulty 'time'</li> <li>-Mistakes are seen as an opportunity to learn</li> <li>-All students are valued from their own weaknesses and strengths</li> <li>-It is a form of teacher-student communication</li> <li>-Individual comments are also given outside the classroom (WhatsApp, Schoology, comments on written work)</li> <li>-There are checklists and rubrics</li> </ul>
<b>Past</b>	<b>Present</b>
<b>Finished</b>	<b>Continuous</b>
<b>Phase 1</b>	<b>Phase 2</b>

These figures of time evidence a mindset transformation in teachers and in their ways of teaching or mediating knowledge in the classroom or outside of it. On one hand, these informants propose a past time when they were immersed in traditional educational practices and the evaluation was not a formative process, but a moment of the class or the school period to determine knowledge

and achievements. On the other hand, the teachers expressed a positive change because now there are clear criteria to evaluate, there are spaces for socialization between the teacher and the student, and the error is treated with a proactive language, that is, the empowerment of students' capacities is favored. Then, the figures of time show that the identity of teachers has undergone significant changes in recent years because the temporal narrative implies professionals today who are more supportive and committed to humanistic education.

In the figures of space, the informants' discourse was studied to find spatial elements, whether geometric, psychological or sociological, where the significant relationships between the figures of actors occurred. It was found that this space was the classroom, however, there was a difference in the perception of feedback from the school and the university, the latter being considered a place where the teacher strives to give clear and guided instruction through rubrics and proposes moments for students to solve doubts and ask questions.

*Table 2. Figures of space*

<b>Occurrences of figures</b>	<u>No feedback experience</u> -Before it was just the grade -It was scarce -The error was stigmatized -There was a model student	<u>Feedback experience</u> There was individual feedback There were checklists with clear criteria
<b>Figure categories</b>	<b>School</b>	<b>University</b>

### **Space and time articulation leads to categories on the perception of feedback in learning**

It is observed how the experience that teachers had as students when they were exposed or not to feedback processes influences the reflection of their own evaluation and feedback processes as a basis for proposing and applying different strategies.

*Table 3. Space and time articulation.*

<b>Categories</b>	<i>At school before</i>	<i>At university before</i>	<i>At school now</i>	<i>At university now</i>
<b>Occurrences</b>	Predominant summative assessment	Feedback with checklists and individual meetings	Feedback based on individual comments	Feedback based on pre-established rubric criteria
<b>Phases</b>	<b>Phase 1</b>		<b>Phase 2</b>	

According to the components of acting, time and space identified in the discourse, it was found that summative evaluation predominated in the school before. This reflects a fixed mindset because it promotes the thought that the only thing that matters is the final result or grade, therefore, mistakes are seen as something negative, since they represent the failure of an exam, subject or school year. In the case of feedback at the university, it is first presented through checklists and individual meetings. To describe whether this reflects a fixed or developing mindset, impressions teachers had when they were students were also considered. It was found that, in effect, a growth mindset was present because there was constant accompaniment by the teacher, promoting the thought that a student may have doubts, require help or ask questions.

As for the feedback in the school now, it is found that it is based on individual comments. Similar to the previous occurrence, it is not possible to determine on its own what type of mindset is reflected, therefore, the content of the comments is taken into account. It was found that there is a mixed mentality because, despite the fact that there is space for feedback, this is done on many occasions after a summative evaluation. This means that despite the reflective process is being carried out, there is no possibility of correcting it. Finally, it is found that feedback at university is now based on pre-established rubric criteria. Again, other elements are considered to establish whether this reflects a fixed or growth mindset, for example, types of criteria and support before, during and after an evaluation process. A growth mindset was evidenced as other aspects are looked at in addition to the result, for example,

responsibility, participation in class, effort and persistence. Furthermore, teachers are clear on how and when these should be assessed so that they favor summative evaluation.

### **Conclusions**

To summarize, through the figurative analysis of the semiotics of discourse, we sought to answer what the Bucaramanga urban area teacher's mindset is about teaching from the discursive representations of feedback to their students. From the acting, time and space components, three great findings were found. The first is that teachers take into account their experiences as students to positively transform them into their practices as teachers in favor of students, in order not to repeat past models. The second, that there is a great influence that comes from past ways of thinking in education, however, due to the academy experience, teachers have generated awareness about their evaluation processes and are in a transition that seeks to include more a growth mindset. And the third, that there is a difference in the mentalities present in schools and universities, which generates a contrast when moving from one to the other.

The analysis of this phenomenon allowed us to know the influence that the assessment and feedback discourse has on students, and how these can generate a great impact on people's lives in the short and long term. Finally, a future study could look not only at the teachers' speeches but also at the students' speeches complemented from a narrative level, while another study could focus on teachers from other sciences besides the humanities.

### **Chapter 4: Assessment and conclusions from the experience**

At the beginning of 2022, the CAPP accepted my request to take courses in the Master's Degree in Language Didactics at UIS. I immediately met with the director of my graduation project to discuss

and define the subjects in which I would take classes. The professor advised me to write on my diary journal with the description of the classes during each meeting. Similarly, she advised me to read Luis Sandoval's work, who had been the first student in the program to select this modality, to guide my project as well. I must say, this has been very useful as I have been able to structure the information I collected with the help of this example.

Living this experience has been very enriching both personally and professionally. The academic demand in the master's degree is different from that of the undergraduate. In addition, it requires a high degree of autonomy and the use of self-strategies to take advantage of the learning in each class. Sharing with fellow teachers allowed me to also learn from the experiences they have had during their teaching journey. During the classes, they shared anecdotes of cases of students with learning difficulties, or behavioral problems, situations that can be seen in the workplace in terms of administrative issues, etc. I can say that I not only learned about the content assigned to the classes but also about what my classmates contributed from their own teaching practice. Being surrounded by passionate and enthusiastic human beings for their work is very inspiring and admirable. In addition, they always made me feel welcome and part of their group.

As for the subjects, both were totally different in terms of their methodology, activities, theory, and practice. Another difference was that the first subject was carried out in English and the second one in Spanish, which was significant when dealing with our projects' translation for the analysis since some lexicon and expressions are different.

In the didactics subject, I collected many digital and non-digital didactic resources as well as ideas to create pedagogical material. I also learned from what my classmates created because we always presented our activities. One reflection I would highlight is related to class preparation because many times teachers fall into repetitive routines, perhaps due to time issues or comfort, of always doing the same classes, with the same book pages or worksheets. We as educators have the responsibility to

never stop learning and updating our knowledge, strategies, etc., and find a way to adapt the material, topics and learning to different contexts. Moreover, we need to be conscious and understand that what might have worked before may not have the same effect in the future with another population in another time, etc. I feel inspired to keep finding new ways and creating them if necessary. In the semiotics subject, I was able to expand my knowledge to another level in discourse studies, I understood that there is much that we can analyze from a sentence, a word, a sound, among many other things. Acquiring these notions of analysis will allow me to see future research from different perspectives. Understanding that everything has a meaning and a reason for being will help me carefully review my environment, my classes, the behavior of my students, as well as take care of what I say, what I do, my attitude, the way I address my students because everything creates an impression and an impact.

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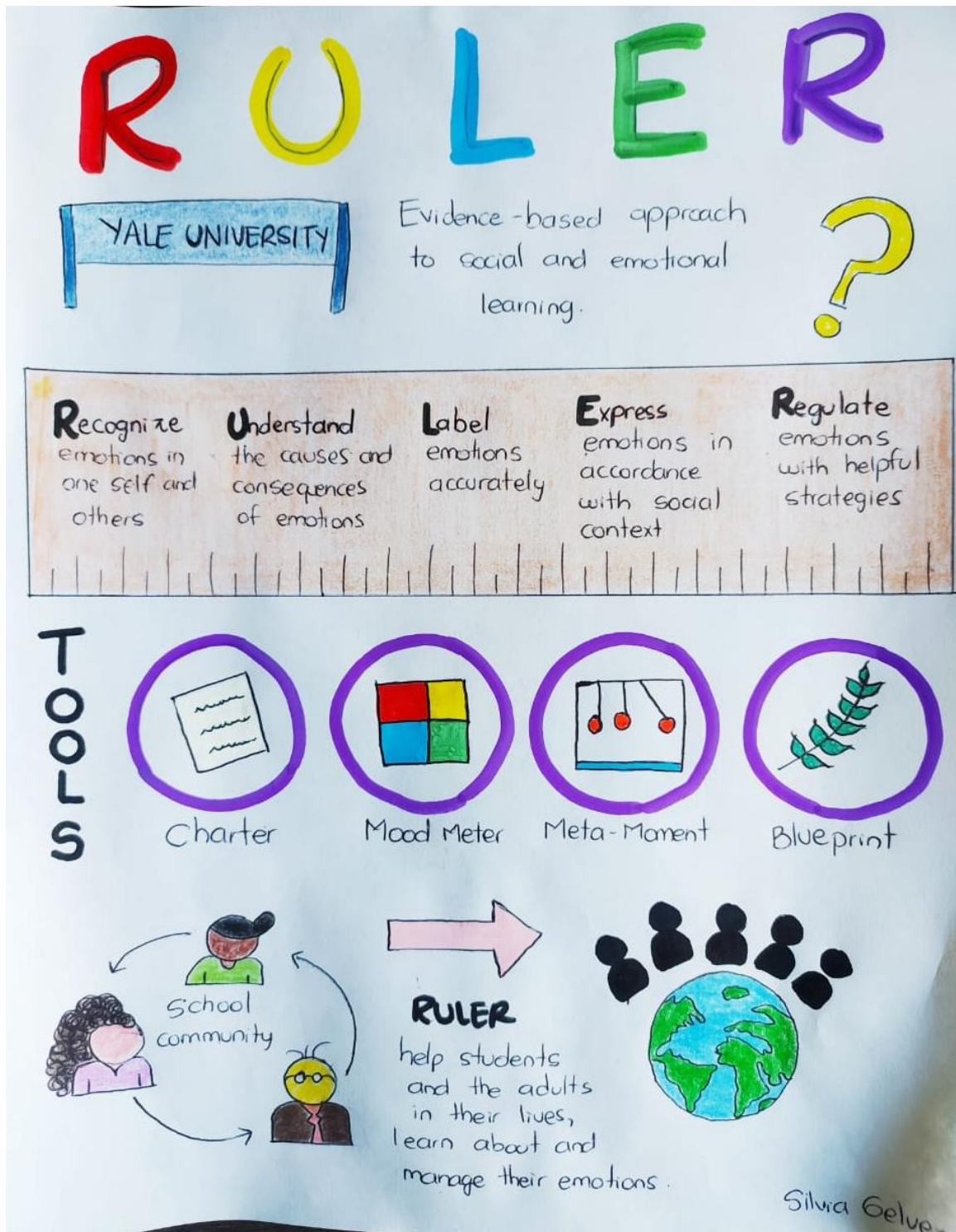
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Appendix

Appendix A. Sketchnote about RULER.



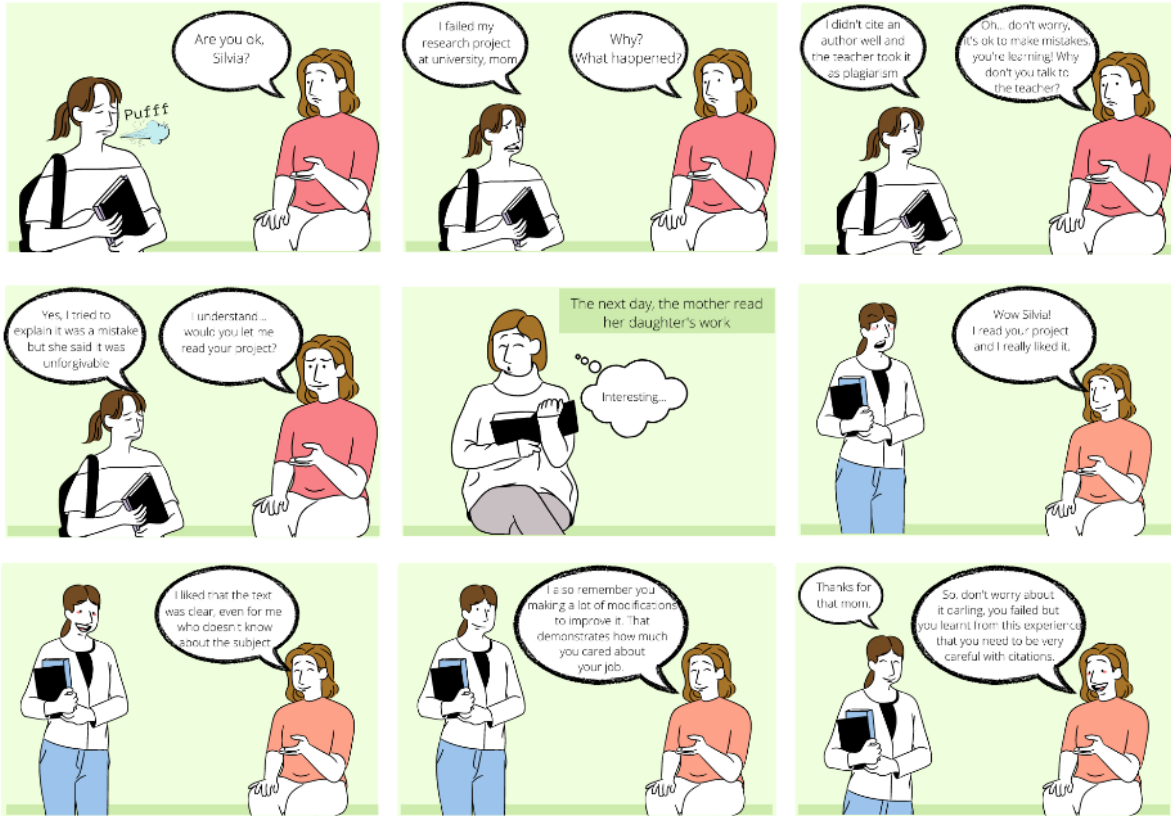
Appendix B. Choice board about food.

<p><b>TYPICAL DISH</b></p> <p>Think of a typical dish from your country or any other that catches your attention. Search on the Internet for interesting facts about this dish and present them in a cardboard or power point slide.</p>	<p><b>RECIPE VIDEO</b></p> <p>Think of a recipe that you know and create a video showing how to prepare this food.</p>	<p><b>OPINION ARTICLE</b></p> <p>Write an opinion article about how social networks affect our eating positively or negatively and explain why.</p>	<p><b>C</b> <b>T</b>  <b>H</b> <b>H</b>  <b>O</b> <b>E</b>  <b>I</b> <b>M</b>  <b>C</b> <b>E</b>  <b>E</b> <b>:</b>    <b>B</b> <b>F</b>  <b>O</b> <b>O</b>  <b>A</b> <b>O</b>  <b>R</b> <b>D</b>  <b>D</b></p> <p>Created by Silvia Gelvez</p>
<p><b>POSTER</b></p> <p>Make a reflection poster where you present through a drawing the disadvantages of eating junk food frequently.</p>	<p><b>UNIT TEST</b></p>	<p><b>NETFLIX</b></p> <p>Watch a food-related documentary on Netflix and write in your notebook a reflection about it.</p>	
<p><b>VEGAN INTERVIEW</b></p> <p>Interview a person you know who is vegan or vegetarian, and ask them about their way of eating</p>	<p><b>PODCAST</b></p> <p>Make a podcast where you talk about the importance of buying local. Present three main reasons and explain them.</p>	<p><b>FAMILY TRADITION</b></p> <p>Think about a day you celebrate as a family tradition and the type of food that is usually prepared. For example, Christmas. Create a video talking about the value and importance of food in family traditions.</p>	

Appendix C. Feedback comic.

### THE WRONG CITATION

By Silvia Gelvez



Appendix D. Variance mind map.



Appendix E. Differentiation mind map.

