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Feedback for the Final Year Project writing in two Spanish variations

Retroalimentación de la escritura del Trabajo Final de Grado en dos variantes del español

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Abstract: Feedback is a central aspect in the production process of any text, but especially in the case of the Final Year Projects (FYP). In this context, the objective of this research was to describe the feedback process during the writing of FYPs in Computer Science Engineering in two Spanish variations, one Chilean and the other Spanish. We carried out a qualitative study with a descriptive scope. We identified the techniques, dimensions involved in the feedback, the agents, and the moment in which feedback was carried out, using questionnaires, semi-structured interviews and focus groups. This allowed us to build a definition of feedback based on the conceptions of students and supervisors of this discipline in both contexts. The elements analyzed allowed us to account for the differences in the conception of feedback in the two Spanish variations studied.

Keywords: Feedback; Academic writing; Final Year Project; Computer Science Engineering; writing in Engineering.

Resumen: La retroalimentación de la escritura es un aspecto central en el proceso de producción de cualquier texto, pero especialmente en el caso del TFG. En este contexto, el objetivo de esta investigación fue describir el proceso de retroalimentación durante la escritura del TFG de Ingeniería Informática en dos variantes del español, una chilena y otra española. Desarrollamos una investigación cualitativa de alcance descriptivo. Mediante el uso de cuestionarios, entrevistas semiestructuradas y *focus group*s, identificamos las técnicas, las dimensiones, aspectos implicados en la retroalimentación, los agentes y el momento en el que se realizó. Esto nos permitió construir una definición de retroalimentación a partir de las concepciones de estudiantes y docentes de esta disciplina en ambos contextos. Los elementos analizados nos permitieron dar cuenta de las diferencias en la concepción de la retroalimentación en las dos variantes.
Palabras clave: Retroalimentación; Escritura académica; Trabajo final de grado; Ingeniería Informática; Escritura en Ingeniería.

INTRODUCTION

The production of Final Year Project (FYP) is a field that has been prolifically studied over the past 20 years due to several factors, including its importance and the difficulty of its writing process. As a discourse genre, its value lays on allowing students to further their academic education and to insert themselves into their discourse community (Meza y da Cunha, 2019). Thus, several studies have been conducted to investigate its status as a macro-genre in Latin American communities, the typologies, characteristics, main difficulties, writing process, and the type of supervision it receives (Tamola, 2005; Arnoux, 2006; Venegas et al., 2016; Tapia-Ladino et al., 2016; amongst others). Academic supervision has been confirmed as one of the main factors that influence the outcome of the production of FYP (Sá et al., 2021), which in turn means that the feedback strategies used during the production process directly influence the outcome of the projects (Strebel et al., 2019).

Previous research has demonstrated that academic supervision is influenced by the supervisor's approach, and that said supervision may vary from one field to another. Variations may include the number of supervisors, or the techniques used (Roberts y Seaman, 2018; Strebel et al., 2019). However, execution of certain tasks such as supervision, monitoring, and feedback are similar across the board.

In specific, research on FYP feedback has mainly been focused on its application in a general sense (Hu et al., 2016; Van Rooij et al., 2019;

Filippou, 2019; Alabdulaziz, 2020), and research has been focused on fields related to the Humanities, Social Sciences, and Natural Sciences (Tapia-Ladino et al., 2018, Alabdulaziz, 2020). Moreover, few studies have dived into the act of giving feedback during the writing process (Tapia-Ladino et al., 2016; Tapia-Ladino et al., 2018; Arancibia et al., 2019). Fields where studies are even scarcer are Health and Medicine, Agricultural Sciences, and Engineering and Technology (Gladic and Meza, 2022).

Between these fields, one that can be considered of special interest is Computer Science Engineering. Students in this field have more difficulty writing their FYP, both due to the formal requirements of the genre and the necessity to achieve its communicative purpose. For this reason, supervision and, specifically, feedback given by supervisors is key for the outcome of the project. Based on these factors, four research questions were formulated: 1) What kind of feedback is given during the writing process of Computer Science Engineering FYPs? 2) At which point is feedback given during the writing process? 3) What issues are touched upon during feedback? 4) Which feedback techniques are used?

To answer these questions, feedback given during the writing process of FYP of students from the Computer Science Engineering programs of two universities—one Chilean and one Spanish—was characterized. For this purpose, a qualitative study of descriptive scope was conducted via questionnaires, semi-structured interviews, and focus groups. The identification and classification of the different feedback processes was obtained from the answers of 20 supervisors of FYP and 13 undergraduate students of one Chilean and one Spanish university.

1. THEORETICAL FRAMEWORK

The main concepts used in this investigation will be explained in this section. First, a definition of academic alphabetization will be given, including its relationship with discourse genres and the teaching methods used based on said genres. Second, FYPs will be defined. Finally, the concept of feedback for this specific discourse genre will be explained.

1. 1. Academic alphabetization and discourse genres

This study adopts Carlino's (2003, 2013) definition of academic literacy, viewing it as a teaching process that helps students integrate into

the written cultures of their future professional fields. It has two main purposes: first, to teach students how to produce discourse materials specific to their field, enabling them to read and write like specialists; and second, to teach effective learning techniques for working in that field. This implies that writing skills are not fully acquired in high school, and university students must learn to write according to the requirements of their specific discipline, making discourse genres and genre-based pedagogy (GBP) essential.

The genre serves as a communicative tool for achieving specific goals in academic and professional contexts (Swales, 1990, 2004; Navarro, 2019). GBP equips students with the skills to understand and produce texts in these genres (Dreyfus et al., 2015). Key academic literacy objectives are met through genre identification, guided reading of sample texts, genre analysis, and collaborative reconstruction, followed by individual practice (Rose and Martin, 2012).

1. 2. FYP in the field of Computer Science Engineering

The FYP is an original, independent research work required for graduation, aimed at evaluating the skills students have acquired during their studies and their integration into the academic community (Venegas et al., 2016; da Cunha, 2020; Perdomo y Morales, 2022). It reflects both the knowledge gained during the university program (Venegas et al., 2016) and new insights into scientific methods and discursive practices (Hussin and Nimehchisalem, 2018).

In Latin America, FYPs are considered a macro-genre, encompassing various academic levels (bachelor's, master's, and doctorate) and types of texts (theses, minor theses, final projects), all serving the purpose of assessment and accreditation (Meza, 2015; Venegas et al., 2016). In contrast, since the Bologna Process, the Iberian Peninsula views the FYP as a mandatory genre for all students, with the same communicative goal of assessment, despite the differences between a genre and a macro-genre.

This study focuses on the FYPs of undergraduate Computer Science Engineering students, which are required for graduation and recognized as a subject course. These projects vary depending on professors' specializations and are typically classified into four types: INVESTIGATION, SOFTWARE DEVELOPMENT, USER EXPERIENCE, and BUSINESS PLANNING (Lillo-Fuentes et al., 2021). Regardless of the type, FYPs follow a prototypical structure that includes an Introduction, Literature Review,

Methodology, Results/Discussion, and Conclusion (Paltridge and Starfield, 2007; Morales et al., 2020).

1. 3. RDP Feedback

For this study, feedback will be described as the process through which students improve their work, by obtaining information about their performance and comparing it to the standard performance expected of them (Boud y Molloy, 2015). Based on that definition, feedback focuses on the active role of the student, which contradicts earlier concepts (Ramaprasad, 1983) that argued feedback only focuses on the supervisor and the information delivered. This definition highlights the importance of what the intended recipient does with the information received, thus emphasizing the importance of the student role (Winstone et al., 2017; Winstone et al., 2022). Consequently, feedback can be considered part of the formative assessment, as it becomes a dialogue between the evaluator and the student that prompts an exchange of ideas and negotiations (Carless, 2015; Contreras-Pérez and Zúñiga-González, 2017).

Feedback is an essential part of the supervision process for the creation of FYPs (Pinya et al., 2020). Its importance lays in the fact that feedback helps students evaluate their own performance during the writing process, which in turn helps them to change and optimize their work, as well as maintain the quality of the sections already considered as well-executed (Juan-Calvet et al., 2018). For this purpose, FYP tutors use different types of feedback, out of which the most used are face-to-face commentary, written commentary, and a combination of both (Tapia-Ladino et al. 2016, Arancibia et al., 2019).

2. METHODOLOGY

The main purpose of this study is to characterize the feedback process of FYPs carried out in the Computer Science Engineering field, specifically during its production stage in one Chilean university and one Spanish university. It is important to point out that the degrees obtained in both universities are considered equivalent to each other. The investigation carried out complied with the following characteristics to achieve this objective:

a) Study type: qualitative investigation of a descriptive scope (Hernández et al., 2014, Creswell y Creswell, 2018).
b) Participants: Intentional sampling. The sample group is made up of experts. The sample is made up of two types of participants: i) academics who have more than 8 years of experience directing FYP field; ii) students from the same discipline. For more details, see Table 1.

Table 1.
Participants

	Supervisors	Students
Number of Participants	20	13
Gender	F = 8 M = 12	F = 5 M = 8
Age range	40 – 60 years	21 – 28 years

c) Data collection method: self-assessment online questionnaire (see Annex 1). The instrument was made up of 11 questions divided into two sections. In the first section, 3 questions were aimed at obtaining sociodemographic information about the participants. The second section included questions related to the feedback processes of the FYP of Computer Science. The questionnaire includes 11 items, all of them being open-ended and close-ended questions. Moreover, the questionnaire has an initial section where the participants were informed about the structure of the questionnaire, explained how they could properly fill out the questions, as well as given an explanation about the ethical aspects of the study. This meant that the participants had to give their consent to participate in the study before answering the questionnaire.
d) Ethical aspects: All applicable measures to protect the rights of the participants of this study were carried out according to the ethical standards of the American Psychological Association (APA, 2017). As mentioned in similar investigations (Meza and González, 2020; Meza et al., 2022), this study has applied all needed measures to guarantee voluntary and informed participation, the confidentiality of the information, and the

minimum risk guarantee. Finally, it is important to point out that during the duration of the study all authors have kept data-handling processes up to APA's ethical standards.

e) Processes: Analysis procedures are summarized in Figure 1.

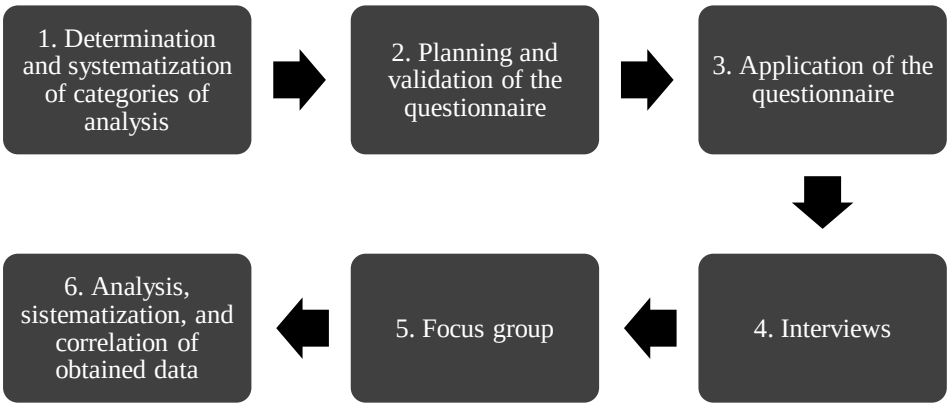

Figure 1. Analysis procedures

As shown in Figure 1, analysis categories were determined by exhaustively revising literature related to the study field first (Arancibia et al., 2019; Anijovich y Cappelletti, 2020; Núñez, 2020; Lillo-Fuentes et al., 2021; Meza et al., 2022). From this revision, the appropriate categories were selected. These initial categories were revised, some were adjusted to the study, and some new categories were added relying on intercoder agreement and category readjustment. The entirety of the category set was put through systematization of dimensions. For more information see Figure 1 (see Annex 2).

Once the categories were established, a questionnaire was created considering its structure and items. The instrument was thus reviewed positively by two academics of the field. Moreover, the academics in question offered some insight and suggestions that helped create a new version of the questionnaire. The investigation team revised and designed the final version of the instrument, which was then sent via email to the potential participants. The questionnaire was answered by 20 supervisors of FYP in the Computer Science Engineering programs of the two universities chosen. Afterwards, the 20 participants took part in a semi-

structured interview done via *Zoom Meetings* 5.6.1617, which was also recorded. These interviews were used to further inquire about the information obtained through the questionnaire, with the objective of identifying more precisely the values given by the participants of the studied phenomenon (Bautista, 2011). Each interview lasted about 30 minutes in average, although some of them lasted up to an hour. Questions included in this interview were related to FYP as a genre, its supervision, feedback, and the techniques applied to give feedback to the students.

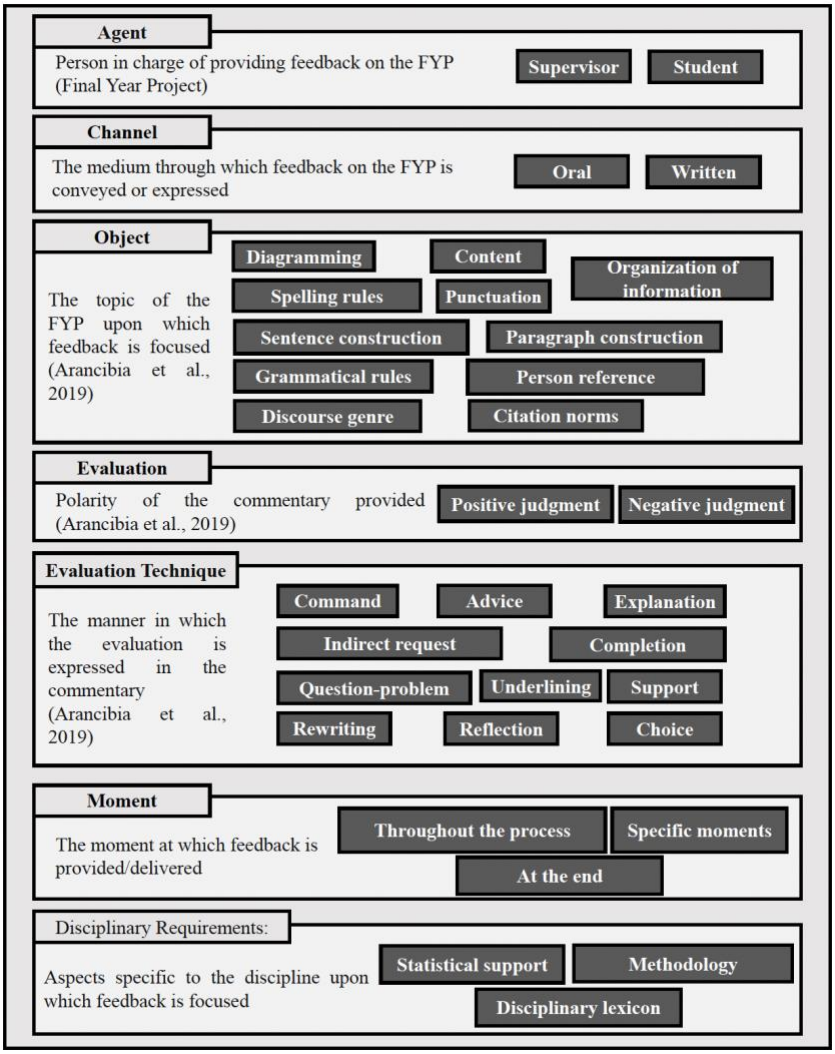

Figure 2. Dimensions and categories of analysis

To complement this work, a focus group was formed, consisting of 13 students in the 4th year of their undergraduate degree who were working on their FYPs in this specific field. The topics addressed in this activity were the first stages of the writing process of FYPs, tutoring techniques of their professors, as well as decisions and actions carried out based on the feedback received. This focus group activity was recorded via audio and then transcribed manually.

Lastly, a content analysis was carried out to systematize, analyze, and link the information acquired in the different activities. This analysis allowed forming inferences based on the information obtained (Krippendorff, 2018).

3. RESULTS

In this section, the results will be divided into two parts: the first one will refer to the feedback process carried out in both universities; and the second one will describe the concept of feedback as understood by supervisors and students participating in this study, according to the data obtained.

3. 1. Characterization of feedback during the Final Year Projects writing process in Computer Science Engineering

Figures 3 and 4 illustrate the feedback process during the FYP writing for Computer Science Engineering students in Chilean and Spanish universities, respectively. Both figures outline the feedback agent, type of feedback, timing, main topics, and techniques used, with percentages for each technique and topic. In the Chilean community, feedback is delivered both orally and in writing, and is provided by teachers (78 %), with only 22 % of supervisors allowing student-provided feedback. While 33 % of supervisors offer continuous feedback, 67 % provide feedback only at specific stages, such as project delimitation, software product submission, section writing, and final submission, which are predefined at the start of the process. Chilean students confirm receiving feedback at four or five specific points throughout the process.

In the case of the Spanish university (see Figure 4), feedback is also mainly delivered both orally and written by the supervisor, although 10 % of them recognize they only deliver written feedback. This creates a circular process: the student receives feedback on their draft via written

text and then, through face-to-face or synchronous meetings, feedback is discussed and explained. In those same formative meetings, new points that need feedback may arise while re-reading the project and listening to student's doubts.

In contrast to the Chilean community, 65 % of Spanish participants report providing feedback throughout the entire writing process, while only 35 % give feedback at specific points. The FYP process in Spain involves periodic meetings where students can present their progress and receive feedback, which is interrelated and builds on previous sessions. During these meetings, students submit drafts, and supervisors provide feedback both during and after the sessions, which is then reviewed during tutoring. Students state that feedback is given whenever they request it.

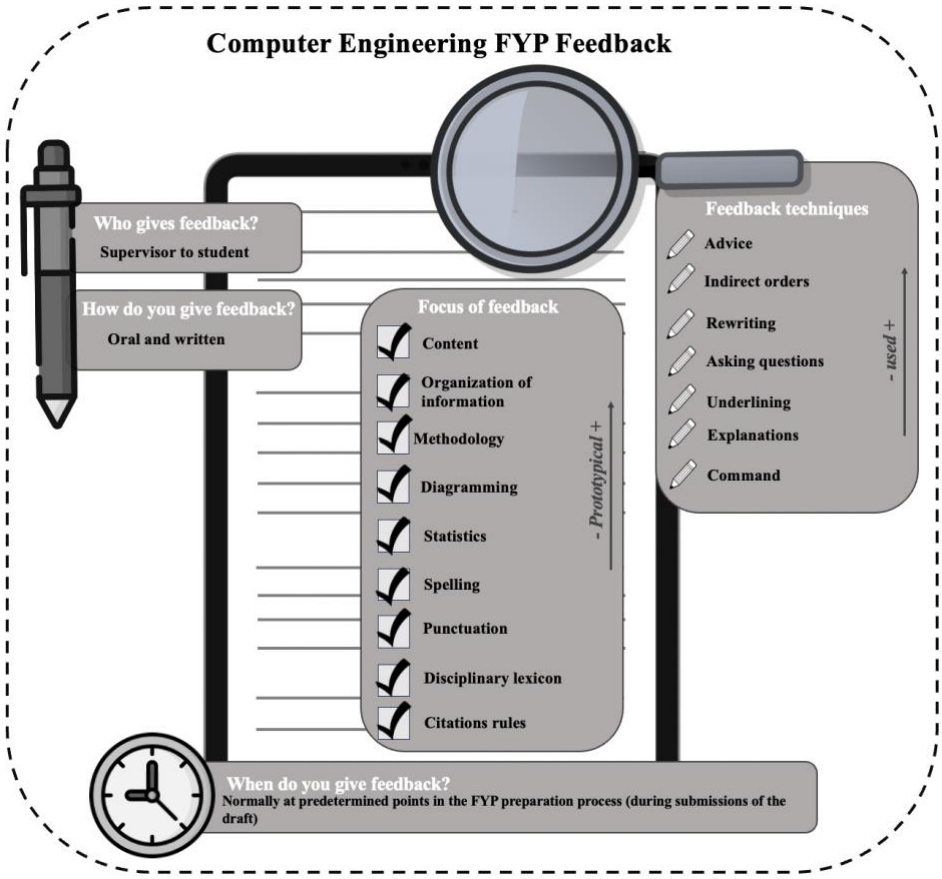

Figure 3. Characterization of feedback during the FYP writing process in Computer Science Engineering in the Chilean university

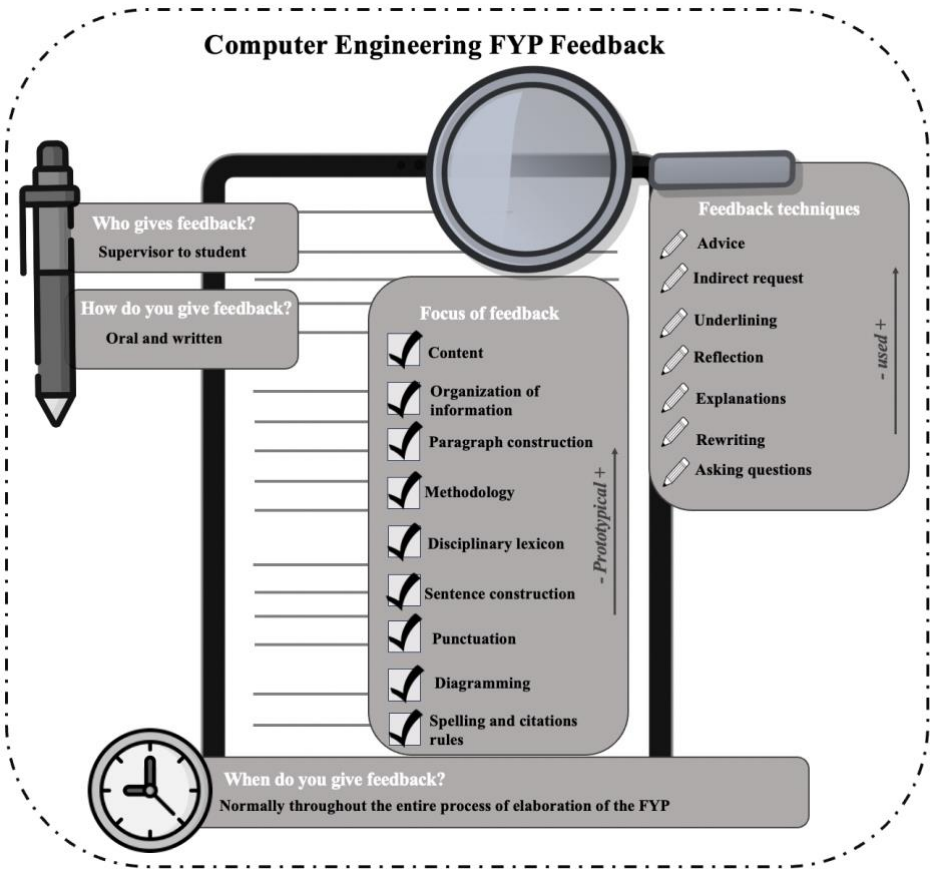

Figure 4. Characterization of feedback during the FYP writing process in Computer Science Engineering in the Spanish university

When comparing the topics mentioned during feedback, both communities share certain elements. All supervisors (100 %) indicate that they give feedback about the content and organization of the information in the FYP. A total of 100 % of Chilean supervisors indicate that they give feedback on the methodology, while 91 % of Spanish supervisors mention that same section. When it comes to the organization of the project, 73 % of Spanish supervisors mention giving feedback regarding this topic, while 63 % of Chilean supervisors point it out. Statistical support is also considered a commonly mentioned topic by supervisors of both communities (67 % for Chilean tutors and 82 % for Spanish tutors).

Although spelling mistakes are also mentioned as a common topic of feedback (67 % for Chilean supervisors and 73 % for Spanish supervisors),

both communities regard the importance of this topic differently. Chilean supervisors indicate they do not spend a lot of time highlighting these issues, as they must be corrected by students on their own. Spanish tutors, on the other hand, indicate giving thorough feedback on this topic, as they consider students must be able to use the language according to the existing grammar rules.

Feedback on citation is given by 73 % of Spanish supervisors and 55 % of Chilean supervisors. Regarding this topic, tutors from both universities refer they do not give thorough feedback on citation, as students can use tools such as Overleaf (LaTeX), that make working with citations and references in the required format easier.

Although there are similarities between both education institutions, differences can also be observed. One of the greatest differences between them is paragraph construction, which receives feedback from 100 % of Spanish supervisors but only from 50 % of their Chilean counterparts. Adequacy to the genre was also an interesting deviation between communities, as 63 % of Spanish supervisors gave feedback on this topic, while only 11 % of Chilean supervisors did it.

Similarly, disciplinary lexicon (55 %), punctuation rules (55 %), and sentence construction (33 %) were considered as recurrent feedback topics by 55 % or less of the Chilean supervisors, while over 73 % of the Spanish supervisors mentioned it. Chilean supervisors indicate that they do not take these topics into account as much because students have been previously taught the importance of them, and thus must be able to correct these issues without the help of a supervisor. Their Spanish counterparts, however, consider feedback on these topics important since these skills are considered part of the profile of graduation of their students.

For the characteristics of the feedback or the inclusion of positive and negative commentary, 100 % of the supervisors in the two universities said they offer both during feedback. Specifically, Chilean supervisors say they mention one negative aspect in between two positive ones, in what is known as the praise sandwich technique (Boud y Molloy, 2015). However, students refer receiving more negative comments than positive ones, as evidenced by the following extract:

(1) Supervisors […] yeah, like, *they only make corrections about what you must change…* I don't remember an occasion where they have said I've done something good, perhaps they write a check mark to

> show you that you did good and that's it. (Translation of transcription. Chilean Student no. 8, focus group)

As for Spanish supervisors, they also refer giving both positive and negative feedback and trying to maintain a balance between the two. Students indicate that supervisors make both positive and negative comments about their FYP. This means that supervisors emphasize aspects students have done well and should continue doing, as well as underlining which aspects need improving and/or modification. The next extract evidences this trend:

> (2) Comments *tend to be suggestions*… "this could be changed…", they are not commands. […] Okay, I agree with Student no. 3… yeah, *they mention both the positive and negative things*. They also analyze what we've already gone through… "you've improved a lot". (Translation of transcription. Spanish Student no. 2, focus group)

Concerning the techniques used for feedback delivery, the most used is advice, as 100 % of Spanish supervisors and 67 % of Chilean supervisors mention using it. Spanish supervisors indicate that they offer recommendations both orally or through written text using this technique, so the students can decide and apply any improvements to their work based on the supervisor's advice and knowledge in the field, as well as the aim of the FYP.

Another technique used by supervisors of both universities is the indirect request, practiced by 67 % of them. This technique, which implies implicitly asking the student to realize a modification, is the second most used technique according to the results. Similarly, techniques such as underlining, explanations, question-problem, and rewriting are used by supervisors of both universities, although the percentage of supervisors that use it in the Spanish university is greater than the Chilean university.

Even though the techniques mentioned so far are employed similarly in both communities, their usage differs between them. In this way, underlining, for example, is usually used in the Chilean community exclusively to indicate the exact part where there is an opportunity for improvement in the FDP. Whereas, in the participating Spanish community, this technique is used to complement to other techniques, such as advice. A similar situation occurs with rewriting, a technique employed in the Chilean community as explanations complement. Thus, teachers,

after explaining a problem in the FDP, use rewriting to illustrate how the change should be made.

Although both communities used similar techniques for feedback, two techniques are not shared between them. Reflection is used by 73 % of Spanish supervisors, but it is not a relevant technique for the Chilean community (less than 10 % of supervisors use it). Similarly, commands are used by over 55 % of Chilean supervisors, while their Spanish counterparts use it scarcely and for specific situations. Regarding the use of this latter technique, teachers in the Chilean community state that they often employ it in conjunction with explanations. Thus, after demanding a change through a direct mandate (Arancibia et al., 2019), they typically explain the reason for this modification.

Regarding feedback techniques used by supervisors, students of both communities indicate that they consider some of these techniques more useful than others. For example, they consider commands and underlining the most useful techniques when used together. Students also recognize that receiving sample templates of FYPs or extracts of a sample can be helpful, as it lets them form an idea of the final product they must achieve.

3. 2. Definition of feedback in Computer Science Engineering

Based on the semi-structured interviews, focus groups, and questionnaire carried out, a definition of feedback for FYPs of the Computer Science Engineering field was proposed. As shown in Figure 5, the concepts used the most by supervisors of Chilean and Spanish universities when defining "feedback" are different. Words like "development", "observations", and "tutoring" reoccur in a similar frequency in both communities.

On the other hand, words like "improvement" and "students" are found in the definitions of both communities but are more prominently displayed in the Spanish supervisors' discourse. For Chilean supervisors, the most used word is "commentary".

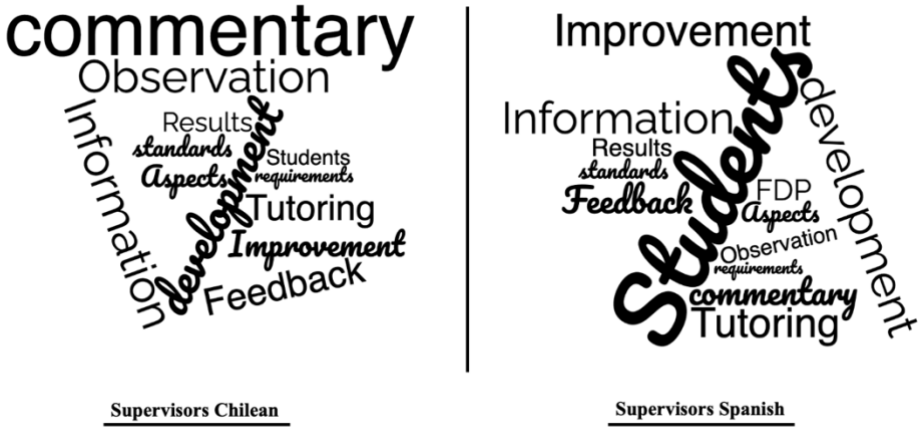

Figure 5. Keyword cloud of the discourse of supervisors in both universities participating in the study

Some of the aforementioned words are also used by students (Figure 6). These words would be: "observations", "commentary", and "improvement". Other words such as "advise", "teacher", "commands", and "final" only appear in the students' definitions. Another word that only reoccurred in the Spanish community was "process", while "mistakes" only appeared in the Chilean students' definitions.

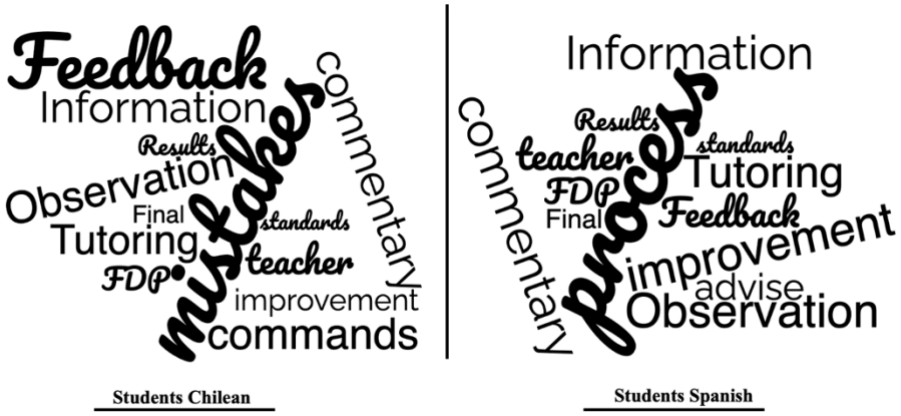

Figure 6. Keyword cloud of the discourse of students in both universities participating in the study

Taking these keyword clouds into consideration, and including the semi-structured interviews, the questionnaire, and the focus group

information, two empirically sustained definitions for feedback, focused on the Computer Science Engineering field, were proposed as shown in Figure 7. The reason for formulating two different definitions was that, although the two different communities participating in the study showed similarities in their definitions, there were enough differences between the two to make it necessary to craft two separate characterizations.

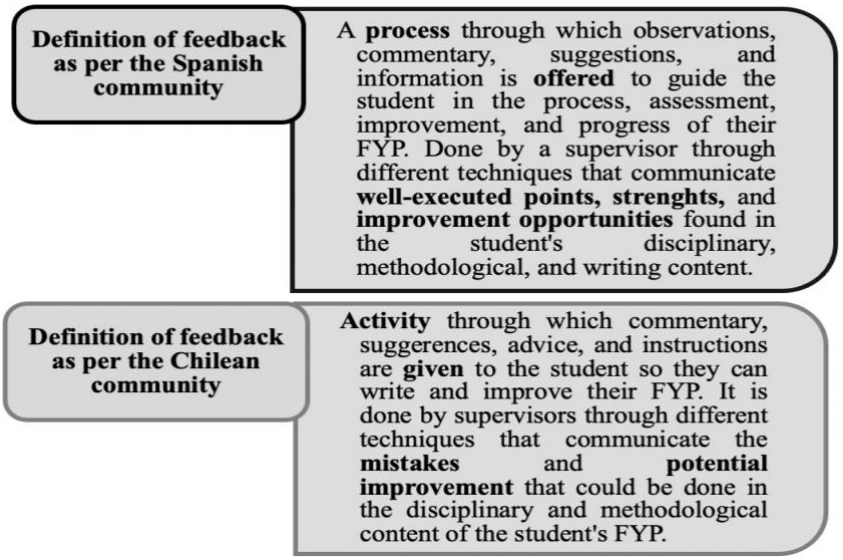

Figure 7. Definitions of feedback according to the participants of both universities

Both definitions consider the observations, commentary, and suggestions made by supervisors in charge of tutoring the FYPs as the most important part of feedback (see Figure 7). The prevalence of these concepts can be confirmed by the answers shown below:

(3) It provides *useful information* that helps them improve their work with *clear instructions of what to do and how to do it*, as well as helping them identify the strong points present in their current work. (Translation of transcription. Chilean Teacher 6, semi-structured interview)

(4) It's the guidance, assessment, *comments… suggestions* given by the supervisors. (Translation of transcription. Spanish Student 3, focus group)

It can be also noted that, in both communities, the agent in charge of delivering feedback is the supervisor, and the student receives it. This distinction can be found in the extracts included below:

(5) It's all the information *we give to the student* during the writing process of their Final Year Project. We *share our knowledge* about the process and the methodology as well as the final document itself. (Translation of transcription. Spanish teacher 20, semi-structured interview)

(6) I understand feedback as the *instructions the supervisor gives me* to improve my draft. They're almost always [verbal suggestions] and some comments left in the pages of the draft […] if I think about it, the suggestions usually are… do this, change that… add that… and sometimes they are only question marks, highlighted sections… stuff like that. (Translation of transcription. Chilean Student 9, focus group)

As mentioned, although there are similarities between the definitions in both communities, there are also clear differences. Spanish students participating in the study consider feedback as a formative instance consistent throughout the writing process of their FYP, while Chilean participants consider it as an activity done at certain points of the writing process.

(7) It's the guidance, assessment, comments, suggestions, (constructive) criticism given to the student *throughout the entire process of writing their FYP*. (Translation of transcription. Spanish Teacher 5, semi-structured interview)

The difference between definitions is rooted in the information given during the process of feedback. Therefore, participants from the Chilean university—both supervisors and students—focus on mistakes and points that need to be amended, as shown below:

(8) To let the student know which were the points I reviewed… *both mistakes and comments* made by the supervisor in charge of the product and the activities done during the FYP process. (Translation of transcription. Chilean Teacher 9, semi-structured interview)

For the Spanish community, feedback is conceived in a more comprehensive manner and may include commenting on points that need improvement, things that were done correctly, and possible challenges.

DISCUSSION AND CONCLUSION

The Feedback during the writing process is essential for successfully producing a Final Year Project (FYP) in Computer Science Engineering, which underscores the importance of studying how this process is characterized in the field. This study examined the timing, agents, methods, techniques, and focal points of feedback from the perspectives of students and supervisors. It was observed that, consistent with Zepeda's (2017) findings, a traditional view of feedback as a one-way process from supervisor to student prevails, although in the Spanish university, it was seen as a continuous process, while Chilean participants viewed it as a periodic corrective action for specific tasks.

The definitions from both communities emphasize the importance of information itself in feedback, viewing it as data on the successes, shortcomings, mistakes, and limitations of a task, aligning with Hattie and Timperley's (2007) outcome-focused definition. However, this approach only considers information delivery without addressing how students use it to improve their work, thus reflecting only the initial part of feedback as defined by Ramaprasad (1983) and Sadler (1989). This perspective diverges from current definitions, which highlight the recipient's role in acting on feedback to enhance performance (Boud and Molloy, 2015; Carless and Boud, 2018; Winstone et al., 2022; Winstone et al., 2017). Moreover, this understanding presumes the supervisor as the sole feedback provider, neglecting internal feedback processes within the student (Nicol, 2015), and disregards the possibility of internal feedback complementing or contradicting external feedback. The supervisor's central role in FYP feedback may stem from the complexity of this discourse genre, which is both challenging for students and essential for transitioning from academic to professional life (Tamola, 2005; Arnoux, 2006; Venegas et al., 2016; Moyano, 2000). Consequently, feedback is entrusted to an experienced agent who has navigated or evaluated this genre.

In the case of peer feedback, can be challenging for students, as many feel unsure about how to provide it, believing they must be experts or in a supervisory role to do so effectively. This is often due to a lack of practice with peer feedback exercises and the misconception that feedback requires authority (Matsuno, 2009). Moreover, research has shown that students tend to give harsher feedback to stronger writers and more lenient feedback to those who perform poorly, highlighting their inexperience with feedback processes. Despite these challenges, previous studies (Boillos,

2021; Rodríguez and Avello, 2016) emphasize the benefits of peer feedback, suggesting its inclusion in the formative assessment of Final Year Projects (FYPs).

However, to maximize its effectiveness, it would be helpful to develop a specific framework or evaluation instrument for this purpose, as FYPs involve not only field knowledge but also research practices, scientific methods, and academic writing skills, which can overwhelm students when giving feedback (Lillo-Fuentes et al., 2021). The GEARed model (Huang, 2018) is a promising approach, as it provides clear guidance on how to give constructive feedback and highlights important aspects to consider, such as task-related recommendations and the tone of delivery, thus addressing concerns about the usefulness of co-evaluation in academic writing contexts (Matsuno, 2009).

The study highlights differences in the feedback focus betweenn Chilean and Spanish supervisors. In Chile, feedback emphasizes disciplinary knowledge and investigative practices, such as statistical support, content, methodology, and organization, reflecting a view of the FYP as a demonstration of the student's ability to conduct research or create a solution. In contrast, Spanish supervisors provide more holistic feedback, considering both disciplinary and discursive knowledge, as they expect students to demonstrate not only technical skills but also general and cross-cutting competencies, including communication skills. This suggests that supervisors in each community have distinct views on the FYP writing process and the knowledge to be evaluated.

It was also noted that the supervisors in this study believe that students enter the undergraduate program with already developed communication skills, assuming writing is a skill learned in primary and secondary education. As a result, they often feel students do not need instruction in academic writing specific to university requirements and their field of study (Carlino, 2003). The development of writing skills is typically attributed to prior education, cross-cutting courses (Nadal et al., 2020), or other supervisors, rather than disciplinary work. The data from this study shows that very few supervisors take responsibility for teaching writing skills.

It is also interesting that only 11 % of Chilean supervisors provide feedback on the FYP's adherence to its discourse genre, compared to 63 % of Spanish supervisors. Given the importance of the FYP for graduation and its relative unfamiliarity, feedback should address all its characteristics and prototypical parts. Previous studies show that most difficulties in

writing FYPs stem from failure to meet genre appropriateness, particularly in fulfilling the communicative purpose of each section. Therefore, feedback should not only address the text's appropriateness but also include support materials and template samples to guide students.

From the point of view of the authors, the results obtained imply that it would be of interest to conduct an assessment literacy activity in any of the communities of the study, specifically focused on feedback. This would help to challenge the outdated concept of feedback present in the communities, in favor of a more updated concept centered in the students and their actions.

Furthermore, it would be beneficial to consider feedback as a process and, specifically, as a learning tool (Carless, 2015), especially in the community that considered feedback as a activity. The analyzed Spanish model could be considered more successful; as evidenced by studies about the academic discourse, integral and multi-dimensional understanding of academic writing allows to establish more efficient teaching-learning processes (Meza et al., 2022). Likewise, universities should provide the tools necessary so the student can navigate through the academic and professional fields of their specialization (Moyano, 2010), and one of the most important tools is academic writing—as it is highly valued by employers (Graham et al., 2014).

The importance of this study lies in having defined the concept of feedback in a specific disciplinary community based on the opinion of their agents. Said characterization also allows to get to know the practices of the studied community and foster techniques and activities that can benefit the students. This study has also taken into consideration the perceptions of students, which allows to obtain a more well-rounded concept of the studied phenomenon.

Regarding this last point, the student sample in this study was limited, as participants had to be under the supervision of the supervisors involved, restricting the sample size. Future research should aim for a larger sample and triangulate data with FYPs that underwent feedback to analyze the application of feedback techniques and explore new ones. It would also be valuable to replicate the study in other communities within Chile and Spain to assess whether the findings are representative of both countries.

AUTOR'S CONTRIBUTION

Fernando Lillo-Fuentes: conceptualization, Investigation, data processing, Writing - Review and Editing; Paulina Meza: Investigation, Methodology, Writing - Review and Editing; Carmen López-Ferrero Resources, Writing - Review and Editing, Supervision.

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