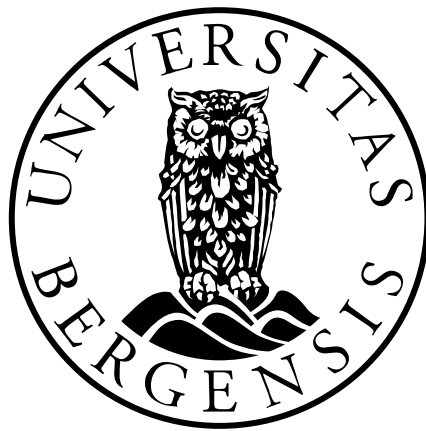# Formative Assessment: A Comparative Study of Learners' Perception of Video Feedback and Written Feedback, and the Perceived Effectiveness of the Feedbacks

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ABSTRACT IN NORWEGIAN

Tilbakemelding med fokus på vurdering for læring er eit viktig element for elevane si læring (Udir, 2015a). Hensikta med masteroppgåva i engelsk fagdidaktikk var å sjå nærare på vurdering for læring frå Vg1 elevar sin ståstad. Formålet var å utforska om elevane hadde ulike oppfatningar av videotilbakemelding og skriftleg tilbakemelding, ved å undersøkja haldninga og motivasjonen deira til dei tilbakemeldingane. Håpet er at elevane si haldning og motivasjon til tilbakemeldingane kan skapa ei betre forståing for om tilbakemeldinga er effektiv eller ikkje. Tanken er at tilbakemeldinga kan vera strukturert og ha inkludert prinsippa og forslaga for god formativ vurdering (Hattie & Timperley, 2007; Udir, 2015a), men dersom elevane ikkje engasjerer seg i tilbakemeldinga vil den ikkje vera effektiv. Sidan eg ikkje skal undersøkja elevane sitt læringsutbytte, har eg valt å kalla elevane si erfaring med tilbakemeldinga som skal innehalde god undervegs vurdering som «perceived effectiveness», eller «oppfatta effektivitet».

Studien har samla inn empirisk data gjennom kvantitative og kvalitative metodar som bestod av spørjeundersøkingar og intervju. Undersøkinga blei gjennomført ved to vidaregåande skular der ein studiespesialiserande klasse frå kvar skule deltok.

Funna i studien antyda at elevane liker både skriftlege tilbakemeldingar og video tilbakemeldingar. Samanlikna med deltakarane som fekk skriftleg tilbakemelding, påstod fleire deltakarar som fekk video tilbakemelding at den var tydeleg, detaljert, konstruktiv og inkluderte framovermelding. Deltakarane som hadde skriftleg tilbakemelding, indikerte at dei jobba meir med den skriftlege tilbakemeldinga når ein samanlikna dei med deltakarane som fekk video tilbakemelding. Studien konkluderte med at begge tilbakemeldingane hadde forbetringspotensiale og påpeika at elevar bør erfare både indre og ytre motivasjon. I tillegg bør tilbakemeldinga inkludera *feed back* og *feed forward* og vera tydeleg og detaljert, for at tilbakemeldinga skal vera oppfatta som effektiv.

CONTENT

Glossary of terms used in the thesis:

Affect: Part of learners' attitude. The learners' feelings towards the feedback they received.

Assessment: The activities undertaken by the teacher to evaluate the learners' written work in General English. The information about the learners' written work is given to them by their teacher as either written feedback or video feedback.

Attitude: EFL learners' subjective experience of the feedback they receive concerning the three components *beliefs, behaviour* and *affect.*

Behaviour: Learners' immediate response to the feedback they receive.

Beliefs: Learners' cognitions about the probability that an object has a particular characteristic. The object here being written and oral feedback, and the characteristics being clarity, *feed back* and *feed forward.*

Corrections: Corrections in the feedback focus on grammatical errors such as spellings, typos, punctuation, and grammar.

Desire: Part of learners' motivation. Learners' feelings towards being involved with the feedback.

Effective feedback: Assessment that promotes learning by including Hattie and Timperley's *feed up, feed back* and *feed forward* (2007).

Effort: The effort learners put in working with the feedback.

Extrinsic motivation: Motivation driven by external rewards.

Feedback: Part of the assessment. Information provided by the teacher to the students about the evaluation of their achievements, mistakes and improvements.

Formative assessment: An evaluation of learners' learning: strengths and weaknesses, that aims to improve the learners' learning process.

Intrinsic motivation: Motivation driven by internal rewards.

Motivation: The extent to which learners are involved with the feedback they receive in relation to desire, time and effort.

Perceived effectiveness: How effective the feedback is perceived to be by investigating learners' attitude and motivation regarding the feedback.

Suggestions: Suggestions in the feedback that give advice as to how the learners should rephrase a sentence, change the structure, further elaborate something or rewrite a section.

Time: Time the learners are willing to spend with the feedback.

Video feedback: Feedback through screen capture technology that allows users to make video recording of the movements on the screen while recording the user and the sounds.

Written feedback: Feedback with handwritten comments in the text and an assessment form typed on the computer which includes hyperlinks.

LIST OF ABBREVIATIONS:

CEFR: Common European Framework of Reference for Languages

EFL: English as a Foreign Language

Udir: Utdanningsdirektoratet, The Norwegian Directorate for Education and Training

Vg1: The first year of upper secondary schools in Norway

Vg2: The second year of upper secondary schools in Norway

Vg3: The third year of upper secondary schools in Norway

VF: Video feedback. (Only used in figures)

WF: Written feedback. (Only used in figures)

ZPD: Zone of Proximal Development

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1 INTRODUCTION

1.1 Aim and Scope

Assessment with a focus on giving learners formative feedback has been and still is a relevant topic amongst teachers and teachers in training. The fact that formative assessment still is relevant today can be seen by how, Udir, The Norwegian Directorate for Education and Training often brings up the importance of formative assessment (Udir, 2010, 2014, 2015a). Several studies talk about giving effective feedback (Black & Wiliam, 2009; Brookhart, 2008; Burner, 2016; Hattie & Timperley, 2007; F. Hyland, 1998); however, as Weaver (2006) states, there is a lack of research focusing on learners' perceptions (p.379). In addition, Mutch (2003), claimed that research regarding how students respond to the feedback they receive is needed.

The purpose of the present study is to investigate EFL learner's perception of the feedback they receive by comparing video feedback and written feedback. More specifically, the study will compare learners' perception of the feedbacks by investigating learners' attitude and motivation towards the feedback they receive. Furthermore, the present study will investigate how effective the EFL learners perceive their feedback to be. Since the study does not measure the learning outcomes of the feedback the learners receive, I have chosen to call the learners' experience of the effectiveness of the feedback as perceived effectiveness. Hopefully, the learners' attitude and motivation can help shed some light on the concept of perceived effectiveness.

The following overarching research question guides the study.
How do EFL learners perceive formative assessment on their written work using video feedback in comparison with written feedback?
The research question was further broken down into three sub-ordinate research questions to guide the study:

1. In what ways do learners experience a difference in attitudes towards the different feedback types?
2. In what ways do learners experience a difference in motivation when it comes to the different types of feedback?
3. Which feedback type is perceived to be more effective?

To meet these objectives, the study was designed as a mixed method study. The scope of this research was limited, as the investigation was carried out at two upper secondary schools in Western Norway which offered general studies. The data was collected from 46 respondents from two different classes attending the first year of general studies program (Vg1). The research tried to explore learners' perception of video feedback and written feedback by investigating their attitude and motivation. Furthermore, the research wanted to see whether one type of feedback could be perceived as more effective.

1.2 Background and Rationale for the Study

There is a strong consensus about the link between assessment and learners' learning and achievement (Bennett, 2011; Black & Wiliam, 1998, 2003; Ferris, 1997; Gibbs, 2010; Gibbs & Simpson, 2004; Lund, 2008; Shavelson, 2008; Weaver, 2006), where effective feedback relates to raising the achievements and learning standards in the classroom (Black & Wiliam, 1998). Topics related to assessment are frequently discussed amongst teachers, students, learners and politicians (Hasselgreen & Ørevik, 2018). According to Hasselgreen and Ørevik (2018), this frequent discussion is '(…) necessary in order to develop and improve practices in the field' (p.361). In other words, assessment is still in need of development. Prensky (2005/2006) points out the importance of educators to change according to the times and the digital age to engage students in school. Turner and West (2013) further suggest that giving students feedback through video might be one way to engage and motivate the students.

The present study was a result of several observations throughout my teacher training practices which piqued my curiosity and I felt a desire to understand formative assessment better. During my teacher training practices I had the opportunity to give feedback to other learners, both written and oral. I observed that few learners seemed to be engaged with the written feedback after they received it. The grade was more important, and the feedback came second. However, I also observed a relatively new type of feedback called video feedback at some of the schools. It seemed that many learners seemed to be interested in the feedback they got. The teachers used a program called Screencast-O-Matic, which uses screen capture technology that can record activities on the computer and/or the person in front of the camera as well as recording a voice-over narration. I was allowed to observe when the learners interacted with the video feedback and also got to watch some of the video feedbacks.

My subjective observations were that the learners seemed to be more motivated and interested in video feedback than other feedbacks. I also thought that the learners seemed to

work more, or better with video feedback compared to other feedbacks. As such, my initial thought was that my observations corresponded with Prensky's (2005/2006), and Turner and West's (2013), argument that video feedback could engage and motivate the learners.

I believe that learners need to be involved with the feedback in order for it to be effective. My initial assumptions were that video feedback could be perceived as more effective compared with other types of feedback. These assumptions were based on my previous observations, where learners seemed to be more involved with video feedback than written feedback. I believed that these observations were very interesting and wanted to investigate whether or not two different types of feedback with the same content and structure, would engage the learners in different ways. Furthermore, I wanted to understand the feedback from the learners' perspective and as such, try to get a better understanding of their perceived effectiveness of the feedback.

1.3 Previous Research

1.3.1 Formative Assessment

'Assessment plays an important role in the subject of English as a second or foreign language (L2).' (Hasselgreen & Ørevik, 2018, p. 361). Assessment is, in addition, '(…) one of the teacher's most important tasks' (Burner, 2016, p. 626), and is viewed as an important factor for learners' learning and achievements (Bennett, 2011; Black & Wiliam, 1998, 2003; Ferris, 1997; Gibbs, 2010; Gibbs & Simpson, 2004; Lund, 2008; Shavelson, 2008; Weaver, 2006). Assessment is a broad concept, and Black and Wiliam (1998) define the general term as 'all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities' (p.140). Hence, assessment can be interpreted as an evaluation of learners' activities that are made by their teachers, their peers or themselves.

For the purpose of this study, assessment will be understood only as the activities undertaken by the teachers to evaluate the learners' written work in General English. The information about the learners' written work is given to them by their teacher as either written feedback or video feedback. Hattie and Timperley explain feedback as '(…) information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding' (2007, p. 80). Feedback in this thesis is understood as part of the assessment where teachers provide the learners with information regarding their achievements, mistakes, and improvements.

There are several different types of assessment (Bennett, 2011; Council of Europe Council of Cultural, 2001), but the present study focuses on formative assessment where the goal is to guide the learners in their learning process (Hasselgreen & Ørevik, 2018, p.361). Formative assessment, will, in this MA thesis be understood as an evaluation of learners' strengths and weaknesses with an aim to improve their learning process.

Although formative assessment is fundamental to assessment in schools (Bennett, 2011; Black & Wiliam, 1998, 2003, 2009; Burner, 2016; Gibbs, 2010; Lund, 2008; Shavelson, 2008; Throndsen, 2011; Udir, 2010, 2014), several researchers and studies view formative assessment as a work-in-progress, where more guidance is needed (Bennett, 2011; Black & Wiliam, 1998; Burner, 2016; Ferris, 1997; Hasselgreen & Ørevik, 2018; Shavelson, 2008; Udir, 2010, 2014, 2015b). Consequently, further research regarding formative assessment is needed and the present study might be able to contribute to that area.

According to Hasselgreen and Ørevik (2018), criticism has been voiced towards the practice of assessment, because it does not appear to promote learning as intended (p.365). The existing criticism towards assessment can be seen together with feedback and its importance for learners' learning development. Several researchers argue that feedback is not always as effective as it should be, by looking at the content of the feedback and some of its different challenges (Brookhart, 2008; Crook et al., 2012; Hattie & Timperley, 2007; Henderson & Phillips, 2015; F. Hyland, 1998; K. Hyland & Hyland, 2006; Mathisen, 2012; Turner & West, 2013; Weaver, 2006). Many of the same researchers talk about what feedback should include to be effective (Black & Wiliam, 1998; Burner, 2016; Gibbs & Simpson, 2004; Hattie & Timperley, 2007; Henderson & Phillips, 2015; Udir, 2015a). Hattie and Timperley (2007) argue that effective feedback should include *feed up, feed back* and *feed forward.* However, they do not give a general definition as to what effective feedback is. Inspired by Hasselgreen and Ørevik (2018) the term effective feedback will in this MA thesis be understood as assessment which promotes learning by including Hattie and Timperley's *feed up, feed back,* and *feed forward* (2007), (see section 2.6.1).

My study differs from the studies mentioned above because the focus is not only on the feedback's content but also on the learners' experience of the content in the feedback as well as their involvement with the feedback. Further, this study aims at looking at how effective the feedback is perceived to be by researching the learners' experience and involvement with the feedback and if they differ.

My experience has been that feedback can contain every aspect of factors that studies suggest should be included to make feedback effective, but if the learners are not motivated to

work with the feedback it will not be effective. In other words, teachers give feedback so that learners can learn from their achievements and mistakes and further progress in a given subject. If a learner chooses not to get involved with the feedback, this progression or development might be hindered. I have chosen to call this idea *Perceived Effectiveness*, which considers the learners' perception of the feedback by investigating their experience and involvement with the feedback.

Learners' experience and involvement with the feedback in the present study is understood by looking at their attitude and motivation.

1.3.2 Attitude and Motivation

Both motivation and attitude are intricate topics that have been researched extensively and defined in various ways (Albarracin, Johnson, Zanna, & Kumkale, 2005; Bohner, Wanke, & Michaela, 2002; Gardner, 1985; Gardner, Lalonde, & Moorcroft, 1985; Garrett, 2010; Masgoret & Gardner, 2003; McCoach, 2002; Oppenheim, 1982; Skaalvik & Skaalvik, 2013; Smith, 2007, 2009; Thurstone, 1931; Tremblay & Gardner, 1995; Weaver, 2006). For the purpose of this study, I chose to define attitude as 'EFL learners' subjective experience of the feedback they receive concerning the three components *beliefs, behaviour*, and *affect*' (see section 2.3). Motivation is defined as 'The extent to which learners are involved with the feedback they receive in relation to *desire, time* and *effort'* (see section 2.4)*.*

Faqeih (2015), Gardner et al. (1985), McCoach (2002), Rønnestad (2015), Vågen (2017) and Weaver (2006) all have studied learners' attitude or motivation in relation to school context, with emphasis on feedback. When it comes to learners' motivation towards feedback, Smith (2007, 2009) argues that the interaction between assessment and motivation is crucial concerning the learners' learning process and learning outcome. F. Hyland (1998, 2003) researched students' engagement, motivation, and responses to the feedback they received over a course at University level. Her studies showed that students' engagement with the feedback differs. All the students did, to some degree engage with the feedback, however, some more than others.

My study, however, differs as it focuses on Vg1 learners' motivation and attitude when it comes to feedback. In addition, few studies have researched if there is a difference in learners' motivation when it comes to their involvement with different types of feedback. As a result, research regarding learners' motivation towards the feedback they receive is

necessary to gain further understanding of formative feedback and to develop the area of formative assessment further.

1.3.3 Written Feedback and Video Feedback

Written feedback and video feedback were researched in this study because of the differences between them. Written feedback is a relatively old way of giving feedback, whereas video feedback is quite new. These two feedbacks also differ in the way they give information to the recipients. Written feedback gives written information either by handwriting or typing. In contrast, video feedback is multimodal and gives oral, written and visual information.

Written feedback is considered to be one of the most central types of feedback (Dysthe, Engelsen, & Lima, 2007; K. Hyland & Hyland, 2006; Mathisen, 2012), and research suggests that learners value written feedback (K. Hyland & Hyland, 2006; Weaver, 2006). Although written feedback often is preferred and can be beneficial for the students, many studies suggest that written feedback often consists of several challenges. Written feedback can be perceived as lacking in quality, being frequently misunderstood by the learners or is experienced as being too vague or inconsistent (K. Hyland & Hyland, 2006; Jones, Georghiades, & Gunson, 2012; Weaver, 2006).

Vågen (2017), who researched learners in 10th grade and how they perceived written feedback, found that a criterion for the feedbacks is specificity. Furthermore, Vågen's findings suggested that clarity is important both regarding what the learners should improve and how they should go about improving (2017). Bjørstad (2016) also researched written assessment at lower secondary schools. She researched learners' experience with written assessment to find out what aspect of the assessment learners struggled to understand (Bjørstad, 2016). Her main findings suggested that learners have problems with understanding metalinguistic words, and that learners were in need of more detailed feedback (Bjørstad, 2016).

Video feedback through screen casting is quite new. Yet, several types of research have been conducted to investigate its advantages, disadvantages, learners' perceptions and educators' view on the concept. Jones et al. (2012), in their research found that video feedback had several advantages. They said that video feedback:

'(…) has advantages over traditional methods of communicating feedback, (b) that students enjoy this new form of feedback, and (c) that this encourages them to engage with

and learn from the tutor assessment of answers rather than concentrating only on the marks'
(Jones et al., 2012, p.593).

Their research was conducted mainly in the U.K, form undergraduates and some postgraduate programmes with overseas students (Jones et al., 2012).

Other studies had similar results as Jones et al. (2012), where the respondents, both students, and teachers, indicated positive experiences and perceptions of screencast as a type of feedback (Crook et al., 2012; Henderson & Phillips, 2015; Mathisen, 2012; Turner & West, 2013). Crook et al.'s. (2012) research found that students felt they took more notice of the video feedback than other types of feedback and perceived the feedback to be easier to understand and containing more information (p.391).

Mathisen's project at the University of Agder in Norway (2012), showed that '(…) video feedback simplifies and increases the efficiency of responding to students' work, as it allows for the opportunity to achieve increased level of precision and quality in the feedback process' (Mathisen, 2012, p.97). Furthermore, the students indicated that they regarded video comments to be more precise and nuanced than written feedback (Mathisen, 2012, p.111). As a result, it gave students a greater amount of inspiration and motivation (Mathisen, 2012, p.111).

Henderson and Phillips (2015) research on 126 University students' reaction to video feedback found that the majority of the students valued video feedback over text-based feedback. In addition, the teachers who participated valued video feedback as well, commenting on it being time-efficient, facilitating quality and rejuvenating teacher enthusiasm (Henderson & Phillips, 2015, p.51.) However, their study also identified some weaknesses with the feedback (Henderson & Phillips, 2015). Some students experienced technical issues with the feedback, where their personal computer or device could not play the video feedback (Henderson & Phillips, 2015, p. 61). Others students mentioned that they had to spend time searching their assignment to find the example their teacher was talking about (Henderson & Phillips, 2015, p. 62). In addition, some students felt anxious about playing the video feedback (Henderson & Phillips, 2015, p. 62). Crook et al. (2012) found in their study that some students experienced the video feedback to be slow to download and that the feedback sometimes had poor sound and video quality (p.391-394).

Most of the aforementioned video feedback studies were conducted at universities around the world. Very few have been conducted in Norway, and there is also a lack of research involving feedback through screen casting at upper secondary level. The absence of research comparing video feedback with written feedback at upper secondary schools makes

research at that level necessary. The present study hopes to provide insight into how EFL learners at upper secondary levels perceive video feedback and written feedback.

Although several studies have researched learners' perception and experience of video feedback and written feedback (Crook et al., 2012; Henderson & Phillips, 2015; F. Hyland, 1998; K. Hyland & Hyland, 2006; Jones et al., 2012; Mathisen, 2012; Turner & West, 2013; Weaver, 2006), few have focused on exploring how learners' attitude and motivation towards written feedback and video feedback differs. As such, this study differs since it focuses on learners' attitude and motivation toward the feedback they receive by researching learners' experience of the feedbacks and their involvement with the feedbacks. The goal of the study is to contribute to the area of assessment by exploring two different types of formative feedback.

In essence, formative assessment is still in need of improvements. Few studies have conducted comparative research at Norwegian upper secondary schools, focusing on learners' attitude and motivation towards written feedback and video feedback. The scope of this MA thesis is limited. Yet, the quantitative and qualitative study on learners' attitude and motivation towards the feedback can help shed some light on the formative assessment and the perceived effectiveness of the feedbacks.

1.4 Structure of the Thesis

This thesis is organised into five chapters. Chapter two provides an overview of the theoretical framework guiding this study. The main focus will be on theories and previous research related to learners' attitude and motivation, sociocultural theories, written feedback, and video feedback. Chapter three presents the materials and methods employed to carry out the research, the data collection and analysis procedures, along with a discussion of ethical considerations and possible limitations of the study. Chapter four will present the key findings from the analysis and include a discussion of the results concerning the theoretical perspectives outlined in chapter two. Furthermore, the results will be compared with previous research. In chapter five, the results of the research are summed up according to the research questions. The concluding chapter will discuss the didactical implications of the research, give suggestions for further research and include some concluding remarks.

2. THEORETICAL BACKGROUND

This chapter aims to present central theories and research relevant to the present study which will be used to investigate the research questions, in order to provide a deeper understanding of learners' perception of written feedback and video feedback. The first section of this chapter will give a general introduction about assessment. The following sections will focus on theories regarding attitude and motivation, before explaining the concept of 'perceived effectiveness'. Section 2.5 will discuss Vygotsky's ZPD model in relation to sociocultural perspective on learning. Section 2.6 will focus on feedback, and section 2.7 and 2.8 will elaborate on written feedback and video feedback.

2.1 Defining Assessment

As mentioned in Chapter 1, assessment is a crucial part of a teacher's job and is essential for learners' learning progression and development (Bennett, 2011; Black & Wiliam, 1998, 2003; Burner, 2016; Ferris, 1997; Gibbs, 2010; Gibbs & Simpson, 2004; Lund, 2008; Shavelson, 2008; Weaver, 2006). According to Black and William (2003), it has long been recognised that 'assessment can support learning as well as measure it' (p.623). However, it is still argued that assessment is in need of development (Bennett, 2011; Black & Wiliam, 1998; Burner, 2016; Ferris, 1997; Hasselgreen & Ørevik, 2018; Shavelson, 2008; Udir, 2010, 2014, 2015b).

Assessment is understood as the activities taken by the teachers to evaluate the learners' written work in General English (see section 1). In order to give the learners these evaluations, feedback is viewed as a part of the assessment (Bjørstad, 2016). Feedback is understood as one of the activities the teachers do when assessing their learners. In the present study, the teachers' activities consisted of writing a list of criteria for their learners with a focus on the competence aims developed by The Norwegian Directorate of Education and training (Udir, 2006/2013). Secondly, the activity was to assess the learners' competence according to the criteria list and give them feedback by following Hattie and Timperley's suggestion for giving feedback (2007), as well as Udir's recommendations (Udir, 2015a). This will be further discussed in section 2.6.

2.1.1 Formative Assessment

As explained in section 1.3, there are several different types of assessment. According to the 'Common European Framework of Reference for Languages: Learning, teaching, assessment' by Council of Europe (Council of Europe Council of Cultural, 2001, p. 183), there are 26 different types of assessment (p.183). Two of the assessment types mentioned in the CEFR are summative and formative assessment, which have been widely used among scholars and researchers in relation to school assessment (Bennett, 2011; Bjørstad, 2016; Black & Wiliam, 1998, 2003; K. Hyland & Hyland, 2006; Vågen, 2017).

CEFR (2001) defines summative assessment as assessment that 'sums up attainment at the end of the course with a grade' (Council of Europe Council of Cultural, 2001, p. 186). In other words, summative assessment is an assessment or information about the learners' overall performance and learning at the end of a given subject, often given by a final grade. Formative assessment, on the other hand, differs in the way that it is:

> '(…) an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning the actual feedback they give learners' (Council of Europe Council of Cultural, 2001, p. 186).

Formative assessment aims to improve learners' learning and development in each subject and help them towards understanding the learning goals for the subject.

Several researchers acknowledge the importance of formative assessment (Bennett, 2011; Black & Wiliam, 1998, 2003, 2009; Burner, 2016; Gibbs, 2010; I. Lee, 2011; Lund, 2008; Shavelson, 2008; Throndsen, 2011; Udir, 2010, 2014). Formative assessment has gained focus in recent years and is viewed as necessary when it comes to learners' learning development. Moreover, formative assessment is a common theme at educational conferences, the subject of government tenders, and a focus for teacher in-service training (Bennett, 2011, p.5). Black and Wiliam (1998) point out that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. They do, however, emphasise that formative assessment is in urgent need of development (Black & Wiliam, 1998, p. 142). This has been recognised by others as well (Bennett, 2011; Burner, 2016; Ferris, 1997; Shavelson, 2008; Udir, 2010, 2014, 2015b).

One of the reasons why formative assessment is still in need of development might be because many components need to work together in order for assessment to be effective. CEFR explains that formative assessment can only function properly if the recipient is in a position to notice, receive, interpret and integrate the information they have been given

(Council of Europe Council of Cultural, 2001, p. 186). CEFR's components focus on the recipient; however, the teacher's role regarding the recipient's position to acquire the assessment is also implied. For learners to notice, receive, interpret and integrate the assessment they receive, teachers need to give them clear and concise information that the learners can understand. As such, the teacher's role is also considered a crucial component when it comes to making formative assessment function properly (Ferris, 1997; Gibbs & Simpson, 2004; Hattie & Timperley, 2007; F. Hyland, 1998, 2003). The teacher needs to consider how they structure the assessment, what to include, how to make the content clear, and what type of assessment they should give. As will be discussed, many have given recommendations as to how a teacher should structure the assessment (see section 2.6).

Formative assessment is also viewed as crucial for learners' understanding and progression in the Norwegian assessment culture (Birenbaum et al., 2015; Hasselgreen & Ørevik, 2018). Furthermore, formative assessment has been viewed as a work-in-progress and has been in focus the recent years. Since 2010, Udir started a project 'Vurdering for læring', or assessment for learning, with a goal to improve the assessment practices in Norway. One of the reasons why this project was started was because international studies showed and suggested that formative assessment is the most effective way to enhance and improve learners' learning development (Udir, 2010, p.2). Furthermore, studies found that Norwegian teachers were not giving their learners qualitative assessment with a formative focus (OECD, 2010; Udir, 2010). The project was supposed to last from 2010 to 2014. However, an OECD report advised Norway to extend the project for another three years (Udir, 2014). The three-year extension was advised in order to try and implement and integrate formative assessment to the teachers' daily teaching routine (Udir, 2014). In other words, formative assessment had not been implemented as well as one had hoped. The results from "Elevundersøkinga", a learner survey in 2013, supported OECD's advice (Udir, 2014, p.2). The survey's results showed that few learners felt they experienced feedback that was helpful for their future learning improvements (Udir, 2014, p.2).

To conclude, it is clear that formative assessment is important for learning and an area that still needs development.

2.2 Perceived Effectiveness

CEFR's explanation about formative assessment and that it can only function properly if the recipient is in a position to notice, receive, interpret and integrate the information they have

been given (Council of Europe Council of Cultural, 2001), became an inspiration for the present study and for the idea of 'perceived effectiveness'. Smith (2007; 2009) has also mentioned that and important aspect regarding feedback is learners' involvement.

As indicated (see section 1.3), several studies emphasise the need to give effective feedback and what feedback should contain or how it should be structured in order for it to be effective. However, can feedback really be effective unless the learners notice, receive, interpret and integrate the information from the feedback? The present MA thesis claims that feedback cannot be effective unless the learners are involved with the feedback, even though the feedback includes, for instance, Hattie and Timperley's *feed up, feed back* and *feed forward* (see section 2.6). As mentioned in section 1.1, the present study is not measuring the learning outcomes which is why the term perceived effectiveness came to be.
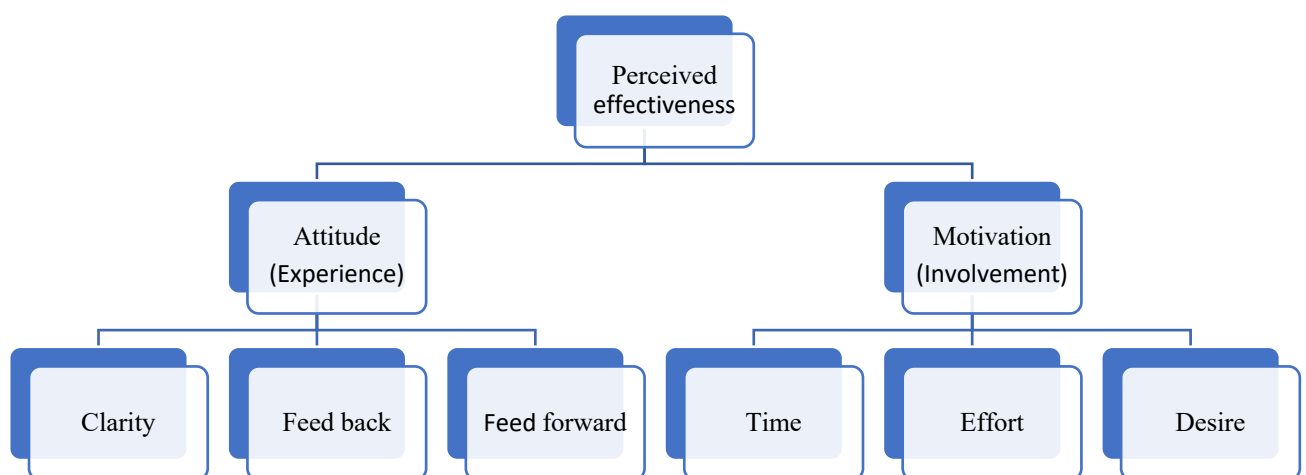
Figure 2.1 Perceived Effectiveness

Figure 2.1 shows how the concept of perceived effectiveness is understood in this MA thesis and what that has been included to get a better understanding of the concept. For feedback to be perceived as effective learners need to have a positive attitude towards the feedback and be motivated to work with the feedback. More specifically, the learners' experience of the clarity of the feedback, if it included information about the learners' achievements and mistakes in the text as well as information about future work are important aspects regarding perceived effectiveness. Similarly, the learners' involvement with the feedback when it comes to the

time they invest in the feedback, the effort they put in working with the feedback and their desire to work with the feedback are important factors as well.

2.3 Attitude

This section will elaborate on the concept of attitude and research regarding attitude in relation to feedback. In addition, it will attempt to give a better understanding of the definition of attitude suited for the purpose of this MA thesis. This section will also argue for the importance of researching learners' attitude towards feedback in order to understand the area of formative assessment better.

Thurstone defines attitude as '(…) *the affect for or against a psychological object*' (1931, p. 261). He further elaborates that a person's attitudes toward an object can be used to explain whether the potential action will be favourable or unfavourable towards the object (Thurstone, 1931, p. 261). Thurstone's definition of attitude can be viewed together with the idea that a learner's attitude towards feedback might influence their involvement (action) with the feedback. In other words, if learners experience positive attitudes towards the feedback they receive, they might work more with the feedback than if they experienced negative attitudes towards the feedback. However, attitude is a broad concept (Albarracin et al., 2005; Bohner et al., 2002; Garrett, 2010), and there are many more features that are relevant than just positive and negative attitudes towards an object (Albarracin et al., 2005; Garrett, 2010). According to Bohner et al. (2002), '(…) attitudes may encompass affective, behavioural and cognitive responses (…)' (p.5). Albarracin et al. (2005) divide attitude into the same responses although they refer to the cognitive response as beliefs (p.3). They explain the responses as:

'*Affect* entails the feelings that people experience and may or may not concern a particular object or event (Berkowitz, 2000). *Beliefs* are cognitions about the probability that an object or event is associated with a given attribute (Fisbhein & Ajzen, 1957). *Behaviour* are typically defined as the overt actions of an individual' (Albarracin et al., 2005, p. 3)

Keeping in mind the aforementioned ideas regarding attitude, attitude in this study is defined as 'EFL learners' subjective experience of the feedback they receive concerning the three components *beliefs, behaviour* and *affect*' (section 1.3). Although these individual components, *affect, behaviour* and *beliefs* are central to attitudes (Albarracin, 2005, p.3), only

two of them will be the main focus in this research, given the scope of the MA thesis. As such, the components are viewed as entities that may or may not be related depending on the situation, which Oskamp and Schultz (2004) refer to as the separate entities viewpoint (pp.10-11). Both *beliefs* and *behaviour*, in relation to learners' attitude towards the type of feedback they receive, will be researched to provide a better understanding of how learners experience the feedback they receive. As such, *beliefs* will be understood as the learners' cognitions about the probability that the feedback is associated with particular characteristics (Albarracin et al., 2005; Oskamp & Schultz, 2004), the object here being written and oral feedback, and the characteristics being clarity, *feed back* and *feed forward*. Further, the characteristics were operationalised into the variables 1) clarity: how clear the learners experienced the feedback and content to be, 2) *feed back:* if the feedback had information about what was done well in the text and if the learners experienced the corrections to be helpful. Lastly, 3) *feed forward:* how helpful the learners experienced the feedback to be when it came to information about future improvements.

Behaviour will be understood as the learners' immediate response to the feedback they received and is further operationalised into the variables 1) if the learners went through the feedback, and 2) if the learners saved the feedback.

Even though *beliefs* and *behaviour* are the main components regarding this thesis when it comes to attitude, *affect* will not be wholly excluded. *Affect* will here be understood as the learners' feelings towards the feedback they received and is further operationalised into the variables 1) if the learners liked the feedback, and 2) If the learners see the value of receiving the feedback. Given the fact that this thesis is complex and investigates both motivation and attitude, the concepts had to be limited. Not just because of the limited amount of time and space but also because too many questions or statements can lead to a negative impact on the replies (see section 3.7). However, even though the two components *beliefs* and *behaviour* are the focal points, *affect* is included, although not to the same extent as the other components. In addition, my open-ended questions and my interviews allowed the learners to express their feelings about the feedback they received.

Several studies have researched learners' attitude in a school context (Faqeih, 2015; Gardner et al., 1985; McCoach, 2002; Rønnestad, 2015; Vågen, 2017; Weaver, 2006). Gardner (2010) explains that the socio-educational model recognises the importance of learning situations when it comes to second language learning and that the attitudes towards these learning situations can influence learners' reactions (p.119). The time, importance and quality of language instructions are amongst some of these learning situations mentioned by

Gardner (2010, p.119). Taking this into consideration, attitude towards the type of feedback learners receive can be influenced by the quality of the language and the comments in the feedback. The quality can be understood as how well the teachers manage to make the feedback clear and related to each learners' ZPD. Faqeih (2015), who talks about corrective feedback in the ESL classroom also sees the importance of attitudes and explains that it can have an impact on learners' learning outcomes (p.664).

In order to research learners' perception of formative feedback, learners' attitudes need to be regarded. Attitude can be a crucial factor when it comes to language learning and understanding how and why learners behave and perceive something in a certain way. Both Gardner (2010) and Faqeih's (2015) aspect of attitude, in relation to the second language classroom, is related to the content of the feedback. However, the possibility that the type of feedback can have an impact on learners' perception of the feedback they receive needs to be taken into consideration. The attitude the learners might have towards different types of feedback can influence how well they work with the feedback. Consequently, the perceived effectiveness might be influenced as well.

2.4 Motivation

In this section motivation regarding learners' involvement with their feedback will be discussed. Firstly, a discussion of why motivation is both relevant and important for the study of feedback will take place. Following that, motivation regarding this thesis will be defined. Finally, why both motivation and attitude are included in this MA thesis will be explained.

Skaalvik and Skaalvik (2013) emphasise the need for knowledge about motivation because teachers, parents, coaches, and others often find themselves in a situation where the need to motivate others occurs (p.134). They imply that the actions a teacher takes to motivate the learners can be more systematic and thoroughly justified if the teacher has some knowledge about theory and research regarding motivation (Skaalvik & Skaalvik, 2013, p.134). Smith acknowledges the importance of motivation when it comes to formative assessment and explains that without motivation it will be hard for the teachers to support their learners' development (Smith, 2007, p. 100). She further expresses that formative assessment can be a motivational tool for learners' learning improvements (Smith, 2007, p.100). However, assessment can influence learners negatively as well as positively, which can lead to learners giving up on their learning improvements (Smith, 2009, p. 31). In other words, formative assessment can be both motivating and demotivating for learners.

With both Smith's (2007) and Skaalvik and Skaalvik's (2013) deliberations in mind, the importance of knowledge of learners' motivation concerning formative assessment becomes apparent. It is important to know how the content of the feedback can motivate learners to further develop their writing skills in English. Furthermore, it is also important to know how different types of feedback can motivate learners. If a learner prefers one type of feedback over another, the learner might behave and work with that feedback in a more effective way than others.

Motivation is an intricate term that can be researched in many different ways (Masgoret & Gardner, 2003). Gardner (Gardner, 1985) defines motivation to learn a second language, L2, as 'the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity' (p.10). According to him, motivation consists of several attributes, but not all of them signify motivation to learn the language (Gardner, 1985, p. 10). He points out the significance of three attributes, desire to achieve the goal, favourable attitudes towards the goal and effort. He further explains that all of the attributes must co-exist if motivation is to be reflected in an individual (Gardner, 1985, p. 11). Tremblay and Gardner (1995) later acknowledge Gardner's idea of motivation regarding language learning.

Based on Gardner's definition of motivation (1985), motivation towards working with the feedback is in this study defined as 'the extent to which learners are involved with the feedback they receive in relation to desire, time and effort'. The three attributes, desire, time and effort are explained as follow. First, the desire is understood as the learners' feelings towards being involved with the feedback and was operationalised to 1) if learners' want to work with the suggestions, 2) if learners' want to work with the corrections, and 3) if learners' want to improve their written language. Second, time is understood as the time learners spend with the feedback. The attribute was further operationalised into 1) if learners went through the feedback, 2) if the learners took their time going through the feedback, and 3) if learners spend time working with the suggestions and corrections. The third attribute, effort, is understood as the effort learners put in working with the feedback. Effort was further operationalised into 1) if the learners focused on the feedback, 2) if the learners took notes from the feedback, and 3) if the learners edited corrections and suggestions in their text, after going through the feedback.

Attribute 1, desire and 3, effort are both taken from Gardner's definition (1985) whereas attribute 2, time spent was inspired by Smith (2007). The reason for including these attributes is because the focus of this MA thesis is about learners' motivation towards

feedback. The types of feedback can be viewed as a tool or an instrument that is used in order to convey the assessment and engage the learners.

As with attitude motivation cannot be explicitly observed by an outsider, because there exists what Tremblay and Gardner refer to as motivational antecedents (1995). Individuals' behaviour might somewhat indicate their motivation. However, Tremblay and Gardner explain that these motivational antecedents need to be considered as they are '(…) factors that cannot be readily perceived by an external observer but still influence motivational behaviour, through their cognitive or affective influence' (1995, p. 507). These motivational antecedents can be intrinsic or extrinsic.

Gagné and Deci (2005) explain that:

'Intrinsic motivation involves people doing an activity because they find it interesting and derive spontaneous satisfaction from the activity itself. Extrinsic motivation, in contrast, requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads' (p.331)

Looking at Gagné and Deci's (2005) definition in relation to assessment and feedback, learners who find working with the feedback to be interesting and experience satisfaction with engaging with the feedback can be said to experience intrinsic motivation (Smith, 2007, p. 101). On the other hand, learners who get involved with the feedback because of an external factor experience extrinsic motivation (Smith, 2007, p. 101).

Smith (2007) claims that in most situations there occurs to be a combination of both intrinsic and extrinsic motivation. Porter and Lawler (1968) advocate for creating an environment that leads to both intrinsic and extrinsic rewards (Porter & Lawler, 1968 in Gagné & Deci, 2005, p.331). Perhaps, in order for feedback to be perceived as effective, learners should experience a combination of intrinsic and extrinsic motivation. This might make the learners more involved with the feedback than if they just experienced one of the motivations.

Although not further elaborated or being a focal point of this MA thesis, it is important to have the motivational antecedents in mind, as learners' desire, effort and time spent on their feedback might be influenced by something other than the type of feedback they receive. However, as stated, the different types of feedback might have an impact on the learners' effectiveness when it comes to working with the type of feedback they receive. Feedback can be deliberate and contain effective content and be well structured, but if the learners are not

willing to spend time or effort on the feedback, or feel some desire to work with it, it will not be as effective as it could have been.

Motivation and attitude are often researched together. Studies such as McCoach (2002), Gardner et al. (1985); Masgoret and Gardner (2003) all include motivation and attitude in their research, especially when it comes to school context and second language learning. The present study saw the need to include both motivation and attitude as well since they can influence one another. A positive attitude towards the feedback learners receive might have an impact on their desire to work with the feedback, the effort they put in working with the feedback and the time they are willing to spend with the feedback. In comparison, a negative attitude towards the feedback can lead to a lack of motivation when it comes to learners' involvement with the feedback. This MA thesis will try to see if there is a difference between the video feedback and written feedback when it comes to learners' attitude and motivation.

Further, this MA thesis will discuss sociocultural theory regarding feedback.

2.5 Sociocultural Theory

Interaction and communication between individuals are two central aspects of sociocultural theory (Postholm & Pettersson, 2003). In a school context, this communication can be seen as a mutual interaction between the learners, the environment and the teacher (Postholm & Pettersson, 2003, p.12). Postholm and Pettersson further explain that this interaction between the learners and the teacher leads to understanding and development (2003, p.12). Dysthe (2013) acknowledges Postholm and Pettersson's view and explains that this collective focus on learning, with emphasis on interaction between individuals, leads to different ways of understanding and interpreting language, values, and cultures (p.84).

Taking both Postholm and Pettersson's (2003) and Dysthe's (2013) view of learning through interaction into consideration, one can argue that feedback is one type of communication that can help learners. Feedback can be seen as an interaction when it comes to oral feedback. However, the notion of written feedback or video feedback as communication can be harder to notice straight away. Gloppen (2016) writes about inner speech and private speech in relation to video feedback in her MA thesis. In her research, almost all participants claimed they experienced inner speech, and one-fifth of the participants claimed they experienced private speech while watching the video feedback (p.101-102? / 115-116). The fact that learners experienced inner speech and private speech strengthens the

idea that feedback is a social interaction. Although Gloppen (2016) researched private and inner speech in relation to video feedback, inner and private speech can perhaps be relevant for written feedback as well.

Feedback can be viewed as a device the teacher uses to inform the learners of how they have been assessed. The feedback should inform the learners of what they managed to do well, what they need to work on and preferably how they can improve. When learners receive their feedback, they have to interact with it, by reading and understanding what the teacher has written to them, as well as work with the information in the feedback. Thus, feedback can be viewed as an intentional interaction between the teacher and the learners. However, the different feedbacks also give information in different ways; orally, written or through dialogue.

Written feedback and video feedback are different ways of giving information, and they both have strengths and weaknesses (discussed in section 2.5 and 2.6). All things considered, both written feedback and video feedback when given in a formative manner is an interaction, even though there is no real dialogue between the learners and the teacher. The idea of feedback being an interaction is also important when it comes to Vygotsky and the *zone of proximal development*, which will be discussed in section 2.5.1.

2.5.1 Vygotsky

Hasselgreen and Ørevik (2018) state that 'For formative assessment to be effective, it is also important to select points of focus within the student's "proximal zone of development" (…)' (p.370). This section will hence look at the theoretical perspective of learning and development through Vygotsky's theories and *Zone of Proximal Development* (ZPD).

Vygotsky talks about learning and development but makes a distinction between the two. He underlines the fact that learning is not development in itself, but that learning can result in mental development if it is adequately organised (Vygotskij, Cole, John-Steiner, Scribner, & Souberman, 1978, p. 90). Mental development can start a variety of developmental processes that would not be possible apart from learning (Vygotskij et al., 1978, p. 90). Vygotsky's idea of structuring learning in an organised manner to lead to mental development can be seen together with formative assessment. How teachers structure the assessment can have an impact on the learners' development and can influence the effectiveness of the feedback. If the feedback is not organised properly, learners might not

benefit from the assessment as much as they could have. The importance of a well-structured assessment or feedback will be reviewed in section 2.6.1.

Vygotsky explains that learning is a process that comes before the developmental process which lags behind. It is this sequence of learning and development that results in what Vygotsky calls zones of proximal development (Vygotskij et al., 1978, p. 90). Vygotsky explains *Zones of Proximal Development* (ZPD) as:

> '(…) the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers'(Vygotskij et al., 1978, p. 86).

ZPD focuses not only on what the child or learner already knows, or its actual developmental level, but also knowledge a learner or child can gain. Vygotsky points out that the knowledge a learner can gain is best achieved under adult guidance (Vygotskij et al., 1978, p. 87).

Vygotsky further stresses the fact that in order to help a child or a student reach a higher developmental level, the teacher cannot give solutions or explanations that are not within the learners' developmental level (Vygotskij et al., 1978). In other words, for learners to further develop and improve their learning, they need guidance from a teacher. Work in the classroom is not the only way a teacher can guide his or her students. Feedback is a tool that teachers can use to guide their learners in order to improve the learners' developmental stage. It is therefore crucial that the feedback is not only structured properly but also adapted to the learners' current developmental level. This entails that the feedback needs to be understood by the learners in order for the learners to improve their learning and their ZPD.

2.6 Feedback

Feedback was explained as a part of the assessment where teachers provide learners with information regarding their achievements, mistakes, and improvements. Henderson and Phillips explain that the concept of feedback greatly depends on:

> '(…) the context, such as the agents involved (e.g., teacher, peer, and self), and learning context (e.g., early childhood, tertiary, and military), focus (e.g., task, process and self-regulation), purposes (e.g., summative, formative, continuous, self, product, process, and diagnostic) and modes (e.g., text, oral, demonstration, and more recently video)', (Henderson & Phillips, 2015, p. 51).

Their explanation not only shows how broad the concept of feedback is, but also that several factors can influence learners' view, attitude, and motivation of the feedback they receive. With regards to Henderson and Phillips' concept of what feedback depends on, this thesis will focus on written feedback and video feedback given by the teachers with a formative purpose.

2.6.1 Giving Effective Formative Feedback

Formative feedback is essential because it can enhance learners' motivation for learning if done correctly (Hattie & Timperley, 2007; Henderson & Phillips, 2015; Smith, 2007; Throndsen, 2011). Many previous studies have given recommendations as to how they believe feedback should be structured and what it should include to be viewed as effective and enhance learners' motivation for learning (Black & Wiliam, 1998; Burner, 2016; Gibbs & Simpson, 2004; Hattie & Timperley, 2007; Henderson & Phillips, 2015; Udir, 2015a). In addition, studies have also found challenges they believe feedback faces (Brookhart, 2008; Crook et al., 2012; Hattie & Timperley, 2007; Henderson & Phillips, 2015; F. Hyland, 1998; K. Hyland & Hyland, 2006; Mathisen, 2012; Turner & West, 2013; Weaver, 2006).

Black and Wiliam (1998) identify the challenges of including a mark or a grade alongside the feedback (p. 144). They claim that including a mark can weaken the importance of feedback by moving the attention away from the feedback and towards the grade (Black & Wiliam, 1998, p. 144). Others also acknowledge the issue with grades and feedback (Gibbs, 2010; Gibbs & Simpson, 2004; Henderson & Phillips, 2015; Throndsen, 2011).

Mathisen (2012), recognises some of the existing challenges feedback faces in his study. He explains that learners often perceive feedback as vague, unclear and confusing (Mathisen, 2012, p.99). Consequently, learners might end up misusing the feedback because they do not understand what they should correct or rewrite in their text to enhance the quality of their text (Mathisen, 2012). He further implies, by referring to Bartholomae (1980) and Hyland (2003), that poor quality on learners' feedback might lead to the learners ignoring the feedback (Bartholomae 1980; Hyland 2003 in Mathisen, 2012, p.99). As such, feedback is in danger of losing its effectiveness and formative attribute.

Henderson and Phillips (2015) suggest that in order for feedback to be effective '(…) feedback needs to be more than a number or letter grade, and should provide "qualitative information" about performance' (p.51). They further argue that feedback is supposed to contribute to the quality of learners' experience and improve their motivation (Henderson &

Phillips, 2015, p.51). As a result, the contribution of quality can facilitate the learners' development and improve their future performance (Henderson & Phillips, 2015, p. 51). Henderson and Phillips' perspective on feedback touches upon the importance of qualitative information about the learners' performance, and that motivation is a necessary component when it comes to effective feedback. Feedback is supposed to be a motivational factor for the learners, making them strive towards improving their future performance. Even though formative feedback has some challenges, research should always strive towards making it more effective.

Several researchers have attempted to give recommendations and draw models for the structure and content of effective formative feedback (e.g. Gibbs & Simpson, 2004; Hattie & Timperley, 2007). This thesis will focus on Hattie and Timperley's recommendation of *feed up, feed back* and *feed forward* (2007), as their ideas are reflected and mentioned by others (e.g. Brookhart, 2008; Bueie, 2015; Gloppen, 2016; Hirsh, 2011; Throndsen, 2011; Udir, 2010, 2014, 2015a; Vågen, 2017). In addition, Udir's four principles regarding effective formative feedback will be elaborated upon.

In their article 'The Power of Feedback' (2007), Hattie and Timperley explain that the main purpose with feedback is '(…) to reduce discrepancies between current understanding and performance and a goal' (p.86). According to them, there exist several possible ways to reduce the gap between the learners' current understanding and their desired goal, albeit not all of them are effective (Hattie and Timperley, 2007, p.86). By drawing on the concept of current understanding and desired goal, Hattie and Timperley's claims can be seen as closely related to Vygotsky's ZPD. If the ways to reduce the gap are effective, learners will be able to improve their development.

Hattie and Timperley (2007) created a model with recommendations of how to make feedback effective that they believe can reduce the gap between learners' current understanding and their desired goal. They suggest that three major questions need to be answered in order for the feedback to be effective: Where am I going, which is they refer to as *feed up,* how am I going which is called *feed back* and where to next or *feed forward* (Hattie & Timperley, 2007, pp. 86-90).

The notion of *Feed up* relates to the information about the learner's goals according to the task at hand (Hattie & Timperley, 2007, p.88). In other words, Hattie and Timperley express that for feedback to be effective learners should have knowledge about what is expected of them for a given task. It is the teacher's responsibility to make sure that the learners are aware of the goals for the task and the subject.

Feed back, on the other hand, is concerned about providing information about the learners' progress towards the expected learning goals (Hattie & Timperley, 2007, p.89). The teacher is supposed to assess the learners' finished product in relation to the expected learning goals that should have been made available to the students. *Feed back* is supposed to help the learners understand and inform them about what they did well and not so well in relation to the learning goals and the criteria list for the task.

Feed forward should lead to '(…) greater possibilities for learning' (Hattie and Timperley, 2007, p.90), by informing learners about what they should do to improve their skills and understanding in a subject. It can be perceived as difficult for the learners to figure out what they should do to improve, which is why teachers' knowledge and expertise in a subject is crucial.

The notions of *feed up, feed back* and *feed forward* show how Vygotsky's ZPD is crucial when it comes to learners' understanding of the feedback they received. If feedback is given in a language that is hard for the learners to grasp, learners will not be able to understand what they have done well and not so well according to the task and the criteria. Just as Vygotsky pointed out, the learners need guidance from someone at a higher developmental level in order to progress in a subject. Learners will not be able to develop their learning and understanding in a given subject if their teacher does not direct them. They will be able to achieve some understanding on their own; however, not as well as with guidance from someone at a higher developmental level.

Udir (2015a) explains four principles for effective formative assessment, where learners are 1) supposed to understand what they are going to learn and what is expected of them, 2) supposed to receive feedback that explains the quality of their work or presentation, 3) supposed to get advice on how they can improve, and 4) be involved in their learning by assessing themselves and others (pp.1-2). Principles one to three are similar to Hattie and Timperley's *feed up, feed back* and *feed forward* (2007). This similarity illustrates how important their model is, and what Udir wants teachers in Norway to focus on when giving effective assessment. Thus, for feedback to be effective teachers need to make sure that the learners are aware of what is expected of them (*feed up).* The teachers also need to give feedback about where the learners are in relation to what is expected of them and what they have done to reach them (*feed back*). Lastly, the learners need to know how they can further improve and what they need to do to progress their understanding (*feed forward*).

'Providing feedback to EFL learners about their competence level at various stages of learning is an integral part of teaching' (Gloppen, 2016, p. 26). Gloppen's statement is a

crucial aspect for the present study and an important overarching element in the feedback guideline. The guideline was drafted from Hattie and Timperley's recommendations for effective feedback (2007) and Udir's principles for effective feedback (2015a). It has been argued in this MA thesis that the notions of *feed up, feed back* and *feed forward* cannot function properly if the teacher does not consider the learners' ZPD (Vygotskij et al., 1978). In essence, effective feedback relies on being clear and well structured, which makes Vygotsky's ZPD a crucial component.

2.7 Written Feedback

The present study aims to understand how learners experience and perceive the written feedback they receive from their teacher. The current section will present written feedback and some of its known benefits and challenges that can be experienced by the students.

As previously stated in section 1.3.3, several researchers consider written responses to be one of the most central types of feedback (e.g. Dysthe et al., 2007; K. Hyland & Hyland, 2006; Mathisen, 2012). Hyland and Hyland (2006) further express that even though there has been much emphasis on oral feedback and peer feedback, written feedback is still central in most L2 and foreign language classes (p.84).

Written feedback has different shapes and forms, and throughout the years it has been in a state of constant development. Written feedback has developed and gone from handwriting to typed writing. In more recent years, other technological advancements have been developed to improve written feedback further. Teachers can now, among other things, give feedback easier using macro-coding (Gloppen, 2012), or use Microsoft Word's comment feature. Written feedback can also include hyperlinks, which McLaughlin, Kerr, and Howie explained can make the feedback richer (2007). They developed a method that included giving feedback on tablet PCs (McLaughlin et al., 2007). Another program that has been surfacing is 'easy correct', which allows teachers to give written feedback with audio record and hyperlinks ("EasyCorrect," n.d). Although these new ways of giving written feedback are interesting, the focus will be on written feedback with handwritten comments in the text and an assessment form typed on the computer, and that includes hyperlinks.

Even though there have been developments in the way written feedback is given today, the content of written feedback is still essential. Brookhart (2008) explains that both word choice and tone matters when it comes to written feedback (p.31). She presents three factors that are important when it comes to providing effective written feedback. First, *clarity*

is emphasised because learners need to understand the feedback they receive as intended (Brookhart, 2008, p.32). She further explains that learners have different vocabularies, backgrounds, and experiences, and points out that in order to maximise the chances that learners will understand the feedback, the teacher needs to consider each learner's individual level of development (Brookhart, 2008, p.32). Secondly, *specificity* is presented as an important factor in providing effective written feedback. Brookhart (2008), explains the specificity of feedback by referring to the Goldilocks principle '(…) not too narrow, not too broad, but just right' (p.33). The feedback specificity should give guidance but not do the work for the learner and give suggestions that are specific enough so that the student understands what to do next (Brookhart, 2008, p.34). Brookhart's *clarity* and *specificity* show the relevance of considering the learners' ZPD when giving feedback. The third and final factor, *tone* refers to the expressive quality of the message and how it affects the interpretation of the message (Brookhart, 2008, p.34). Brookhart emphasises that the use of tone can inspire or discourage learners.

In summary, in order to make feedback more effective written feedback has been and still is under development. Brookhart (2008), shows that it is not just technology that plays a role in written feedback's effectiveness, but that also that the content and the language used needs to be taken into consideration. Her factors *clarity* and *specificity* are important to keep in mind when it comes to written feedback's benefits and challenges.

2.7.1 Benefits and Challenges

As previously mentioned, learners value written feedback. K. Hyland and Hyland (2006), said that 'ESL students greatly value teacher written feedback and consistently rate it more highly than alternative forms such as peer and oral feedback' (p.87). The fact that learners appreciate written feedback can have a positive impact on their attitude and motivation when it comes to working with written feedback. However, they also express a concern with written feedback that has poor quality, is frequently misunderstood by the students, and that is too vague and inconsistent (2006, p.84). These challenges are recognised by others as well (e.g. Bjørstad, 2016; Vågen, 2017; Weaver, 2006).

Weaver's study found that learners do not think that written feedback is as effective as it could be (2006, p. 390). This indicates that written feedback needs improvements, and notably, that written feedback has challenges that hinder its effectiveness. Both Bjørstad

(2016) and Vågen (2017) argue that specific and detailed feedback are important criterions if the learners are supposed to understand the feedback and not struggle with it.

According to Hyland and Hyland (2006), a lack of quality of written feedback can have a negative consequence. Learners might ignore or misuse the teacher's commentary, or in some cases delete their text to avoid the issues that were raised in the feedback (Hyland & Hyland, 2006, p.87). These negative consequences of written feedback with poor quality can be seen together with Brookhart's (2008) concept of the wording in the written feedback and Vygotsky's (1978) zone of proximal development. Poor quality with regards to a lack of clarity and a vague specificity might influence the learners' attitude and motivation towards the feedback.

To sum up, written feedback is still valued; however, research suggest that learners' want more detailed and specific feedback. Furthermore, as Hyland and Hyland express, poor quality of written feedback can have a negative impact on the learners.

2.8 Video Feedback

Video feedback through screen capture technology is a newer way of giving feedback that consists of several traits which are considered to be an improvement of other types of feedback (Crook et al., 2012; Henderson & Phillips, 2015; Jones et al., 2012; Mathisen, 2012; Turner & West, 2013). In order to understand why and how video feedback is considered an improvement on other types of feedback, this section will look into what screen capture technology is and the benefits and challenges related to this type of feedback.

Screen capture is a technology which has features that allow users to make a video recording of all movements and changes on the screen while simultaneously making a video recording of the user (Mathisen, 2012, p.101). After recording a video, the user can download the film as a file and save it on their computer, or they can, in some cases, upload it to the Internet, whether it is Youtube, Facebook, Twitter or some other channels (Mathisen, 2012, p.101). There are several different programs, such as Jing, AutoScreenRecorder, Wink, Vocaroo, and Mailvu (Mathisen, 2012). In this study, the internet-based program Screencast-O-Matic was utilized to create the feedback one class received. This program was chosen because it is user-friendly and allows for recordings up to fifteen minutes.

2.8.1 Benefits and Challenges

As mentioned in chapter 1, today's society is heavily based on technology, where Prensky (2005/2006) refers to this generation of learners as *digital natives*. Because of this, researchers believe that one way of motivating the learners is to reach them by using technology in the school context as well (Prensky, 2005/2006). Video feedback might be one method (Turner & West, 2013). Research on video feedback found that it has several traits that are considered to be effective and beneficial for learners (Crook et al., 2012; Henderson & Phillips, 2015; Jones et al., 2012; Mathisen, 2012; Turner & West, 2013). First of all, video feedback is perceived to be clear, detailed and unambiguous (Crook et al., 2012; Henderson & Phillips, 2015; Mathisen, 2012; Stannard, 2008; Turner & West, 2013).

The learners in Stannard's study indicated that more information was provided to them in the video feedback compared with other types of feedback (Stannard, 2008). Stannard also gave a possible reason for why video feedback was perceived to be more detailed. He explained that a two-minute video could contain as much as 400 words, which is the equivalent of a sheet of handwritten feedback in an A4 format (Stannard, 2008). As such, if a learner receives a video feedback between 5-10 minutes, the extent of words, explanations, and suggestions are far more than what regular written feedback would be able to include.

Another benefit by giving video feedback is that it allows the learner to replay the feedback if necessary (Crook et al., 2012; Henderson & Phillips, 2015; Jones et al., 2012; Mathisen, 2012). The fact that feedback can be replayed can help the learners when it comes to their understanding of the feedback. If something is unclear, they can always go back and watch it again to gain a better understanding. Learners also reported that video feedback felt more individualised and personal (Henderson & Phillips, 2015; Jones et al., 2012; Turner & West, 2013). Individualised and personal feedback can be a motivating factor for working with the feedback and for improving their writing skills. When feedback is personal and, individualised learners might understand better what the teacher thought of their work (Turner and West, 2013). The learners might understand better their strengths and weaknesses in the task and also how the teacher marked their task. This can, in turn, help the learners understand why they received the specific grade related to their work (Turner and West, 2013). Mathisen (2012) found that video feedback can give learners both inspiration and motivation to work with their subjects. Turner and West (2013) and Henderson and Philips (2015) explain that video feedback might enhance learners' future work and that it is something they can use to improve their future performance.

An interesting aspect with video feedback is that although many view it as effective feedback (Crook et al., 2012; Henderson & Phillips, 2015; Jones et al., 2012; Mathisen, 2012; Turner & West, 2013), others do not agree. M. J. W. Lee, Pradhan, and Dalgarno (2008) found that video feedback had no significant effect on learning. Although it is an interesting topic, the present study will not research if video feedback has a significant effect on learners' future work and learning; however, the study might shed some light on whether or not it is the content of the feedback or the type of feedback that is important when it comes to learners' experience and involvement. In addition, other studies on video feedback indicated some challenges that might occur with this type of feedback (Crook et al., 2012; Henderson & Phillips, 2015).

Both Crook et al. (2012) and Henderson and Phillips (2015) found some technical issues with the video feedback. Henderson and Phillips (2015) point out that some learners were not able to download or play the video feedback on their computer. The learners had to find different computers to be able to watch the feedback they received (Henderson & Phillips, 2015, p.61). As a consequence, the feedback was not available to the learners at all times since they could not access it on their computer. Crook et al. (2012) discovered that some of the videos took quite a lot of time to be downloaded and some of the videos had poor sound and video quality. Participants in Henderson & Phillips' study experienced video feedback to be quite time consuming (2015, p.62). The video feedback required the learners to spend a lot of their time searching in the assignment in order to find the particular example that the teacher or lecturer was discussing (Henderson & Phillips, 2015). The mentioned challenges might have a negative effect on the learners. If learners have to go through much trouble to be able to view their feedback, and if the feedback is of poor quality and time consuming, the learners might become frustrated or lose interest in the feedback. It might also influence their motivation and their attitude towards the feedback, which in turn can have an impact on the effectiveness of the feedback.

To summarise, this chapter has looked at both written feedback and video feedback and taken into consideration the different challenges and benefits they might have. Furthermore, important aspects regarding perceived effectiveness have been discussed and operationalised. Attitude was understood as learners' experience with the feedback and was operationalised to *beliefs, behaviour* and *affect*, where *beliefs* was further operationalised to clarity, *feed back* and *feed forward.* Motivation was understood as learners' involvement with the feedback and operationalised to desire, time and effort.

Both learners' attitude and motivation should be considered when it comes to understanding perceived effectiveness. Although these two aspects cannot alone measure the learners' learning outcome, they can give a better understanding of the perceived effectiveness of the feedbacks. It should, however, be noted that attitude, motivation, and feedback are broad concepts. The present study cannot focus on all the aspects regarding these concepts but can contribute to the area of assessment.

3. MATERIALS AND METHODS

3.1 Introduction

The present study was designed to explore formative assessment by comparing learners' perception of video feedback and written feedback. The purpose of the study was to examine how different types of feedback affected learners' motivation and attitude. Furthermore, the intention was also to examine if the learners' perception, motivation, and attitude influenced the effectiveness of the formative feedback.

Furthermore, the study examined how different types of feedback affected learners' motivation and attitude. In addition, the effectiveness of the different types of feedback was researched by looking at the learners' attitude and motivation to the respective types of feedback. The research was carried out in two upper secondary general EFL classes from two different schools. The two response groups will henceforth be referred to as group 1 (received written feedback) and group 2 (received video feedback). The chapter is divided into seven sections and aims to present and discuss the research methodology used throughout the study. First, the reason for employing a mixed method is discussed. Secondly, an overview of the materials gathered as well as preparatory work with the materials will be provided. The next section will provide an insight into the considerations that were taken when analysing and interpreting the data. The fifth section will address the reliability, validity, and generalisation of the study. In the next section, ethical considerations related to the participants and the teachers are discussed. The final section covers issues of the study's possible limitations that need to be taken into account when reading the results and viewing the analysis.

3.2 Methods

Creswell defines research as '(…) a process of steps used to collect and analyse information to increase our understanding of a topic or issue' (2012, p.3). Shank and Brown (2007), explain that educational research is 'the application of some generally accepted procedures to examine the knowledge base of education' (Hittleman & Simon, 2002, p.2 in Shank and Brown, 2007, p. 3). In this process, the researcher must choose how to structure the research: what methods to use and what instruments are most suitable to answer the research question. Since this study intended to gain knowledge and to investigate how EFL learners perceive and experience different types of feedback, an empirical study seemed applicable. Empirical research focuses on collecting data about the intended research with surveys, interviews, and records (Christoffersen & Johannessen, 2012, p. 21). An action study would have been

interesting as well, but it was not possible, as I do not have any Vg1 learners or classes where I could conduct an action study. However, I am hoping that this research will give me some insight into the concept of formative feedback which I can bring to my classroom.

The research questions for this study were concerned with learners' attitude and motivation. The intention was also to uncover as well as describe various trends that occurred. As such, a mixed method approach seemed appropriate. By applying a mixed method, this study can help gain insight into learners' experience with the type of feedback they receive and help understand and give new insight into the still important phenomenon of formative feedback.

Mixed method was chosen to collect empirical evidence. Mixed methods is a procedure of collecting, analysing and understanding a research problem by using both quantitative and qualitative methods in a single study (Creswell & Plano Clark, 2011, in Creswell, 2012, p.535). The assumption was that including a combination of both a quantitative and a qualitative method might provide a better understanding of the research problem than each method would on its own (Creswell, 2012). Triangulation was also included to strengthen the research (see section 3.2.2). There exist different models of mixed methods, and this study applied the explanatory sequential design (Creswell, 2012, p. 540). This model of mixed method is a two-phased model, where the quantitative data is gathered first before collecting a qualitative data to help elaborate, explain and give an in-depth exploration of the quantitative results (Creswell, 2012, p.542).

3.2.1 Quantitative Method

A quantitative method was first and foremost chosen since the purpose of this study was to compare EFL learners' experience with two different types of feedback. According to Creswell, a quantitative study is suited for comparing groups as well as comparing the results with prior predictions and past research (Creswell, 2012, p.13).

Since qualitative responses are unique on their own and cannot be measured, it would be hard to give a valid and reliable statistical representation of the responses. As such, quantitative data was chosen because it is viewed as more reliable since the comparison is of mathematical procedures or statistics (Creswell, 2012, p.15). However, as will be discussed (see section 3.2.2), qualitative data was included to give more insight into the learners' perception of the feedback and to some extent show differences between the two groups.

Attitude and motivation are also concepts that are difficult to observe. Hence observation as an instrument did not seem to fit the purpose of this thesis. A quantitative survey seemed more applicable in exploring the intricate concepts. Moreover, quantitative research focuses on trends in the field or explains why something occurs (Creswell, 2012, p.13). Given the fact that few empirical studies have been conducted on the phenomena of Vg1 EFL learners' perception of the type of feedback they receive, it was of particular interest to find various trends that occurred among the EFL learners (Creswell, 2014, p. 2).

The survey included a questionnaire with purpose statements that were made specific, narrow and measurable (Creswell, 2012, pp.13-14) as well as a few open-ended questions. See appendix C and D. The considerations that were taken into account when the statements were created can be viewed in section 3.3.3.

3.2.2 Qualitative Method

'Qualitative research is best suited to address a *research problem* in which you do not know the variable and need to explore' (Creswell, 2012, p. 16). Quantitative research can help explore and develop a detailed understanding of a phenomenon (Creswell, 2012, p.16).

Comparison research between video feedback and written feedback at upper secondary schools has been absent in Norway. Hence, a need for a better understanding of learners' experience and involvement with video feedback and written feedback was necessary. Consequently, a qualitative research approach seemed fit for the purpose of this MA thesis as well. The intent with including a qualitative method after a quantitative method was to give a more detailed understanding of the topic and to give a better insight into the learners' opinion of the feedbacks they received. In other words, the qualitative method was included in order to strengthen the research and the quantitative result further.

The survey included some qualitative questions. I chose to include some open-ended questions in order to help me get a broader understanding of the learners' experience and perception of the type of feedback they received. The open-ended questions also allowed the respondents to express their opinions of the feedbacks. This could enrich the study with viewpoints, ideas, and opinions that I had not thought of. According to Creswell (2012), open-ended questions allow '(…) the participant to create the options for responding' (p.218). They are, moreover, not constrained by any perspectives the researcher might have (Creswell, 2012, p.218). In addition, the qualitative questions could be used as an instrument for checking the

validity of the answers to the closed-questions. Furthermore, the open-ended questions provided guidance for choosing the right respondents to do a one-on-one interview.

Conducting interviews after analysing the quantitative data seemed appropriate for the study. The interviews were needed in order to elaborate on the results from the survey and give a better understanding of learners' perception of different types of feedback. Purposeful sampling was done when it came to choosing the participants for the interviews (Creswell, 2014). The participants were chosen according to their answers from the questionnaire. I wanted to present the diversity of the responses from the questionnaire and get a broader understanding of the concept. Because the interviews were based upon the learners' answer in the survey, the questions where related to both motivation and attitude as described in section 3.2.1. In addition, triangulation was included to strengthen the validity. According to Creswell (2012) triangulation is:

'The process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collecting (e.g., documents and interviews) in descriptions and themes in qualitative research' (p.259).

The responses from the qualitative questions in the survey and the responses from the qualitative interview helped in cross-checking the data and thereby strengthened the validity of the data. Furthermore, triangulation opened up for gaining a better understanding of the phenomena by viewing it from different perspectives.

3.3 Materials

3.3.1 Informants and Context

The research for this study was conducted at two upper secondary schools in Western Norway. The respondents included in the study were 46 learners from Vg1 general studies. Group 1 (written) consisted of 24 respondents, whereas group 2 (video) consisted of 22 respondents.

The research needed teachers who were willing to participate and give feedback in a formative manner to their learners. More importantly, the teachers had to be willing to try out a new way of structuring their feedback and also be open for trying out a different type of feedback; video feedback.

The teacher who gave written feedback to the learners was chosen based on my previous knowledge with this teacher's formative feedback. Although not necessary, I saw it more reliable to choose a teacher whose written feedback was structured in the same manner as my intended feedback. The second teacher, who was asked to participate in the study had never given video feedback to his/her learners before. However, the teacher was enthusiastic and curious about video feedback and was willing to try it out. I offered to give some advice on the use of Screencast-O-Matic, but it seems that the teacher had no issues with it as I did not hear otherwise. The program is quite self-explanatory, and the teacher also had colleagues who could provide information about the program. The two teachers had to follow a feedback guideline that I gave them (see section 3.3.2). Apart from this, the teachers did not answer a survey or were interviewed.

I chose learners from Vg1, English general studies to be my respondents because, to my knowledge and experience, most learners do not encounter receiving video feedback before upper secondary school. The class chosen to receive video feedback had not experienced this type of feedback before. Hopefully, their first impressions can give an interesting insight into the area of assessment.

Another reason why learners at vg1 were chosen was that English general studies is an obligatory subject at vg1. Some of these learners might be interested in English and some might study the language because they have to. Learners at Vg2 and Vg3, on the other hand, chose to study the English language; it is not obligatory for them.

Consequently, research conducted on Vg1 general studies learners should give a population of respondents who have different reasons to work with the feedback. Some of these might even experience intrinsic motivation while others may not be interested in working with the feedback at all.

Even though the scope of this study is limited and the results cannot be generalised, these results might be true for other learners at Vg1 as well. This is because the present study has tried to include learners whom might experience different motivations.

Since I was focusing on learners' motivation and attitude, I was hoping that my research would include learners with different motivations and attitude regarding the English subject. The result would then perhaps be more representative than if I chose learners at Vg2 or Vg3, where English is a subject they can choose. Learners often choose subjects they are interested in or subjects that they need to apply for a job or further studies. I believed that by including only vg1 general studies learners, I would reach out and manage to gather data that

would reflect both the learners who enjoy the English subject and those who prefer other subjects.

3.3.2 Preparatory Work before Data Collection

One of the main things that were important for this thesis was that the teachers had the same feedback-guideline they had to follow. This guideline was essential because the study had two different teachers who gave two different types of feedback. For this reason, it became necessary for the feedbacks to have the same structure and content for my results to be more reliable. The feedback guideline included Hattie and Timperley's suggestions, as well as Udir's recommendations for providing effective feedback (section 2.6). It also included suggestions about how the teachers should organise their feedback. Since I do not have much experience with feedback, the suggestions and the feedback guideline were carefully created after looking at other teachers' templates and theory regarding feedback (Gibbs, 2010; Gibbs & Simpson, 2004; Gloppen, 2014, 8th of December; Udir, 2010, 2014).

The teachers were asked to structure their feedback into three sections: the structure, the content and the language. All sections had examples of what the teachers could comment on, but it was stressed that they should comment on what was relevant for each learners' text. The teacher had to give feedback that was relevant for the learner according to the guideline but did not have to give feedback on everything mentioned in the guideline. The feedback guideline can be viewed in appendix A.

Lastly, the teachers were asked not to hand out the feedback and the grade simultaneously but rather give the grade after the learners had gone through their feedback. The choice of not including a mark alongside the feedback was based upon the indication from several researchers and studies, as mentioned in section 2.6, where it was acknowledged that grades might weaken the effectiveness of the feedback (Black & Wiliam, 1998; Burner, 2016; Gibbs, 2010; Gibbs & Simpson, 2004; Henderson & Phillips, 2015; Throndsen, 2011). Other than that, the teachers could structure their tasks and feedback as they wanted. The teacher who wrote written feedback chose to follow her usual way of giving feedback, where the learners have to send in an improved version of their text after receiving their feedback. It was just for approval, and their grade was already set. This seemed to play an important role in the learners' involvement with the feedback (see section 4).

The two classes both had different writing tasks. The group who received written feedback was given two essay tasks they could choose to write. One was about discussing a

news article story, whereas the other was about discussing the USA in relation to films and literature. The group who received video feedback was supposed to write a five-paragraph essay with three different tasks the learners could choose from. One was a character description; one was a film review whereas the last one was about the relationship between characters.

3.3.3 The Survey

The present study used surveys as instruments for collecting the data since the aim was to collect and compare learners' experience, attitude, and motivation towards the type of feedback they received. As explained in section 3.2, a questionnaire consisting of mostly closed-ended questions seemed appropriate; however, some qualitative questions were also included. The Likert scale, which is an interval scale that illustrates a scale with theoretically equal intervals among respondents (Creswell,2012, p.167), was chosen for this survey. Likert scale was chosen because of its response options for the questions. In addition, other researchers and studies suggest that Likert scale is an appropriate scale for measuring variables such as attitude and motivation (Bohner et al., 2002; Krosnick, Judd, & Wittenbrink, 2005). According to Krosnick et at. (2005), the number of intervals can compromise the clarity of a scale and thus affect the results. Taking that into consideration the survey had five response options, where 1-5 reflected the options strongly agree, agree, uncertain, disagree, strongly disagree.

The surveys were administered on a site called SurveyXact. SurveyXact is a program that UiB has a collaboration with. It is also time-effective and cost-effective. When it comes to data collection, SurveyXact is in accordance with NSD's ethical criteria (see section 3.6, and appendix H), since it only gathers the respondents' IP address.

I chose to have two separate surveys, one for the learners receiving written feedback and one for the learners receiving video feedback. This would allow for an easier comparison of the data. The surveys were created on SurveyXact, and a test-Survey was carried out by some volunteers. This was done to check the length of the surveys and the questions. The learners participating in the study got access to the survey through a link that I shared with their teacher. Furthermore, the survey was conducted in Norwegian, given the various competence proficiency levels of the EFL learners, and the responses included in this MA thesis have been translated by me.

3.3.3.1 Designing the Questions

Once I had decided to use survey as an instrument to collect data, I did a lot of research on the topic of formative feedback, attitude and motivation before designing the statements and the questions. Reading up on motivational and attitudinal theories as well as other similar research was important for creating good questions and statements that would reflect my aim. The focus was to operationalise the variables attitude and motivation since they are not only intricate concepts but also difficult to observe. Operationalisation is a specification of how a variable will be defined and measured in a study (Creswell, 2012, p.151). The operationalisation helped writing specific and narrow statements to obtain data relevant to the aims. Motivation was defined according to three attributes; desire, time and effort (see section 2.4). These three attributes were further operationalised:

- *Desire* was understood as the learners' feelings towards being involved with the feedback and was operationalised to 1) if learners' want to work with the suggestions, 2) if learners want to work with the corrections, and 3) if learners want to improve their written language.

- *Time* was understood as 1) if learners went through the feedback, 2) if the learners took their time going through the feedback, and 3) if learners spend time working with the suggestions and corrections.

- *Effort* was understood as 1) if the learners focused on the feedback, 2) if the learners took notes from the feedback, and 3) if the learners edited corrections and suggestions in their text after going through the feedback.

Attitude was defined according to three attributes as well; beliefs, behaviour, and affect (see section 2.3). The three attributes were likewise further operationalised:

- *Beliefs* were understood as 1) clarity: how clear the learners experienced the feedback and content to be, 2) *feed back:* if the feedback had information about what was done well in the text and if the learners experienced the corrections to be helpful. Lastly, 3) *feed forward:* how helpful the learners experienced the feedback to be when it came to information about future improvements.

- *Behaviour* was understood as 1) if the learners went through the feedback, and 2) if the learners saved the feedback.

- *Affect* was understood as 1) if the learners liked the feedback, and 2) if the learners saw the value in receiving feedback.

In addition to including statements related to attitude and motivation, I chose to include some statements on the feedback's benefits and challenges (see section 2.7.1 and section 2.8.1). These statements were included to see whether or not technological issues or other challenges with the feedbacks could have had an impact on the learners' motivation or attitudes and hence the results. For this reason, some of the statements are not similar, and the video feedback survey included two more statements than the written feedback survey. The two surveys can be viewed in appendix C and D.

It was also important for me to make statements and questions as explicit and understanding as possible for the learners. This was done so that what the learners read and interpreted would be as similar as possible to what I was researching and wanted answers on. Otherwise, I could have ended up with results that did not reflect my research since too vague or broad statements can be interpreted in so many different ways. Operationalisation became a helpful tool in creating explicit statements and questions, and also explains why most of my statements do not include the words 'motivation' or 'attitude'. Operationalising variables from my theory would strengthen the validity and credibility of the findings. Furthermore, by having explicit statements, the results became more reliable than if the study included broad and vague statements.

3.3.4 The Interviews

As stated in section 3.2, a mixed method was chosen for the purpose of this study. As the quantitative method was a survey, an in-depth interview, one-on-one, seemed appropriate to use as a qualitative method that followed the survey. It was essential to structure the interview since this thesis relied on research that could be analysed and compared. As a result, a semi-structured interview was chosen since its qualities fit the aim of this MA thesis. Semi-structured interviews have some grouping of topics and questions that are relevant and that the interviewer should follow (Christoffersen & Johannessen, 2012). At the same time, the interview structure allows for diversion and opens up for new ideas and elaborations of the topic in question. Similar to the surveys, the interviews were also conducted in Norwegian and the responses included in the present study have been translated by me. The interview guideline can be viewed in appendix B.

3.3.4.1 Designing the Interview Guide

The interview guide was designed based on the survey and the questions I found to be of importance. I used Christoffersen and Johannessen's interview guide (2012, pp. 80-81) as a guideline for my interviews. The interviews started with an introduction about the present research and the aims, before proceeding with an introduction question, or ice-breakers. The key questions followed a structure but allowed for diversion and elaboration. The ending was conducted in an orderly way, informing the interviewee that the interview was almost finished. In addition, the interviewees were asked if they had more comments or opinions they would like to share, and if they had any questions.

Since I chose a semi-structured interview, some of the questions had to be prepared beforehand. I decided to divide the interview questions into the same parts as the survey, and had some general questions related to attitude and motivation. I was also interested in including follow-up questions, so if the interviewee said something interesting, I could ask them to elaborate. After analysing the survey, I added some questions I found to be relevant that I could ask if the interviewee did not answer them in relation to the open-ended questions. The interview guide can be viewed in appendix B.

3.3.4.2 Conducting Interviews

The interviews were conducted after the learners had received their feedback. The written feedback group had the interviews one and a half week after they took the survey, whereas the video feedback group had the interviews a month after taking the survey. This was due to some unforeseeable events. As a result, the video feedback interviewees' memory might have been tainted since the interviews were administered long after they received their feedback and taken the survey.

The interviews were planned in cooperation with the teachers in order to cause as little inconvenience as possible. The locations were at the learners' schools. It was important that the learners were in familiar surroundings and that the disturbance throughout the interview was a minimum. Before the interviews started, I informed the interviewees about the ethical considerations that had been taken and their rights during the interview. I also informed the interviewees that I would record the interview as well as take some notes.

Most of the interviews went well. Some of the questions I asked might be considered leading; however, I would argue that most of them were asked to get a better understanding of what the interviewees meant. Some used a language that was difficult to understand at times

and sometimes it seemed that they were not able to express themselves clearly. Some gave very long answers, and I thought during the interview that I had to ask them more specifically what they meant by something they said, and chose to give a question based on my analysis of their response. For instance, learner G1:R2 said during the interview:

'But it was.. well.. what can I say… eh.. It was a lot at once, and I did not get further explanation if I struggled to understand something, right.. like.. if like, the teachers says yes, this was not good, then it is like.. ehh.. okay.. why not, right.. so.. Yes' (see appendix F)

I replied to this learners' answer by saying 'So it was not as detailed as you had hoped?' and the interviewee said 'yes'. As such, leading questions might be a limitation, but I would argue that the answers are still valid. The responses from the interview and the qualitative answers from the survey were cross-checked and did not seem to deviate from each other.

Another learner whom I interviewed, seemed to be uncomfortable, due to the body language and the short answers. Hence, I decided not to ask that learner too many follow-up questions.

3.4 Analysing and Interpreting the Data

As stated earlier, (section 3.3.3.1) the surveys' questions were operationalised and categorised. The main ideas from the survey and the MA thesis, attitude, and motivation were incorporated in the interview as well. The comparison between the two types of feedback the learners received was as a result more comprehensible. The quantitative data underwent careful analysis, and the qualitative data was read and re-read several times. The operationalisation helped in the analysis and in finding ideas that were often repeated or similar to one another. As such, the careful coding and analysis together with the operationalisation helped relate the characteristics of motivation and attitude to the EFL learners' responses.

The data collected on SurveyXact was downloaded and imported into UiB's SAFE program, where they were safely analysed and interpreted. UiB's SAFE program is a two-factor secure site that allowed me to analyse, interpret as well as transcribe and import the data to Microsoft Excel and Microsoft Word. The quantitative data from the survey was summarised into Excel sheets. The findings were presented as means and modes, as well as percentages in chapter 4. All the data can also be viewed in appendix, C, D, and E. Some of the comparisons between the two groups of respondents were also presented as tables and graphs to visualise the similarity or difference between them. The qualitative data

from the survey was written down, analysed and categorised to group recurring answers, themes and ideas together. The qualitative data from the interviews was transcribed and categorised in the same manner as the qualitative data from the survey.

3.5 Reliability, Validity and Generalisation

When it comes to research in general, ensuring its quality is crucial. Both reliability and validity are important criteria that need to be taken into consideration when conducting research.

Reliability is an important criterion related to the instruments used to collect the data. As Creswell points out, 'Reliability means that scores from an instrument are stable and consistent' (Creswell, 2012, p.159). He further elaborates that all scores need to be consistent to ensure reliability (Creswell, 2012, p.159). The consistency of the answers can be analysed by adding closely related questions (Creswell, 2012). Although reliability is crucial to ensure it is also hard to obtain because 'There will always be human and instrumental errors of measurement even under the most stable conditions' (Oppenheim, 1982, p. 41). Taking both Creswell's and Oppenheim's view on reliability into consideration, several attempts were made to ensure the reliability of this MA's research.

Firstly, the operationalisation of the concept of both motivation and attitude were conducted in order to make clear and detailed questions, see section 3.3.3.1. This was done to ensure that the learners understood the questions better. It would also strengthen the consistency of answers. Consistency was also provided by including statements that were closely related, but somewhat rephrased. Secondly, the triangulation of the data was also conducted to enhance the accuracy of the findings. Furthermore, triangulation helped check for consistency of the answers from the quantitative and the qualitative data.

Thirdly, learners' accessibility towards the topic was taken into consideration. The survey was conducted after the learners had received their feedback. The interviews were planned to be conducted within two weeks after the learners had received their feedback. This was accomplished with the written feedback group; however, due to some unfortunate events, the group who received video feedback were interviewed a month after. As such, the reliability might not be as consistent with the video feedback group as with the written feedback group.

A primary concern when it comes to reliability for this MA thesis was the continuity in the long run. Thurstone's study on attitude change showed that attitude is susceptive to

change, and I will argue that the same goes for motivation (1931). Although the continuity for a more extended period will not be researched in this MA study, it is imperative to keep in mind that both attitudes and motivation can change. Learners' attitudes can be unreliable as they are influenced by their surroundings and can alter throughout life (Bohner et al., 2002; Krosnick et al., 2005; Thurstone, 1931). Learners might change how they perceive the same type of feedback depending on the content, the teacher, the task, the grade and so on. The same issue arises regarding the notion of motivation. As explained in section 2.4 learners' motivation can be influenced by several factors, intrinsic and extrinsic. In addition, their motivation towards the type of feedback they receive can change over time. In essence, the questionnaire and the interview might not be as reliable in the long run, since this study focused on learners' motivation and attitude towards one feedback and not how these changed over time. Perhaps future studies should also focus on longitudinal research of learners' attitude and motivation towards feedbacks.

Validity is another important criterion regarding the research. As stated by Creswell 'Validity is the development of sound evidence to demonstrate that the interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (…)' (2012, p.159). This definition is in accordance with Oppenheim, who explained that validity is high if it measures what the researcher wants to measure (1982, p. 41). Oppenheim further explains that validity in the field of attitudinal research is difficult to obtain because '(…) there are so few ways of obtaining an outside criterion measure of the attitude in question which is itself valid and reliable' (1982, p.41). Oppenheim's limitation of validity in attitudinal studies is also relevant for motivation. Since observing such intricate concepts as motivation and attitude are difficult, defining and creating categories that were concrete and measurable became essential. As a result, operationalising the concepts became a crucial part of strengthening the validity and reliability of the study.

Mixed methods and triangulation (section 3.2) were used as a strategy to strengthen and ensure the validity of this research. Triangulation was used by including qualitative data from both the survey and the interview in order to strengthen validity. It was also further strengthened by analysing and comparing the results from the qualitative part of the survey with the interview. Mixed method was also used to cross-check the answers. This was done to ensure the validity and reliability of the research. In addition, validity was further ensured by choosing teachers who work at different schools. Since there exists a geographical variation between the two respondent groups, communication between them was viewed as a low threat. Hence, the diffusion of treatments was avoided (Creswell, 2012, p.305).

'Reliability and validity are bound together in complex ways', as noted by Creswell (2012, p.159). Hence, the more reliable the research is, the more valid the results (Creswell, 2012, p.159). However, as mentioned above, reliability and validity can be difficult to strengthen when the study is related to motivation and attitude. According to Krosnick et al., closed-ended questions might not always be reliable and valid since they can have distinct disadvantages:

> 'The precise formulation of an attitude rating scale in terms of the number of points on the scale, the extent of verbal labelling of those points, the particular verbal phrases selected to label the points, the order in which the points are presented to participants, and offering *don't know* response options can all be done suboptimally' (Krosnick et al., 2005, p.34).

In other words, the respondents' answers on a scale from one to five might not represent their actual and precise opinion. It can also be difficult for the respondents to figure out if their attitude and motivation are a five or a four on the scale. As a result, closed-ended questions can lead to answers that do not reflect the respondents' opinion in an optimal way.

Open-ended questions might help rectify some of the disadvantages that might occur because of the closed-ended questions. Open-ended questions do not present answer choices to the participants which forces them to articulate their answers (Krosnick et al., 2005, p.34). Several other studies pointed out by Krosnick et al. (2005), have also shown that open-ended questions have higher reliabilities and validations than closed-ended questions (p.34). Therefore, some open-ended questions were added to strengthen the reliability and validity of the research, since the questionnaire mostly consisted of closed-ended questions. The open-ended questions helped check for contradictions by cross-checking the open-ended responses with the closed-ended responses.

As previously mentioned, the present study gathered quantitative and qualitative data from 46 learners. The number of respondents that this study is based on is thus too small to be representative. As a consequence, the results cannot be generalised. However, the study can give a deeper understanding of the concept of formative assessment regarding Vg1 learners' experience and involvement with feedback.

3.6 Ethical Considerations

So far in this chapter, the methods and materials used have been presented and discussed. In this section, the ethical considerations taken in the present study will be elaborated upon. As a researcher, it is important to consider the ethical questions throughout each step of the

research process. Creswell points out the importance of obtaining permission before collecting the data, protecting the anonymity of individuals by keeping their identity confidential as well as viewing the data confidentially and not sharing it with other individuals outside of the project (2012, p.169). He further stresses the need for understanding if participants choose not to partake in the study, even when they consented to participate beforehand (Creswell, 2012, p.170).

Ethical considerations were taken throughout the project. An application was sent to The Norwegian Social Science Data Services (NSD) for approval, and the research was carried out within the guidelines given by NSD (see appendix H). A strict ethical protocol was also followed in order to meet the criteria from NSD as well as the criteria mentioned by Creswell (2012). The principles of informed consent, confidentiality and autonomy were followed. The teachers who were asked to participate in the study, by giving their learners feedback on a written task in English, received information about the research and if they and their class were willing to participate. The respective principals were contacted and given an information letter. The letter informed them of the purpose of the research and the ethical considerations. They were also informed about the teachers and the classes that had agreed to participate in the study. Following this, a consent form from the principals, the teachers, and the learners was obtained before the research started.

The respondents were 15 years or older. According to NSD, the learners could give their consent without consulting their parents. This is because the learners were perceived as capable of understanding what they choose to participate in as long as the data collection did not include sensitive information. This is true for my research. The respondents were also made aware of the same rights before being interviewed.

Careful consideration about how and where to store the questionnaire and interview was taken into account. To uphold the secrecy and confidentiality at all stages of the research the information about the participants was stored and worked with on UiB's SAFE program before it was anonymised. SAFE is a secure desktop that was made explicitly for processing sensitive and personal information. Furthermore, to ensure anonymity pseudonyms were used in the master thesis and neither the schools' nor the teachers' name were revealed. All the information about the respondents would also be deleted after this study is published, to secure the personal information gathered and stored throughout this research.

3.7 Possible Limitations

In this section, possible limitations of the research and the methods will be discussed and elaborated upon.

First and foremost, one possible limitation with the present study was that the learners who received written feedback also had an obligatory hand-in of their text in order to get the learners involved with the feedback. This obligatory hand-in might have influenced the results related to learners' involvement. In hindsight, this obligatory hand-in has given valuable insight into the area of formative assessment. It has showed me the importance of an additional obligatory hand-in alongside the feedback to make learners more involved with the feedback.

When researching complex concepts such as attitude and motivation, one needs to keep in mind that there will be some limitations to the study. These concepts are hard to research due to the many possible factors that might influence them. It was not within the scope to view all the different aspects related to motivation and attitude, and I acknowledge that there are limitations regarding the concepts and what was included and excluded. As previously explained motivation and attitude were defined and operationalised (see section 2.3 and 2.4), and this section will focus on all the aspects that were included in the definitions.

As explained in section 3.3.3 and 3.3.4 both the interview and the questionnaire were conducted in Norwegian, given the various competence proficiency levels of the EFL learners. It was more important for me that the learners understood the statements and the questions and gave more trustworthy answers than if they did not understand the statements or the questions. However, this has led to a possible limitation regarding the translation from Norwegian to English. A consequence is that some of the meaning might get lost in translation. Another important aspect to consider is that my translation might be influenced by what I believed the respondents tried to convey, hence not reflecting their opinion fully. However, keeping that in mind, words were translated carefully after analysis of the qualitative responses.

Kvale, Brinkmann, Anderssen, and Rygge (2009), mention and give examples of two different people transcribing the same interview. When considering my translations from Norwegian to English, I thought that Kvale et al.'s example was a good way to ensure reliability. As such, I asked a fellow master student to translate the Norwegian sentences to English and my English translated sentences back to Norwegian. I also tried to be objective when translating the open-ended questions and transcribing and translating the answers from

the interviews (Kvale et al., 2009). This was done in order to present the results as accurate as possible.

Christoffersen and Johannessen (2012) argue that a survey with over thirty questions might lead to extensive analysis and that too many questions might be exhausting for the respondents, leading to a low response rate (p.136). The present study consisted of roughly sixty statements and five open-ended questions. The length and number might be a limitation as the respondents might perceive the questionnaire to be time-consuming and demanding (Krosnick et al., 2005, p. 33). As a result, the respondents might not answer as truthfully. I found, however, that shortening down the questionnaire would have had a negative impact on the validity and reliability of the research as it could have led to inaccurate results not reflecting my research.

I conducted a pre-study where a few chosen respondents answered the survey I recorded the time it took to answer the survey, as is recommended by Christoffersen and Johannessen (2012). The pre-study was answered in roughly twelve minutes. Unfortunately, the respondents were not Vg1 learners who had received written feedback or video feedback, and there was no guarantee if the pre-study respondents took the pre-survey seriously. However, I did not get any comments from either the teachers or the EFL learners, who participated in my research, that the survey was too demanding. I, on the other hand, found that the length of my survey led to extensive analysis, as there was considerable data to go through.

The presentations of the results in the MA thesis had to be shortened down, due to limited space and the scope of the thesis. However, all the data gathered can be viewed in appendix C, D and E. All the data, however, underwent thorough analysis, was cross-checked and compared with each other to look for correlations or differences between them. Another key point to remember when conducting interviews and surveys is that the respondents might not always tell their honest opinion. Questionnaire satisficing and social desirability bias are among some limitations that can occur.

Krosnick et al. (2005) explain that questionnaire satisficing is a limitation that can occur in questionnaires. Instead of choosing the option that reflects the respondent's opinion the most, the respondents look for reasonable answer choices or the choices that are easy to select without little thought (Krosnick et al., 2005, p. 37). The fact that a midpoint was an option in my survey might strengthen questionnaire satisficing. However, I decided to include a midpoint because some of the respondents might genuinely not know where they stand regarding the statements related to attitude and motivation. Eliminating the midpoint would

then force the respondents to choose a negative or a positive side of the scale which could result in an inaccurate measurement (Krosnick et al., 2005).

A thorough analysis of the closed-questions and open-ended questions suggest that few respondents misused the midpoint option. There was one learner who used it more than other learners, but this learner's score options also reflected his/her answers in the open-ended questions.

Social desirability bias is acknowledged as a limitation that can occur when gathering data from respondents (Bohner et al., 2002; Garrett, 2010; Krosnick et al., 2005). Social desirability bias revolves around respondents answering what they think they ought to answer or because they feel the pressure to appear socially desirable (Garrett, 2010, p. 44; Krosnick et al., 2005, p. 52). To try to avoid this limitation the respondents were promised anonymity, which was explained to them in the information document and orally by me before they attended the survey and the interview.

In hindsight, I wish I had included follow-up questions to some of the statements, as I did not get a good enough explanation for why I received the results I received. For instance, why did some learners go through the feedback and some did not. In addition, I wish I had included even more specific statements. Even though the definitions were operationalised and made more specific, I saw that some statements were either too vague or open for interpretation, which led to some inconsistency in the learners' responses.

 Furthermore, I see that I could have structured my survey better. I could have included some yes/no questions and perhaps also included some questions with categories as answers. For instance, 'what type of feedback do you prefer' and have the categories 'written', 'oral', 'peer', 'video' as answer options. I also forgot to include one word in one of the statements in the written feedback survey, which resulted in the fact that I could not compare the statements from the video feedback with the written feedback group. The focus of the statement was supposed to be about if the learners thought it was helpful to go through the feedback. The video feedback survey included the statement *I think it was helpful that I could rewind the video feedback*. The written feedback survey, on the other hand, did not include 'go through again', or 're-read', and was instead phrased as *I think it is helpful that I can read the comments from my teacher*. As a result, I chose not to include them in section 4, since the two statements ended up having two different meanings that could not be compared.

This chapter has provided descriptions of the empirical study by connecting the context, methods, and materials related to methodology to strengthen the research. I have also

discussed possible limitations and given reasons for my choices of methods. The next chapter will provide a presentation of the results, analysis, and discussion of the data.

4. RESULTS AND DISCUSSION

The present chapter will provide the key findings of the current quantitative and qualitative data gathered, an analysis of these findings and a comparison with previous research and relevant theory. Furthermore, a comparison between the two EFL respondent groups will be carried out and discussed to see if there are any significant differences between learners' perception of written feedback and video feedback. The findings and the discussions are presented according to the specific research questions guiding the investigation. The main research question was:

How do EFL learners perceive formative assessment on their written work using video feedback in comparison with written feedback?

The following sections will deal with the sub-research questions and have been organised according to attitude, motivation and perceived effectiveness.

As mentioned in section 3.7, one limitation of the study was the length of the survey which became too broad for the scope of this thesis. As a result, not all the data gathered during the present research will be discussed or elaborated upon. I have chosen the data which is most relevant to my research questions. However, all the data has been analysed and can be viewed in appendix C and D. In addition, the mean and mode score to all the answers can be viewed in appendix E.

4.1 Learners' Attitude towards their Feedback

One of the sub-research questions guiding the present study was 'In what ways do learners experience a difference in attitudes towards the feedback types?'. Attitude in this study was defined as learners' subjective experience of the feedback they received concerning *beliefs*, *behaviour,* and *affect* (see section 2.3). The following section will be divided accordingly.

4.1.1 Learners' Beliefs about their Feedback

Beliefs, as stated in section 2.3, was defined as learners' cognitions about the probability that an object has a particular characteristic. The object here being written and oral feedback, and the characteristics being clarity, *feed back* and *feed forward.* Further, the characteristics were operationalised into the variables 1) clarity: how clear the learners experienced the feedback and content to be, 2) *feed back:* if the feedback had information about what was done well in the text and if the learners experienced the corrections to be helpful. Lastly, 3) *feed forward:*

how helpful the learners experienced the feedback to be when it came to information about future improvements.

4.1.1.1 Comparison of the two Feedbacks with regards to Clarity

Clarity was, as stated in section 2.3, understood as 1) if the learners became aware of their mistakes, 2) if the learners experienced the feedback to be clear and 3) if the learners understood the information and the mistakes in the feedback. The following table 4.1 and 4.2 show the distribution of the respondents' answers to the statements related to clarity.

Statements	Written survey		Video survey	
	Mean	Mode	Mean	Mode
The feedback was clear.	2,17	2	1,31	1
I understood the information my teacher gave me in the feedback.	2,1	2	1,31	1
The feedback made me aware of my mistakes.	1,75	2	1,36	1
I understood the mistakes my teacher pointed out in the feedback.	1,87	2	1,45	1
I did not understand the feedback I was given.	4,1	4	4,68	5

Table 4.1 Quantitative Results. Clarity (mean and mode scores)

1 = Strongly agree, 2 = agree, 3 = unsure, 4 = disagree, 5 = strongly disagree

Statements	Strongly agree/ agree		Uncertain		Disagree/ strongly disagree	
	Written	Video	Written	Video	Written	Video
The feedback was clear.	84%	100%	4%	0%	13%	0%
	20	22	1	0	3	0
I understood the information my teacher gave me in the feedback.	71%	95%	29%	5%	0%	0%
	17	21	7	1	0	0
The feedback made me aware of my mistakes.	88%	95%	13%	5%	0%	0%
	21	21	3	1	0	0
I understood the mistakes my teacher pointed out in the feedback.	88%	95%	13%	5%	0%	0%
	21	21	3	1	0	0
I did not understand the feedback I was given.	4%	0%	8%	5%	87%	96%
	1	0	2	1	21	21

Table 4.2 Quantitative Results. Clarity (Percentages)

The results in table 4.1 are presented through mean and modal scores, whereas table 4.2 presents the results in percentages. In the current study, the data set (table 4.1 and 4.2) suggested that both respondent groups found the feedback to be understandable. As can be viewed the learners who received video feedback had a modal score of 1 for the majority of the statement in table 4.1, whereas the learners who received written feedback had a modal score of 2 for the same statement. The data implied that there were few differences between them. Although the data from the closed-questions indicated few discrepancies between the two respondent groups, the responses to the open-ended questions suggested otherwise.

I would argue that one factor regarding clarity in the feedback is to make the learners aware of their mistakes by clearly marking them in the learners' texts. The results related to the statement *the feedback made me aware of my mistakes* (see table 4.2), suggested that there were few differences between the respondent groups. 21 learners (88%) who received written feedback and 21 learners (95%) who received video feedback agreed with the statement. This indicated that both respondent groups experienced that the feedbacks pointed out the mistakes in their text.

Even though the feedbacks made the learners aware of their mistakes it does not automatically mean that they understood the information in the feedback. Earlier studies have found that written feedback was associated with being less clear than video feedback or oral feedback (Burner, 2016; Crook et al., 2012; Jones et al., 2012; Mathisen, 2012; Turner & West, 2013). Similar findings were indicated in the present study, where 21 learners (95%) who received video feedback reported that they understood the information the teacher gave them in the feedback, compared with 17 learners (71%) who received written feedback. Figure 4.1 shows the respondents' answers to the statement *I understood the information my teacher gave me in the feedback.*
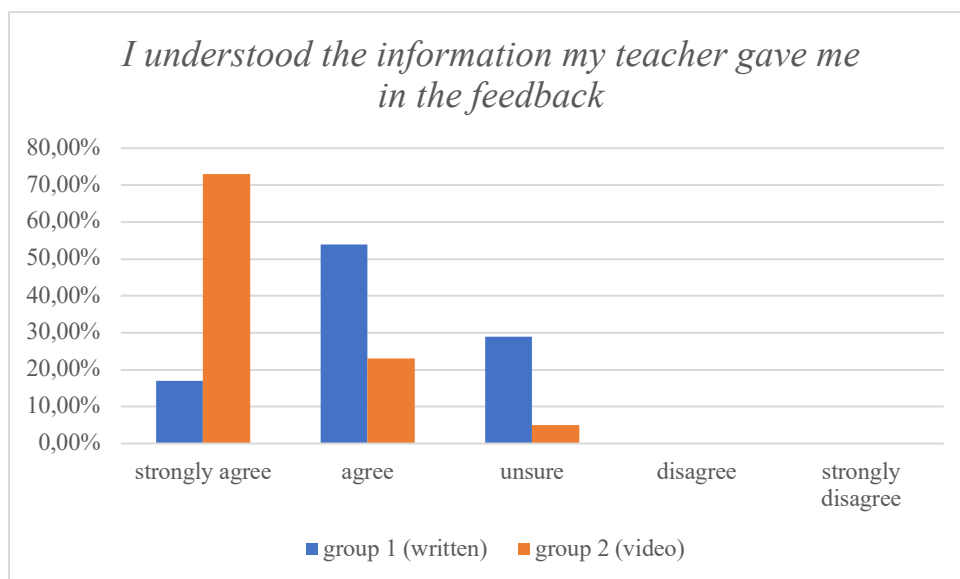
Figure 4.1 Understanding the information (WF and VF).

As figure 4.1 shows, not only did a total of 24% of the learners who received video feedback agreed more with the statement, but the number of learners who 'strongly agreed' also differs. 71% of the learners from Group 2 indicated that they 'strongly agreed' with the statement, compared to 20% of learners from Group 1. However, none of the learners claimed they disagreed with the statement, but some chose option 3, 'unsure'.

Although no learners disagreed with the statement, 3 learners (13%) from the written group disagreed with the statement *the feedback was clear*. The three learners who disagreed with the statement claimed the written feedback was incomprehensible, as indicated by learner G1L22's answer:

'I think that written feedback is not so good because I do not understand all of it' (G1L22), (see appendix C).

Learner G1L22's answer suggested that the learner had difficulties with understanding the feedback. As a consequence, the learner did not view written feedback as 'good'. A thorough analysis of all the responses in the survey by the three learners who disagreed with the statement *the feedback was clear* showed that they were quite consistent in reporting that their experience of the written feedback was unclear. This consistency strengthened the validity of their responses. It should be noted that there were other learners who indicated in the open-ended questions that the written feedback was vague or unclear but at the same time reported in the closed questions that the feedback was clear. This discrepancy in the responses showed the importance of cross-checking the quantitative results with the qualitative responses in the survey. The inconsistency with some of the learners' responses to the closed questions and the open-ended questions, weakened the validity of the results regarding the clarity of the written feedback. Perhaps questionnaire satisficing (Krosnick et al., 2005), led to this discrepancy between some learners' closed-ended responses and open-ended answers. Instead of focusing on choosing the option most reliable to their own beliefs, they chose an option without much thinking. However, when answering their open-ended questions, they had to write their reflective thoughts to the question.

In addition, another reason for the inconsistency between learners' responses to the closed questions and open-ended questions might be that some learners gave a general answer related to written feedback in the open-ended questions, as indicated by this learner:

'Negative sides with written feedback are that the learners might have trouble with understanding the feedback as well as they would do with the oral feedback' (G1L15)[1], (see appendix C).

It seems that learner G1L15 gave an answer related to written feedback in general because of the word 'might'. In addition, a thorough analysis of the learner's answers in the

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[1] I cannot include all the respondents who gave a general answer, but they can be found in appendix C.

closed questions and open-ended questions suggested that the learner had a positive experience with the feedback. The learner's experience was consistent which strengthened the validity of the responses. The learner's response suggested that the leaner, in the past, has associated written feedback with being less clear than oral feedback, but that it was not the case with this feedback.

Because of the aforementioned discrepancy in the written group, I chose to analyse the learners' responses to the open-ended question *Did you have any questions after you went through the feedback? Why/why not?* I did this to get a better understanding of whether or not the learners experienced the feedback to be unclear. I found their answers towards the specific open-ended question to be more reliable, and as such compared the responses towards the question from both groups. According to the responses from the video feedback group, the majority of the learners claimed they did not have any questions after going through their feedback, as indicated by these learners:

'No, I did not have any questions. The feedback was thorough and elaborate, which made everything easy to understand' (G2L13), (see appendix D).

'Had no questions because the video was comprehensible and detailed enough. It answered all my questions' (G2L4)[2], (see appendix D).

The two responses from G2L13 and G2L4 suggested that the learners experienced video feedback to be elaborate, detailed, easy to understand and informative. Previous research had similar findings. Crook et al.'s findings (2012), suggested that one of the main advantages with video feedback, cited by their respondents was that the feedback was extensive, informative and easy to understand (p.391). Similarly, Henderson and Phillips (2015) said that a strong theme in their data was that video feedback was perceived as rich in detail (p.60).

Even though the majority of the learners claimed they experienced the video feedback to be understandable and informative, one learner, who received video feedback, indicated otherwise:

'Yes I had some questions. Not because I did not agree with what was being said, but because I did not quite understand what she meant or got examples of what I should have written instead' (G2L2), (see appendix D).

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[2] Only two examples were included due to the limited amount of space, but all the responses to the question can be found in appendix D.

This learner had difficulties with understanding what the teacher meant in the feedback and was left with questions because the feedback was unclear and lacked examples.

In contrast with the video feedback group's responses to the open-ended question *did you have any questions after you went through the written feedback? Why/why not?,* about one-third of the learners who received written feedback claimed they had questions. Most of the learners who received written feedback and claimed they had questions indicated it was because they believed the feedback was either lacking in detail, not elaborate or specific enough, or unclear:

> 'Yes, I had lots of questions after I went through the written feedback. It was because I did not quite understand the meaning' (G1L22), (see appendix C).

> 'Yes. I went through it but did not feel I got the specific feedback I wanted. The questions I was left with were; how could I have made my thesis statement clearer? How could I have structured the text in a better way?' (G1L4), (see appendix C).

> 'Yes. I had questions after going through the feedback. It was very short answers, and I would have liked the opportunity to ask my teacher exactly what was good and what was not so good. If it stands "good" but not "great" I know that there is something that could have been better but also that something is good. If I do not get clear feedback on exactly what I should do differently, I might end up changing something that is already good.' (G1L25).

Learner G1L22, G1L4 and G1L25's responses supported Brookhart's argument regarding the importance of clarity and specificity in written feedback (2008). Furthermore, the responses demonstrated that learners need to receive specific and clear feedback in order to understand the feedback. Similarly, both Vågen (2017) and Bjørstad (2016) argued, based on their findings that learners needed detailed and specific feedback. A necessity for specific feedback was also suggested during the interview by another respondent who received written feedback:

> 'It was.. what should I say.. ehm.. It was quite a lot all at once and I did not get a further explanation if I struggled to understand something.. like.. like if the teacher says yes, this was not very good, then it is like.. eh, okay, why not, right?' (G1:R2), (see appendix F).

Brookhart's argument about the importance of specificity was further supported by the responses by learners G1L25 and G1:R2. These learners had received written feedback. Both learner G1L25 and G1:R2's answers suggested that the feedback included words the learners understood, such as 'good' or 'not so good'. I would argue, in light of Brookhart's theory (2008), that 'good' and 'great' are vague words that do not give the learners the specific

feedback they need. Consequently, the learners were left with questions regarding what was good or not so good in the text.

In summary, the results from the closed questions indicated few differences between the two respondent groups regarding feedback's clarity, whereas the open-ended responses indicated otherwise. Similar to previous studies who mentioned challenges that written feedback might have (K. Hyland & Hyland, 2006; Jones et al., 2012; Weaver, 2006), the open-ended responses in the present study suggested that written feedback, which is not elaborate or specific, can be perceived as lacking when it comes to clarity. Alongside Stannard's findings (2008) and Henderson and Phillips' arguments (2015), that video feedback contains more words than written feedback, I would like to point out that one reason why video feedback was perceived to be more understandable, elaborate and specific, might be because it can contain more words than written feedback.

4.1.1.2 Comparison of the two Feedbacks with regards to *Feed back*

The following tables 4.3 and 4.4 present the respondents' answer to the statements related to *feed back* (Hattie & Timperley, 2007). *Feed back* was explained as information about the learners' progress towards the expected learning goals (see section 2.6.1). Moreover, it was understood as if the feedback had information about what was done well in the text and if the learners experienced the corrections to be helpful.

Statements	Written survey		Video survey	
	Mean	Mode	Mean	Mode
The feedback had information about what I had done well in my text.	2,2	2	1,54	2
The feedback was helpful when it came to corrections in my text.	1,75	2	1,54	1

Table 4.3 Quantitative Results. Feed back (Mean and mode scores).

1 = Strongly agree, 2 = agree, 3 = unsure, 4 = disagree, 5 = strongly disagree.

Statements	Strongly agree/ agree		Uncertain		Disagree/ strongly disagree	
	Written	Video	Written	Video	Written	Video
The feedback had information about what I had done well in my text.	67%	100%	25%	0%	8%	0%
	16	22	6	0	2	0
The feedback was helpful when it came to corrections in my text.	91%	91%	8%	9%	0%	0%
	22	20	2	2	0	0

Table 4.4 Quantitative Results. Feed back (Percentages).

Table 4.3 shows the results' mean and modal score, whereas table 4.4 presents the results in percentages. The results in the tables indicated that there were some differences between the two respondent groups when it came to *feed back*.

Both groups indicated that the feedback was helpful when it came to corrections in the text. As can be viewed from table 4.4, 22 learners (91%) who received written feedback and 20 learners (91%) who received video feedback, agreed with the statement *the feedback was helpful when it came to corrections in my text*. What varied, was that the learners who received video feedback more often chose score option 'strongly agreed' than the learners who received written feedback (see table 4.3). The majority of the learners who received written feedback chose score option 'agreed'. As such, there were few differences between the two respondent groups when it came to whether or not the feedback was helpful with corrections in the text.

The results to the statement *the feedback had information about what I had done well* implied some differences between the respondent groups. Table 4.4 shows that 22 learners (100%) who received video feedback agreed with the statement, compared with 16 learners (67%) who received written feedback. Both groups had a modal score of 2, indicating that the majority of learners from both groups 'agreed' with the statement (see table 4.3). The difference can be viewed by examining the mean score. The learners who received written feedback had a mean score of 2,2, suggesting that they were between 'agree' and 'unsure'. In comparison, the learners who received video feedback had a mean score of 1,54, suggesting that they lay between 'strongly agree' and 'agree'.

Some of the answers from the respondents in the open-ended questions revealed that not receiving positive feedback was an issue for them. Furthermore, some indicated that it had a negative influence on their motivation:

'I think that in paper-form it is not focused on what is good at all. There are only written errors and what must be corrected. It is positive that we can correct mistakes, but I feel like it becomes a bit negative and unmotivating' (G1L12), (see appendix C).

Learner G1L12 received written feedback and explained that the feedback lacked positive information about what was good in the text. The learner's answers in the closed-questions corresponded with the answers in the open-ended question, which strengthened the validity of G1L12's responses. Interestingly, learner G1L12's answer was supported by another learner who received written feedback and indicated in the open-ended questions that:

'In addition, it can be a little overwhelming to receive a paper with lots of corrections, and you can lose some of your motivation' (G1L20), (see appendix C).

As indicated by G1L12 and G1L20 responses, learners might not perceive feedback that merely focuses on errors or mistakes in a positive way. Gibbs and Simpson (2004) argue that 'If a student is looking for encouragement and only received corrections of errors this may not support their learning in the most effective way' (p.17). Similarly, Smith (2009) argues that feedback can have a positive and/or negative influence on learners. Consistent with Gibbs and Simpson's argument (2004), and Smith's argument (2009), learner G1L12 and G1L20 claimed that a lack of positive feedback could have a negative impact on their motivation. Similar findings were also reported in previous research. Hyland (1998) and Burner (2016) suggested, based on the responses from their respondents, that receiving feedback that solely focuses on grammatical correction can influence the learners in a negative way.

In contrast, none of the learners who received video feedback indicated that the feedback did not include information about what they had done well in the text. Either in the closed questions, the open-ended questions or in the interview. As indicated by learner G2L3, video feedback included both information about what was achieved and what could be worked with:

'(…) I got a better insight on what I had to correct and why I had to correct it. This made it easier for me to understand what was good and not so good, and as a result made me want to correct the mistakes and perhaps remember them better' (G2L4), (see appendix D).

In essence, both groups found the feedbacks to be helpful when it came to corrections in the text. In contrast, learners who received video feedback found the feedback to include more information about their accomplishments in their text, compared with the learners who received written feedback. Perhaps one explanation for the difference between the two groups can be understood by learner G2L16, who compared video feedback with written feedback:

'I like receiving video feedback, because the teacher explains why it is an error, and it is not just red markings.' (G2L16), (see appendix D).

A document full of red markings might be unmotivating, whereas video feedback includes markings but also explanations for the markings. As a result, video feedback can be more motivating, as explained by learner G2L4.

4.1.1.3 Comparison of the two Feedbacks regarding *Feed forward*

As explained in chapter 2, *feed forward* is important to include in the feedback for learners'
learning progression. Without *feed forward*, learners might not know what they should work
with further. *Feed forward* was understood as how helpful the learners experienced the
feedback on improvements to be, and was further operationalised into 1) if the feedback
included information about future work, 2) if the feedback regarding mistakes and
improvements were explained in a good way, and 3) if the feedback was helpful when it came
to suggestions for improvements.

Statements	Written survey		Video survey	
	Mean	Mode	Mean	Mode
The feedback had information about what I had to work on when it comes to my English writing.	2	2	1,95	2
The feedback pointed out my mistakes and gave good examples of what I should have done.	2,45	2	1,36	1
The feedback was helpful when it came to suggestions for improvements in my text.	2,3	2	1,59	1
The feedback explained in a good way what I had to work on to improve my writing in English.	2,4	2	1,81	2

Table 4.5 Quantitative Results. Feed forward (Mean and mode scores).

1 = Strongly agree, 2 = agree, 3 = unsure, 4 = disagree, 5 = strongly disagree

Statements	Strongly agree/ agree		Uncertain		Disagree/ strongly disagree	
	Written	Video	Written	Video	Written	Video
The feedback had information about what I had to work on when it came to my English writing.	75% 18	73% 16	17% 4	27% 6	8% 2	0% 0
The feedback pointed out my mistakes and gave good examples of what I should have done.	71% 17	95% 21	13% 3	5% 1	16% 4	0% 0
The feedback was helpful when it came to suggestions for improvements in my text.	71% 17	87% 19	17% 4	14% 3	13% 3	0% 0
The feedback explained in a good way what I had to work on to improve my writing in English.	59% 14	81% 18	25% 6	18% 4	17% 4	0% 0

Table 4.6 Quantitative Results. Feed forward (percentages).

The data set suggested that both groups had similar experiences regarding if the
feedback had information about what the learners had to work with regarding their English
writing. (see table 4.5 and 4.6). 18 learners (75%) who received written feedback and 16
learners (73%) who received video feedback agreed with the statement *the feedback had
information about what I had to work on when it came to my English writing.* As shown in
table 4.5, both groups a modal score of 2, suggesting that both groups perceived the feedback
to include information about further improvements.

Henderson and Phillips (2015) found in their study that their respondents felt that the video feedback was constructive and something they could use to improve their future performance (p.61). Yet, they did not give credit video feedback as being the only reason why the feedback was perceived as *feed forward,* just because it uses video (Henderson & Phillips, 2015). Instead, they argued that it was a by-product of both video feedback and its efficiency, and the design of the feedback, where feed forward was included (Henderson & Phillips, 2015, p.61). Based on the similarity of the results between the two groups when it came to the statement *the feedback had information about what I had to work on when it comes to my English writing*, I agree with Henderson and Phillips' argument (2015). The design of the feedback seemed to be an important factor for why learners in the present study believed the feedbacks included information about *feed forward.*

The guidelines given to the teachers in the present study included Hattie and Timperley's recommendations for effective feedback (2007) and Udir's principles for effective assessment for learning (2015a), (see appendix A). Therefore, both respondent groups experienced the feedbacks to include aspects of *feed forward*.

As discussed above, there were no significant differences between the two respondent groups regarding the aspect of feed forward. Upon further analysis, there seemed to be a difference between them regarding if the information of *feed forward* was explained well. As shown in table 4.6, 18 learners (81%) who received video feedback agreed with the statement *the feedback explained in a good way what I had to work on to improve my writing in English*. In comparison, only 14 learners (59%) who received written feedback agreed with the same statement. Further analysis of table 4.5, showed that the learners receiving video feedback had a mean score of 1,81, indicating that the learners' average experience lay between 'strongly agree' and 'agree'. The learners who received written feedback, on the other hand, had a mean score of 2,4, suggesting that their average experience was between 'agree' and 'unsure'. The results suggested that even though most learners who received written feedback believed the feedback included information about *feed forward*, not all of them found that the information of *feed forward* was explained well.
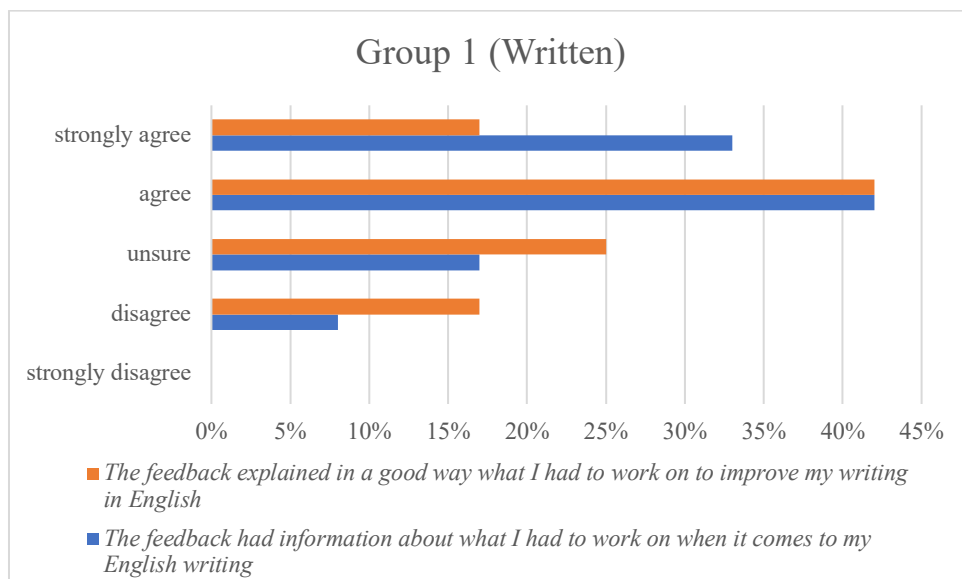
Figure 4.2 Including information about feed forward and having good explanations (WF).

Figure 4.2 illustrates the results from the written feedback group when it came to if the learners believed the feedback included aspects of *feed forward* and if the learners believed the information about *feed forward* to be explained well. The fact that some learners believed written feedback lacked good explanations of further improvement was further corroborated when they reported that the written feedback lacked examples and helpful suggestions.

As viewed in table 4.6, 17 learners (71%) receiving written feedback 'agreed' with the statement *the feedback pointed out my mistakes and gave good examples of what I should have done*, and 4 learners (16%) 'disagreed'. When it comes to the statement *the feedback was helpful when it came to suggestions for improvements in my text,* 17 learners (71%) who received written feedback 'agreed' with the statement, and 3 learners (13%) 'disagreed'.

There seemed to be a correlation between the learners who received written feedback and disagreed with the statements about helpful examples and/or helpful suggestions and their answers in the open-ended questions and interview. This correlation between the quantitative and qualitative responses strengthened the validity of the answers. Furthermore, the consistency excluded social desirability bias from being a limitation in these responses (Bohner et al., 2002; Garrett, 2010; Krosnick et al., 2005). One learner who received written feedback claimed in the open-ended questions that the written feedback was not helpful because it lacked examples:

'It would have been more helpful if she came with examples regarding what I should have done differently instead of just marking the mistakes' (G1L4)[3], (see appendix C).

Learner G1L4 claimed that the feedback mostly marked the mistakes and did not include examples. This was further corroborated by learner G1:R1 during the interview:

'(…) you just read the grade and then be like "aaah", and then you just get the comments, you do not get an understanding from the teacher, that they for instance say "yes, if you had done this here you would have improved in something"… ehm.. You do not receive examples, you just get comments' (G1:R2), (see appendix F).

The responses mentioned above suggested that *feed forward* comments need to be clear and elaborate if learners are going to perceive them as helpful. Vågen (2017) had similar arguments based on her results, claiming that her findings stress the need for clarity regarding what learners should improve on and also how they should go about improving their writing skills in English.

Both learner G1L4 and G1:R2 were consistent in their responses regarding if *feed forward* was helpful or not in their feedback. The consistency of their answers strengthened the validity. Furthermore, their consistency excluded social desirability bias from being a limitation in their response (Bohner et al., 2002; Garrett, 2010; Krosnick et al., 2005), as learner G1L4 and G1:R2 did not feel the pressure to pretend that everything was fine with the feedback.

Even though some learners who received written feedback claimed the feedback was not helpful with suggestions and examples, over half of the learners indicated that it was (see table 4.5), as explained by learner G1:R1 in the interview:

'Told me what I could improve on and explained some of the things and how they should have been' (G1:R1), (see appendix F).

Learner G1:R1 claimed he/she experienced the feedback to include explanations and examples regarding *feed forward.*

In comparison to the responses from the written feedback group, the majority of the learners who received video feedback indicated in the closed questions that video feedback was helpful when it came to information regarding *feed forward.* During the interview, the

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[3] Unfortunately, due to limited space, not all the responses are included here. However, they can be viewed in appendix C.

learners who received video feedback were asked to compare this feedback with written feedback. Similar to previous studies on video feedback (e.g., Crook et al., 2012; Henderson & Phillips, 2015; Jones et al., 2012; Turner & West, 2013), the learners in the present study claimed they had a better perception and experience with the video feedback than with written feedback. One learner explained that video feedback included more examples and explanations, compared with written feedback:

> '(…) it is much easier in the video feedback because she, in a way, explained why it was like this and said that you can put in this or that. So it was much easier to understand' (G2:R2), (see appendix G).

Learner G2: R2's response suggested that video feedback included more explanations. As a result, the learner experienced the feedback to be more comprehensible.

Jones et al.'s findings (2012) suggested that video feedback was more personal. Their respondents reported that they felt like they went through the video feedback together with the tutor and indicated that it was a positive feeling. Interestingly, one respondent from the present study who received video feedback gave a similar answer during the interview:

> '(…) when you receive feedback and read it you still feel that I am teaching myself how to do this better, whereas when I received it on video it felt like, yes, or like it is literally me being taught how I can do it better' (G2:R3), (see appendix G).

As learner G2: R3's response suggested, the learner felt that the teacher was teaching him/her through the video feedback. This response strengthened the idea of feedback being an interaction. Furthermore, it indicated that ZPD can be better achieved by video feedback, as it was experienced as more of a guidance than leaving the learners to figure out the feedback for themselves (Vygotskij et al., 1978).

In short, there seemed to be no significant difference between the two groups regarding whether or not the feedback included aspects of *feed forward.* The difference between them was related to the clarity of the information about future work and if the feedback included helpful examples and suggestions. More learners who received written feedback claimed they experienced the information about future work to lack examples, explanations and/or suggestions, compared with the video feedback group. As has been argued, one reason why there might be a difference was that video feedback allows for more elaboration than written feedback. In addition, the interaction between the teacher and the

learner might be more evident for the learners through video feedback than through written feedback.

To sum up, both groups tended to have a positive attitude towards the feedback when it comes to beliefs. The differences between the two groups were that more learners who received written feedback claimed the feedback either lacked positive information, examples, and suggestion, were less clear and specific, or did not always include aspects of *feed forward*, compared with video feedback.

4.1.2 Learners' Behaviour towards the Feedback

This section will focus on learners' behaviour towards the feedback they received. Behaviour was defined as the immediate response to the feedback the learners received (see section 2.3). Further, behaviour was operationalised into the variables 'If the learners went through the feedback' and 'if the learners saved the feedback'. The following structure of this section will be according to the variables. The results related to behaviour can be viewed in the following tables 4.7 and 4.8.

Statements	Written survey		Video survey	
	Mean	Mode	Mean	Mode
I saved the feedback.	2,5	2	2,45	2
I saved the feedback because I might go through it again.	3,33	3	2,77	2
I did not go through the feedback.	4,67	5	4,95	5
I deleted the feedback I got.	4,5	5	4,9	5
The feedback made me delete my text.	4,67	5	4,9	5
I went through the feedback at school.	1,5	1	1,44	1

Table 4.7 Quantitative results. Behaviour (Mean and mode scores)

1 = Strongly agree, 2 = agree, 3 = unsure, 4 = disagree, 5 = strongly disagree

Statements	Strongly agree/ agree		Uncertain		Disagree/ strongly disagree	
	Written	Video	Written	Video	Written	Video
I saved the feedback.	59%	54%	21%	23%	21%	23%
	14	12	5	5	5	5
I saved the feedback because I might go through it again.	8%	45%	54%	27%	37%	28%
	2	10	13	6	9	6
I did not go through the feedback.	0%	0%	0%	0%	100%	100%
	0	0	0	0	24	22
I deleted the feedback I got.	4%	0%	4%	0%	92%	100%
	1	0	1	0	22	22
The feedback made me delete my text.	0%	0%	4%	0%	96%	100%
	0	0	1	0	23	22
I went through the feedback at school.	100%	91%	0%	0%	0%	9%
	24	20	0	0	0	2

Table 4.8 Quantitative results. Behaviour (Percentages)

Black and William (1998) and Gibbs and Simpson (2004) mentioned that learners need to be involved with the feedback. An important aspect with 'perceived effectiveness', as mentioned in section 2.2 is learners' involvement with the feedback. The results suggested that all the learners went through the feedback since all the respondents either 'disagreed' or 'strongly disagreed' with the statement *I did not go through the feedback*. I would, therefore, argue that all the learners, to some extent got involved with the feedback.

All the respondents who received written feedback claimed they went through the feedback at school. In contrast, 20 learners (91%) who received video feedback went through their feedback at school, whereas two learners (9%) claimed they did not (see table 4.8). Why two learners, who received video feedback did not go through their feedback at school, is unsure. However, both learners took my survey and indicated that they went through their feedback.

Another aspect to consider when it comes to immediate behaviour is if learners saved the feedback they received. Interestingly, just over half of the learners from both groups reported that they saved their feedback. 14 learners (59%) who received written feedback and 12 learners (54%) who received video feedback claimed they saved their feedback (see table 4.8).

It is unsure why someone chose to save their feedback and some did not since I did not include a follow-up question. One reason might be that the learners can always download or find their feedback on Itslearning, even though they did not save their feedback on their computer. Hence, the need to save the feedback is not crucial, since it will not be lost. Those who received written feedback did, in addition to receiving an assessment form in a word document, received a copy of their text in paper form with written comments on it. Perhaps they only associated 'save' with feedback from the computer and not the feedback in paper form.

Although 59% of the learners who received written feedback reported that they saved the feedback, one learner (4%) claimed he/she deleted the feedback. It is unsure why this was done since this learner indicated throughout the closed-questions and open-ended questions a positive attitude towards the feedback.

Interestingly only 2 learners (8%) who received written feedback claimed they saved the feedback because they might go through it again. In comparison, 13 learners (54%) who received video feedback claimed they saved their feedback because they might go through it again. The results suggested that learners who received video feedback were perhaps more inclined to look at their feedback again later.

To sum up, the results suggested that there were no significant differences between the groups regarding their immediate behaviour to go through the feedback or if the learners saved their feedback. Hence, the results implied that the feedback type is not the key factor when it comes to whether or not learners go through their feedback or save it. However, one learner who received written feedback indicated that he/she deleted his/her text. In addition, a difference between the groups occurred regarding the statement *I saved the feedback because I might go through it again.* A more significant number of learners who received video feedback agreed with the statement compared with the learners who received written feedback.

4.1.3 Learners' Affect towards their Feedback

As mentioned in section 2.3, *affect* was not the focal point of the research but was still included. *Affect* was understood as the learners' feelings towards the feedback they received and was operationalised into the variables 1) if the learners liked the feedback, and 2) if the learners see the value of receiving the feedback.

Question	Written		Video	
	Mean	Mode	Mean	Mode
I like receiving written/video feedback.	2,04	2	1,45	1
I see the value in getting written/video feedback.	1,9	2	1,59	1

Table 4.9 Quantitative results. Affect (Mean and mode scores).

1 = Strongly agree, 2 = agree, 3 = unsure, 4 = disagree, 5 = strongly disagree.

Statements	Strongly agree/ agree		Uncertain		Disagree/ strongly disagree	
	Written	Video	Written	Video	Written	Video
I like receiving written/video feedback.	84%	95%	13%	5%	4%	0%
	20	21	3	1	1	0
I see the value in getting written/video feedback.	87%	95%	4%	5%	8%	0%
	21	21	1	1	2	0

Table 4.10 Quantitative results. Affect (Percentages)

As can be viewed from table 4.9 and 4.10, both groups tend to have positive feelings towards the feedback they received. 20 learners (84%) who received written feedback claimed in the closed-questions that they liked the receiving written feedback. The written feedback also had a modal score of 2, suggesting that 'agree' was the most used score option (see table 4.9). One learner (4%) who received written feedback indicated that he/she did not like receiving written feedback. In contrast, none of the learners who received video feedback claimed they did not like receiving video feedback. 21 learners (95%) indicated that they liked receiving

video feedback and one learner (5%) indicated that he/she was 'unsure'. Their modal score showed that most learners chose the option 'strongly agree' regarding the statement (see table 4.9)

During the interviews, the interviewees were asked what they thought about the feedback they received, whether or not they liked the feedback. Two out of three learners who received written feedback indicated that they liked written feedback:

'Yes, the written feedback was very good' (G1:R3)[4], (see appendix F).

Whereas one learner said he/she did not like written feedback:

'I did not like really like so much writing and that I had to read the whole sheet, like… or it is more fun to listen in a way, so that is what I want' (G1:R2), (see appendix F).

All three learners who received video feedback and were interviewed mentioned that they liked video feedback:

'I thought the feedback was amazing and much easier and punctual in a way, to receive it that way' (G2:R2)[5], (see appendix G).

21 learners (87%) who received written feedback and 21 learners (91%) who received video feedback indicated in the closed-questions that they see the value in receiving the feedback. However, the learners who received video feedback tended to choose the option 'strongly agree' more often than the learners who received written feedback. As seen from table 4.9, the learners who received video feedback had a mean score of 1,59, compared with the learners who received written feedback who had a mean score of 1,9.

To sum up, the findings corresponded with previous research, which suggested that learners who received video feedback had a more positive view on video feedback (Crook et al., 2012; Henderson & Phillips, 2015; Jones et al., 2012; Mathisen, 2012). However, the learners who received written feedback also indicated a positive attitude towards their feedback. The differences between them were that more learners who received video feedback indicated a more positive experience. Furthermore, more learners who received

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[4] Only one response is included here due to limited amount of space. The other responses can be viewed in appendix F.
[5] Because of limited amount of space, only one response is included here; however, all the responses can be viewed in appendix G.

written feedback experienced clarity and/or *feed forward* to be lacking in their feedback compared with the learners who received video feedback.

4.2 Motivation

The second sub-research question guiding the present study focused on motivation and were formulated as: In what ways do learners' experience a difference in motivation when it comes to the different types of feedback?

Motivation was defined as the extent to which learners are involved with the feedback they receive in relation to desire, time and effort (see section 2.4).

4.2.1 Learners' Desire regarding their Feedback

Desire was understood as the learners' feelings towards being involved with the feedback and was operationalised to 1) if learners' want to work with the suggestions, 2) if learners' want to work with the corrections, and 3) if learners' want to improve their written language.

Statements	Written survey		Video survey	
	Mean	Mode	Mean	Mode
The feedback made me want to work with the suggestions in the feedback.	2,37	2	2,04	2
The feedback made me want to correct and edit the mistakes I had made in my text.	2,04	2	2,13	2
The feedback made me want to improve my English written language.	2,12	2	2	2
The feedback made me want to spend more time working with the next text I am going to write in the English subject.	2,33	2	1,9	2
The feedback made me want to delete the text I had written.	4,46	5	4,59	5
The feedback made me want to forget the text I had written.	4,08	4	4,5	5

Table 4.11 Quantitative results. Desire (Mean and mode scores).

1 = Strongly agree, 2 = agree, 3 = unsure, 4 = disagree, 5 = strongly disagree.

Statements	Strongly agree/ agree		Uncertain		Disagree/ strongly disagree	
	Written	Video	Written	Video	Written	Video
The feedback made me want to work with the suggestions in the feedback.	62%	77%	33%	14%	4%	9%
	15	17	8	3	1	2
The feedback made me want to correct and edit the mistakes I had made in my text.	75%	68%	25%	23%	0%	10%
	18	15	6	5	0	2
The feedback made me want to improve my English language.	67%	77%	25%	14%	8%	9%
	16	17	6	3	2	2
The feedback made me want to spend more time working with the next text I am going to write in the English subject.	63%	77%	21%	18%	17%	5%
	15	17	5	4	4	1
The feedback made me want to delete the text I had written.	0%	5%	8%	0%	92%	96%
	0	1	2	0	22	21
The feedback made me want to forget the text I had written.	8%	5%	13%	5%	80%	91%
	2	1	3	1	19	20

Table 4.12 Quantitative results. Desire (Percentages).

Table 4.11 and 4.12 show that over half of the learners, from both groups, felt a desire to either 1) work with the suggestions, 2) work with corrections and 3) improving their written language. The results will be further discussed in sections following the structure 1) desire to work with suggestions, 2) desire to correct the text, 3) desire to improve their language, 4) desire to forget or delete the text. In addition, the results indicated some differences between the two respondent groups regarding desire; however, not too significant.

As can be viewed from table 4.12, 15 learners (62%) who received written feedback and 17 learners (77%) who received video feedback agreed with the statement *the feedback made me want to work with the suggestions in the feedback*. Both groups had a modal score of 2, indicating that score option 2 was used most frequently.
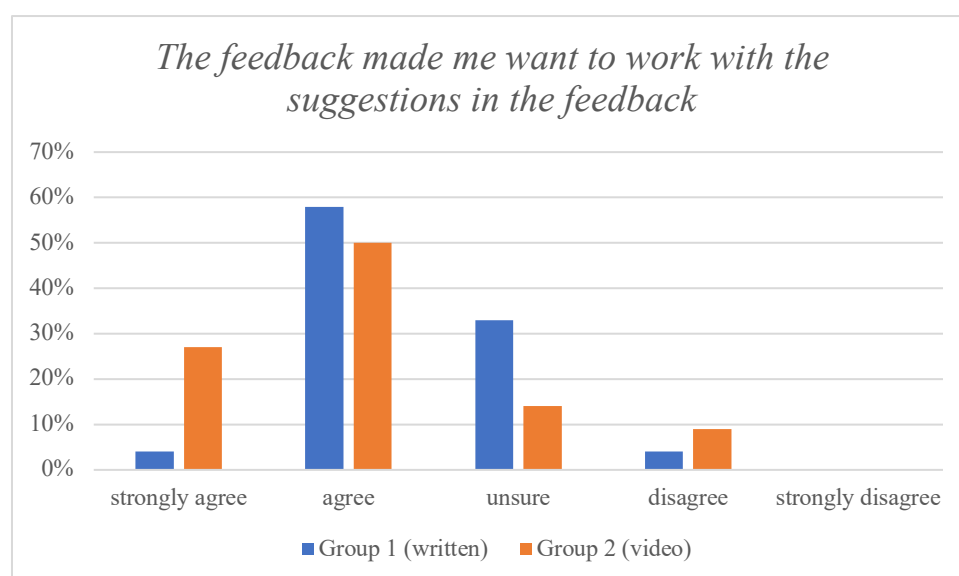
Figure 4.3 Desire to work with suggestions in the feedback (WF and VF)

The results indicated that there were no significant differences between the two groups regarding whether or not the learners felt a desire to work with the suggestions in the feedback. However, as figure 4.3 demonstrates, around 20% more of the learners from group 2 strongly agreed with the statement compared with the learners from group 1. This suggested that the learners from group 2 felt more desire to work with the suggestions in the feedback.

When it came to the statement *the feedback made me want to correct and edit the mistakes I had done in my text* there seem to be few differences between the groups (see table 4.11 and 4.12). 18 learners (75%) who received written feedback and 15 learners (68%) who received video feedback agreed with the statement. 6 learners (25%) who received written feedback were unsure compared with 5 learners (23%) who received video feedback (table 4.12). None of the learners who received written feedback disagreed with the statement,

whereas two learners (10%) who received video feedback did (see table 4.12). Both groups had a modal score of 2, indicating that the option 'agree' was most frequently used. The mean score of 2,04 from the learners who received written feedback and 2,13 from the learners who received video feedback indicated that both groups lay between 'agree' and 'unsure'.

Two learners who were interviewed might be able to shed some light as to why they felt a desire towards working with the feedback. One learner who received video feedback said:

'I think, like, I wanted more to correct the text from the video (…)' (G2:R2), (see appendix G).

When asked why this learner felt more desire towards correcting her text after receiving video feedback compared to written feedback, the learner said:

'I wanted to correct the text more because it was easier to understand what she meant and that I understood what she wanted me to do, so it was easier for me to change and do it as well.' (G2:R2), (see appendix G).

Brookhart argues that that feedback can be a motivational factor for the learners if they understand what they should do and why (2008, p.2). Learner G2:R2's answer supported Brookhart's argument, by claiming that he/she felt a desire to edit the text because the feedback was easy to understand. In addition, learner G2:R2's answer showed indication of intrinsic motivation (Gagné & Deci, 2005; Smith, 2007). The learner expressed a desire by using the word 'want', which can be associated with intrinsic motivation. Extrinsic motivation, on the other hand, was not indicated by learner G2:R2. However, one learner who received written feedback gave answers during the interview that could be connected with desire and extrinsic motivation. Learner G1:R3 claimed during the interview that he/she edited the text and wrote a couple of things differently. When asked why the learner explained that:

'No, because I felt, when I received the feedback and looked at it again, I felt that no, I can write this better and use some other arguments and such' (G1:R3), (see appendix F).

Desire was, as explained in chapter 2, defined as learners' feelings towards being involved with the feedback. Learner G1:R3's answer suggested that it was his/her feelings that made him/her want to change and edit the text, which the learner also did. Upon further questions,

the learner indicated that the obligatory hand-in of the improved text motivated the learner to work with the feedback. As with learner G2:R2, learner G1:R3's answer suggested that the learner felt motivation towards working with the feedback. The difference seemed to be that learner G1:R3 experienced more of an extrinsic motivation, which will be discussed more in section 4.2.3.

An interesting aspect though that I felt needed more elaboration was the fact that the results indicated that the learners who received written feedback felt a stronger desire towards working with corrections than the suggestions in their feedback. The difference between correction and suggestions is that corrections focus on grammatical errors such as spellings, typos, punctuation, and grammar. Suggestions, on the other hand, advise how the learner should, for instance, rephrase a sentence, change the structure, elaborate on something or rewrite a section. As such, suggestions can be viewed as a more demanding task for learners than corrections.
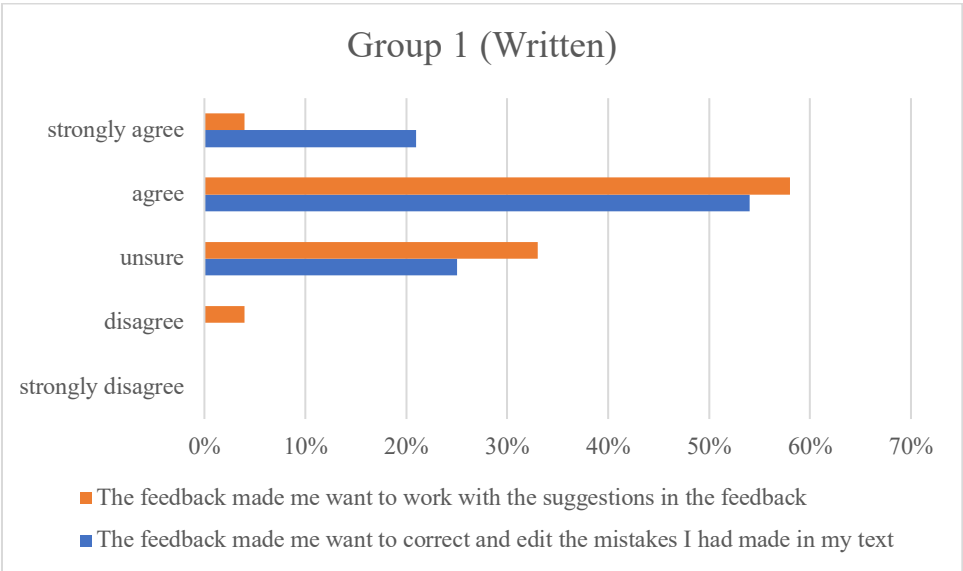
Figure 4. 4 Desire to work with suggestions and corrections (WF)

As can be viewed from figure 4.4, more learners 'strongly agreed' regarding the statement *the feedback made me want to correct and edit the mistakes I had made in my text.* In addition, more learners indicated that they were 'unsure', and one learner (4%) disagreed with statement. The results suggested that learners within the written group felt more desire towards working with correcting mistakes than working with suggestions.

The results in section 4.1.1.2, suggested that more learners who received written feedback found the corrections to be helpful compared with the suggestions in the feedback. These results might also explain why fewer learners, who received written feedback, felt a desire to work with the suggestions compared with the corrections. A thorough analysis of the

results from the closed-ended questions did not indicate a tendency among learners' desire to work with suggestions and if the suggestion was experienced as helpful. It is uncertain why some learners feel a stronger desire to work with corrections and not suggestions, and implies that further research is needed.

When it comes to learners' desire to improve their language after going through the feedback, 16 learners (67%) who received written feedback, and 17 learners (77%) who received video feedback agreed (see table 4.12). The group who received written feedback had a mean score of 2,12, and the group who received video feedback had a mean score of 2. The mean scores indicated that both groups lay between 'agree' and 'unsure'. Both groups had, in addition, a modal score of 2. The results from both tables thus suggested that there were no significant differences between the two groups regarding if the feedback made them feel a desire towards improving.

Smith (2009) emphasises that learners' experience of their assessment can have a positive or negative impact on the learners' motivation regarding their effort and learning (p.23). Smith's argument of feedback's positive and negative impact on learners was indicated by several learners in the present study when it came to their desire towards improving. One learner, who received written feedback, indicated a positive impact on his/her desire towards improving in the interview:

'eh, yes, a little... Because I know what I could improve in, as said' (G1:R1), (see appendix F).

By understanding what the learner should do to improve, the learner indicated that he/she felt a desire towards improving. In contrast, one learner implied that the feedback had a negative influence on his/her desire towards improving because the learner perceived the feedback to be unclear. As a result, the learner focused on the grade instead of the feedback:

'Some things were like, yes I understand that I want to work with that, whereas other things were like aargh, it was a little like how can I practice on that (…)' (G1:R2), (see appendix F).

The same learner further explained that:

'(…) it became a little like, instead of thinking about the feedback I thought that next time I will get a better grade without actually thinking that much on the comments.. (…)' (G1:R2), (see appendix F).

As indicated by learner G1:R2, unclear feedback made the learner feel less motivated to think about the feedback and what he/she should do to improve. Furthermore, the learner implied that some of the *feed forward* aspects in the feedback was difficult to practice on, as he/she did not know how he/she could go about improving his/her English writing skills.

Learner G1:R1's and G1:R21's responses affirmed Brookhart's argument in her study (2008), that understandable feedback is a motivational factor. Moreover, the responses also supported Smith's argument of feedback having both positive and negative influences on learners' motivation (2009). Feedback can be viewed as a positive influence on learners' motivation, as indicated by G1:R1, who felt a desire to improve because the feedback was understandable. In contrast, learner G1:R2, claimed he/she did not understand the feedback and focused more on the grade instead of the feedback. As a result, learner G1:R2 experienced a negative influence on his/her motivation because the feedback lacked clarity.

Response from another learner who received written feedback made it clear that understandable feedback was not enough as a motivational factor when it came to improving an already high grade:

'(…) I do not get enough motivation to lift my grade further because it is already pretty good, so I do not feel like I want to spend my time on it' (G1:R3), (see appendix F).

Learner G1:R3's response sheds light on an important question, how can a teacher motivate learners who have a high grade to improve further? Even though this learner indicated a positive attitude towards the feedback and claimed he/she got involved with the feedback as well, the learner still lacked the motivation to improve further. As argued, understandable feedback was not enough to motivate the learner. Furthermore, the extrinsic motivational factor that in this case was an obligatory hand-in was not enough either. Perhaps then, learner G1:R3 experienced a lack of intrinsic motivation, because he/she were already content with the grade and did not see any reason to put in more effort to improve it?

Some of the learners who received video feedback also felt a desire towards improving their language after receiving the feedback. One learner who received video feedback gave an answer during the interview that can be related to Brookhart's theory that tone in feedback can inspire learners (2008, p.34):

'(…) the way the teacher used her voice is completely different from the written (…)' (G2:R3), (see appendix G).

Upon further elaboration, where I asked if the learner then meant the teacher's emotional expression, the learner answered:

'Yes! Her involvement influenced me' (G2:R3), (see appendix G).

The response from learner G2:R3 suggested that tone does have a motivational factor and that it can inspire learners, as argued by Brookhart (2008). Henderson and Phillips (2015) had similar findings related to voice and tone in the video feedback, which strengthens the idea that teachers' use of voice and tone can have an impact on learners' motivation.

Even though many learners reported that they felt a desire towards improving their written language after receiving their feedback, two learners from both groups indicated otherwise (see table 4.12). Further analysis of the quantitative results did not indicate a tendency among the learners that unclear feedback or feedback that lacked aspects of *feed forward* influenced their desire towards improving. However, both learners who received video feedback and disagreed with the statement *the feedback made me want to improve my English written language* (see table 4.12), also indicated that they were unsure if feedback included information about future work and if the information about future work was explained well. In the written group, one learner who did not indicate a desire towards improving his/her written language claimed that the feedback included aspects of *feed forward* and that the information regarding *feed forward* was explained well. The other learner, who did not indicate a desire towards improving claimed he/she experienced the written feedback to lack information about future work and that the feedback was unclear.

The results did not suggest a tendency among the respondents who did not indicate a desire towards improving, but, as previously explained by interviewee G1:R2, clarity might be one factor to consider.

Even though most learners indicated a positive desire towards being involved with the feedback after receiving it, some learners indicated otherwise. As illustrated by table 4.12, one learner (5%) who received video feedback claimed the feedback made him/her want to delete and forget his/her text. In addition, two learners (8%) who received written feedback claimed the feedback made them want to forget their text. It is unsure why the learner who received video feedback indicated that he/she wanted to forget and delete his/her text, since the learner indicated a positive perception and experience with the feedback throughout the

rest of the survey. This was also the case for the learner who received written feedback and claimed he/she wanted to forget his/her text.

One reason for the inconsistency in the learner's responses, as mentioned above, might be that they misunderstood the score option. Another reason might be that the survey was too long, and as such led to questionnaire satisficing (Krosnick et al., 2005). Instead of learners choosing the response that reflected their opinion the most, they chose an option without much thought. It might also be that the learners both wanted to delete and forget their text but that the scope of this study did not include the relevant factors that could explain why. As previously mentioned, (see section 3,7), motivation and attitude are intricate concepts, and the present study could not investigate or include all the relevant aspects and factors.

The other learner from the written group, who indicated a desire towards forgetting his text did not indicate a positive view of the feedback in the closed- or open-ended questions and said in the open-ended question that:

'In summary, I would say that the feedback could use an upgrade which made it easier for everyone to understand' (G1L12), (see appendix C).

The answer suggested that perhaps one of the reasons why this learner felt a desire to forget his/her text was because he/she was not content with the feedback. As the learner indicated, the feedback was not easy to understand.

In essence, learners' desire towards involving themselves with the feedback they received was different; however, there seemed to be no significant differences between the two groups. One interesting aspect was that some learners indicated that they experienced intrinsic or extrinsic motivation, which will be further elaborated in section 4.2.3. A thorough analysis of the responses to the closed-ended questions indicated that there was little correlation between what the learners believed was helpful in the feedback, and their desire to work with the feedback. At the same time, the responses in the open-ended questions suggested that perhaps clarity was a motivational factor for learners when it came to their desire to be involved with the feedback.

4.2.2 Time the Learners Spent on their Feedback

Time was understood as the time learners spend with the feedback and was further operationalised to 1) if learners went through the feedback, 2) if the learners took their time

going through the feedback. The following tables, 4.13 and 4.14 show the respondents answers related to the time they invested in the feedback they received.

Statements	Written survey		Video survey	
	Mean	Mode	Mean	Mode
I went through the feedback at school.	1,5	1	1,44	1
I went through the feedback more than once.	2,25	2	3,27	4
I went through the feedback on my own initiative.	2,37	2	2,59	2
I went through the feedback because my teacher told me to.	3,04	2	2,04	2
I went through the feedback because I think it can help me improve my English writing.	1,83	2	1,81	1
I went through the feedback (skimmed/fast-forwarded) as quickly as possible.	3,92	4	4,72	5
I took my time going through the feedback, making sure I understood everything.	2,08	2	1,54	1
I sometimes stopped reading /paused the video and tried to understand what the teacher was explaining to me.	2,62	2	3,4	4
I spent time working with the suggestions and corrections I received from the feedback.	2,46	2	2,5	2 and 3

Table 4. 13 Quantitative results. Time (Mean and mode scores)

1 = Strongly agree, 2 = agree, 3 = unsure, 4 = disagree, 5 = strongly disagree
NOTE: '2 and 3' indicates that both score option 2 and 3 were most frequently used. They were both chosen by seven respondents.

Statements	Strongly agree/ agree		Uncertain		Disagree/ strongly disagree	
	Written	Video	Written	Video	Written	Video
I went through the feedback at school.	100%	91%	0%	0%	0%	9%
	24	20	0	0	0	2
I went through the feedback more than once.	76%	32%	13%	14%	13%	54%
	18	7	3	3	3	12
I went through the feedback on my own initiative.	59%	54%	25%	23%	17%	23%
	14	12	6	5	4	5
I went through the feedback because my teacher told me to.	41%	77%	17%	9%	42%	14%
	10	17	4	2	10	3
I went through the feedback because I think it can help me improve my English writing.	83%	81%	17%	9%	0%	9%
	20	18	4	2	0	2
I went through the feedback (skimmed/fast-forwarded) as quickly as possible.	8%	5%	8%	0%	84%	96%
	2	1	2	0	20	21
I took my time going through the feedback, making sure I understood everything.	84%	91%	13%	5%	4%	5%
	20	20	3	1	1	1
I sometimes stopped reading/paused the video and tried to understand what the teacher was explaining to me.	58%	32%	17%	14%	25%	55%
	14	7	4	3	6	12
I spent time working with the suggestions and corrections I received from the teacher.	54%	50%	38%	32%	8%	18%
	13	11	9	7	2	4

Table 4. 14 Quantitative results. Time (Percentages)

Overall, the results indicated that both learner groups invested some time with the feedback, either by going through it or spending time working with the feedback. The aspect of time was operationalised into 1) if learners went through the feedback, and 2) if the learners took their time going through the feedback. In addition, another variable was included to get a

better understanding as to why the learners spend time working with the feedback. So, the third variable was 3) why learners went through the feedback.

Smith (2007) argues, in her article, that willingness to spend time on something, can be viewed as motivation. As previously mentioned in section 4.1.2, all the respondents claimed they went through the feedback. Hence, all the learners indicated that they spent some time on the feedback. Table 4.14 shows that 18 learners (76%) who received written feedback claimed they went through the feedback more than once, compared with seven learners (32%) who received video feedback. Three learners from both groups indicated that they were unsure, whereas three learners (13%) who received written feedback and 12 learners (54%) who received video feedback claimed they did not go through the feedback more than once. My results from the video feedback group were different from Crook et al.'s findings (2012), where 60% of their respondents reported that they had viewed the video more than once (p.391).

In hindsight, I should have asked for an explanation as to why some learners claimed they went through the feedback more than once and why some claimed they did not. It could be because the learners did not understand the feedback, but analysis of the quantitative results did not seem to indicate any correlation between the learners going through the feedback more than once and if the feedback was difficult to understand. On the contrary, the answers in the open-ended questions suggested that learners like feedback they can go through several times.

Almost half of the learners who received written feedback mentioned during the open-ended questions that they found it helpful or positive that the written feedback allowed them to re-read the feedback:

'The positive about written feedback is that you can use them several times and use them concretely to edit the text after you have received the feedback' (G1L25), (see appendix C).

Learners who received video feedback also indicated that they found it helpful that they could revisit the feedback:

'easier to go back and watch the feedback if we receive it on video instead of receiving oral feedback' (G2L2), (see appendix D).

The open-ended answers showed positive aspects when it comes to going through the feedback again. Analysis of the quantitative results did not seem to indicate any correlation

between the learners going through the feedback more than once and if they found the feedback to be difficult to understand. This suggested that going through the feedback more than once is not necessarily a negative thing. On the contrary, it might suggest that learners are willing to spend more time with the feedback and learn from it.

Willingness to spend time with something can be viewed as motivation (Smith, 2007), and table 4.14 indicates that both groups were motivated when it came to spending time on the feedback. 20 learners (84) who received written feedback and 20 learners (91%) who received video feedback indicated that they took their time going through the feedback. One learner from both groups disagreed with the statement, whereas the rest indicated that they were unsure. The results correlated with the results from a similar statement, where few learners indicated that they skimmed through or fast forwarded through the feedback (see table 4.14). These correlations strengthened the validity of these answers.

Several learners who received video feedback indicated in the qualitative data that the video feedback had a positive influence on them regarding time:

'I liked receiving feedback this way. It lets me go back and see it again if there is something I am wondering about and it lets me take the time I need to understand what the teacher is saying and implying' (G2L21)[6], (see appendix D).

Learner G2L21 indicated in the open-ended questions that it was positive that the video feedback allowed the learner to watch the feedback again and take the time the learner needs to understand the feedback.

Two learners gave answers during the interview that could be related to Brookhart's argument about clear feedback being a motivational factor. When asked if the learners believed the feedback influenced how much time they were willing to spend, one learner who received video feedback answered:

'I think I felt more desire to correct the text from the video, but often when I receive written feedback it is very often in and out again, and then it is forgotten sort of.' (G2:R2), (see appendix G).

Furthermore, the learner explained that one of the reasons why the learner felt a desire to spend time on the feedback was because the learner found the feedback to be comprehensible:

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[6] Only one response is included here, due to limited amount of space. The other responses can be viewed in appendix D.

'(…) easier to understand what she meant and that I understood what she wanted me to do (…)' (G2:R2), (see appendix G).

In addition, learner G2:R2 also explained that he/she had spent more time on this feedback than he/she normally did on other types of feedback. The other learner who gave a similar response during the interview received written feedback, and explained that he/she spent more time on the feedback because it was clear and concrete:

'Eh, more time. I think I.. Like when I receive concrete feedback on what I have to work with and one feedback where I do not get to know what I have to work with I think I would work with the one that gives me information about what to work with' (G1:R1), (see appendix F).

Both learner G1:R1's and G2:R2's responses indicated that type of feedback does not necessarily evoke a difference in motivation with regards to spending time with the feedback, but perhaps that clarity is a more significant factor.

Building on the idea that clarity might be a factor regarding learners' motivation towards spending time with the feedback, one learner who received written feedback indicated in the interview that he/she usually spend more time on oral feedback than written feedback:

'(…) sometimes after you have been talking with the teacher, you can become more motivated, really. Like, I am not sure if you have noticed it, but after that, they say that if you do this, you can improve and such (…) But if you receive a written feedback it is just comments, and it becomes like you have to do this, you have to do that, and you have to improve on this, but you do not get motivated' (G1:R2), (see appendix F).

Learner G1:R2 indicated that he/she spend more time with oral feedback because it was more motivating compared to written feedback. It is unclear why this learner felt that oral feedback was more motivating than written feedback; however, the learner indicated throughout both the survey and the interview, that written feedback was lacking when it came to clarity and preferred oral feedback because it was more elaborate. As a result, it can be argued that clarity, as Brookhart (2008) explains is a motivational factor, and that lack of clarity or elaboration can have a negative effect on learners.

Continuing on learner G1:R2's answer, that oral feedback is more motivating than written feedback, one learner who received video feedback reflected Gagné and Deci (2005) definition of intrinsic motivation (see section 2.4) during the interview:

'Yes. That is true. I watched the whole video. (…) When receiving written feedback you just skim through the feedback, or personally, I look at the grade, and if I do not agree with the grade I read through half and see if I have a reason to read through everything. If I receive a good grade, I just ignore it (…)' (G2:R3), (see appendix G).

When asked if the learner felt that the lack of grade in this feedback influenced him/her to go through the entire video feedback he/she answered:

'No, I do not think so. I just think that the video feedback was interesting and perhaps also some of the aspects of it' (G2:R3), (see appendix G).

The fact that learner G2:R3 claimed to spend more time on the video feedback because it was interesting indicated that the learner to some extent experienced intrinsic motivation. As such, video feedback can be viewed as a positive factor regarding learners' willingness to spend time on the feedback.

Table 4.14 gives an insight into why some learners went through their feedback. 20 learners (83%) who received written feedback and 18 learners (81%) who received video feedback indicated that they went through the feedback because they think it can help them improve their English writing. 10 learners (41%) from the written group and 17 learners (77%) from the video groups claimed they went through the feedback because their teacher told them to. 14 learners (59%) who received written feedback and 12 learners (54%) who received video feedback indicated that they went through the feedback on their own initiative.

In essence, the results from both groups indicated that most learners did spend time with their feedback, which is an important aspect in relation to motivation and perceived effectiveness. Learners will not be able to grasp the information in the feedback if they rush through it. One difference between the groups was that a more significant number of learners who received written feedback claimed they went through the feedback more than once, compared with the learners who received video feedback. The results regarding learners' willingness to spend time with the feedback differed from Turner and West's findings (2013), where their participants indicated that they spent more time reviewing the video feedback. Interestingly, some of the open-ended responses suggested that clarity in the feedback might be a factor regarding learners' willingness to spend time with the feedback. In addition, one learner's answer indicated that the video feedback created an intrinsic motivation.

There also seemed to be a difference between the two groups when it came to the statements concerned with why learners went through their feedback. A more significant

number of learners who received video feedback claimed they went through the feedback because their teacher told them to, compared with the learners who received written feedback. This is important to keep in mind since the learners who received written feedback were supposed to hand in a new version for approval. As the results suggested, this hand-in of an improved version of the text might not have been the most significant factor as to why the learners worked with the feedback. Even so, the obligatory hand-in should be viewed as a method that enhanced the learners' extrinsic motivation.

4.2.3. Learners' Effort regarding their Feedback

Learners' effort was understood as the effort the learners put in working with the feedback. This attribute was further operationalised into three parts: 1) if the learners focused on the feedback, 2) if the learners took notes from the feedback, and 3) if the learners edited corrections and suggestions in their text, after going through the feedback.

Statements	Written survey		Video survey	
	Mean	Mode	Mean	Mode
I wrote notes from the feedback.	3,63	4	4	4
I made a list of what I had done well in my text that my teacher had pointed out.	3,92	4	4,27	4 and 5
I made a list of writing errors that I need to work on.	4	4	4,09	4
I worked with the feedback and corrected the mistakes I had done in my text.	1,58	2	3,04	2
I worked with the suggestions from the feedback.	2,42	2	2,77	1 and 2 and 3
When I did not understand something from the feedback, I ignored it.	3,92	4	4,45	5
I could have worked more with the feedback than I did.	2,33	3	2,81	3
I focused on the feedback when I received it.	1,96	2	1,45	1
The feedback I received from my teacher had my full attention.	2,2	2	1,32	1
I thought about other things when I went through the feedback.	3,67	4	4,40	5

Table 4. 15 Quantitative results. Effort. (Mean and mode scores).

1 = Strongly agree, 2 = agree, 3 = unsure, 4 = disagree, 5 = strongly disagree.
NOTE: '4 and 5' indicates that both score option 4 and 5 were most frequently used. They were both chosen by ten respondents.
NOTE: '1 and 2 and 3' indicates that score option 1, 2 and 3 were most frequently used. They were all chosen by five respondents.

Statements	Strongly agree/ agree		Uncertain		Disagree/ strongly disagree	
	Written	Video	Written	Video	Written	Video
I wrote notes from the feedback.	17%	9%	8%	9%	75%	81%
	4	2	2	2	18	18
I made a list of what I had done well in my text that my teacher had pointed out.	8%	5%	8%	5%	84%	90%
	2	1	2	1	20	20
I made a list of writing errors that I need to work on.	8%	9%	4%	5%	88%	86%
	2	2	1	1	21	19
I worked with the feedback and corrected the mistakes I had done in my text.	100%	41%	0%	18%	0%	41%
	24	9	0	4	0	9

I worked with the suggestions from the feedback.	58%	46%	33%	23%	8%	32%
	14	10	8	5	2	7
When I did not understand something from the feedback, I ignored it.	8%	5%	13%	9%	79%	87%
	2	1	3	2	19	19
I could have worked more with the feedback than I did.	55%	37%	42%	45%	4%	19%
	13	8	10	10	1	4
I focused on the feedback when I received it.	92%	95%	8%	5%	0%	0%
	22	21	2	1	0	0
The feedback I received from my teacher had my full attention.	79%	96%	13%	5%	8%	0%
	19	21	3	1	2	0
I thought about other things when I went through the feedback.	8%	10%	29%	0%	63%	91%
	2	2	7	0	15	20

Table 4.16 Quantitative results. Effort (Percentages).

Table 4.15 and 4.16 show the results from the closed-ended questions when it comes to learners' effort. As can be viewed, there were some similarities and some differences between the two groups and their involvement. The results will be divided into further categories where they will be analysed and discussed. The following categories are 1) if the learners focused on the feedback, 2) if the learners took notes from the feedback, 3) if the learners edited corrections and suggestions in their text, and 4) the learners' own beliefs about their effort.

As shown in table 4.16, both learners claimed that they focused on the feedback. 22 learners (92%) who received written feedback and 21 learners (95%) who received video feedback agreed with the statement *I focused on the feedback when I received it.* None of the learners indicated that they disagreed with the statement. The difference between the two groups might be more evident by viewing table 4.15, where the learners who received video feedback had a mean score of 1,45 and a modal score of 1, suggesting that most of the learners 'strongly agreed' with the statement. The learners who received written feedback had a mean score of 1,96 and a modal score of 2, suggesting that most of the learners 'agreed' with the statement. The results regarding the statement *I focused on the feedback when I received it* were cross-checked with the results related to two similar statements: *the feedback I received from my teacher had my full attention,* and *I thought about other things when I went through the feedback* (see table 4.15 and 4.16). The similarity of the results indicated that the responses to the statements were valid and reliable.

I would argue that focus is important regarding feedback's learning potential or being involved with the feedback. If learners are not focused on the feedback, important comments or information might not be apparent for the learners. Crook et al. (2012) also researched on learners' focus in their study; however, they referred to it as notice. Their results found that 60% of their respondents claimed that video feedback had encouraged them to take more

notice of the video feedback compared to other feedbacks (Crook et al., 2012, p.391). Although not a significant difference between the two respondent groups in the present study, my findings still suggested that the learners who received video feedback took more notice or were more focused on the feedback than the written group.

When it comes to learners' focus on the feedback, one learner, during the interview, compared written feedback with video feedback:

'(…) Often when I read the feedback I just do it like swoosh, very fast right, so it probably just takes like a minute, but I think it was better watching the whole video and you focused on what she said and what she showed' (G2:R2), (see appendix G).

According to G2:R2's answer, the learner often goes through written feedback without focusing much on the information in the feedback but explained that he/she had a different experience with video feedback. The learner's response suggested that he/she focused more on the video feedback compared with written feedback.

Brookhart's argument about clear and specific feedback (2008) also seemed to be a motivational factor when it came to learners' focus on the feedback. During the interview, one learner, who received written feedback, said that the feedback made him/her focus more on the feedback and elaborated:

'Because I know exactly what I am going to work with' (G1:R1), (see appendix F).

The learner's answer indicated that since the feedback was clear and concise, the learner could focus more on the feedback because he/she knew exactly what to do.

As explained in section 4.2.1, learner G1:R3's answers suggested that the learner felt desire towards working with the feedback. It was further suggested that this desire could be viewed as extrinsic motivation since the learner said he/she had an obligatory hand-in of the text after receiving their feedback. Continuing this line of thought, regarding focus, learner G1:R3 indicated in the interview that this hand-in made him/her focus more on the feedback:

'I think it made me focus more on the comments. Seeing that I had to consider the comments and deliver something improved it made me have to deliver something, so, yes' (G1:R3), (see appendix F).

As mentioned in chapter 3, the learners who received written feedback received feedback that followed my guideline. In addition, the teacher also followed his/her usual way of giving

feedback where the learners also had an obligatory hand-in of their text after receiving their feedback. This obligatory hand-in did not influence the learners' grade, as it was already set before the hand-in. The obligatory hand-in was to make the learners work with their texts further and would be marked as approved or not approved. The obligatory hand-in of the text seemed to motivate learner G1:R3 to focus and work more with the feedback, and can be understood as an extrinsic motivation (Gagné & Deci, 2005) that had a positive influence on the learner. However, not all of the learners who received written feedback and was interviewed indicated that the feedback made them focus more on the comments, despite the obligatory hand-in. One learner said:

'Because I then focused more on the grade, I think' (G1:R2), (see appendix F).

It should be mentioned that the learners did not receive the grade with the feedback but that they received an assessment form alongside the feedback. This assessment form had information about the competence level the learners were at regarding content, and structure. It was this form the learner looked at to get some idea of the grade. The fact that this learner was more focused on figuring out the grade than the feedback might imply that the issue of grade was relevant as others have argued (Black & Wiliam, 1998; Gibbs, 2010; Gibbs & Simpson, 2004; Henderson & Phillips, 2015; Throndsen, 2011). In addition, the learners' response showed that including an assessment form, which gives clues about the learners' grade might also take the learners' focus away from the feedback.

The arguments for excluding the grade from the feedback were reflected by several respondents from both groups in the present study in the open-ended questions:

'(…) it was easier to focus on the mistakes when you do not know the grade. Because when you receive a grade you focus so much more on just the grade' (G2L9), (see appendix D).

'I think it was very good that the feedback did not include a grade. It is so easy to get caught up with the grade you receive instead of what is important. It is the feedback itself you can work with, not the grade' (G1L1), (see appendix C).

Both learner G2L9, who received video feedback, and learner G1L1, who received written feedback claimed that excluding the grade from the feedback was fine and made them focus more on the feedback. However, not all of the learners had the same response regarding

the exclusion of the grade. Some argued that not including the grade left the learners wanting an explanation for the grade:

'I think the grade should be mentioned in the feedback, where the teacher could explain the reasons behind the grade' (G2L4), (see appendix D).

There seemed to be some different opinions among the learners when it came to the open-ended question about the feedback not including the grade. Most of the learners claimed it was fine that the grade was excluded from the feedback, whereas others claimed they wanted the feedback to include the grade. Interestingly, the responses were similar in both groups.

The results related to focus on feedback suggested that almost all the learners claimed they focused on the feedback. As such, most of the learners got involved with the feedback and tried to take notice of what was being conveyed to them. On the other hand, the data also suggested that some of the learners who received written feedback indicated that they got more distracted than the learners who received video feedback.

Just as focus can be viewed as involvement with the feedback, taking notes can also be viewed as such. Therefore, learners who take notes when going through their feedback show engagement with the feedback. However, few learners indicated that they took notes in the present study. As can be viewed from table 4.15, both groups had a modal score of 4, concerning the statements about taking notes or writing a list of mistakes and/or accomplishments. The results suggested that feedback types did not impact learners' effort regarding taking notes when going through the feedback.

A thorough analysis of both groups results in the closed-ended questions, and their responses in the open-ended questions indicated that there were no correlations between attitudes and learners' effort regarding writing notes. The learners who indicated a positive attitude towards their feedback also claimed they did not write notes from the feedback. It was unsure why few learners chose to write notes. Perhaps learners need to be told to write notes, as Gloppen (2016) did in her research.

Learners' involvement with the feedback is an important factor in the present study and for 'perceived effectiveness'. The results related to the statement *the feedback made me work with the comments I got in the text*, showed that 19 learners (80%) who received written feedback and 16 learners (73%) who received video feedback agreed with the statement.

Interestingly, the results were, at least for the learners who received video feedback, different from some of the more specific statements related to involvement with the feedback.

nine learners (41%) claimed they worked with the feedback and corrected their mistakes. The results from the video feedback group regarding the statement *the feedback made me work with the comments I got in the text* and the statement *I worked with the feedback and corrected the mistakes I had done in my text* implied that the validity was low. Similar tendencies within the video feedback group were found when comparing the results from the statement *I did not work with the suggestions I received in my feedback,* and the statement *I worked with the suggestions in the feedback.* For validity to be high, both statements should have had similar results. However, the data showed that 17 learners (77%) disagreed with the statement *I did not work with the suggestions I received in my feedback,* and ten learners (46%) claimed they worked with the suggestions. As such, validity regarding the mentioned results was low.

The fact that the video feedback group's responses to the statements related to working with the feedback were low in validity indicated limitations in the survey. One limitation might be the length of the survey or questionnaire satisficing, which led the learners to choose an option that did not reflect their opinion. Another limitation might be that the statements related to working with the feedback might have been phrased in a vague manner and as such, interpreted differently by the respondents. I believe that it is the word 'work' here, that caused some issues. 'Work' can be interpreted differently, and there are many ways in which a person can work with something. As indicated by some respondents in the interview, 'work', was understood differently:

'I checked the mistakes and tried to think about what was correct and… yes' (G2:R1), (see appendix G).

Upon further question, learner G2:R1 also indicated that he/she did not correct the mistakes by hand or on the computer. Thus, the learner claimed he/she worked with the feedback, but that the learner's interpretation of work was thinking about possible corrections.

Similarly, learner G2:R3 also indicated in the interview that he/she thought about the feedback when going through the video feedback:

'Ehm, yes. What I did, I, I sat down, watched the video and then had an internal monologue about, yes, okay, do I agree with the teacher or not. Then I opened word and looked at it again and then I moved, I, I… did some of the things the teacher said, but not that much' (G2:R3), (see appendix G).

Learner G2:R3 claimed he/she worked with some of the things the teacher said, but not much. Interestingly, both G2:R2's and G2:R3's responses can be viewed together with inner speech, which Gloppen (2016) researched in her MA thesis. In addition, it also strengthens the idea that feedback is an interaction as argued in section 2.5. The learners claimed they worked with the feedback by explaining that they thought about the information in the feedback and discussed it with themselves through inner speech. Furthermore, their answers strengthen my argument, that 'work' can be interpreted in different ways. These learners felt they worked with the feedback even though they, perhaps, did not indicate that they changed or edited much of their text.

In Burner's research (2016) on formative assessment of writing, his findings indicated that most respondents have a tendency not to follow up on their written feedback (p.634). The present study had different findings. 24 learners (100%) who received written feedback indicated that they followed up on their feedback and worked with the corrections. In comparison, only nine learners (41%) who received video feedback indicated the same.
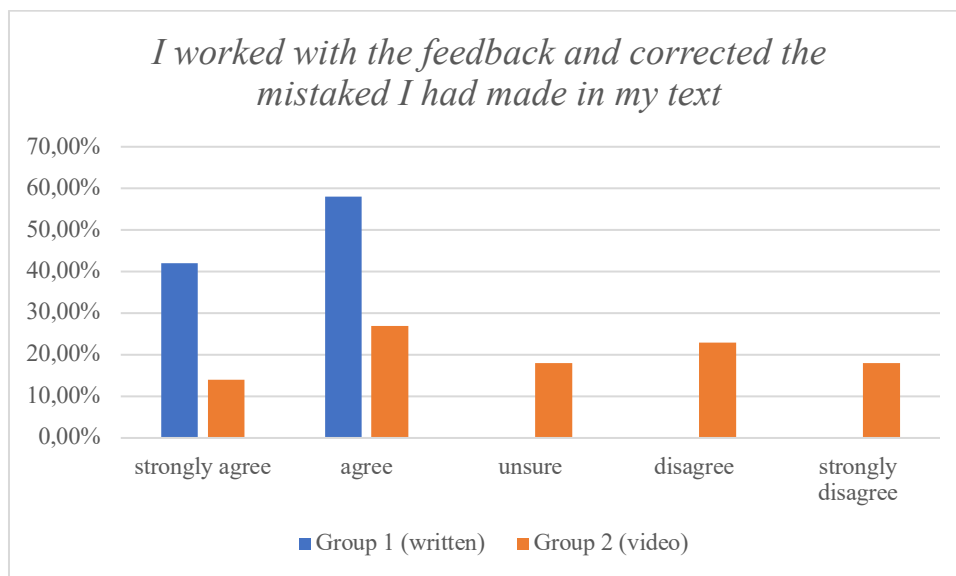
Figure 4.5 Working with the feedback and correcting mistakes. (WF and VF)

Figure 4.5 shows how many learners from both groups chose each score option regarding the statement *I worked with the feedback and corrected the mistakes I had made*. As illustrated, the most used option score for the learners who received video feedback was 'agree', and the second most used score option was 'disagree'. The figure indicates that more learners who received written feedback claimed they worked with the mistakes in the feedback compared with the learners who received video feedback.

One explanation for the difference between the respondent groups might be that the learners who received written feedback had to hand an improved version of their feedback,

showing that they had worked with the feedback (as previously explained). As a result, the learners who received written feedback experienced extrinsic motivation (Gagné & Deci, 2005) that might have influenced the learners' involvement with the feedback in a positive way. However, under half of the learners who received written feedback indicated that they went through the feedback because their teacher told them to (as mentioned in section 4.2.2). Another reason might be, as explained by several learners who received written feedback, that this type of feedback is easy to work with:

'(…) it showed where in the text I had made mistakes and gave possible corrections. It also gives me the possibility to have something easily available beside me when I am correcting the text' (G1L17), (see appendix C).

Interestingly, one learner who received written feedback compared written feedback with video feedback when it came to working with the feedback:

'(…) It was easier to improve the text if you have a sheet next to you and can read alongside than constantly go to a different page to see a video' (G1L17), (see appendix C).

Even though this learner did not receive video feedback during this research in General English, he/she had either 1. Encountered video feedback in a different subject, or 2. Read from the information sheet that one group received video feedback and one group written feedback, and as such, drew some conclusions based on the information sheet. Their teacher did, however, inform me that some of the learners had received video feedback in other subjects, but that they had never received video feedback in General English. Learner G1L17 indicated that working with written feedback might be easier than video feedback. However, few learners who received video feedback reported any issues when it came to working with the feedback.

Although few learners, who received video feedback, reported any issues regarding working with the feedback, one learner indicated in the open-ended questions that video feedback had some limitations:

'(…) The negative is that do not get to do anything with the text as it is now at least, it was only focusing on what I wrote wrong and what was positive in the text' (G2L1), (see appendix D).

This learner's answer might suggest that the learner found it difficult to work with the video feedback; however, the reason of that was unclear. It should be mentioned, that this learner was interviewed and indicated in the interview that he/she did not normally work with the feedback, no matter what type of feedback the class received (see appendix F).

Interestingly, when it came to learners' involvement with the feedback, two learners who received video feedback gave answers in the interview which could be understood as experiences of intrinsic motivation:

'Ehm, first I saw the video and then I, like, wanted to go back to my text and fix it, what I could have done better' (G2:R2), (see appendix G).

As stated in section 4.2.1, this learner indicated to experience intrinsic motivation by choosing the word 'want'. As such, the learner felt a desire towards correcting the feedback, which could be related to intrinsic motivation. Furthermore, the learner also claimed that he/she did go back in the text and corrected and edited according to the feedback. The video feedback can then be viewed as a tool that created an experience of intrinsic motivation for the learner, which resulted in involvement with the feedback.

The second learner who gave an answer that could be associated with the experience of intrinsic motivation claimed during the interview that he/she worked with some of the things the teacher mentioned in the video feedback but not all of them. When asked why the learner replied:

'No, because, when she said, you have made a mistake here, here you did well, then I almost on instinct went in and corrected it, but then I thought, I understood that this was not something I had to do better so it was not point in doing it' (G2:R3), (see appendix G).

What was so interesting about G2:R3's response and was that the learner explained that he/she almost on instinct went in and corrected the feedback. Doing something on instinct might suggest that the learner did not even think of working with the feedback as a task, but rather viewed it as interesting. As previously stated in section 4.2.1, the learner did indicate that the feedback was interesting as well. Hence, it can be interpreted that the learner wanted to correct the feedback and did not think much of the task at hand. However, the learner stopped him/herself because he/she knew that this was not a task the learner had to do. It was not obligatory to work with the feedback. Interestingly though, learner G2:R3 claimed he/she never corrects the text after receiving written feedback. It seems that video feedback

motivated the learner to work more with video feedback than he/she would have done otherwise with written feedback.

Perhaps, intrinsic motivation is not enough to make the learners involve themselves with the feedback and work with all the information they have been given. On that account, maybe, as discussed in section 2.4, learners need to experience a combination of intrinsic and extrinsic motivation in order for them to be more involved with the feedback.

In essence, a more significant number of learners who received written feedback claimed they worked with the corrections compared with the learners who received video feedback.

Working with corrections are not the only thing learners can do when they involve themselves with the feedback. Suggestions the learners receive in their feedback is just as important to work with. As the results from table 4.16 indicated, even though all the learners who received written feedback claimed they worked with the corrections in the feedback, fewer claimed they worked with the suggestions. 14 learners (58%) claimed they worked with the suggestions, which indicated that almost half of the learners who worked with the corrections in the text did not work with the suggestions. I found these results to be interesting. As such, further analysis and discussion regarding the learners who received written feedback and why fewer learners claimed they worked with suggestions was needed.

Figure 4. 6 Working with corrections and working with suggestions (WF)
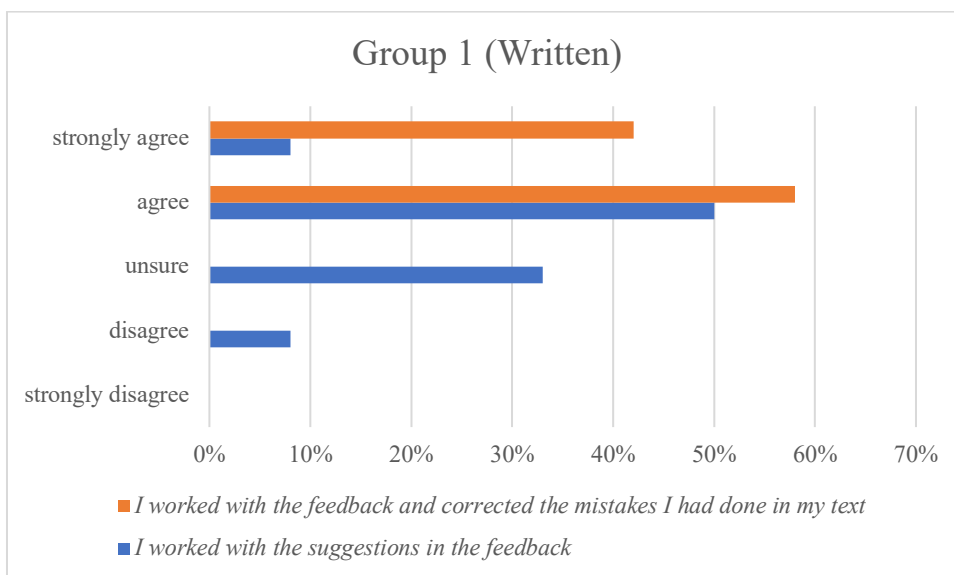
Figure 4.6 shows that a more significant number of learners who received written feedback claimed they worked with corrections and that fewer learners claimed they worked with the suggestions in the feedback. The results do, at first sight, seem to correlate with similar statements related to desire discussed in section 4.2.1. As such, one would believe that

the learners who felt a desire towards working with the suggestions also would work with the suggestions and vice versa. Further analysis of the results from the closed-ended questions' results paints a different picture. One learner who indicated that he/she did not feel a desire towards working with the suggestions, still claimed he/she worked with the suggestions. However, there was a tendency where most of the learners who were unsure or disagreed with the statement *the feedback made me want to work with the suggestions in the feedback* (see table 4.12), indicated that they were 'unsure' when it came to the statement *I worked with the suggestions from the feedback* (see table 4.16).

Gibbs and Simpson (2004) mention, by referring to a number of studies, that some students do not work with the feedback (p.20). They explain that one of the reasons why some do not work with feedback might be because '(…) feedback may ask the students to do something they do not know how to do (…)' (Gibbs & Simpson, 2004, p. 21). Similar with Gibbs and Simpson's (2004) argument, Burner later insinuated that one of the reasons why the respondents during his research did not follow up feedback on their texts seemed to be because they did not always understand the content of the feedback (2016). I did not find any correlations between working with the suggestions and if the learners understood the feedback or not when analysing the results from the closed-questions. However, there seemed to be a correlation with the *feed forward* being perceived as unhelpful and the feedback as having vague comments. As such, I analysed the learners' answers to the open-ended questions with the learners who 'disagreed' with the statement *I worked with the suggestions from the feedback.* The analysis did not find a tendency within the written group, that could explain why the learners did not work with the suggestions. Vague or unclear feedback was not indicated by the learners who claimed they did not work with the suggestions. However, some of the learners who indicated that they were 'unsure' if they worked with the suggestions or not, claimed in the open-ended questions that the written feedback was lacking in detail.

The written group's results related to working with suggestions and corrections indicated that this was a highly motivated group of learners. Despite the fact that some found the feedback to be lacking in detail, or not being specific or as lacking examples, all of them claimed they worked with the corrections, and over half claimed they worked with the suggestions. Even though few learners claimed they went through their feedback because their teacher told them to (see section 4.2.2), I would argue that it should be taken into consideration that the written groups' obligatory hand-in of their text might have influenced the learner's involvement with the feedback. As a result, it can have had an influence on the learners results when it comes to motivation. The obligatory hand-in should be viewed as

extrinsic motivation, an external factor that could have enhanced learners' motivation and involvement with the feedback. However, the obligatory hand-in in the present study also provided new insight and showed that in order to get the learners involved with the feedback, the teachers have to do something more than just hand out the feedback to the learners.

In summary, the learners who received written feedback claimed that they were more involved with the feedback than the learners who received video feedback. One explanation might be that the learners who received written feedback had an external motivation, the obligatory hand-in of their text, which made them put in more effort. The learners who received video feedback did not have an external task. However, some learners' answers suggested that the video feedback was able to make the learners' experience intrinsic motivation, which written feedback did not seem to do.

4.3 Perceived Effectiveness

The third and final sub-research question guiding this study was: Which feedback type is perceived to be more effective?

After viewing, analysing and discussing the results in section 4.1 and 4.2, there seemed to be few significant differences between the two groups when it came to how effective they perceived their feedback to be. Perceived effectiveness was understood as the learners' experience of the effectiveness of the feedback by investigating learners' attitude and motivation towards the feedback they receive (see section 2.2).

Based on what I had read and heard about earlier my assumption before starting this research was that I would find more significant differences between the learners' attitude and motivation towards written feedback and video feedback. I believed that written feedback would have a lower score, and that video feedback would be the obvious choice for giving feedback to learners. The results, however, indicated otherwise (see section 4.1 and 4.2).

I would argue, based on the results, that both feedbacks included aspects that strengthened the perceived effectiveness of the feedbacks. Yet, both feedbacks require some improvements when it comes to learners' involvement.

As explained in section 2.2, for feedback to be perceived as effective it had to include Hattie and Timperley's suggestions for giving feedback (2007) as well as Udir's recommendations (2015a). Furthermore, the feedback had to be understandable. According to the learners who received video feedback, video feedback was perceived as effective regarding *feed back, feed forward* and clarity (see section 4.1 and 4.2). The majority of the

learners indicated a positive attitude towards the feedback and found it to include thorough, detailed and specific feedback. The guideline for the video feedback was structured according to Hattie and Timperley's suggestions (2007) and Udir's recommendations for effective feedback (2015). As such, the video feedback in the present study should include what others argue needs to be incorporated in the feedback to make it effective (Black & Wiliam, 2009; Brookhart, 2008; Burner, 2016; Hattie & Timperley, 2007; F. Hyland, 1998). Since the majority of the learners had a positive experience with the feedback in relation to clarity, the *feed back,* and *the feed forward*, I would argue that the video feedback fulfilled one of the aspects needed for feedback to be perceived as effective.

The content of the feedback is just one of two components that needs to be fulfilled for feedback to be perceived as effective. Learners' involvement with the feedback is the second component that is crucial for 'perceived effectiveness'. If learners do not involve themselves with the feedback, they will not learn anything from it. Consequently, any feedback that does not get the learners involved cannot be perceived as effective.

Learners' involvement with the feedback was researched by looking at the learners' understanding of their motivation regarding learners' desire (Gardner, 1985), time (Smith, 2007) and effort (Gardner, 1985) invested in the feedback (see section 2.4). The results suggested that the majority of the learners who received video feedback indicated a desire towards working with the feedback. Interestingly, in the open-ended questions, the learners who received video feedback gave responses that could be associated with intrinsic motivation (Gagné & Deci, 2005), (see section 4.2). Learners who received written feedback did not give answers that could be related to intrinsic motivation.

 Although video feedback might have had the advantage of making the learners experience intrinsic motivation, the data did not suggest a significant difference between the two groups. Most of the learners who received video feedback indicated that they spent time on the feedback; however, only seven learners (32%) claimed they went through the feedback more than once. When it came to the group who received video feedback and the learners' experience of their effort, 'perceived effectiveness' seemed to be weakened. As discussed in section 4.2.3, most learners claimed they focused on the feedback. However, under half of the learners indicated that they worked with the comments or the suggestions in the feedback. In other words, few learners claimed they actively used the feedback and edited their text.

In comparison to the video feedback group, the results from the written feedback group also suggested that most learners perceived the feedback as effective regarding *feed back, feed forward* and clarity. The difference between the groups was that a more significant

number of learners who received written feedback claimed in the open-ended questions that the written feedback was lacking in clarity and specificity. Furthermore, the same learners claimed that the lack of clarity and specificity had a negative impact on their perception of the feedback. In addition, some learners even argued that unclear feedback had a negative effect on their motivation, affirming both Brookhart's (2008) and Smith's (2009) arguments regarding motivation and feedback (see section 4.1 and 4.2). As such, written feedback did have some of the necessary aspects to be perceived as effective but that some improvements were needed regarding specific and clear feedback.

When it comes to the results related to learners' involvement with the feedback (see section 4.2), there were some differences between the two groups. As mentioned, the results indicated that the learners had similar desires. The difference was as argued that some of the learners receiving written feedback gave responses that could be associated with the experience of extrinsic motivation. In addition to the learners indicating a desire towards being involved with the feedback, most of the learners who received written feedback also claimed they spent time with the feedback.

Interestingly, the findings revealed that the two learner groups differed when it came to effort. All the learners who received written feedback claimed they worked with the corrections in the feedback. Furthermore, more learners who received written feedback claimed they worked with suggestions compared with the learners who received video feedback. Moreover, most learners claimed they focused on the feedback they received. Hence, written feedback's perceived effectiveness was strengthened by learners claiming that they actively got involved with the feedback as they corrected their mistakes. However, as discussed in section 4.2.3, written feedback did not seem to get all the learners involved with working with the suggestions. This was also true for video feedback, as discussed above. Consequently, written feedback can still be improved when it comes to learners' involvement with suggestions in the feedback.

To sum up, both feedbacks have their strengths and their weaknesses. The research also suggested that, when it comes to perceived effectiveness, it is more important to include *feed back, feed forward* and make sure the feedback is clear and elaborate; the type of feedback the learners receive is secondary. In addition, the analysis indicated that learners should experience both intrinsic and extrinsic motivation in relation to the feedback. That might lead to the learners being more involved with the feedback and enhance the perceived effectiveness of the feedback. I must point out, that the results might have been different if the study was investigating learners who received both types of feedback over an extended

period. Furthermore, if both groups had an obligatory hand-in of their text after receiving their feedback, the results might have been different as well.

5. CONCLUSION

The aim of the study was to investigate learners' perception of the feedback they received by researching learners' attitude and motivation. In addition, the purpose of the study was to see if there were any differences regarding learners' attitude and motivation when it came to two different types of feedback; video feedback and written feedback. Furthermore, the study intended to explore the feedback's perceived effectiveness by looking at learners' motivation and attitude.

The final section is organised in 7 parts. The first four sections give a summary of the key findings to answer the research questions stated in section 1.1. Following that, the pedagogical implications of these findings will be addressed. Next, recommendations for future research are specified before the final section will give some concluding remarks on the study.

5.1 Results related to Attitude

The first sub-research question guiding the study was 'In what ways do learners experience a difference in attitudes towards the different feedback types?'

As discussed in section 4.1 both respondent groups tended to have positive attitudes towards the feedback they received; written and video. The difference was that more learners who received video feedback indicated a positive attitude towards the feedback claiming that they experienced the video feedback to be more clear, detailed and specific compared with the written group. In addition, based on the learners' responses, video feedback included more information regarding learners' mistakes, achievements and improvements with more detailed explanations and suggestions. The findings in the study are similar to previous findings where respondents viewed video feedback in a more positive way (Crook et al., 2012; Henderson & Phillips, 2015; Jones et al., 2012; Mathisen, 2012; Turner & West, 2013).

5.2 Results related to Motivation

The second sub-question guiding this study was 'In what ways do learners experience a difference in motivation when it comes to the different types of feedback?'
Because of my initial beliefs before starting this study (see section 1.2), the results related to motivation were different than expected. As have been discussed in section 4.2, the learners' motivation towards the feedbacks differed. First, when it came to desire, it seemed like some of the learners who received video feedback experienced intrinsic motivation when going

through the video feedback. The learners who received written feedback did not indicate a feeling of intrinsic motivation; however, some of them indicated that they experienced extrinsic motivation, which made them work with the feedback.

Secondly, more learners who received written feedback indicated that they spent more time on their feedback compared with the learners who received video feedback. Compared with the video feedback group, more learners who received written feedback indicated that they went through the feedback more than once and tried to understand the feedback.

Finally, the results also indicated that the learners who received written feedback were more involved with the feedback. This might be because of the obligatory hand-in, which can be viewed as an extrinsic motivational factor for the learners and their involvement with the feedback. Even though more learners who received video feedback claimed they focused on the feedback, more learners who received written feedback claimed they worked with the corrections and suggestions in the feedback. Interestingly, the results also suggested that learners who only experienced one of the motivations mentioned; intrinsic or extrinsic, were not necessarily fully involved with the feedback. The learners who received video feedback and indicated they experienced intrinsic motivation, claimed they did not work with all the comments in the feedback. Furthermore, just under half of the learners who received written feedback, worked with the suggestions in the feedback, even though they had an external motivating factor, the obligatory hand-in. Perhaps then, in order to make the learners more involved with the feedback, they should experience both intrinsic and extrinsic motivation.

5.3 Results related to Perceived Effectiveness

It was difficult to give a precise answer to the third sub-research question guiding this study 'Which feedback type is perceived to be more effective?' The perceived effectiveness was researched by looking at learners' attitude regarding the feedback and its content as well as their motivation when it came to learners' involvement with the feedback. Furthermore, correlations between both attitude and motivation were researched to understand the concept of perceived effectiveness further. What made this research question so difficult to answer was that there were few correlations between my results regarding attitude and motivation. This might indicate that several other aspects or categories influence learners than what was researched in this study. However, as discussed in section 4.3, both feedbacks contained important aspects that are necessary in order for feedback to be perceived as effective by the learners.

As has been argued (see section 2.2), in order for the feedback to be perceived as effective learners need to have a positive attitude towards the feedback and the content and also be involved with the feedback, working with it. The results suggested that the learners who received video feedback tended to have a more positive attitude towards the feedback than the learners who received written feedback; however, the results indicated that they were not more motivated to work with the feedback. The learners who received written feedback had a less positive attitude towards the written feedback but indicated that they worked more with the feedback than the learners who received video feedback. As previously stated, this should be seen in light of the obligatory hand-in the written groups had, which might have influenced the learners' involvement with the feedback.

I suggest that in order for feedback to be perceived as effective, feedback should be able to make the learners experience both intrinsic and extrinsic motivation, as previously explained. In addition, it should follow the Hattie and Timperley's suggestions for effective feedback (2007). The overall results also imply that the content is more important when it comes to perceived effectiveness than the type of feedback.

5.4 The Learners' Overall Perception of the Feedback

The overarching research question that guided the study was 'How do EFL learners perceive formative assessment on their written work using video feedback in comparison with written feedback?' As has been discussed through the sub-research questions, the EFL learners perceived the feedback they received differently. The results suggested that learners who received video feedback found that feedback to be more understandable, detailed and thorough than other types of feedback. The learners who received video feedback also implied that they liked this way of receiving video feedback compared to other types of feedback. The results also suggest that the video feedback respondents had a more positive attitude towards the feedback compared to the learners who received written feedback. Most learners who received written feedback also tended to have a positive attitude towards the feedback they received, however, not to the same extent as the learners who received video feedback. In addition, more learners who received written feedback indicated that they did not understand all the comments and found it to be lacking when it came to information, suggestions or examples, or that they, in general, did not like written feedback. Furthermore, almost half of the learners who received written feedback, claimed they wanted oral feedback in addition to written feedback to get a better understanding. As such, the findings in my study are similar to

previous research, were respondents either claim they preferred video feedback or explained that they wanted oral feedback because written feedback lacked detail (Crook et al., 2012; Henderson & Phillips, 2015; Jones et al., 2012; Mathisen, 2012; Turner & West, 2013).

5.5 Pedagogical Implications of the Findings

Based on the findings and the theoretical discussion the current thesis has some suggestions for teachers when it comes to formative assessment. First, I would argue that it is important for the teachers to vary their feedback when they can, to be able to reach out to every learner and the feedback type the learners prefer. Secondly, I think that teachers should conduct their own surveys asking the learners what feedback and comments they want to receive.

In light of my results, the findings suggest that it is not just what type of feedback learners receive that is important. The structure of the feedback and the content is also crucial. My research showed that even though the learners received two different types of feedback, there were few significant differences when it comes to learners' motivation and attitude. I would hence argue that the framework around the feedback is more important than what type of feedback teachers give their learners.

This study does not recommend teachers to choose one feedback over another, because further research is necessary. However, the current thesis has some recommendations for the educators to consider when giving learners feedback on their written work:

1. **Clear and concise feedback**: It is important for teachers to have clear and well-structured feedback. In addition, teachers should try to stay away from vague and unclear feedback, which includes words such as 'good', 'excellent', 'emphasise', as they do not clarify to the learner what was good in the text. As a result, the learners end up not knowing what they should change or what was good in the text, resulting in the learners staying on the same developmental level and not progressing their English writing skills.

2. **Try to have a positive tone**: Teachers should try to have a positive tone when giving feedback to the learners, as their tone can influence the learners' involvement in a positive or negative way.

3. **Include both positive comments but also point out the errors**: Learners need to get some sense of achievement from their feedback. If the feedback only includes comments which point to the errors, learners might lose some of their motivation and as a result, they might not be involved with the feedback. As such, positive comments

about what the learners managed to do well are important. Nevertheless, learners also need to receive feedback that points out the errors in their text. As one learner indicated in the interview, it is difficult to know how or what to improve without constructive feedback (G1:R2). There is a fine line when it comes to giving the right amount of positive comments and comments only focusing on mistakes, since too much of one thing can have an impact on learners' involvement with the feedback and their improvements.

4. **Give feedback with focus on** *feed forward*: Assessment should encourage learners' involvement with the feedback and also encourage them to improve their written language. In order to do so, feedback needs to include aspects of *feed forward* in such a way that learners understand what they should do to improve on when it comes to their English writing skills and also where they can practice on improving their English writing skills.

5. **Exclude grades or marks from the feedback:** After this research, I would have to agree with several others when it comes to excluding the grade or mark from the feedback. More learners will perhaps pay attention to the feedback and the comments if the grade is excluded from the feedback.

6. **Try to create both extrinsic and intrinsic motivation:** When it came to learners' involvement with the feedback, I would argue, based on the results and discussions from section 4.2, that learners should experience both extrinsic and intrinsic motivation. Perhaps an experience of both these motivations can enhance learners' engagement with the feedback. It is difficult to know how a teacher can create a feeling of intrinsic motivation through the feedback, but perhaps one way is to include the recommendations mentioned above: clear feedback, have a positive tone in the feedback, include positive feedback and information about errors, give feed forward comments and exclude the grade at the time of the feedback. In comparison, extrinsic motivation is perhaps easier to foster. Teachers should include an obligatory hand-in of the learners' edited text, which can motivate the learners to work with the feedback. Another way to make the learners more involved might be to ask them to write notes from the feedback or create a list of accomplishments and things they need to work with. Creating an obligatory external task alongside the feedback might make the learners more involved.

5.6 Suggestions for Future Research

This study has researched learners' perspective on the feedback they received and explored their attitude and motivation regarding the feedback. Yet, further research is needed to understand learners' experience and involvement with the feedback in order to improve the perceived effectiveness of feedback.

As previously stated, there are not that many studies focusing on how learners' motivation and attitude together can influence the perceived effectiveness of the feedback. This case study was limited, as the respondents consisted of two groups of Vg1 upper secondary general studies learners. More research is needed to understand the different aspects of various ways teachers can give feedback, and how the different types of feedback might influence the learners and the feedback's perceived effectiveness. In addition, future research should include observations to see whether or not the learners seem to involve themselves with the feedback and if there are any differences between the feedbacks. Furthermore, future studies should gather data from other educational programs for EFL learners in order to gain more understanding and generalise the effect of different types of feedback. I also believe that research should be conducted in groups which receive both video feedback and written feedback. This is because learners can compare their experiences with both types of feedbacks and might find other significant differences between the feedbacks than my comparison study.

The present study was a short study, researching on learners' motivation and attitude in relation to one feedback. A longitudinal study would be interesting to conduct, since motivation and attitude can change. In addition, a longitudinal study could also research on the learners' learning outcome and see if there is a difference between the feedback types and what the learners have learned. It would also be interesting to see how feedback that has not been structured would compare with feedback that has been structured according to Hattie and Timperley's recommendations and Udir's suggestions for effective feedback.

I would also argue that research on learners' motivation when it comes to their involvement with the feedback deserves more attention and should be further researched. Learners' involvement with the feedback is one crucial component when it comes to the perceived effectiveness of feedback. If learners do not involve themselves with the feedback, they do not learn from it. Motivation is a complex concept, and further research could give additional valuable insight as to why some learners choose not to edit the corrections and suggestions in their text after receiving the feedback.

5.7 Concluding Remarks

As mentioned in chapter 1, formative assessment is viewed as an area that is still in need of development (Bennett, 2011; Black & Wiliam, 1998; Burner, 2016; Ferris, 1997; Hasselgreen & Ørevik, 2018; Shavelson, 2008; Udir, 2010, 2014, 2015b). The present study has contributed to the area of formative assessment in EFL didactics when it comes to giving feedback by researching learners' attitude and motivation of the feedback they receive. This study has investigated learners' experience and involvement with the feedback and provided a deeper insight as to what is needed in order for feedback to be perceived as effective. The study has increased my understanding of formative assessment and what I, as a future teacher, should consider when giving feedback to learners. It is my hope that this research, the reflections and discussions about video feedback and written feedback can provide teachers with some insight into learners' perspective of feedback. Furthermore, I hope that it can inspire teachers and scholars to further develop their assessment practice and continue the research needed in the area of formative assessment.

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APPENDICES
Appendix A: Feedback guideline given to the teachers
To the teachers who will be giving feedback to the Students

Please give feedback to the students on the text they have written by following this guideline:

1. Give the learners a clear criteria list about how the given task will be assessed. That way the students will be aware of the learning intentions/goals of the task.

2. Please do not give them the grade simultaneously with the feedback. The grade might take the attention away from the feedback.

3. Please give feedback using these three principles:

    a. *Feed up* → The learning intentions of the task and what the students want to accomplish.

    b. *Feed back* → Information about how the students answered the task. Progress made towards the goal.

    c. *Feed forward* → What the learners need to do next. Further development.

4. Please give feedback focusing on:

    a. Language:

        i. Please comment on students use of vocabulary. Is it varied and nuanced?

        ii. Please comment on students formal or informal use of language. Is the form appropriate to the text type/genre and the task?

        iii. Please comment on various grammatical terms that are relevant for each students' text (i.e. concord, spellings, contractions, conjugation, punctuation, conjunctions, and the use of linking words).

    b. Structure:

        i. Please comment on the structure of the text. Are the introduction and the conclusion clear?

        ii. Please comment on the structure of the body of the text. Is there a logical structure of paragraphs regarding the ideas/arguments?

        iii. Please comment on the structure of the paragraphs.

    c. Content:

        i. Is the content relevant to the task?

        ii. Please comment on the ideas. Are they well argued, developed and supported with examples?

iii.   Is the topic explored extensively?

iv.   Does the content have a clear focus/thesis statement?

Again, thank you so much for your help and patience ☺

Appendix B: Interview Guide

Norwegian:

1. Takk eleven for deltakinga

2. Forklar bakgrunnen for intervjuet:

    a. Forstå korleis elevar oppfattar ulike typar tilbakemeldingar, og om ein type kan bli sett på som meir effektiv enn den andre ved å undersøka elevane si haldning og motivasjon

    b. Få ei betre forståing for formative tilbakemelding

3. Minn elevane på deira rettigheitar:

    a. Dei har allereie skrive under på eit informasjonsskriv om at dei vil delta, men minn de på at dei har framleis lov til å avbryta intervjuet dersom dei vil.

    b. Viss elevane ikkje vil svara på nokon spørsmål er det greit.

    c. Garanter fortrulegheit. Verken namn eller anna som gjer at studenten kan bli identifisert vil bli tatt med.

4. Fortel om behandlinga av datainnsamlinga:

    a. All informasjon vil bli lagra i SAFE, som er ein sikker servar

    b. Det er kun eg og masterveiledaren min som vil få tilgang til denne dataen, før den blir anonymisert

    c. All data vil bli sletta når oppgåva har blitt levert inn.

5. Fortel kva intervjuet skal bli brukt til

    a. Informasjonen vil bli brukt I den skriftlege oppgåva i tillegg til å bli presentert munnleg for eksaminasjonen

    b. Masteroppgåva vil bli lagt inn i ein database, der andre kan få tilgang til den

Open start

1. Kva synes du generelt om tilbakemeldingar?

    a. Er det hjelpsamt? Kvifor/kvifor ikkje?

    b. Likar du å få tilbakemelding på det skriflege arbeidet ditt i engelsk? Kvifor/kvifor ikkje?

Attitude (Affect):

2. Kan du forklara kva du tenkte om den typen tilbakemelding du fekk?
    a. Kan du utdjupa?
3. Korleis var denne typen tilbakemelding hjelpsam for deg?
    a. Kan du utdjupa?
4. Kva synes du burde vore annleis med tilbakemeldinga? (Mtp: lengde, kommentarar, forståeleg osv)

Attitude (behaviour):
5. Kva gjorde du når du fekk tilbakemeldinga di?
    a. Kvifor?
6. Fekk denne typen tilbakemelding deg til å konsentrera deg meir eller mindre om tilbakemeldinga du fekk frå læraren din?
    a. Kan du utdjupa?
    b. Kvifor/Kvifor ikkje?

Motivation (time spent):
7. Trur du at denne typen tilbakemelding har påverka kor mykje tid du var villig til å bruka på den?
    a. Kan du utdjupa? Kvifor trur du det?
8. Føler du sjølv at du burde ha brukt meir tid på å jobba med tilbakemeldinga du fekk?
    a. Kvifor/kvifor ikkje?

Motivation (effort):
9. På kva måte jobba du med tilbakemeldinga du fekk?
    a. Kan du utdjupa?
10. Motiverte denne typen tilbakemelding deg til å jobba meir med tilbakemeldinga du fekk?
    a. Kvifor/Kvifor ikkje?
11. Føler du at du jobbar betre med andre typar tilbakemeldingar?
    a. Kvifor/kvifor ikkje?

Motivation (desire):
12. På kva måte har denne typen tilbakemelding gjort at du ønsker å forbetra din engelske skrivemåte?
    a. Kan du utdjupa?
13. Korleis åverka denne typen tilbakemelding ditt ønske/ din vilje om å jobba med tilbakemeldinga?
    a. Kan du utdjupa?

14. Forandra du dine prestasjonsmål for skriftleg engelsk etter at du gjekk gjennom tilbakemeldinga?

      a. Kvifor/kvifor ikkje?

      b. Høgare/lågare?

Ending:

15. Er det noko anna du har lyst til å seia om din opplevelse med den tilbakemeldinga du fekk?

16. Har du nokre spørsmål?

Tusen takk!

Appendix C: Response from Group 1

Eg liker å få skriftleg tilbakemelding

		Respondenter
1. Svært einig	17%	4
2. Einig	67%	16
3. Usikker	13%	3
4. Ueinig	4%	1
5. Svært ueinig	0%	0
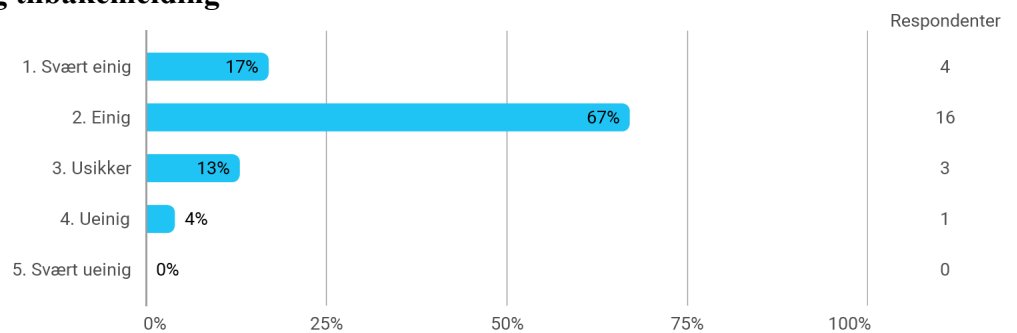
Eg lærer av den skriftlege tilbakemeldinga

		Respondenter
1. Svært einig	25%	6
2. Einig	29%	7
3. Usikker	42%	10
4. Ueinig	4%	1
5. Svært ueinig	0%	0
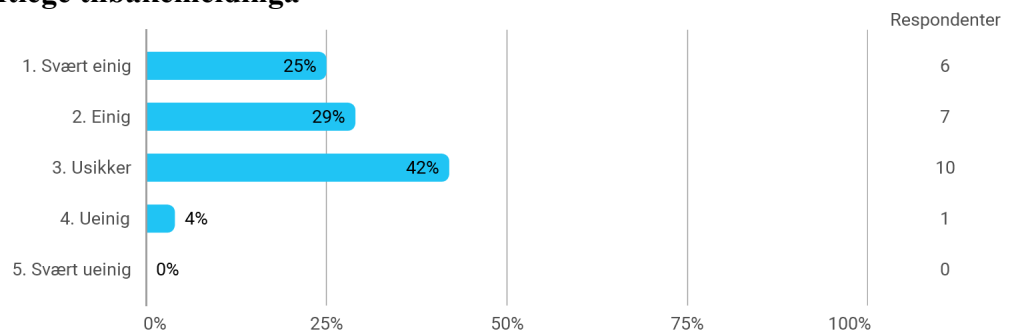
Eg ser verdien i å få skriftleg tilbakemelding
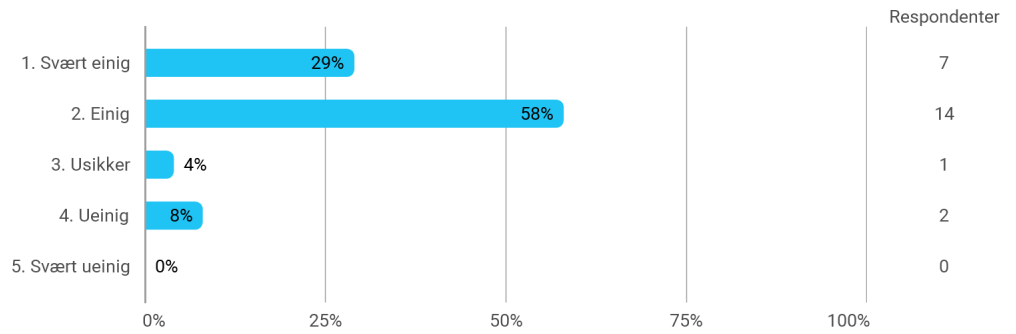
1. Svært einig	29%	7
2. Einig	58%	14
3. Usikker	4%	1
4. Ueinig	8%	2
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Den skriftlege tilbakemeldinga var tydeleg

1. Svært einig	13%	3
2. Einig	71%	17
3. Usikker	4%	1
4. Ueinig	13%	3
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%
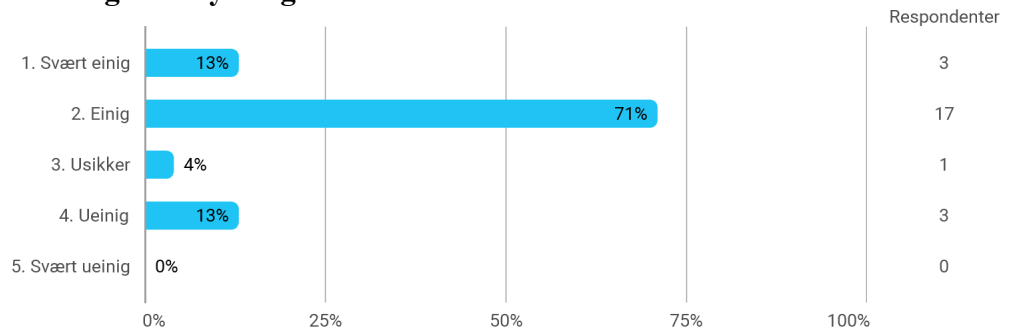
Eg forstod informasjonen læraren gav meg gjennom den skriftlege tilbakemeldinga
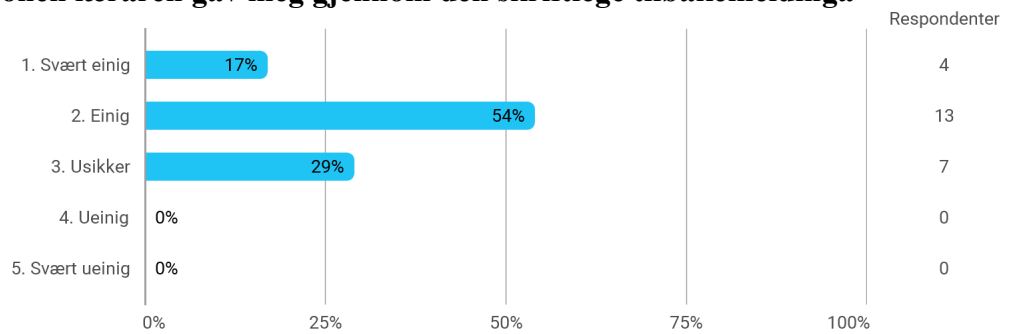
1. Svært einig	17%	4
2. Einig	54%	13
3. Usikker	29%	7
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Den skriftlege tilbakemeldinga gjorde meg oppmerksam på feilane eg hadde gjort

1. Svært einig	38%	9
2. Einig	50%	12
3. Usikker	13%	3
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%
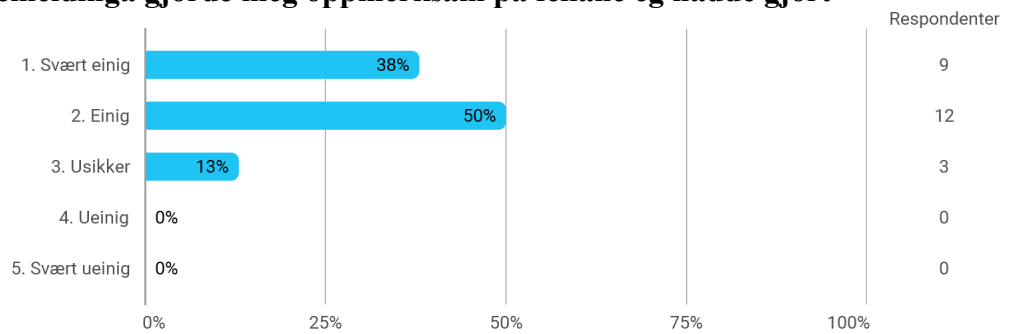
Eg forstod feilane mine som læraren påpeika i den skriftlege tilbakemeldinga

1. Svært einig	25%	6
2. Einig	63%	15
3. Usikker	13%	3
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Eg forstod ikkje tilbakemeldinga som blei gitt til meg

113

	%	Respondenter
1. Svært einig	0%	0
2. Einig	4%	1
3. Usikker	8%	2
4. Ueinig	58%	14
5. Svært ueinig	29%	7

Tilbakemeldinga hadde informasjon om kva eg hadde fått bra til i teksten min

	%	Respondenter
1. Svært einig	21%	5
2. Einig	46%	11
3. Usikker	25%	6
4. Ueinig	8%	2
5. Svært ueinig	0%	0

Den skriftlege tilbakemeldinga hadde informasjon om kva eg måtte jobba vidare med når det kom til skriving i engelsk

	%	Respondenter
1. Svært einig	33%	8
2. Einig	42%	10
3. Usikker	17%	4
4. Ueinig	8%	2
5. Svært ueinig	0%	0

Den skriftlege tilbakemeldinga påpeikte feilane mine og kom med gode eksemplar på kva eg burde ha gjort

	%	Respondenter
1. Svært einig	8%	2
2. Einig	63%	15
3. Usikker	13%	3
4. Ueinig	8%	2
5. Svært ueinig	8%	2

Den skriftlege tilbakemeldinga var hjelpsam når det kom til forslag for forbetring i teksten min

	%	Respondenter
1. Svært einig	13%	3
2. Einig	58%	14
3. Usikker	17%	4
4. Ueinig	13%	3
5. Svært ueinig	0%	0

Den skriftlege tilbakemeldinga var hjelpsam når det kom til rettingar i teksten min

	%	Respondenter
1. Svært einig	33%	8
2. Einig	58%	14
3. Usikker	8%	2
4. Ueinig	0%	0
5. Svært ueinig	0%	0

Den skriftlege tilbakemeldinga forklarte på ein god måte kva eg måtte jobba med for å forbetra skrivinga mi i engelsk

	%	Respondenter
1. Svært einig	17%	4
2. Einig	42%	10
3. Usikker	25%	6
4. Ueinig	17%	4
5. Svært ueinig	0%	0

Å gå gjennom den skriftlege tilbakemeldinga var verdt tida mi

	%	Respondenter
1. Svært einig	33%	8
2. Einig	42%	10
3. Usikker	21%	5
4. Ueinig	4%	1
5. Svært ueinig	0%	0

Tilbakemeldinga var for kort for å vera hjelpsam

	%	Respondenter
1. Svært einig	4%	1
2. Einig	17%	4
3. Usikker	17%	4
4. Ueinig	54%	13
5. Svært ueinig	8%	2

Eg ville ha meir tilbakemelding på teksten min

115

	%	Respondenter
1. Svært einig	13%	3
2. Einig	29%	7
3. Usikker	42%	10
4. Ueinig	13%	3
5. Svært ueinig	4%	1

Eg synes det er hjelpsamt at eg kan lese dei skriftlege kommentarane frå læraren min

	%	Respondenter
1. Svært einig	21%	5
2. Einig	58%	14
3. Usikker	17%	4
4. Ueinig	4%	1
5. Svært ueinig	0%	0
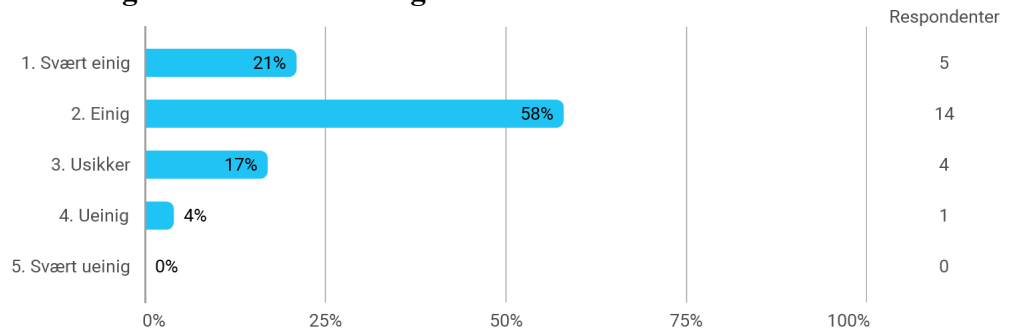
Eg liker at eg kan lesa ei oppsummering som fortel meg kva eg gjorde bra og ikkje så bra, og kva eg må jobba med vidare

	%	Respondenter
1. Svært einig	42%	10
2. Einig	54%	13
3. Usikker	4%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0
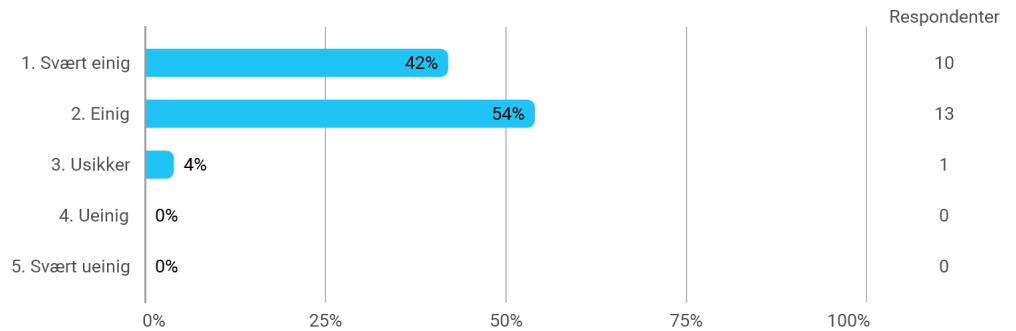
Eg kjenner til den skriftlege tilbakemeldinga og jobbar difor betre med den enn andre typar tilbakemelding

	%	Respondenter
1. Svært einig	8%	2
2. Einig	46%	11
3. Usikker	38%	9
4. Ueinig	8%	2
5. Svært ueinig	0%	0
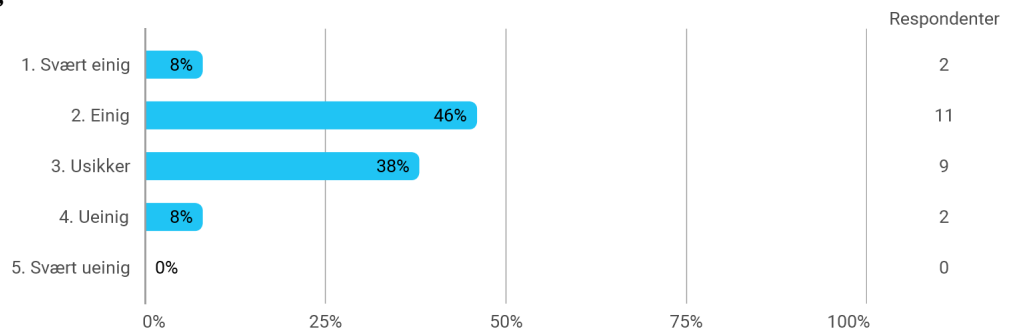
Eg synes det er vanskeleg å forstå alle dei skriftlege kommentarane i teksten min

	%	Respondenter
1. Svært einig	4%	1
2. Einig	8%	2
3. Usikker	17%	4
4. Ueinig	63%	15
5. Svært ueinig	8%	2
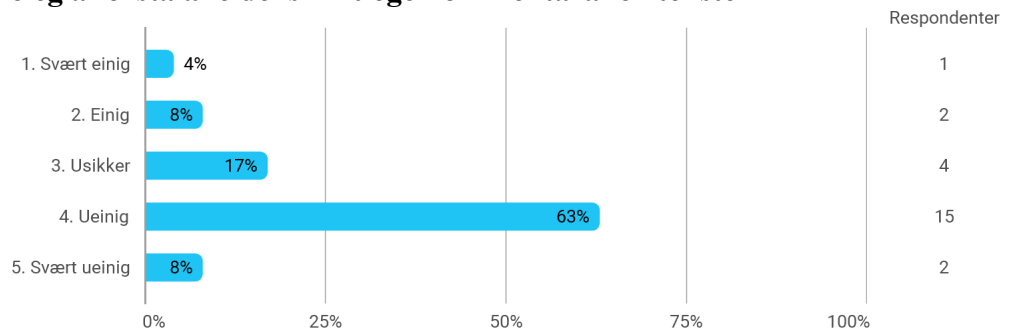
Den skriftlege tilbakemeldinga hadde få kommentarar

Respondenter

1. Svært einig	4% — 1
2. Einig	38% — 9
3. Usikker	13% — 3
4. Ueinig	46% — 11
5. Svært ueinig	0% — 0

0%   25%   50%   75%   100%
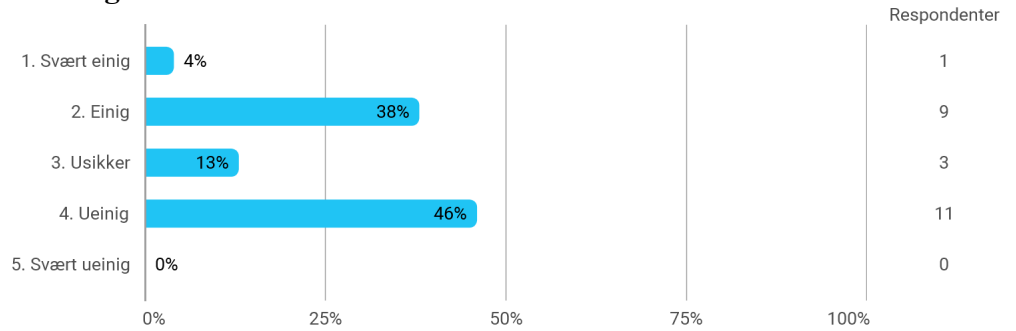
Kommentarane i den skriftlege tilbakemeldinga var vage og det var vanskeleg for meg å forstå kva læraren meinte

Respondenter

1. Svært einig	4% — 1
2. Einig	8% — 2
3. Usikker	4% — 1
4. Ueinig	71% — 17
5. Svært ueinig	13% — 3

0%   25%   50%   75%   100%
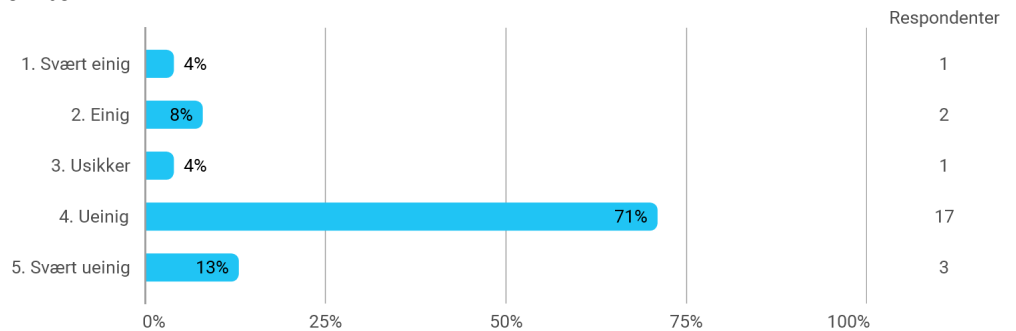
Eg liker at eg kan lesa kommentarar, rettingar og forslag gjennom teksten min

Respondenter

1. Svært einig	42% — 10
2. Einig	50% — 12
3. Usikker	8% — 2
4. Ueinig	0% — 0
5. Svært ueinig	0% — 0

0%   25%   50%   75%   100%

Den skriftlege tilbakemeldinga fekk meg til å fokusera på læraren sine kommentarar

Respondenter

1. Svært einig	17% — 4
2. Einig	63% — 15
3. Usikker	17% — 4
4. Ueinig	4% — 1
5. Svært ueinig	0% — 0

0%   25%   50%   75%   100%

Den skriftlege tilbakemeldinga fekk meg til å jobba med dei kommentarane eg fekk på oppgåva mi

1. Svært einig — 17%	4
2. Einig — 63%	15
3. Usikker — 17%	4
4. Ueinig — 4%	1
5. Svært ueinig — 0%	0

0% 25% 50% 75% 100%

Eg lagra den skriftlege tilbakemeldinga

1. Svært einig — 21%	5
2. Einig — 38%	9
3. Usikker — 21%	5
4. Ueinig — 13%	3
5. Svært ueinig — 8%	2

0% 25% 50% 75% 100%

Eg lagra den skriftlege tilbakemeldinga fordi eg kjem til å sjå gjennom den fleire gongar

1. Svært einig — 4%	1
2. Einig — 4%	1
3. Usikker — 54%	13
4. Ueinig — 29%	7
5. Svært ueinig — 8%	2

0% 25% 50% 75% 100%

Eg såg ikkje gjennom den skriftlege tilbakemeldinga

1. Svært einig — 0%	0
2. Einig — 0%	0
3. Usikker — 0%	0
4. Ueinig — 33%	8
5. Svært ueinig — 67%	16

0% 25% 50% 75% 100%

Eg sletta tilbakemeldinga eg fekk

1. Svært einig — 4%	1
2. Einig — 0%	0
3. Usikker — 4%	1
4. Ueinig — 25%	6
5. Svært ueinig — 67%	16

0% 25% 50% 75% 100%

Eg jobba ikkje med forslaga som blei gitt til meg i tilbakemeldinga mi

		Respondenter
1. Svært einig	0%	0
2. Einig	4%	1
3. Usikker	8%	2
4. Ueinig	50%	12
5. Svært ueinig	38%	9

Den skriftlege tilbakemeldinga fekk meg til å sletta teksten min

		Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	4%	1
4. Ueinig	25%	6
5. Svært ueinig	71%	17

Eg gjekk gjennom den skriftlege tilbakemeldinga på skulen

		Respondenter
1. Svært einig	50%	12
2. Einig	50%	12
3. Usikker	0%	0
4. Ueinig	0%	0
5. Svært ueinig	0%	0

Eg gjekk gjennom den skriftlege tilbakemeldinga meir enn ein gong

		Respondenter
1. Svært einig	13%	3
2. Einig	63%	15
3. Usikker	13%	3
4. Ueinig	13%	3
5. Svært ueinig	0%	0

Eg gjekk gjennom tilbakemeldinga på eige initiativ

		Respondenter
1. Svært einig	21%	5
2. Einig	38%	9
3. Usikker	25%	6
4. Ueinig	17%	4
5. Svært ueinig	0%	0

Eg gjekk gjennom tilbakemeldinga fordi læraren min sa eg måtte gjere det

119

Eg gjekk gjennom den skriftlege tilbakemeldinga fordi eg trur det kan hjelpa meg med å skriva betre på engelsk

Eg skumleste gjennom tilbakemeldinga for å bli ferdig fortast mogleg
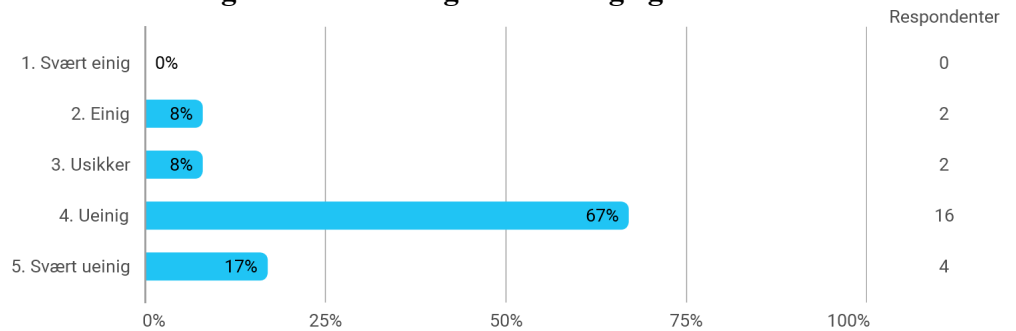
Eg tok meg god tid til å gå gjennom tilbakemeldinga for å vera sikker på at eg forstod alt
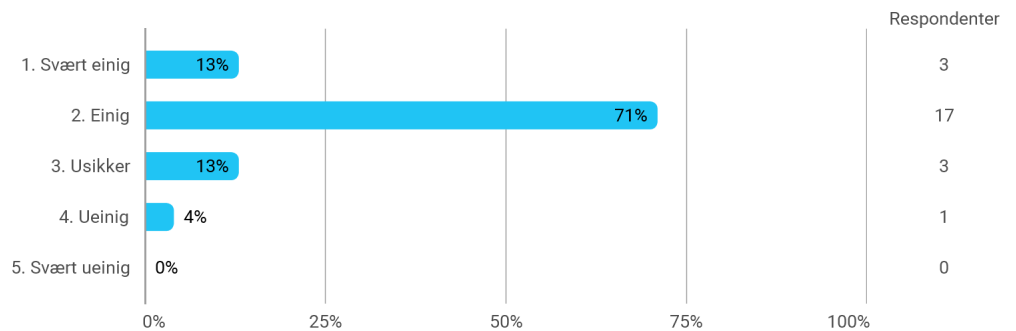
Eg tok av og til pause i å gå gjennom kommentarane og prøvde å forstå kva det var læraren forklarte meg

120

1. Svært einig	8%	2
2. Einig	50%	12
3. Usikker	17%	4
4. Ueinig	21%	5
5. Svært ueinig	4%	1

0%   25%   50%   75%   100%
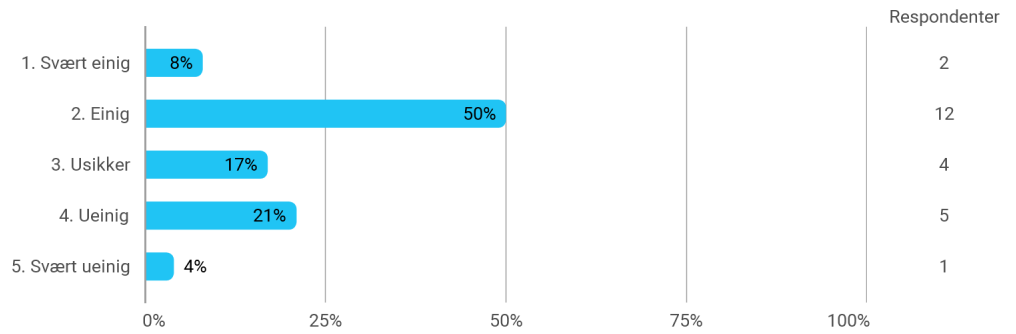
Eg bruker tid på å jobba med forslaga og rettinga eg får frå den skriftlege tilbakemeldinga

1. Svært einig	8%	2
2. Einig	46%	11
3. Usikker	38%	9
4. Ueinig	8%	2
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%
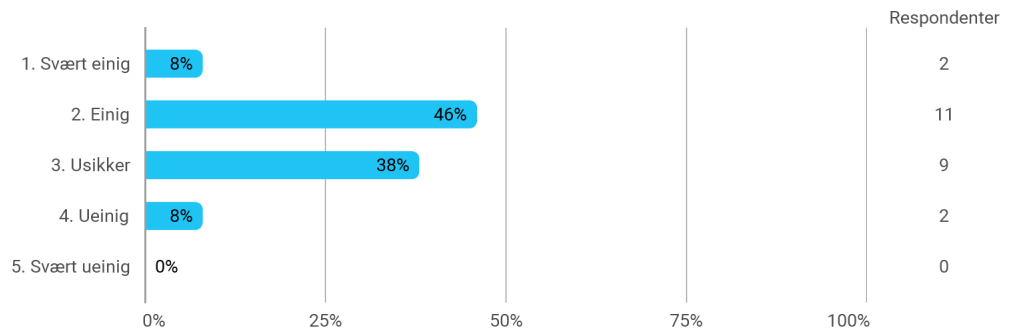
Eg skreiv notatar frå den skriftlege tilbakemeldinga
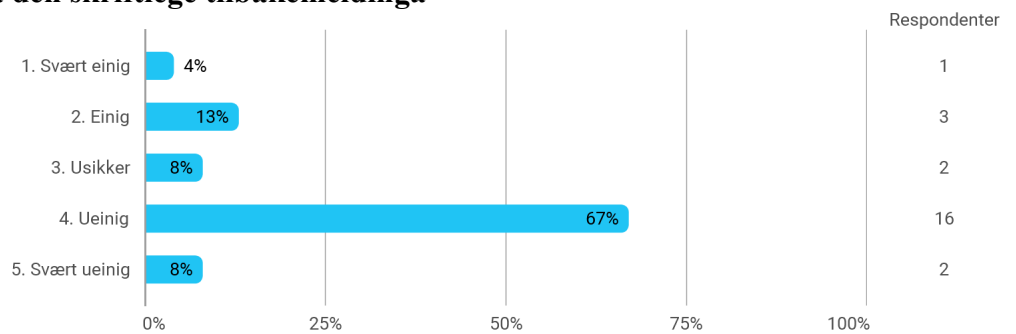
1. Svært einig	4%	1
2. Einig	13%	3
3. Usikker	8%	2
4. Ueinig	67%	16
5. Svært ueinig	8%	2

0%   25%   50%   75%   100%

Eg laga ei liste over det læraren påpeikte eg hadde fått til i teksten

1. Svært einig	4%	1
2. Einig	4%	1
3. Usikker	8%	2
4. Ueinig	63%	15
5. Svært ueinig	21%	5

0%   25%   50%   75%   100%

Eg laga ei liste over skrivefeilar som eg må jobba med

1. Svært einig	4%	1
2. Einig	4%	1
3. Usikker	4%	1
4. Ueinig	63%	15
5. Svært ueinig	25%	6

0%   25%   50%   75%   100%

Eg jobba med tilbakemeldinga og retta på feilane eg hadde gjort i teksten min

1. Svært einig	10
2. Einig	14
3. Usikker	0
4. Ueinig	0
5. Svært ueinig	0

1. Svært einig — 42%
2. Einig — 58%
3. Usikker — 0%
4. Ueinig — 0%
5. Svært ueinig — 0%
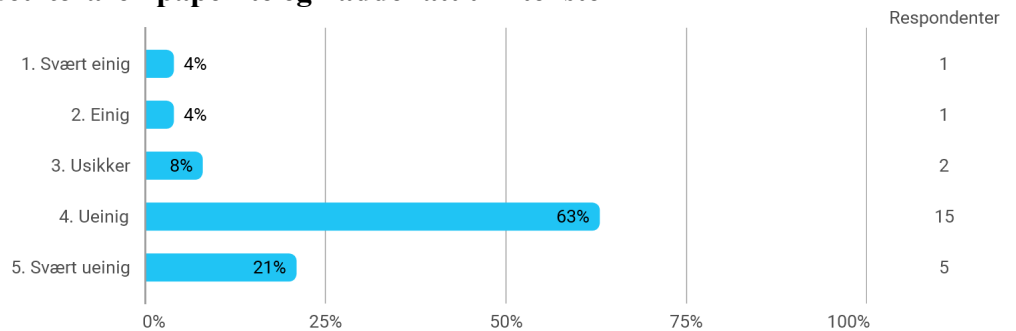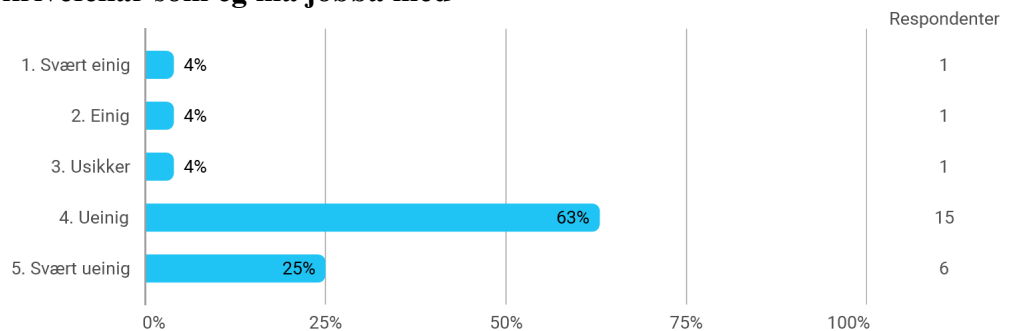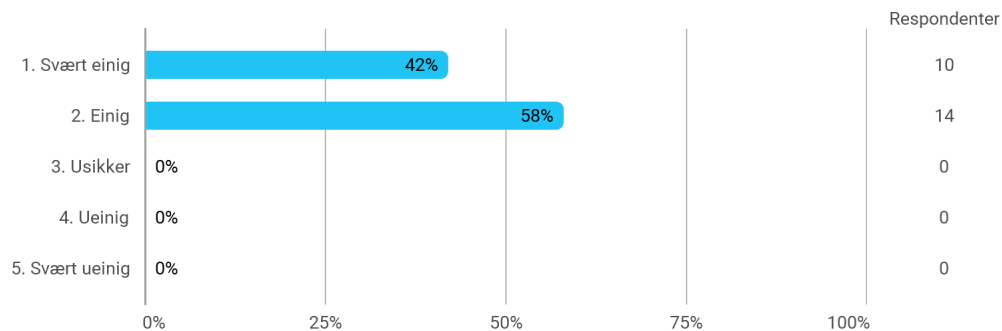
Eg jobba med forslaga frå den skriftlege tilbakemeldinga

1. Svært einig — 8% — 2
2. Einig — 50% — 12
3. Usikker — 33% — 8
4. Ueinig — 8% — 2
5. Svært ueinig — 0% — 0
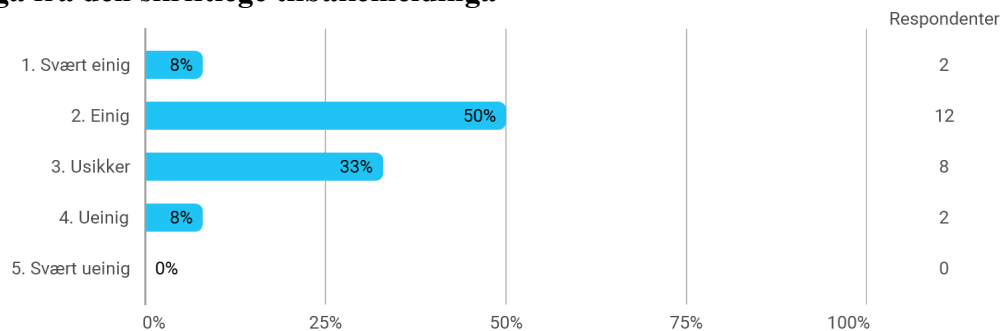
Når eg ikkje forstod noko frå den skriftlege tilbakemeldinga ignorerte eg det
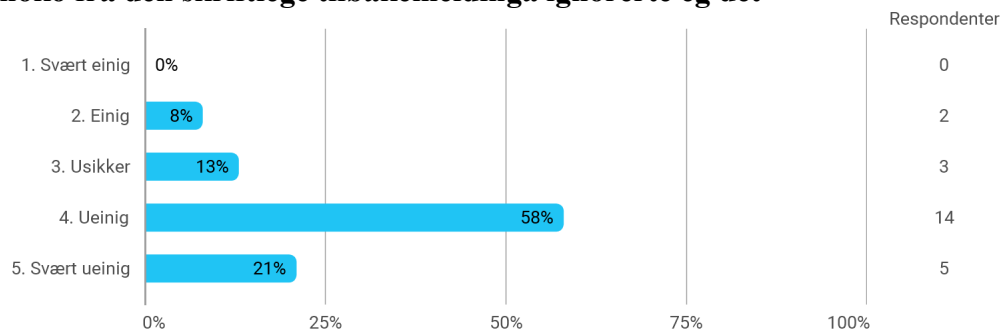
1. Svært einig — 0% — 0
2. Einig — 8% — 2
3. Usikker — 13% — 3
4. Ueinig — 58% — 14
5. Svært ueinig — 21% — 5

Eg kunne ha jobba meir med den skriftlege tilbakemeldinga enn det eg gjorde

1. Svært einig — 17% — 4
2. Einig — 38% — 9
3. Usikker — 42% — 10
4. Ueinig — 4% — 1
5. Svært ueinig — 0% — 0
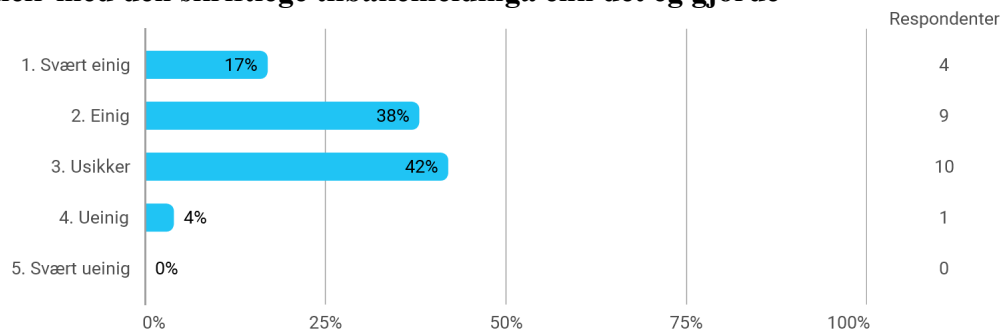
Eg fokuserte på den skriftlege tilbakemeldinga når eg fekk den
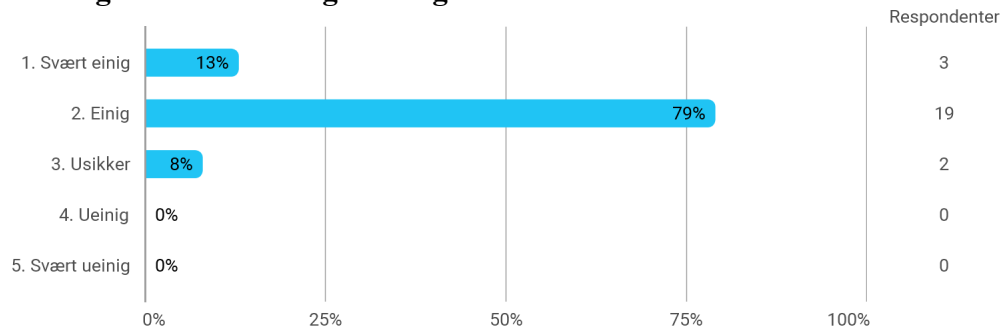
1. Svært einig — 13% — 3
2. Einig — 79% — 19
3. Usikker — 8% — 2
4. Ueinig — 0% — 0
5. Svært ueinig — 0% — 0

Oppmerksamheita mi var retta mot tilbakemeldinga læraren gav meg

1. Svært einig	8%	2
2. Einig	71%	17
3. Usikker	13%	3
4. Ueinig	8%	2
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%
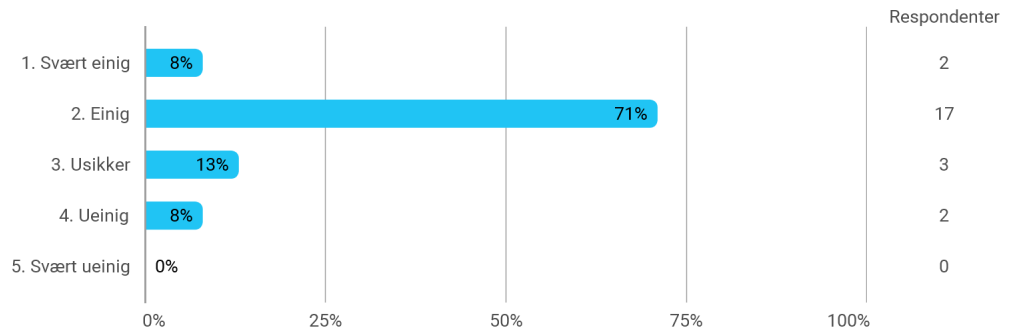
Eg tenkte på andre ting når eg gjekk gjennom den skriftlege tilbakemeldinga

1. Svært einig	0%	0
2. Einig	8%	2
3. Usikker	29%	7
4. Ueinig	50%	12
5. Svært ueinig	13%	3

0%   25%   50%   75%   100%

Den skriftlege tilbakemeldinga fekk meg til å villa jobba med forslaga som blei gitt i tilbakemeldinga

1. Svært einig	4%	1
2. Einig	58%	14
3. Usikker	33%	8
4. Ueinig	4%	1
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Den skriftlege tilbakemeldinga fekk meg til å villa retta og korrigera på feila eg hadde gjort i teksten min

1. Svært einig	21%	5
2. Einig	54%	13
3. Usikker	25%	6
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Den skriftlege tilbakemeldinga fekk meg til å villa bruka meir tid på å retta teksten eg hadde skrive

1. Svært einig	8% — 2
2. Einig	50% — 12
3. Usikker	25% — 6
4. Ueinig	17% — 4
5. Svært ueinig	0% — 0

Den skriftlege tilbakemeldinga fekk meg til å villa forbetra det engelske skriftspråket mitt

Respondenter

1. Svært einig	29% — 7
2. Einig	38% — 9
3. Usikker	25% — 6
4. Ueinig	8% — 2
5. Svært ueinig	0% — 0

Tilbakemeldinga gjorde at eg ville bruka meir tid på å jobba med den neste teksten eg skal skriva i engelskfaget

Respondenter

1. Svært einig	21% — 5
2. Einig	42% — 10
3. Usikker	21% — 5
4. Ueinig	17% — 4
5. Svært ueinig	0% — 0

Tilbakemeldinga gjorde at eg ville sletta teksten eg hadde skrive

Respondenter

1. Svært einig	0% — 0
2. Einig	0% — 0
3. Usikker	8% — 2
4. Ueinig	38% — 9
5. Svært ueinig	54% — 13

Den skriftlege tilbakemeldinga gjorde at eg fekk lyst til å gløyma teksten eg hadde skrive

Respondenter

1. Svært einig	0% — 0
2. Einig	8% — 2
3. Usikker	13% — 3
4. Ueinig	42% — 10
5. Svært ueinig	38% — 9

Kva er, etter di meining, positive og negative sider med den skriftlege tilbakemeldinga som du fekk?

- Det positive med skriftlige tilbakemeldinger er at du kan bruke de flere ganger, og bruke de konkret til å rette teksten etter du har fått tilbakemeldinger på den. Jeg tror dette kan fungere svært godt, men det kommer an på tilbakemeldingene som blir gitt. Jeg synes at kommentarene som blir gitt i dette tilfellet ikke er helt optimale. Når det kommer til grammatiske feil er disse tydelig markert, og vi får tydelig beskjed om hvordan vi skal jobbe med disse videre. Likevel så tror jeg ikke at disse er de viktigste kommentarene for å skrive bedre tekster i fremtiden. Jeg synes gjerne det er vel så viktig med kommentarer om hvordan vi skal skrive bedre tekster, ikke bare hvordan vi skal forbedre rettskrivingen. I tillegg synes jeg at kommentarene kunne vært mer utfyllende. Hvis det står "bra" på et av målene, så bør enn kanskje også skrive hva som er bra. Jeg tror kanskje at hvis man hadde fått muntlige tilbakemeldinger så kommer dette mer naturlig, i tillegg så blir det lettere å stille spørsmål til kommentarene. Alt i alt så tror jeg at skriftlige tilbakemeldinger kan fungere bra, men jeg tror ikke at jeg blir bedre å skrive med de tilbakemeldingene vi har fått til nå.

- Positive sider med tilbakemeldinga er at me lettare kan gå igjennom og forstå kva me må forbetra i teksten. Det blir lettare å finne ut kva du kan gjera betre til neste gong når læraren gjer tilbakemelding.

  Negative sider med tilbakemeldinga er ...Ingen, ingen som eg kjem på iallefall.

- Positiv:

  - Du får ei vita kva som er bra med teksten og kva som bør forbetrast.

  Negativt:

  - Kan verta kjedeleg å lesa visst den er lang.

- på min meining postive sider at jeg klare å se hva er min feil og rette det på kort tid og det kan hjlpe meg som notater til framtida eller stor eksamen.

  negative sider er at mange ganger jeg forstår ikke hva læreren meiner. det vil si at jeg vet ikke hva er det som feil jeg hadde og hvordan vil jeg rette det.

- Positiv: den gjer det lettare for meg å sjå kva eg må arbeide meir med.

  Negativ: kommer ikkje på nokon akkurat no.
- Det positive med ei skriftleg tilbakemelding er at ein får ei grei oversikt over kva ein må arbeide med og kva ein gjorde bra. Ein kan gå tilbake og i etterkant og jobba med teksten. Ein kan og samle opp rettingene og sjå om ein har forbedra seg eller om det er dei same feila som gjeld. Det er og ein grei måte å sjå kva ein bør tenke på rett før ein prøve eller skrivedag. Det er punktlig og oversiktlig.

  Det negative med ei skriftleg tilbakemelding er at ein ikkje alltid forstår kva som er meint. Derfor kan eg sjå for meg at nett det hadde vore betre muntleg. I tillegg kan det vera litt overveldande å få eit ark med masse rettinger og ein kan miste motivasjonen litt.
- Eg fekk lært mykje av den tilbakemeldingen. Eg fekk vita kva meir eg skal jobbe med til neste tekst
- Eg synes den skriftlige tilbakemeldinga me fekk ikkje var nok utfyllande. Det einaste me fekk var eit vurderingsskjema der det var kryssa av kvar på karakterskalaen me lagg. Ved sida av stod det nokre små kommentarar som til dømes "good". Dette gir meg ikkje noko motivasjon til å arbeide med teksten vidare og forbedre meg. Me fekk også ut teksten att på papir der ho hadde skrive rettinger for hand. Dette hjalp litt meir, men eg må innrømme at eg ikkje las heile teksten på nytt, eg såg berre kor det var feil og retta det slik som det stod. Eg likar eigentleg å få skriftlige tilbakemeldingar, men dei bør helst dere i form av ein samanhengande tekst.
- Positivt:
  Det eg synes er positivt med å få skriftleg tilbakemelding er for eksempel at ein har noko ein kan lagre, skrive ut og kjapt gå gjennom når ein vil/treng det, og at ein framleis kan spørre kva læraren meinte med det dei skreiv. Munnleg tilbakemelding i form av video kan ein ikkje printe ut, og ein må leite for å finne det du skulle ha tak i, som kan ta tid og vere irriterande, dessutan er det lettare å forbetre teksten om ein har eit ark ved sidan av seg og kan lese undervegs enn å heile tida gå til ein annan fane for å sjå ein video.

  Negativt:
  Eg kjem ikkje på nokon negative sider ved skriftleg tilbakemelding, sjølv om det sikkert er noko negativt med det.

- Det positive var at eg fekk beskjed på kva eg måtte jobbe med videre og korleis eg i framtida, kunne forbeitre og styrke teksten min. at eg blir nærmare til mitt potensial. Eg kjem eigentlig ikkje på noko negativt med tilbakemeldinga.

- Det positive mde ei skriftleg tilbakemelding er det at ein kan finne det fram, eller ha det med deg til forskjellige storprøver og eksamenar.

  Det negative med skriftleg tilbakemeldinga er at eleven kan ha problem med å forstå tilbakemeldinga like godt som ved munntelg tilbakemelding.

- Eg tenkjer, at skriftlege tilbakemeldinga var bra. Eg veit nå kva eg kann forbedre i nesten teksten.

- Etter mi meining, det som er positivt med den skriftlege tilbakemeldinga eg fekk var at det er lett å finna den fram igjen og sjå igjennom fleire gongar kva eg må jobba meir med, og viss eg ikkje huske alt, så kan eg finna den fram og sjekka igjen, sjå om det er det same som kjem om igjen på fleire tekstar.
  Det som eg syns er negativt med å få den skriftlege tilbakemeldinga er at eg syns det er litt vanskelegare å ta innover seg kva eg må jobba med vidare, og at sånne skriftlegekommentara ofta kan vera korte, og det er ikkje alltid at ein får fram alt ein vil gjennom ein tekst.

- Mi meining

  Positiv:

  Me får tekstane tilbake i papirform. Her er det retta på skrivfeil og setningsoppbygging. I tillegg står det kva eg manglar i eit avsnitt. Det er ei veldig konkret tilbakemelding og det kan vere bra for då er det lett å rette feila. Me får også ei tilbakemelding på nett i eit skjema. Her er det kryssa av kor du ligg karaktermessig som du kan få sjå.

  Negativ:

  Eg synst at i papirform er det ikkje fokus på kva som er bra i det heile tatt. Det står berre feil og kva som må rettast. Det er positivt at me kan rette feila, men eg føler det blir litt negativt og umotiverande. I skjema på nett står det komplisert synst eg og det er ikkje så lett å forstå alt.

Alt i alt er det positive og negative sider, men det varierar nok frå person til person også.

- positivt er det jo at man får svart på kvitt kva ein skal forbetra med teksten sin.

- Eg likte ikkje at eg ikkje kunne snakka med læraren om det. Når eg får ei skriftleg tilbakemelding er det mykje som eg kunne sagt til læraren men ikkje har lyset til side det er slike små ting. Visst eg hadde fått ei munnleg tilbakemelding, hadde eg kanskje forstått læraren betre og kunne snakke litt sjølv om det også.

- Eg synes det er positivt med å få tilbakemelding på kva eg kune gjort betre, slik at eg kan læra og bli betre både skriftleg, men og korleis eg skal setta opp teksten. Det kan vera negativt med tilbakemeldig visst eg ikkje er einig i det som vert sagt.

- positive sider: en kan gå gjennom tilbakemeldingen flere ganger, en slipper å huske hva læreren kommenterte ved å gå gjennom tilbakemeldingen igjen, i tillegg til at det blir lettere å forbedre og rette teksten en fikk.

  negative sider: en kan bare ignorere tilbakemeldingen og å ikke gå gjennom den engang. en kan gå gjennom tilbakemeldingen så fort så mulig for å slippe å bruke mer tid. det kan hende at man forstår ikke det læreren mente og spørr ikke læreren om det.

- Positive sider med den skriftlige tilbakemeldinga er at ein kan lagra tilbakemeldinga digitalt og ta den opp igjen viss ein gløymer noko, og ein kan ta opp igjen feilene sine. Negative sider med den skrivtlige tilbakemeldinga er at det blir litt lite personlig, hadde kansje vert bedre å fått ein muntlig og skrivtlig tilbakemelding.

- Positive sider er sikkert at ein kan lære seg meir, og fine ut kva slags fail gjor ein. Eg trur ikkje det er nokon negative sider.

- Positive sider med skriftlege tilbakemelding er at du ikkje gløymer det så fort. Du kan sjå og bruka tilbakemeldinga til neste gang du skal skiva ein tekst. Der du kan sjå på feila og tilbakemeldinga du fekk, som kan hjelpe deg med å unngå dei same feila i den nye teksten din. Eg ser ikkje nokon negative sider med skriftlege tilbakemeldingar.

- tilbakemeldinga var veldig tydeleg på ord og komma feil.
  det mangla ein sluttkommuntar eller fleire kommentarar undervegs. det ville vore hjelpsomt om ho ko med forslag om kva eg kunne gjort annleis, i staden for å berre markere ord feila.

- det negative var at jeg hadde for mange skrivefeil men jeg vist om det.
  det positive var at jeg lærte meg at jeg må bruke lengre tid på teksten.

- Dei positive sidene ved den skriftlege tilbakemeldinga eg fekk, er blant anna at eg alltid vil kunne gå tilbake for å sjå igjennom tilbakemeldinga på nytt, dersom eg skulle ha behov for det. Med ei munnleg tilbakemelding ville eg vere avhengig av å hugse kva tilbakemelding eg fekk, utan å ha noko å sjå tilbake på. Samtidig er det lettare, syns eg, å ha ein litt meir konkret respons, der kommentarane ligg ved teksten min.
Men det er ikkje nok med berre ei skriftleg tilbakemelding, eg treng òg å få ei munnleg rettleiing frå læraren. Det hjelper meg av og til med å forstå meir presist kva det er ho er ute etter. Det vert òg litt meir personleg når læraren har ein samtale med meg som forklarer kvifor tilbakemeldinga er som den er, og går djupare inn i rettinga med meg.

Hadde du nokre spørsmål etter at du gjekk gjennom den skriftlege tilbakemeldinga? Kvifor/kvifor ikkje?

- Ja, jeg hadde spørsmål etter å ha gått gjennom tilbakemeldingene. Det var veldig korte svar, og jeg ville gjerne likt å hatt muligheten til å spørre læreren min akkurat hva som var bra, og hva som ikke var så bra. Hvis det står at det er "good" men ikke "great", så vet jeg jo at det er noe som kunne vært bedre, men også noe som er bra. Hvis jeg da ikke får tydelige tilbakemeldinger på akkurat hva jeg bør gjøre annerledes kan jeg endre på noe som allerede er bra.
- Eg hadde ikkje spørsmål om retting og tilbakemelding, fordi eg forsto og var einig i dei feila eg gjorde. Det er ting som eg veit at eg må jobba med, og no blir det litt lettare når læraren seier kva eg kan gjere.
- Nei, eg fekk svara på det eg trengte gjennom tilbakemeldinga.
- ja, jeg hadde mange spørsål etter at jeg gjkk gjennom skrivtlige tilbakemeldinga. og det er på grunn av jeg forstår ikke hva er helt mening henns.
- Nei, fordi den var klar og tydeleg.
- Det var nokre rettinger eg lurte på kvifor, men det er eigentleg ganske greit å forstå.
- nei, fordi alt står på den tilbakemeldinga eg fekk fra læraren
- Når eg gjekk gjennom den skriftlige tilbakemeldinga fokuserte eg nok mest på kvar ho hadde kryssa meg av på vurderingssjemaet for å få ein anelse om kva eg kom til å få i karakter. Som sagt var det ikkje ein utfyllande kommentar, så eg fekk ikkje så mykje ut av den som eg hadde håpa.
- Eg hadde ikkje nokre spørsmål etter at eg gjekk gjennom den skriftlege tilbakemeldinga, det fordi at den forklarte kort og greitt kva som var bra, og kva som kunne verte betre.

Gramatiske feil ol. var merka, og det var skrive over eit ord som var betre eigna eller gramatisk korrekt.

- Eg hadde ikkje nokon spørsmål fordi tilbakemeldinga var nøyen og gjekk rett på sak.
- Eg hadde nokre spørsmål under rettinga, fordi det var forklart dåleg kva eg skulle rette der og då. Eg hadde inga sprøsmål etter eg hadde gått gjennom den skiftlege tibakemeldinga. Grunnen er fordi eg ikkje trengte hjelp til noko, og ikkje hadde okre sprøsmål.
- Nei, fordi det var enkelt å forstå skriftlege tilbakemeldinga.
- Eg hadde eigentleg ikkje nokon kommentara etter eg hadde fått tilbake den skriftlege kommentaren, fordi e ghar fått dei same kommentarane i fleire gongar, så eg veit at eg må jobba meir med dei tilbakemeldingane eg har fått.
- Eg hadde ikkje nokre spørsmål. Når eg ser tilbakemeldinga så ser eg feila og rettar dei opp også føler eg at eg er ferdig. Eg har sett kva som er feil og retta det. Etter det, tenkjer eg ikkje meir på det. Men eg skulle gjerne spurt om ein bedre begrunnelse til karakteren istedenfor berre eit skjema. Ein tilbakemelding med framovermelding. Gjerne muntlig på norsk sånn at me er sikker på kva me er gode på og kva me kan gjere betre.
- noen rettingar som at eg brukte feil format sidetal synest eg var i drøyaste laget når oppgave teksten bare inneholdt at i teksten stod det bare inkluder sidetal
- Eg hadde nokon små spørsmål, men det var ingenting som eg syntest va viktig nok til å faktisk snakke med læraren.
- Eg hadde spørsmål fordi eg var litt ueinig i karakteren.
- ja, fordi noen kommentarer jeg forstod ikk så måtte spørre om.
- Nei, eg hadde ingen spørsmål etter eg gjekk igjennom den skrivtlige tilbakemeldinga. Detta fordi eg forstod det mesta i tilbakemeldinga.
- Eg hadde ingen spørsmål. Tilbakemeldinga var veldig forstårleg.
- Nei, fordi at ho hadde retta skrivefeila i teksten, der eg kunne sjå kva som var feil.
- ja. eg gjekk igjennom, men følte ikkje eg fekk ei slik presis tilbakemelding som som eg hadde ynskja. spørsmålet som satt igjen var; korleis kunne eg fått fram problemstillinga betre? korleis kunne eg bygd opp teksten på ein betre måte?
- nei, fordi jeg forsto hva jeg gjorde feil
- Eg hadde ikkje så mange spørsmål etter at eg hadde gått igjennom den skriftlege tilbakemeldinga, men eg hadde eit spørsmål. Ved det eine avsnittet hadde eg fått ein

kommentar om at argumentet mitt var for svakt. Då spurde eg kva eg kunne gjere for å styrke argumentet slik at det vart meir relevant i forhold til oppgåva.

Spurte du læraren om hjelp dersom du hadde nokon spørsmål? Kvifor/Kvifor ikkje?

- Nei, jeg spurte ikke læreren om hjelp med de spørsmålene jeg hadde. Fordi jeg fikk tilbakemeldingene skriftlig tenkte jeg at det hadde vært mer naturlig å stille spørsmål skriftlig, noe som virker mye mer formelt enn hvis jeg bare kunne spurt muntlig. Da må jeg komme med konkrete spørsmål, selv om jeg egentlig sitter med ganske åpne spørsmål. Her hadde jeg satt stor pris på en samtale med læreren i etterkant.

- Ja, eg spurde om hjelp. Det var eit ord i tilbakemeldinga eg ikkje forstod, så eg spurde og fekk eit godt svar

- Ja, eg spør læraren om hjelp visst eg lurer på noko.

- noen ganger jeg spørte læreren om hjelp og etter at jeg spørte hun fem seks ganger jeg bygnte ikke å spøre hun på grunn av jeg fikk ikke noe som kan hjelpe meg.

- Ja, fordi eg ville vera på den sikre siden om at eg hadde retta teksten min korekt.

- Nei, eg føler ikkje det er så enkelt å ta kontakt når det ikkje er satt opp noke tid til å snakka med berre meg. Eg synest det er litt vanskelig å rette opp handa i klassen og spør om ein av feila mine. Eg kunne gjerne tenkt meg ein pitte liten samtale, berre for å få muligheta til å spør eller kommentere.

- eg trur ikkje eg hadde spørsmål.

- Nei, eg spurte ikkje læraren om hjelp. Det har kanskje noko med tankane mine om at ho har vore lærar i mange år og veit nok garantert korleis ho skal gjere ting best mogeleg slik at me lærar å gjere.

- Ja, eg spurte om hjelp når det var noko eg lurte på, dette fordi at eg ville forstå kva ho meinte slik at eg kan verte betre på å skrive engelske tekstar.

- eg spurde læraren om visse småting, ting som eg veit eg hadde gjort feil i tideligare tekstar og korleis eg kunne forhindre det i framtida. elles var det berre oppgåver eg kunne gjere eller slurvefeil og korleis eg kunne få vekk dei vanane.

- Ja, eg spurte læraren om hjelp. Det var fordi eg ville forstå feila mine, slik at eg kunne rette det til neste tekst eg skulle skrive.

- Nei, fordi eg hadde ingen spørsmål.

- Eg spurde lærene om hjelp etter rettingane i teksten når eg ikkje forsto heilt kva som var rettinga i teksten, ellers spørde e ikkje læreren om hjelp.

- Eg spurte ikkje om hjelp fordi eg lurte ikkje på noko. Feila er markert og du rettar dei opp.

- ja det er ho som har skreve tilbakemeldinga så det er ho som kan begrunna seg sjølv

- Nei, eg syntest ikkje det var nødvendig.

- Eg sa til læraren min at eg ikkje var einig i karakteren.

- ja, det gjorde jeg. det er lurt å spørre om noe en forstår ikke

- Eg hadde ingen spørsmål, difor spurde eg ikkje etter hjelp.

- Eg spurte ikkje læraren om hjelp fordi at eg hadde ingen spørsmål, men vis det var noko vanskeleg til å forstå i tilbakemeldinga ville eg har spørt.

- Nei fordi denne gangen hadde ikkje eg nokon spørsmål.

- nei, ho var ute og snakka med elevar ein god del av tida, og ver ganske okkupert. følte ikkje det var viktig nok til å avbryte ho

- nei, fordi jeg forsto hva jeg hadde gjort feil

- Eg spurde læraren om hjelp når eg hadde spørsmål. Det er eigentleg berre fordi eg trong hjelp, og eg lærer ikkje noko nytt dersom eg lét vere å spørje når eg lurer på noko.

Korleis var denne typen tilbakemelding (skriftleg) hjelpsam for deg?
- Tilbakemeldingen rettet på skrivefeil, og opplyste om systematiske skrivefeil. Noe som var hjelpsomt. I tillegg til at den ga en liten pekepinne på hvordan innholdet og oppsettet var.

- Eg føler at det var hjelpsamt fordi eg no har ein slags oversikt over det eg må jobba med. Detblir lettare å sjå kva som må forbetrast

- Den hjelpte meg til å forstå kva som var bra med teksten min, og kva som bør forbetrast.

- noen ganger det var godt og jeg forstår alt som jeg må jobbe mer med, men noen ganger jeg forstår ikke hva vil jeg jobbe mer med til å bli bedre.

- Den gav meg konkrete mål eg måtte arbeide meir med, og fortalde om sider eg kunne arbeide på for å blir betre i engelsk.

- Det er veldig grei oversikt så ein veit nøyaktig kva ein skal arbeide med.

- ja, altso eg fekk vita ka eg skal jobbe med til neste tekst

- Skriftleg tilbakemelding plar å vere bra for meg, men ikkje akkurat i engelskfaget. I norsk får me til dømes ein lang kommentar om kva som funka i teksten, og kva me eventuelt burde tatt vekk for at den blei betre. Dette gjer slik at me aktivt må gå inn og rette og gjennopplive tankane me hadde når me skreiv. Dette funker mykje betre, for då

får ein faktisk noko ut av det. Ho retta berre på skrivefeil og grammatiske feil, ikkje det heilheitlege i teksten.

- Denne typen tilbakemelding var hjelpsam for meg ved at han gav meg konkrete døme på kva som var bra og kva som kunne forbetras, og viste kvar i teksten eg hadde gjort feil og moglege rettingar til det. Han gir meg óg moglegheit til å ha noko lett tilgjengelig ved sidan av meg då eg retta teksten.

- den var hjelpsam fordi eg fekk vite kva området eg måtte forbeidre meg i, kva eg burde tenkje på til neste gong sånn at eg ikkje gjer feilen igjen.

- Tilakemeldinga var OK, sjølv om eg likar best munnlege tilbakemeldingar. Den var hjelpsam ved at eg såg alt eg må forbrede meg på med ein gong.

- Tilbakemeldinga var hjelpsam, fordi eg har forstått feil mit.

- Den var hjelpsam på den måten at eg kan lett finna fram rettingane, sjå på tilbakemeldingane fleire gongar og "setta" meg inn i dei fleire gongar. Det var og lagt til forslag til kva eg kan jobba meir med.

- Eg føler ikkje at den er så hjelpsam i dette faget. Hadde den vore litt meir utdjupa der det står tydelig kva som var bra og kva som kan bli betre, så hadde det vert meir hjelpsamt.

- den hjalp meg jobbe på teksten

- Det hjelpe meg eigentleg ikkje så mykje og eg fokuserte meir på karakteren enn faktisk sjølve tilbakemeldinga

- Den hjelp meg på gramatikken men og på korleis eg kunne satt opp teksten endå betre. Å finna ein samanheng mellom det teksten handla om, og det som vart sagt.

- den var hjelpsom fordi den fikk meg til bruke god tid til å forbedre mine feil

- Den skriftlege tilbakemeldinga var hjelpsom ved at den var tydleg og presis.

- Eg kunne lett sjå kva slags feil gjør eg.

- Eg kunne sjå kva som var feil. Der læraren retta skrivefeila og viser oss kva som kunne vert forbedra. Når du får skriftleg tilbakemelding har du kommentaren med deg enn om du får den muntlig.

- den hjalp på det grammatiske, men savnar ei tilbakemelding som kan seie noko om teksten som ein heilheit

- den hjalp meg til å forstå bedre hva jeg måte jobbe med når det gjelder engelsk tekstene mine

- Den var hjelpsam på den måten at eg fekk ein veldig konkret og oversiktleg respons på arbeidet mitt, og det er lett å sjå kva det er eg må jobbe med for å gjere teksten min, og engelsken min generelt betre.

Føretrekker du å motta ei anna type tilbakemelding? Kvifor/ kvifor ikkje? - Dersom du ville hatt ei anna type tilbakemelding, kva ville du hatt?
- Jeg ville gjerne hatt større tilbakemeldinger. Enten ved at det blir skrevet mer i den opprinnelige skriftlige tilbakemeldingen, eller ved at man åpner opp for at man kan ha en samtale med læreren etter at man har fått tilbakemeldingen, for å stille de spørsmålene man eventuelt sitter igjen med. Likevel liker jeg bedre skriftlige tilbakemeldinger enn muntlige, akkurat fordi at man kan se på dem igjen og igjen, når man trenger det.
- Eg synst det funka bra med skriftleg tilbakemelding, men å få muntlig tilbakemelding er også fint. Då er det lettare for læraren å forklara det som må forbetrast. Eg trur at det er best å variere litt sånn at eleven får læring på ulike måtar
- Nei, denne tilbakemeldinga var god nok.
- ja, jeg vil et annet type melding. jeg vil det være muntlig for at kan jeg diskutere med læreren hvorfor fikk jeg det og hvorden vil bli bedre.
- Nei, fordi denne er klar og tydeleg. I tillegg peikar den ut nokon konkrete ting i grammatikken min eg kan forbetre på.
- Eg ville hatt skriftlig slik me hadde, arbeidd med teksten så ein liten muntleg samtale. Då får ein mulgiheit til å sjå kva ein gjorde dårleg og bra, la rettingene og rosen synke inn slik at ein får mulgheta til å forstå dei og etter det ein liten samtale dersom ein misforsto noko eller lurar på noko.
- nei, sidan eg forstod alt. eg syns at det går greit med sånne tilbakemeldinger
- Eg føretrekk ei skriftleg tilbakemelding slik at eg kan arbeide med teksten sjølv. Helst i form av ein litt lengre kommentar enn eit vurderingsskjema. Etterpå er det godt med ei munnleg veiledning.
- Nei, eg føretrekk å motta skriftleg tilbakemelding, dette fordi eg synes det er lettare å jobbe med denne type tilbakemelding. Som eg har skrive er det greitt å ha noko å ha ved sidan av seg når ein rettar teksten, og han visar godt kva eg kunne gjort betre, og det som allereie var bra.
- eg føretrekk den type tilbakemelding som eg fekk.

- Eg ville heller hatt ei munnleg tilbakemelding. Grunnen til det er fordi eg føler eg får eit mykje betre overblikk over feila mine når eg snakkar med læraren om det. Då forstår eg også mykje meir kva eg må gjere til neste gong.
- Nei.
- Eg føretrekk ikkje å få ei annan type tilbakemelding, i så fall ville eg ha hatt både ei skriftleg og ei muntleg tilbakemelding. Grunnen til det er fordi den skriftlege er hjelpsam, men viss eg får den muntleg og tek eg da meir innover meg, og det er lettare å stilla spørsmål.
- Skriftleg tilbakemelding går fint, viss den er lett å forstå og det står tydelig kva som er bra og kva som kan bli betre. Då er det lettare å jobbe med nye tekstar fordi ein veit kva ein gjer bra og kva ein kan gjera betre. Men eg synst ikkje den skriftlege tilbakemeldinga har vert noko særleg hjelpsam. Ei anna type tilbakemelding som kunne vore aktuell då hadde vert at ein hadde gått gjennom teksten med læraren muntlig slik at ikkje berre eg, men alle hadde forstått kva ein kan forbetre og kva som er bra.
- for meg er det litt det samme
- Eg trur eg hadde heller likt ei munnleg tilbakemelding
- Eg liker at læraren rettar teksten og til slutt skriver kommentarer på kva eg kunne gjort betre.
- Jeg ville hatt varierte tilbakemeldinger sånn som muntilg en gang og skriftlig neste gang osv..
- Eg ville gjerne hatt både ein muntlig og skriftleg tilbakemelding. Fordi eg trur det hadde hjulpe og også fått tilbakemelding muntleg, men også skriftleg slik at du kan lagra svaret.
- Nei, eg synest at sånn tilbakemelding me fekk funkar veldig bra.
- Eg liker best skriftleg tilbakemelding fordi at det er meir oversiktig og nyttigare. Siden då kan eg få ein tilbakemelding på kva som var bra, og kva som må forbedrast på. Skriftlege kommentarar gløymer du ikkje og du kan finne raskt tilbke til kommentaren om det var noko du lurte på.
- eg likar den skriftlege tilbakemeldinga, men eg skulle den var meir utdjupande, og at eg fekk meir ut av den. det hadde og sikkert vore kjekt å fått ei slik tilbakemelding i tilleg til kommentar frå læraren, men det tar jo ein del tid, så eg veit ikkje om det går an.
- nei, for det var lett og forstå tilbakemeldingene jeg fikk

- Eg føretrekker eigentleg å få båe ei skriftleg, og ei munnleg tilbakemelding. Det er ganske kjekt å ha ei skriftleg tilbakemelding liggande, men eg liker samtidig å ha ein samtale med læraren min for å få ein meir konstruktiv respons, som det kan vere lettare å ta til seg.

Kva synes du om at tilbakemeldinga ikkje inneholdt karakter?
- Jeg tenker at det kanskje er naturlig at man får karakteren sammen med tilbakemeldingen. Så lenge tilbakemeldingen man får samtidig er god tror jeg ikke det har så mye å si. De elevene som vil jobbe med tilbakemeldingene gjør det uavhengig av om de får karakteren samtidig eller ikke, og de elevene som ikke vil jobbe med de kommer ikke til å gjøre det uansett om karakteren kommer samtidig eller ikke.
- Eg synst det er bra at me ikkje fekk karakteren i lag med tilbakemeldinga fordi me då kunne fokusere på tilbakemeldingane istaden. Når me får karakteren fyrst vert me opphengd i den og gløymer litt kva som kan forbetrast
- Etter mi meining så går det heilt fint, men det hadde gått fint om karakteren hadde stått i tilbakemeldinga også.
- jeg tror at det ikke bra på grunn av når jeg få tilbakemelding kan det finnes positive eller negative svar derfor det er bedre at jeg se min karakter etter på lese kommenterer
- Det var heilt greit for meg å ikkje få karakter med ein gong. Forandret ikkje engasjangmentet mitt noko serleg.
- Eg synest det var greit sidan ein då ikkje blir så fokusert på karakteren, men heller rettingane
- usikker
- Dit var eigentleg greitt at tilbakemeldinga ikkje inneholdt karakter, men ein kunne lett gjette seg fram til det ved å sjå på skjemaet. Så då kunne eigentleg berre karakteren stått der, meinar eg. For min del trur eg a eg gjer same innsats med teksten i etterkant uansett om eg veit karakteren eller ikkje. Tenkjer ikkje så mykje over karakteren, målet er alltid å forbedre seg.
- Det er greitt, då fokuserar ein meir på tilbakemeldinga i staden for å seie eh godt nok og ikkje jobbe meir med teksten/tilbakemeldinga.
- eg synest det var heilt ok, men personleg ville eg ha hatt ein karakter.
- dårleg, fordi ein ikkje får sett kva karakter kriteriane besøkte.
- Eg synes, at det er ikkje bra.

- Eg syns det var bra at den ikkje inneholdt ein karakter fordi då blir eg ofta meir opphengt i den istaden for kommentarane eg har fått.
- Tilbakemeldinga inneholdt ikkje karakter, men i det skjemaet som følgte med kunne eg sjå kva karakterar eg låg på og visste karakteren ut i frå det. Eg fokuserer ikkje på kva karakter eg får, men eg skulle ønskje det var eit meir formulert begrunning til den karakteren me får i tillegg til skjemaet.
- det var uvant men okay
- Eg syntest ikkje det gjorde stor forskjell.
- Det var greit å få tilbakemelding uten karakter, men ein vil jo selvfølgelig vite karakteren. Så eg var veldig spent når me fekk veta karakteren etter me hadde begynt å rette på tekstane våre.
- Det er bra for man kan gå gjennom den og bruke god tid
- Eg forstod ikkje heilt meininga med det, for når me fekk tilbakemelding så fekk me eit "assesment form" og utifrå det kan du eigentleg finna ut karakteren din visst du tenkjer deg om.
- Eg likar å få veta kva slags karakter får eg. Det er betre med tilbakemelding som innehholder karakter.
- Går fint, men vil gjerne vite kva karakteren blei sidan det er den som er viktig for meg. Då kan eg sjå kor god eg var.
- greit, då er det lettare å fokusere på tekstan i staden for kommentaren
- det var greit for vist det hadde vært karakter der først hadde jeg nok ikke lest tilbakemeldingen
- Eg synast det er veldig bra at tilbakemeldinga ikkje inneholdt karakter. Det er så lett å verte oppslukt i kva karakter ein får, i staden for det som er viktig. Det er selve tilbakemeldinga ein kan arbeide med, ikkje karakteren.

Kan du oppsummera di erfaring med den tilbakemeldinga du fekk?
- Det var en grei tilbakemelding, litt kort, og med lite mulighet for å stille gode spørsmål i etterkant. Ellers bra at det er tilbakemeldinger som man kan se så mange ganger man vil, og akkurat når man trenger det.
- Litt usikker på kva du meiner med erfaring. Men eg føler at eg er meir budd til ein ny tekst no enn før
- Det var ein god tilbakemelding som klart og tydeleg viste meg kva som var bra og kva som burde forbetrast med teksten min.

- jeg syns at skriftlige tilbakemelding er ikke så bra på grunn av ikke hele tiden forstår jeg hva de mener. muntlige tilbakemelding er bedre på grunn av det kan jeg diskutere og forstår hva er min feil og hvorden kan jeg bli bedre.

- Min erfaring var at tilbakemeldinga var ein god hjelp til meg for å forbetre engelsken min, og eg er positiv til den. Glad for at den gav meg ein konkret pekepinne på kva eg måtte arbeide med.

- Oversiktlig, punktlig, grei, men kunne vore greit med litt meir muntleg

- eg veit ikkje heilt

- Vil oppsummere tilbakemeldinga med at den var heilt grei, men at eg ikkje lærte så mykje av den. No er det ei god stund sidan eg skreiv teksten, men merker no at eg ikkje hugsar kva eg skreiv om ein gong, sjølv om eg retta teksten for to dagar sidan. Dette tyder også på at eg ikkje har lært mykje av kommentarene eg fekk i teksten min. Hadde ynskja ei meir grundig tilbakemelding med fokus på kva eg gjorde bra og kva som burde vore annleis. Når det gjeld om karakteren burde vore med eller ikkje, spelar det ikkje ei stor rolle for meg. Eg tenkjer sjølvsagt på karakterar, men sidan me berre er halvvegs i engelskf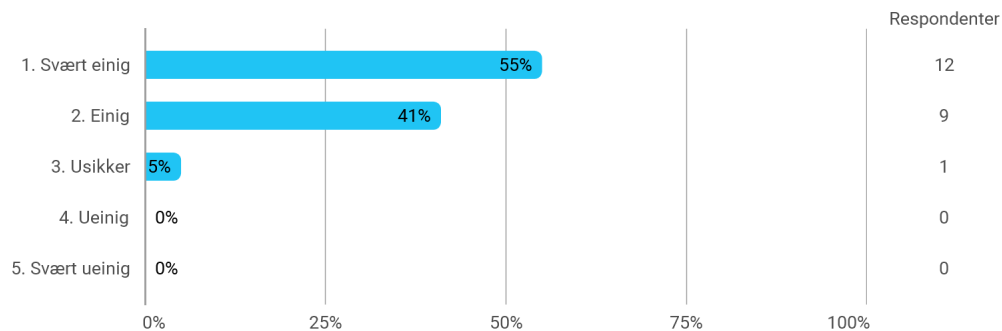aget, er det ikkje det viktigaste. Eg tenkjer heller på korleis eg kan verte betre i faget. Det fekk eg ikkje svar på i denne tilbakemeldinga.

- Tilbakemeldinga var kort og grei, men ikkje for kort, og hadde med både gode sider ved teksten og sider som kunne vore betre, og korleis ein kunne gjere teksten betre.

- denne tilbakemeldinga hjalp meg til å forbeitre framtidens tekstar i dette faget. det gjor meg oppmerksam og meir forsiktig til neste gong. den gjor at eg jobba med feila mine i form av oppgåver eller tekstar.

- Eg lærte av feila mine in noko grad, men kunne ha skrive meir detaljer kva feila mine var. Eg meiner karakterkriteria ikkje stemde med karakteren min.

- Eg synes tilbakemeldinga eg fekk var bra og at det var enkelt å forstå. Men eg tenkjer eg skal ikkje jobar flere ganger med tilbakemlidnga

- Mi erfaring med den tilbakemeldinga eg har fått er at den var heilt grei, eg har fått veta ka eg må jobba meir med og den er veldig lik andre tilbakemeldingar eg får.

- Oppsummert vil eg sei at eg synst tilbakemeldinga kunne trengt ein oppgradering som gjorde det lettare for alle å forstå.

- synest heilt ærlig det var lik som alle andre typar tilbakemelding

- Eg likte ikkje denne så godt fordi det var meir fokus på det heile, og ikkje på feilene i teksten.

- Den hjalp meg godt fordi då fikk eg vite kva eg måtte jobbe meir med.

- jeg har blitt bedre etter tilbakemeldingen jeg fikk rett og slett

- Eg synest den skriflege tilbakemeldinga me fekk var bra, fordi den var enkel å forstå og gav konkrete instruksar på kva eg kan gjera for å bli betre.

- Eg tenkar positivt om tilbakemeldinga. I mitt meining funkar den bra.

- Det var bra med ein skriftleg tilbakemelding. Då kan du gå inn i teksten din å retta skrivefeil og endre på ting som burde vert gjort annerledes. Det var ikkje så mange komentarar på tibakemeldinga, men som sagt å retta skrivefeil hjelper meg veldig. Fordi d kan eg sjå kva eg må endra på til neste gang, og kva gramatiske feil eg må øva på til neste gang eg skriv ein tekst.

- grei, men litt mangelfull

  til neste gang skal eg seie kva eg ynskjer, at eg ynskjer at den skal vere meir utdjupande

- jeg lærte bedre, jeg forsto bedre hva jeg gjorde feil og jeg fokuserte bedre med å lese tilbakemeldingene enn det jeg hadde gjort om det bare hadde ståt karakter der for da hadde jeg ikke lest tilbakemeldingen

- Erfaringa med tilbakemeldinga eg fekk var positiv. Eg hadde lite feil, og dermed få rettingar å gjere, men eg fekk alikevel noko eg kunne forbetre. Det var ein veldig hjelpsam kommentar i tilbakemeldinga som eg følte eg kunne jobbe vidare med.

Appendix D: Response from Group 2:
Eg liker å få tilbakemelding på video
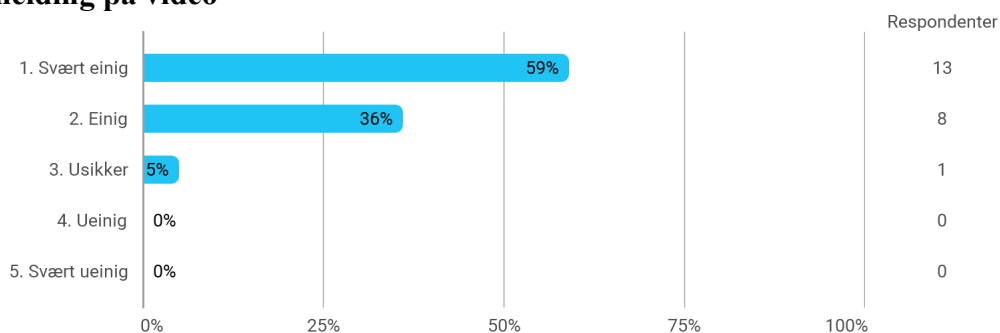
Eg lærer frå video tilbakemeldinga

1. Svært einig	55%	12
2. Einig	41%	9
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0

Eg ser verdien i å få tilbakemelding på video

Respondenter

1. Svært einig	50%	11
2. Einig	45%	10
3. Usikker	0%	0
4. Ueinig	5%	1
5. Svært ueinig	0%	0

Videotilbakemeldinga var tydeleg

Respondenter

1. Svært einig	68%	15
2. Einig	32%	7
3. Usikker	0%	0
4. Ueinig	0%	0
5. Svært ueinig	0%	0
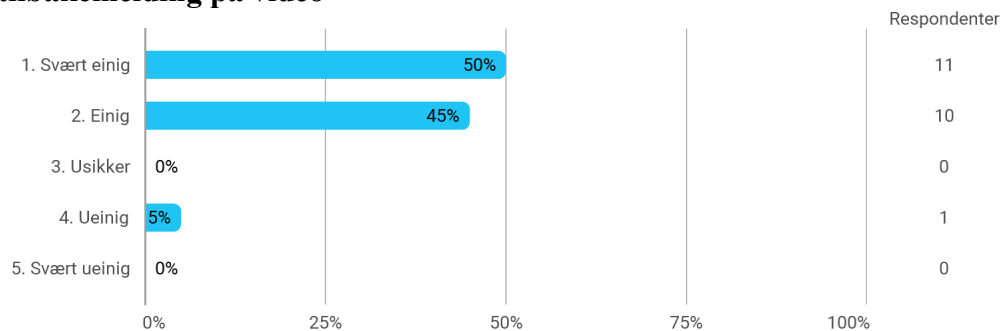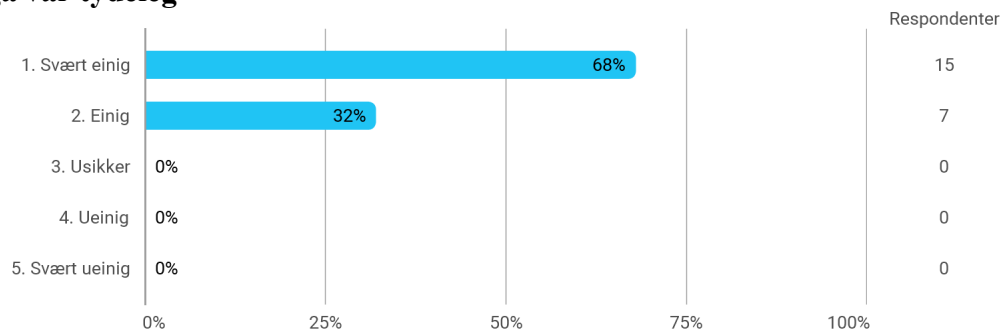
Eg forstod informasjonen læraren gav meg gjennom video tilbakemeldinga
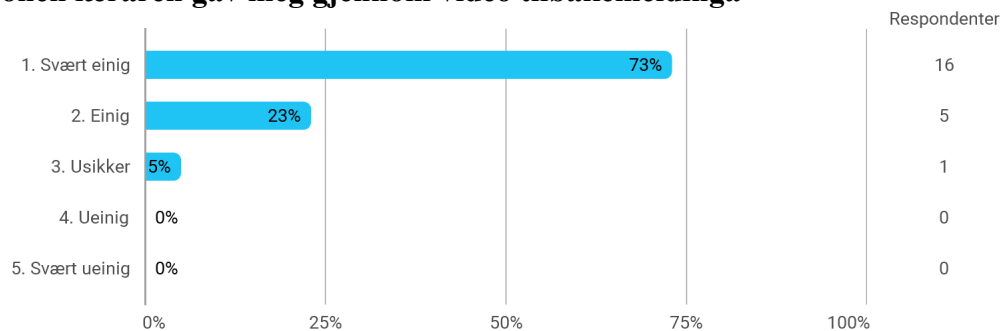
Respondenter

1. Svært einig	73%	16
2. Einig	23%	5
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0

Videotilbakemeldinga gjorde meg oppmerksam på feilane eg hadde gjort

Respondenter

1. Svært einig	68%	15
2. Einig	27%	6
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0
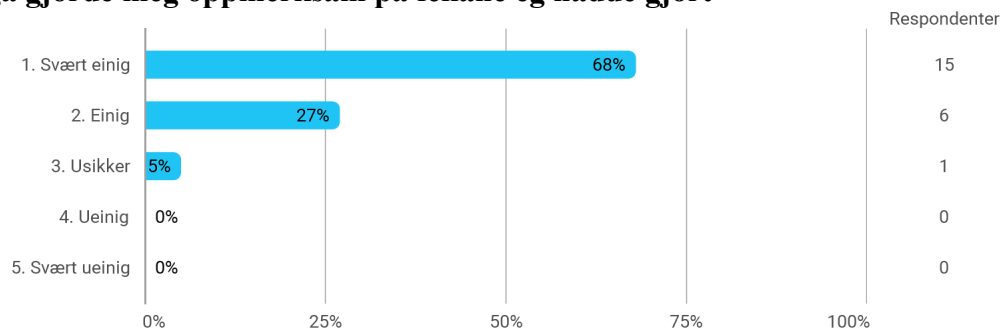
Eg forstod feilane mine som læraren påpeika i videotilbakemeldinga

	%	Respondenter
1. Svært einig	59%	13
2. Einig	36%	8
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0

Eg forstod ikkje tilbakemeldinga som blei gitt til meg

	%	Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	5%	1
4. Ueinig	23%	5
5. Svært ueinig	73%	16

Tilbakemeldinga hadde informasjon om kva eg hadde fått bra til i teksten min

	%	Respondenter
1. Svært einig	45%	10
2. Einig	55%	12
3. Usikker	0%	0
4. Ueinig	0%	0
5. Svært ueinig	0%	0

Videotilbakemeldinga hadde informasjon om kva eg måtte jobba vidare med når det kom til skriving i engelsk

	%	Respondenter
1. Svært einig	32%	7
2. Einig	41%	9
3. Usikker	27%	6
4. Ueinig	0%	0
5. Svært ueinig	0%	0

Videotilbakemeldinga påpeikte feilane mine og kom med gode eksemplar på kva eg burde ha gjort

	%	Respondenter
1. Svært einig	68%	15
2. Einig	27%	6
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0

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videotilbakemeldinga var hjelpsam når det kom til forslag for forbetring i teksten min

Respondenter

1. Svært einig	55%	12
2. Einig	32%	7
3. Usikker	14%	3
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Videotilbakemeldinga var hjelpsam når det kom til rettingar i teksten min

Respondenter

1. Svært einig	55%	12
2. Einig	36%	8
3. Usikker	9%	2
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Videotilbakemeldinga forklarte på ein god måte kva eg måtte jobba med for å forbetra skrivinga mi i engelsk

Respondenter

1. Svært einig	36%	8
2. Einig	45%	10
3. Usikker	18%	4
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Å gå gjennom videotilbakemeldinga var verdt tida mi

Respondenter

1. Svært einig	59%	13
2. Einig	32%	7
3. Usikker	5%	1
4. Ueinig	5%	1
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Videotilbakemeldinga var for kort for å vera hjelpsam

Respondenter

1. Svært einig	0%	0
2. Einig	5%	1
3. Usikker	0%	0
4. Ueinig	36%	8
5. Svært ueinig	59%	13

0%   25%   50%   75%   100%

Eg ville ha meir tilbakemelding på teksten min

Respondenter

1. Svært einig	5%	1
2. Einig	9%	2
3. Usikker	36%	8
4. Ueinig	27%	6
5. Svært ueinig	23%	5

Eg synes det er hjelpsamt å kunne spole tilbake i videotilbakemeldinga

Respondenter

1. Svært einig	55%	12
2. Einig	32%	7
3. Usikker	14%	3
4. Ueinig	0%	0
5. Svært ueinig	0%	0
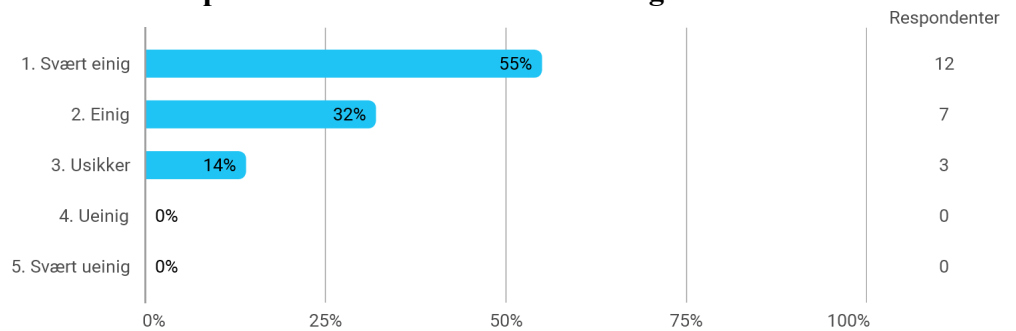
Eg synes det er hjelpsamt at videotilbakemeldinga lar meg sjå, lytta og lesa læraren si tilbakemelding

Respondenter

1. Svært einig	59%	13
2. Einig	41%	9
3. Usikker	0%	0
4. Ueinig	0%	0
5. Svært ueinig	0%	0
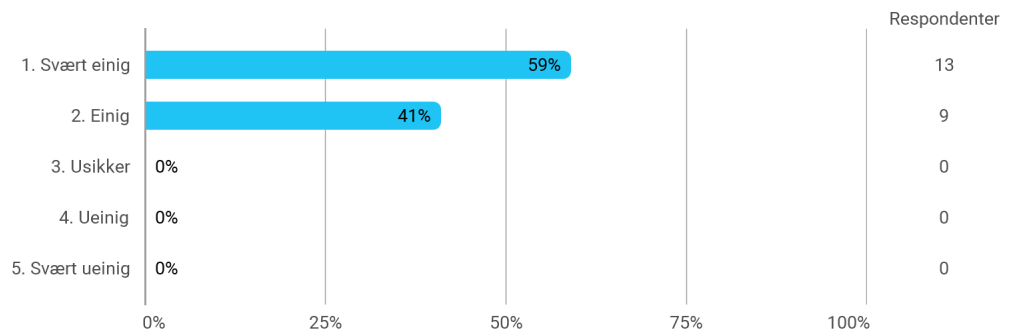
Eg synes videotilbakemeldinga er meir forståeleg når eg kan sjå, lytta til og lesa læraren si tilbakemelding

Respondenter

1. Svært einig	68%	15
2. Einig	32%	7
3. Usikker	0%	0
4. Ueinig	0%	0
5. Svært ueinig	0%	0
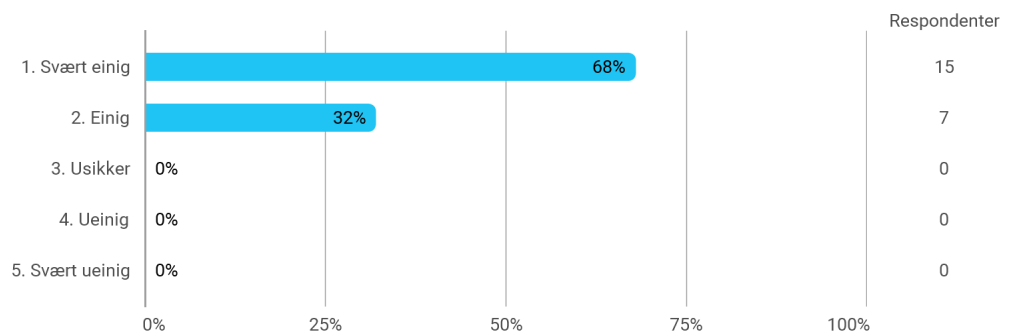
Eg synes det er vanskeleg å følga med på videotilbakemeldinga når det er så mykje som skjer på ein gong. (lyd, tekst og visuell redigering)

	%	Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	9%	2
4. Ueinig	32%	7
5. Svært ueinig	59%	13
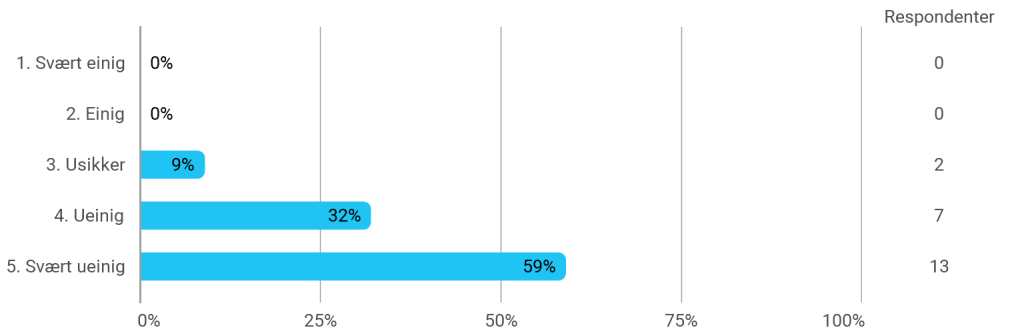
Eg synes det er vanskeleg å forstå kvar i teksten læraren gjer meg tilbakemelding når eg ser på videoen

	%	Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	5%	1
4. Ueinig	18%	4
5. Svært ueinig	77%	17
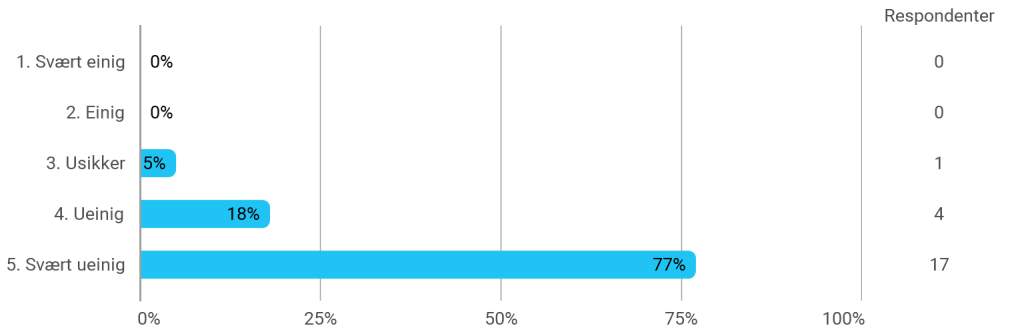
Eg måtte leita gjennom teksten min for å finna dei eksempela læraren snakka om i videotilbakemeldinga

	%	Respondenter
1. Svært einig	0%	0
2. Einig	5%	1
3. Usikker	5%	1
4. Ueinig	9%	2
5. Svært ueinig	82%	18
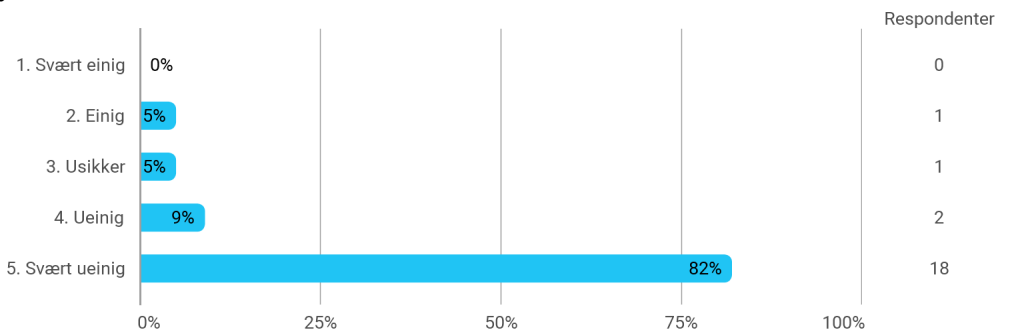
Eg hadde ikkje noko problem med å lasta ned videotilbakemeldinga

	%	Respondenter
1. Svært einig	91%	20
2. Einig	5%	1
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0
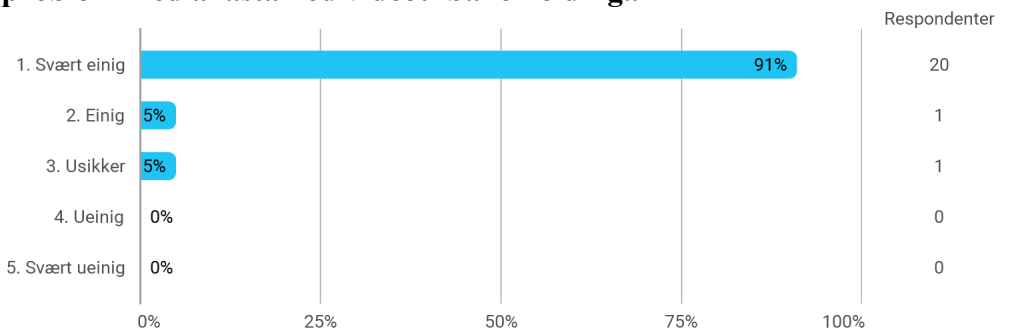
Kvaliteten på videoen var dårleg

	%	Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	5%	1
4. Ueinig	41%	9
5. Svært ueinig	55%	12
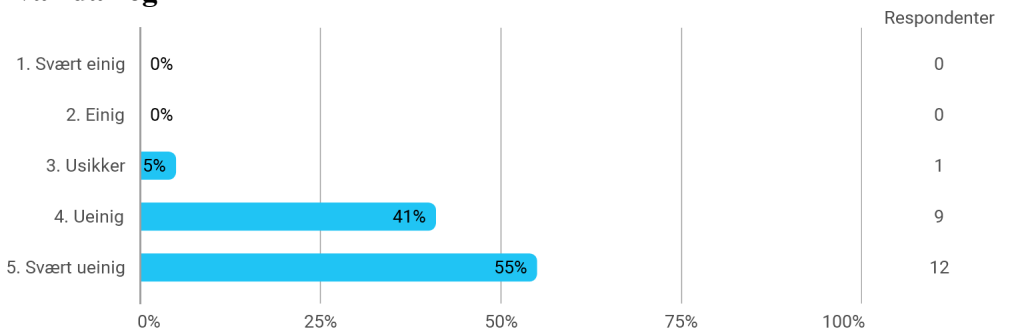
Læraren si stemma var vanskeleg å høyra
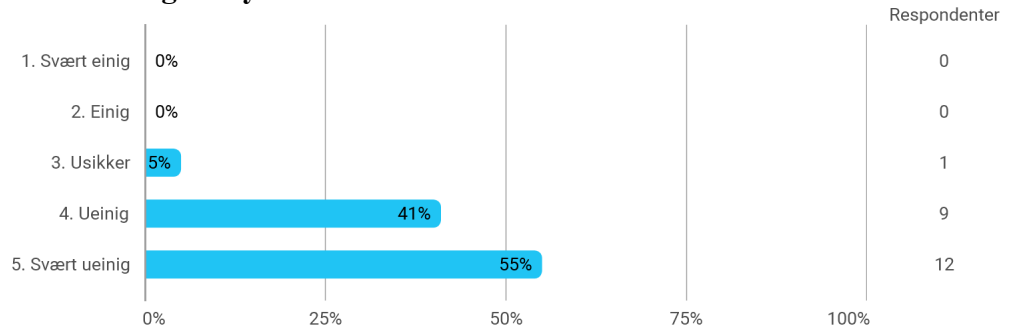
		Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	5%	1
4. Ueinig	41%	9
5. Svært ueinig	55%	12

Videotilbakemeldinga fek meg til å fokusera på læraren sine kommentarar

		Respondenter
1. Svært einig	64%	14
2. Einig	27%	6
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	5%	1

Videotilbakemeldinga fekk meg til å jobba med dei kommentarane eg fekk på oppgåva mi

		Respondenter
1. Svært einig	14%	3
2. Einig	59%	13
3. Usikker	23%	5
4. Ueinig	5%	1
5. Svært ueinig	0%	0

Eg lagra videotilbakemeldinga

		Respondenter
1. Svært einig	27%	6
2. Einig	27%	6
3. Usikker	23%	5
4. Ueinig	18%	4
5. Svært ueinig	5%	1

Eg lagra videotilbakemeldinga fordi eg kjem til å sjå gjennom den fleire gongar

		Respondenter
1. Svært einig	18%	4
2. Einig	27%	6
3. Usikker	27%	6
4. Ueinig	14%	3
5. Svært ueinig	14%	3
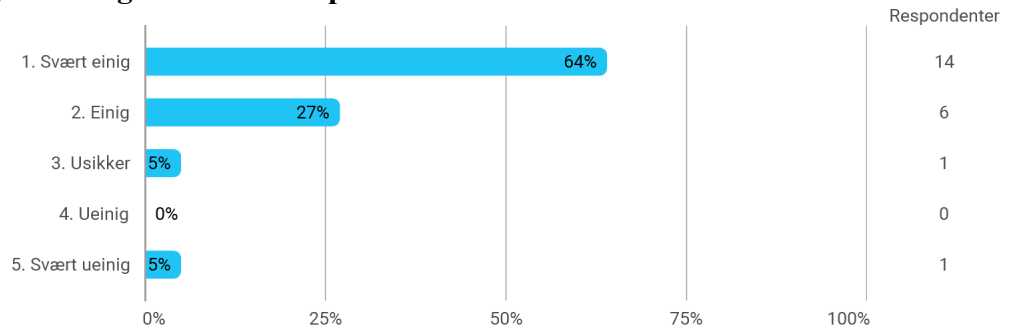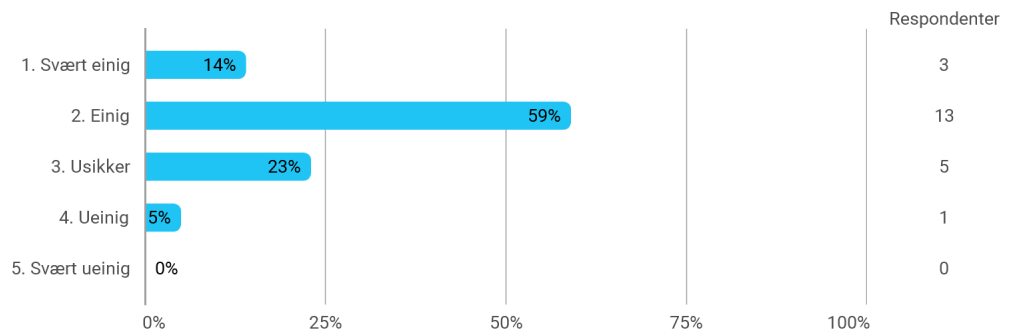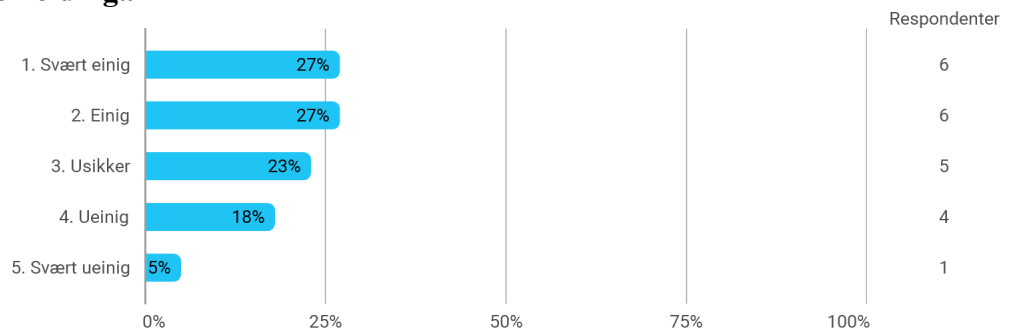
Eg såg ikkje gjennom videotilbakemeldinga

	%	Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	0%	0
4. Ueinig	5%	1
5. Svært ueinig	95%	21

Eg sletta tilbakemeldinga eg fekk

	%	Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	0%	0
4. Ueinig	9%	2
5. Svært ueinig	91%	20

Eg jobba ikkje med forslaga som blei gitt til meg i tilbakemeldinga mi

	%	Respondenter
1. Svært einig	0%	0
2. Einig	5%	1
3. Usikker	18%	4
4. Ueinig	36%	8
5. Svært ueinig	41%	9

Videotilbakemeldinga fekk meg til å sletta teksten min

	%	Respondenter
1. Svært einig	0%	0
2. Einig	0%	0
3. Usikker	0%	0
4. Ueinig	9%	2
5. Svært ueinig	91%	20

Eg gjekk gjennom videotilbakemeldinga på skulen

	%	Respondenter
1. Svært einig	82%	18
2. Einig	9%	2
3. Usikker	0%	0
4. Ueinig	0%	0
5. Svært ueinig	9%	2

Eg gjekk gjennom videotilbakemeldinga meir enn ein gong

1. Svært einig	14%
2. Einig	18%
3. Usikker	14%
4. Ueinig	36%
5. Svært ueinig	18%

0%   25%   50%   75%   100%

Respondenter: 3, 4, 3, 8, 4

Eg gjekk gjennom tilbakemeldinga på eige initiativ

1. Svært einig	18%
2. Einig	36%
3. Usikker	23%
4. Ueinig	14%
5. Svært ueinig	9%

0%   25%   50%   75%   100%

Respondenter: 4, 8, 5, 3, 2

Eg gjekk gjennom videotilbakemeldinga fordi læraren min sa eg måtte gjere det

1. Svært einig	32%
2. Einig	45%
3. Usikker	9%
4. Ueinig	14%
5. Svært ueinig	0%

0%   25%   50%   75%   100%

Respondenter: 7, 10, 2, 3, 0

Eg gjekk gjennom videotilbakemeldinga fordi eg trur det kan hjelpa meg med å skriva betre på engelsk

1. Svært einig	45%
2. Einig	36%
3. Usikker	9%
4. Ueinig	9%
5. Svært ueinig	0%

0%   25%   50%   75%   100%

Respondenter: 10, 8, 2, 2, 0
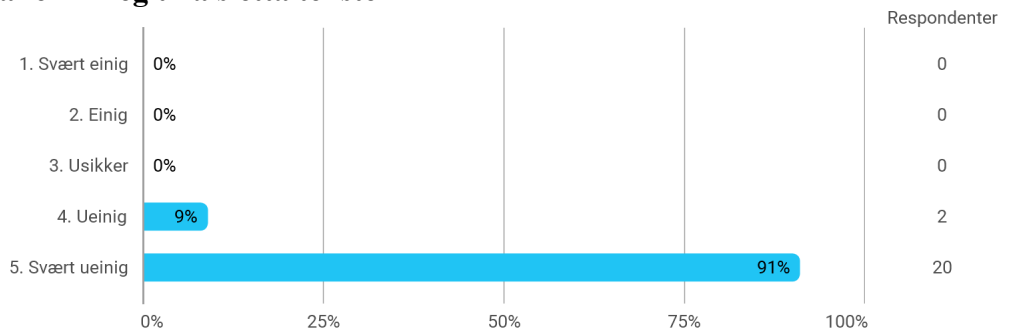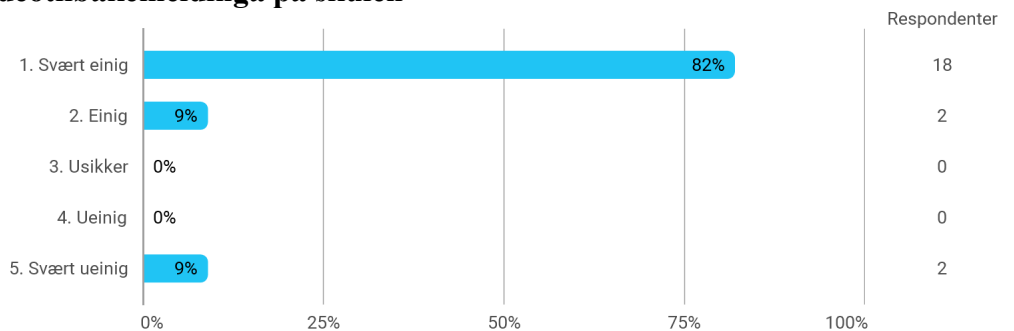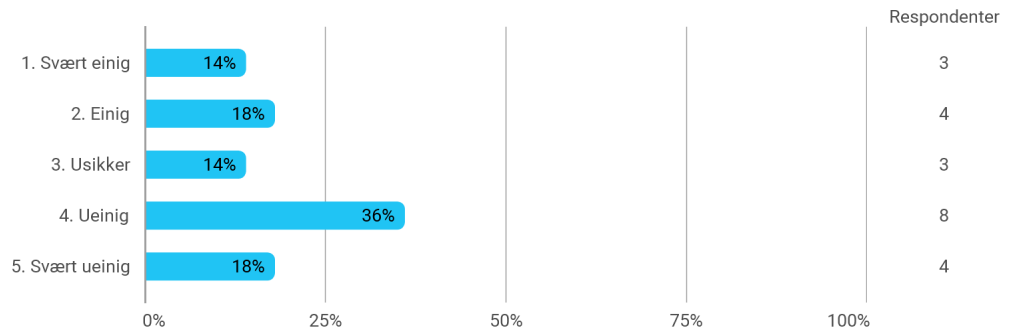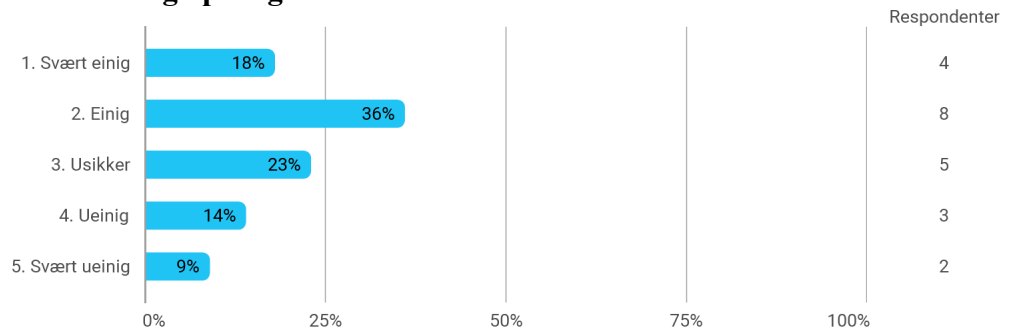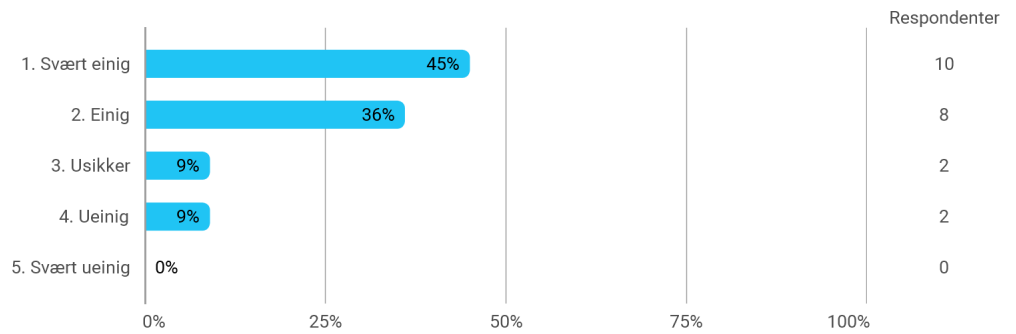
Eg spola gjennom tilbakemeldinga for å bli ferdig fortast mogleg
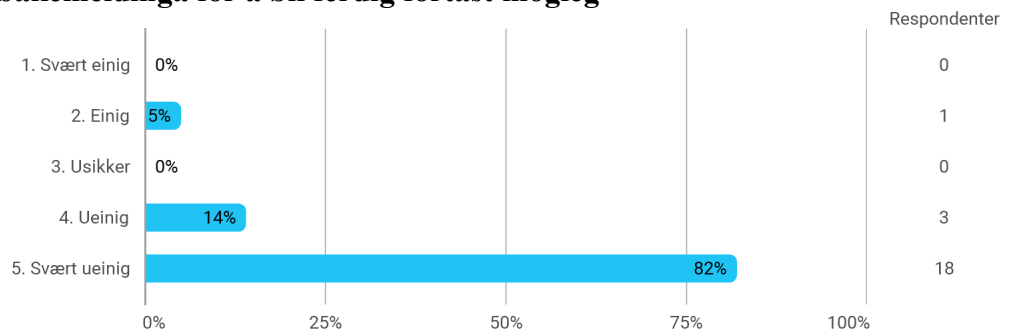
1. Svært einig	0%
2. Einig	5%
3. Usikker	0%
4. Ueinig	14%
5. Svært ueinig	82%

0%   25%   50%   75%   100%

Respondenter: 0, 1, 0, 3, 18

Eg tok meg god tid til å gå gjennom tilbakemeldinga for å vera sikker på at eg forstod alt

Svar	Prosent	Respondenter
1. Svært einig	59%	13
2. Einig	32%	7
3. Usikker	5%	1
4. Ueinig	5%	1
5. Svært ueinig	0%	0

Eg satt av og til videoen på pause og prøvde å forstå kva det var læraren forklarte meg

Respondenter

Svar	Prosent	Respondenter
1. Svært einig	5%	1
2. Einig	27%	6
3. Usikker	14%	3
4. Ueinig	32%	7
5. Svært ueinig	23%	5
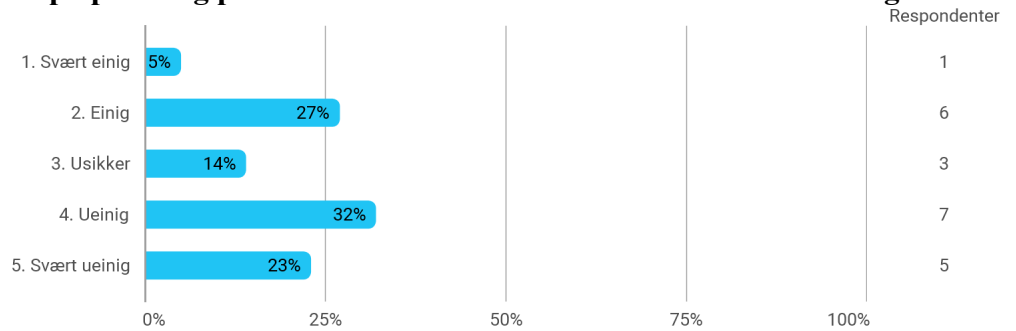
Eg bruker tid på å jobba med forslaga og rettinga eg får frå videotilbakemeldinga

Respondenter

Svar	Prosent	Respondenter
1. Svært einig	18%	4
2. Einig	32%	7
3. Usikker	32%	7
4. Ueinig	18%	4
5. Svært ueinig	0%	0
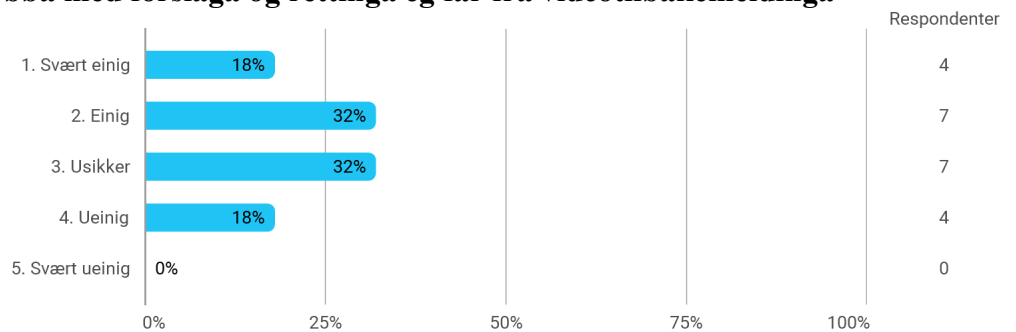
Eg skreiv notatar frå videotilbakemeldinga
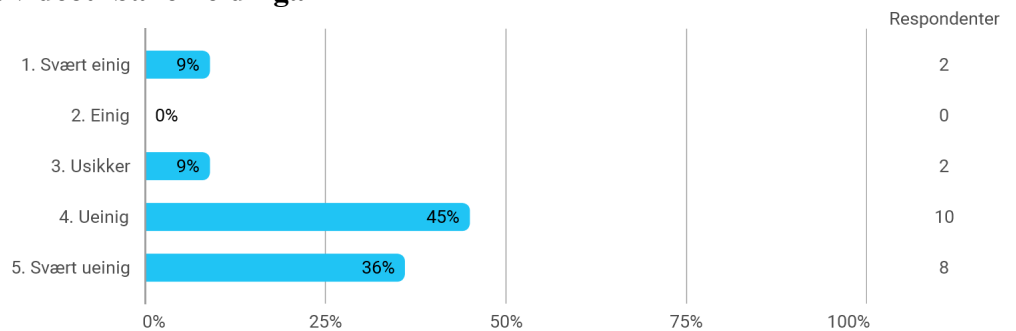
Respondenter

Svar	Prosent	Respondenter
1. Svært einig	9%	2
2. Einig	0%	0
3. Usikker	9%	2
4. Ueinig	45%	10
5. Svært ueinig	36%	8

Eg laga ei liste over det læraren påpeikte eg hadde fått til i teksten

Respondenter

Svar	Prosent	Respondenter
1. Svært einig	5%	1
2. Einig	0%	0
3. Usikker	5%	1
4. Ueinig	45%	10
5. Svært ueinig	45%	10

Eg laga ei liste over skrivefeilar som eg må jobba med

	Respondenter
1. Svært einig	9% — 2
2. Einig	0% — 0
3. Usikker	5% — 1
4. Ueinig	45% — 10
5. Svært ueinig	41% — 9

Eg jobba med tilbakemeldinga og retta på feilane eg hadde gjort i teksten min

	Respondenter
1. Svært einig	14% — 3
2. Einig	27% — 6
3. Usikker	18% — 4
4. Ueinig	23% — 5
5. Svært ueinig	18% — 4
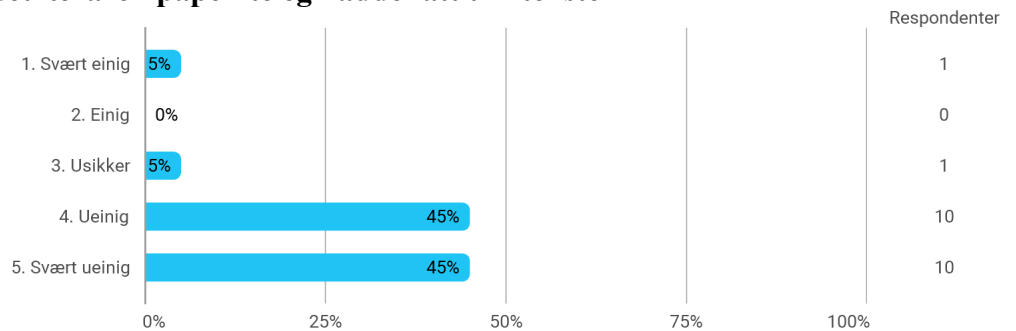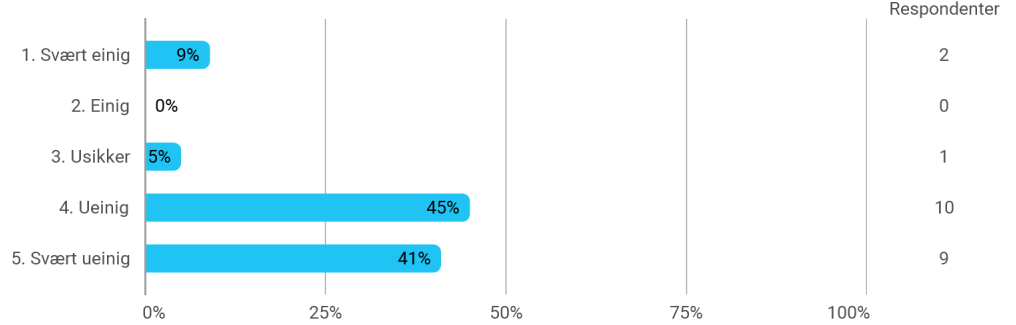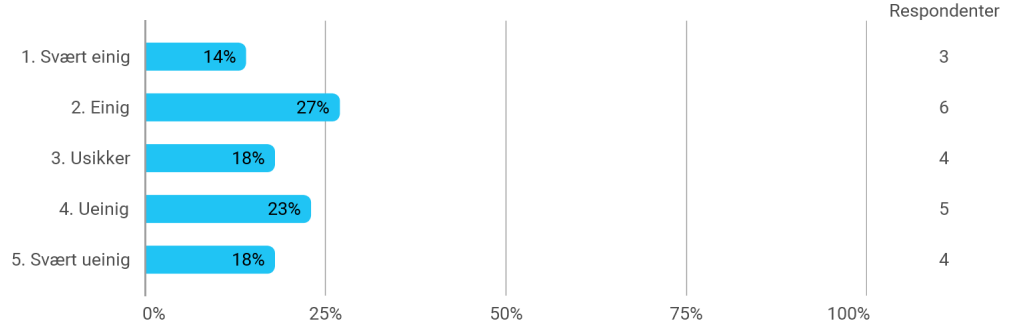
Eg jobba med forslaga frå videotilbakemeldinga

	Respondenter
1. Svært einig	23% — 5
2. Einig	23% — 5
3. Usikker	23% — 5
4. Ueinig	18% — 4
5. Svært ueinig	14% — 3
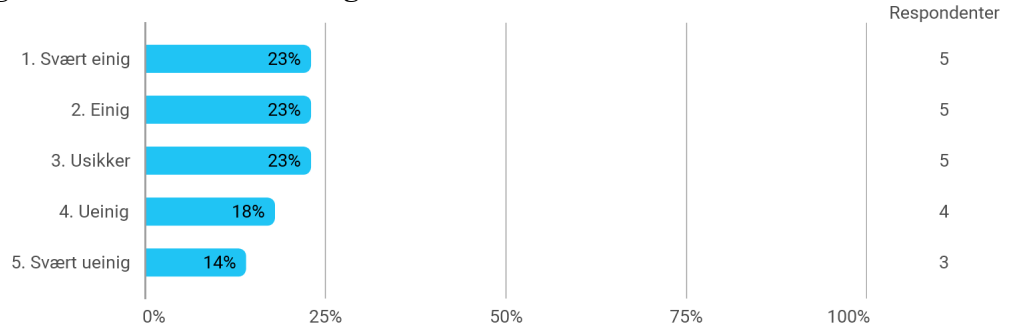
Når eg ikkje forstod noko frå videotilbakemeldinga ignorerte eg det

	Respondenter
1. Svært einig	0% — 0
2. Einig	5% — 1
3. Usikker	9% — 2
4. Ueinig	23% — 5
5. Svært ueinig	64% — 14
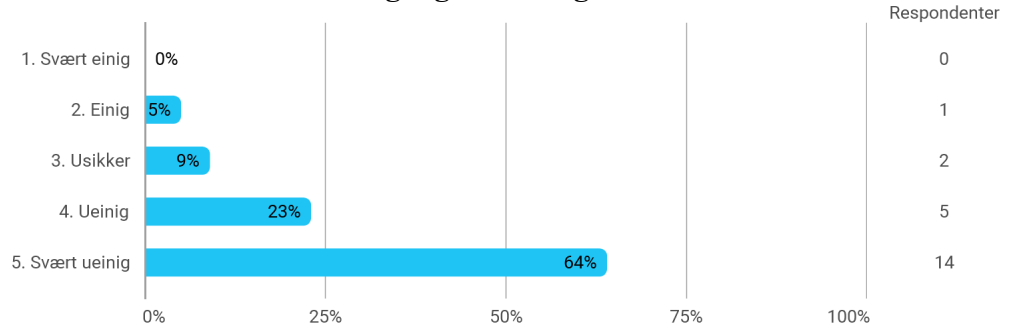
Eg kunne ha jobba meir med videotilbakemeldinga enn det eg gjorde

	Respondenter
1. Svært einig	5% — 1
2. Einig	32% — 7
3. Usikker	45% — 10
4. Ueinig	14% — 3
5. Svært ueinig	5% — 1
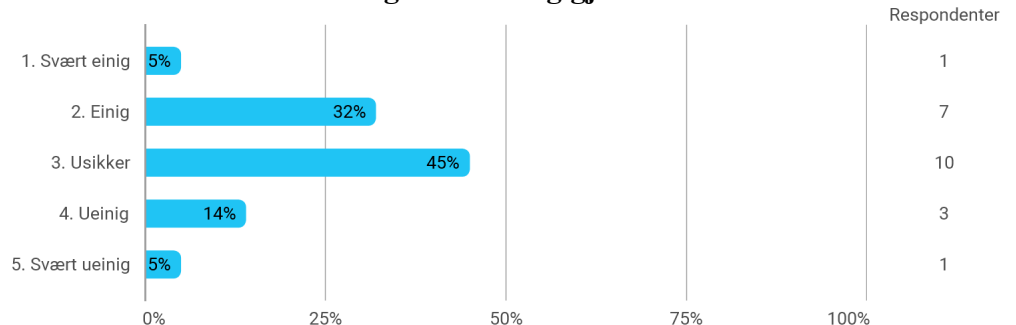
Eg fokuserte på videotilbakemeldinga når eg fekk den
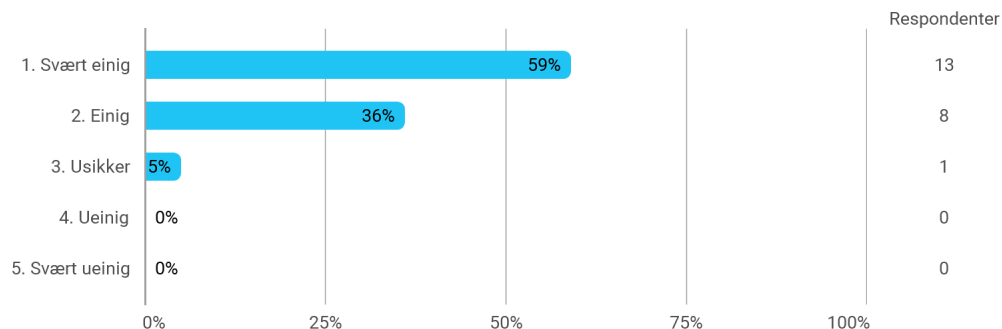
		Respondenter
1. Svært einig	59%	13
2. Einig	36%	8
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Oppmerksamheita mi var retta mot tilbakemeldinga læraren gav meg

		Respondenter
1. Svært einig	73%	16
2. Einig	23%	5
3. Usikker	5%	1
4. Ueinig	0%	0
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%
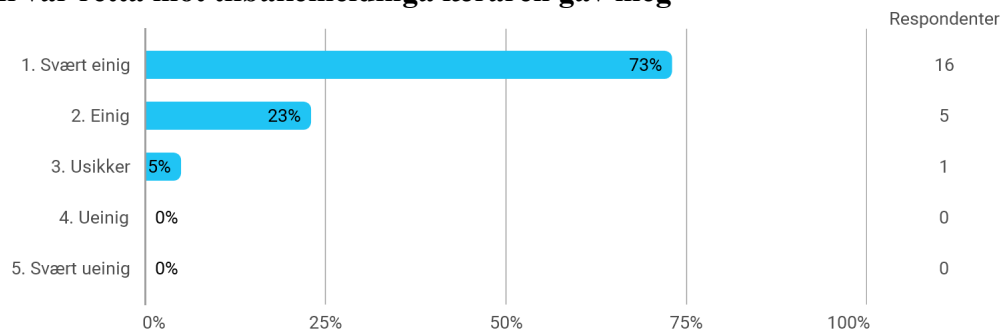
Eg tenkte på andre ting når eg såg på videotilbakemeldinga

		Respondenter
1. Svært einig	5%	1
2. Einig	5%	1
3. Usikker	0%	0
4. Ueinig	27%	6
5. Svært ueinig	64%	14

0%   25%   50%   75%   100%

Videotilbakemeldinga fekk meg til å villa jobba med forslaga som blei gitt i tilbakemeldinga

		Respondenter
1. Svært einig	27%	6
2. Einig	50%	11
3. Usikker	14%	3
4. Ueinig	9%	2
5. Svært ueinig	0%	0

0%   25%   50%   75%   100%

Videotilbakemeldinga fekk meg til å villa retta og korrigera på feila eg hadde gjort i teksten min

		Respondenter
1. Svært einig	32%	7
2. Einig	36%	8
3. Usikker	23%	5
4. Ueinig	5%	1
5. Svært ueinig	5%	1

0%   25%   50%   75%   100%

Videotilbakemeldinga fekk meg til å villa bruka meir tid på å retta teksten eg hadde skrive

1. Svært einig	27% — 6
2. Einig	41% — 9
3. Usikker	9% — 2
4. Ueinig	18% — 4
5. Svært ueinig	5% — 1

Videotilbakemeldinga fekk meg til å villa forbetra det engelske skriftspråket mitt

Respondenter

1. Svært einig	32% — 7
2. Einig	45% — 10
3. Usikker	14% — 3
4. Ueinig	9% — 2
5. Svært ueinig	0% — 0

Videotilbakemeldinga gjorde at eg ville bruka meir tid på å jobba med den neste teksten eg skal skriva i engelskfaget

Respondenter

1. Svært einig	36% — 8
2. Einig	41% — 9
3. Usikker	18% — 4
4. Ueinig	5% — 1
5. Svært ueinig	0% — 0

Videotilbakemeldinga gjorde at eg ville sletta teksten eg hadde skrive

Respondenter

1. Svært einig	5% — 1
2. Einig	0% — 0
3. Usikker	0% — 0
4. Ueinig	23% — 5
5. Svært ueinig	73% — 16

Videotilbakemeldinga gjorde at eg fekk lyst til å gløyma teksten eg hadde skrive

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1. Svært einig	0%	0
2. Einig	5%	1
3. Usikker	5%	1
4. Ueinig	27%	6
5. Svært ueinig	64%	14

Kva er, etter di meining, positive og negative sider med videotilbakemeldinga som du fekk?

- det positive er at du slipper å lese selv, og da faller ofte jeg ut.

  det negative er at eg ikke får gjort noe med teksten sånn det var nå ivertfall, det var bare påpeking på hva jeg skrev feil, og hva som var positivt i teksten

- Positive sider:

  - Jeg klarte å fokusere mye mer på teksten når læreren pekte på det hun snakket om.

  - I motsetning til en tekst som vi bare får tilbake som er markert, fikk vi faktisk vite skikkelig hva hun mente med markeringen sine.

  - Lettere å kunne gå tilbake å se på tilbakemeldingen hvis vi får den på video, enn å få den muntlig. Da kan vi ikke være helt sikker på hva som faktisk ble sagt.

  - Jeg forstod hva som var feil og hvordan jeg skulle ha skrevet det for at det skulle bli enda bedre.

  Negative sider:

  - Noen kan misforstå hva læreren sier i og med at hun snakker på engelsk og ikke alle er like gode i å forstå engelsk.

  - Bildet var litt skurrete til tider.

  - Litt skummelt kanskje, hvis teksten er veldig dårlig.

- Jeg synes videotilbakemeldingen var mye bedre enn en skriftlig tilbakemelding fordi jeg fikk et dypere innblikk på hva jeg måtte rette på og hvorfor jeg måtte rette på det.Det gjorde at jeg lettere fikk med meg hva som var bra og ikke like bra, derfor fikk jeg lyst til å rette på feilene og kanskje jeg husker de bedre.

  Det som kan være negativt er å rette teksten på engelsk hvis det er vanskelig å forstå tilbakemeldingene. Hvis man ikke skjønner hva som er feil kan det være vanskelig å rette.

Ellers synes jeg dette var en kjempefin måte å få tilbakemelding på:)

- Jeg ser ingen negative sider med en slik tilbakemelding. Jeg lærte mye mer av feilene mine enn jeg vanligvis ville gjort, og det var en behagelig og god måte.

- Ser egentlig bare postitive sider med videotilbakemelding, fordi det er mer oversiktlig enn en skriftlig tilbakemelding, og jeg føler at jeg får mer tilbakemelding, på en måte.

- fikk vite små feil og de gode tingene. hvilke deler av tekst som var bra

- De positive sidene var at jeg kunne spole tilbake for å høre noe på nytt og jeg var mer oppmerksom på feilene mine når læreren min sa de til meg. De negative var at noen ganger hørte jeg ikke hva hun sa men da passet det bra at jeg kunne spole tilbake.

- Jeg syntes at det var positivt for læreren kunne vise og forklare hva jeg hadde gjort feil i teksten min på en måte slik jeg kunne forstå hva jeg hadde gjort feil.

- positivt: fikk bedre med meg hva som var feile, og skjønte feilene mine

  negativt: tok lengre tid før vi fikk den tilbake

- Eg syns videoen var veldig hjelpsom, det var enkelt å følge med hvor i teksten hun var, samtidig som hun forklarte. Det var bra lyd, og bra kvalitet. Syns det var mer motiverende å få en slik tilbake melding, på grunn av at hun forklarte hva jeg kunne gjort annerledes, isteden for å bare vite feilen. I videotilbakemedlingen påpekte hun også hva bra jeg hadde gjort.

- Jeg syntes at jeg var god på å skrive engelsk, men dårlig på å skrive mer utfyllende og korrekte setninger. Det må jeg jobbe mer med. Og med preporsisjoner.

- det som er positivt er at det er lettere å få med seg hva som blir sagt.

- Denne metoden å gi tilbakemelding på, likte jeg veldig godt. Det gjorde at jeg fikk med meg alle feil som var gjort og jeg tenkte over det som ble sagt. Om det bare hadde vært en skriftlig tilbakemelding hadde jeg nok bare sett på karakteren og lest raskt gjennom kommentarene, men ikke noe mer enn det. Videotilbakemelding var nyttig for min del. Jeg fikk en grundig gjennomgang på teksten min og hva som kunne forbedres. I tillegg til hva som var bra.

- Personlig så er eg veldig glad i ideen om å begynne med tilbakemelding. Eg tror det vill motivere og engasjere folk på en helt ny måte. Det enste negativt eg kan se med det er at kvaliteten kan variere.

- Følte jeg lærte mer av videotilbakemeldingen. Det var lettere for meg å følge med på feilene når læreren hadde markert feilene mine og forklarte meg på video hav som var feil og ka eg kunne gjøre for å gjøre det bedre nesegang. Det som også var veldig greit med videotilbakemerldingen er at jeg kan stoppe videon underveis og jeg har den sånn at eg kan se den så mange ganger som eg ønsker. Med videotilbakemeldingen følte eg også at eg fikk en mye bedre forklaring på rettingen av teksten min enn det jeg vanligvis får.
- Det var bra. men eg vet at eg kunne ikke. Men eg prøver å blir bedre leser boker og ser på filmer. men vet ikke om skolen hjelper meg å blir bedre. tror ikke.
- Jeg likte å få tilbakemelding på video, da forklarer læreren hvorfor det var feil og ikke bare lyst opp rødt
- det er positivt at fordi det er en rask og effektiv måte for meg å finne ut hva jeg gjorde bra og hva jeg kan forbedre. Ser ingen negative sider med dette.
- Jeg syntes det var veldig postitivt med videotilbaksemelding.

  Gode ting ved videotilbakemelding:
  Tydelig
  Fikk lyst til å rette feilene mine

  er egentlig ikke noe dårlig med det.
- Forstod alt mye bedre når vi fikk videotilbakemelding og alt var mer tydelig osv.
- Alt var perfekt. Det eneste var bare at stemmen var litt lav.
- Jeg likte å få tilbakemeldingen på denne måten. Det lar meg gå tilbake å se den igjen hvis jeg lurer på noe, og den lar meg ta den tiden jeg trenger til å oppfatte det læreren sier og mener. En negativ side kan være at det blir litt vanskeligere å få stilt spørsmål om tilbakemeldingen, siden den er på video og ikke foran læreren så hun er tilgjengelig.

Hadde du nokre spørsmål etter at du gjekk gjennom videotilbakemeldinga? Kvifor/kvifor ikkje?
- nei
- Ja, hadde noen spørsmål. Ikke på grunn av at jeg ikke var enig i det som ble sagt, men fordi jeg kanskje ikke helt forstod hva hun mente eller fordi jeg ikke fikk eksempler på hva jeg skulle ha skrevet istedenfor.
- Etter jeg hadde gått gjennom videoen hadde jeg ingen spørsmål, fordi alt var tydelig og jeg forsto alt som ble sagt i videoen.

- Hadde ingen spørsmål, fordi videoen var oversiktlig og detaljert nok. Den svarte på alle mine spørsmål.
- Nei, fikk svar på alt i videoen.
- nei, video ga svar på det jeg gjorde feil på
- Jeg har ikke noen spørsmål fordi jeg ikke lurer på noe spesielt.
- Egentlig ikke for jeg forstod alt læreren sa i videoen
- nei ikke egentlig, fordi eg fikk innformasjon om feilene mine i videoen
- nei fordi alt var forklart nøye og grundig
- Nei, jeg forstod alt det læreren sa til meg angående teksten.
- nei, for det var tydelig hva som ble sagt
- Nei. Hadde ingen spørsmål. Tilbakemeldingen var grundig og utfyllende, noe som gjorde at alt var lett å forstå.
- Kommar dette til å bli standeren?
- hadde ingen spm
- Nei. har ikke noe å si tror hvis læraren hjelper lit med Karakterer. Det gir meg motivasjon om faget
- nei, læreren forklarte alt tydelig
- Nei, den var tydelig
- Nei, forsto alt som ble sagt til meg.
- nei, fordi alt ble så bra forklart.
- Da hadde jeg spurt. Hun var så detaljert.
- Nei, læreren nevnte det jeg lurte på i videoen.

Spurte du læraren om hjelp dersom du hadde nokon spørsmål? Kvifor/Kvifor ikkje?
- spurte ikke om hjelp, men trengte det heller ikke
- Nei, fordi jeg kom ikke på å spørre om det og vi fikk beskjed om å høre den og så ta undersøkelsen etterpå.
- Spurte ikke, fordi jeg ikke hadde noen spørsmål.
- Jeg hadde spurt læreren om hjelp, dersom jeg hadde spørsmål, men fordi tilbakemeldingen var svært god, var ikke det nødvendig.
- nei, hadde ingen spørsmål
- nei. hadde ingen spørsmål

- Jeg hadde ikke spørsmål når det gjaldt denne teksten eller video tilbakemeldingen, men jeg spør hun til vanlig om jeg trenger hjelp med noe.

- Nei for alt ble forklart i videoen, og jeg hadde ingen spørsmål

- hadde ikke spørsmål

- nei hadde ikkje spørsmål

- nei

- nei, for jeg hadde ingen spørsmål

- Trengte ikke hjelp til noe, så spørsmål var ikke nødvendig.

- Eg sporte ikkje, eg tenkte ikkje på det.

- trengte ikke hjelp. Hun forklarte det så godt at jeg forstod alt

- ja

- ikke enda

- nei, hadde ingen spørsmål

- Ja, men jeg hadde ikke så mye spørsmål under skriveprøven elns.

- nei

- Ja, hadde ikke.

- Hadde ingen spørsmål.

Korleis var denne typen tilbakemelding (video) hjelpsam for deg?
- det hjalp med at eg hadde mer fokus på tilbakemeldingene

- Veldig bra synes jeg at dette var. Jeg fikk et mye tydeligere bilde på hva som var feil og hvordan jeg skulle ha skrevet det bedre.

- Denne tilbakemeldingen var hjelpsom for meg fordi jeg fikk lett vite hva som var feil, og har mulighet til å rette på det. Og til neste gang kan jeg ta det med videre.

- Denne typen tilbakemelding var hjelpsom fordi jeg fikk en tydeligere beskrivelse av hva læreren mente var feil.

- mer informerende enn vanlig skriftlig tilbakemelding, og det var litt gøyt.

- var lett å forstå hva hun mente med video og stemme tilbakemelding

- Den viste og påpekte feila jeg gjorde og fikk meg til å forstå hva for slags feil jeg gjorde og hvordan jeg kunne unngå å gjøre feil

- Den var litt hjelpsom for meg

- det hjalp meg mye mer enn hva en "vanlig" tilbake melding gjør.

- forsto bedre feilene

- det var mye mer hjelpsom å få tilbakemelding på denne måten, enn bare kommentar på itslearning.

- den var mer hjelpsom enn en vanlig tilbakemelding, siden denne var lettere å følge med på.

- Jeg likte denne typen tilbakemelding veldig godt. Den var nyttig, grundig og veldig forklarende. Den gjorde at jeg tok meg tid til å se gjennom feil og jeg fikk lyst til å rette teksten min og forbedre min engelske skrivemåte.

- Ja, ekstremt hjelpsam.

- Etter denne tilbakemeldingen fikk jeg lyst til å jobbe med teksten min i etterkant noe jeg aldri har ønsket etter andre tilbake mld

- det var veldig bra

- var lettere å fortså feilene

- hjelpsom fordi den viste tydelig hvordan jeg gjorde det

- jeg forsto den bedre, og den var mer interresant å se en å lese en kjedelig tilbakemelding på papir.

- forstod mye bedre hva som ble sagt og hva jeg måtte fikse

- Fortsett slik.

- Den lot meg fokusere mer på tilbakemeldingen, siden jeg noen ganger er ukomfortabel med å få tilbakemelding direkte

Føretrekker du å motta ei anna type tilbakemelding? Kvifor/ kvifor ikkje? - Dersom du ville hatt ei anna type tilbakemelding, kva ville du hatt?

- jeg foretrekker videotilbakemelding

- Nei, jeg likte videotilbakemelding veldig godt. Da kan jeg lagre videoen og så kan jeg bruke den seinere for å kunne se på hvilke ting jeg må jobbe med.

- Jeg foretrekker også å få skriftligtilbakemelding, men jeg synes video er bedre, for en bedre oversikt

- Muntlig gjennomgang under fire øyne på samme måte kunne vært svært lærerikt det også.

- nei, likte videotilbakemelding veldig godt, vil ikke erstatte det med noe annet.

- om det er video eller tekst tilbake melding betyr ikke så veldig mye for meg

- Jeg foretrekker ingen andre tilbakemeldinger fordi jeg likte denne tilbake melding formen

- Nei, denne var god for jeg slapp å gjøre et selv, og kunne fokusere på hva jeg hadde gjort feil og få det forlakrt istedet for å rette det selv og ikke vite hva.

- likte video tilbakemelding, hjalp meg mer enn vanlige tilbakemeldinger

- nei likte denne

- nei

- jeg foretrekker både skriftlig og video

- Etter jeg fikk denne videotilbakemeldingen, foretrekker jeg videotilbakemelding. Det var en metode jeg likte veldig godt.

- Eg fore trekker video.

- jeg ønsker å ha flere videotilbakemld

- ja det var bra meling

- nei, lettere ¨fortså video

- nei, foretrekker denne typen.

- foretrekker denne typen, altså videotilbakemelding.

- nei for det er vanskeligere

- Kan ha muntlig fjes til fjes og video, samme for meg.

- Jeg har ingen ting imot å få tilbakemelding på denne måten.

Kva synes du om at tilbakemeldinga ikkje inneholdt karakter?
- det var greit

- Det gjorde ikke noe egentlig, men kunne gjerne fått en tilbakemelding på hvorfor jeg fikk den karakteren jeg gjorde.

- Det synes jeg gikk fint, siden vi fikk karakter skriftlig utenom videoen.

- Jeg synes karakteren burde blitt nevnt i tilbakemeldingen, hvor læreren kunne påpekt hva som gjør at denne karakteren blir gitt.

- Det gikk fint, var mer interessert i videoen.

- gikk fint fordi jeg fikk vite karakter før jeg så video

- Jeg bryr meg ikke om det fordi karakteren kommer på its'learning uansett og jeg ville ikke ha likt om hun hadde sagt at jeg hadde fått en to'er.

- Gjorde ingen ting for den stod skriftlig under lydfilen

- vi fikk karakteren utenom, så det var ikke noe problem. men det er lettere å fokusere på feilene sine når man ikke vet karakteren. fordi når man får en karakter fokuserer man så mye på kun den.

- syns det var bra.

- gikk fint

- det gjør ingenting, for vi får jo karakteren senere

- At tilbakemeldingen ikke inneholdt karakter gjorde ingenting. Jeg ble ikke fokusert og distrahert av karakteren, men fokuserte på tilbakemeldingene som gjaldt det skriftlige.

- Det gjekk helt greit, eg fikk det på itslearning.

- det synes veldig bra.

- det gikk fint siden fikk den ett annet sted

- synes at det er bra fordi det får folk til å følge med på tilbakemeldingen men personlig vil jeg ha karakter

- syntes det er greit siden jeg kunne se karakteren på itslearning uansett, men hadde vært bedre med karakter i videoen

- funket fint

- Karakteren min stod jo der uansett.

- Jeg fikk karakter utenom, så det gjorde ikke noe

Kan du oppsummera di erfaring med den tilbakemeldinga du fekk? (video)
- jeg syntes det var en grei måte å få tilbakemeldinger på

- VELDIG BRA:)

- Veldig bra:)

- Min erfaring var at dette var svært lærerikt og en god metode.

- veldig bra

- jeg syntes det var en fin måte å få tilbakemelding på

- Jeg synes den var bra

- Den var kort og innholdsrik på hva jeg jeg hadde gjort feil og hvordan jeg kan gjøre det bedre.

- den var en god erfaring, og kunne gjerne fått flere tekster tilbake slikt, men ikke om det sku tatt like lang tid, det måtte ikke tatt så land tid

- jeg fikk en bedre forståelse på feilene mine

- bra og effektivt.

- den var veldig bra, ikke noe negativt

- Som nevnt i flere av spørsmålene, likte jeg denne typen tilbakemelding veldig godt. det var en grundig og utfyllende gjennomgang av det som kunne vært gjort bedre i akkurat

min tekst. Så min erfaring med denne typer tilbakemelding er veldig positiv. Jeg likte det.

- Den var god.
- eg fikk med meg oppmeksomhet og andre ting
- gjorde det lettere å fortså feilene mine
- jeg fikk et tydelig innblikk i hva jeg må jobbe videre med
- veldig bra
- nei
- Jeg syntes den hjalp veldig med og se ting en ikke hadde sett selv fordi en tror en har skrevet alt rett som oftest.
- Erfaringen min var at det var enkelt å forstå og gå gjennom tilbakemeldingen i mitt eget tempo. Jeg liker også at jeg har tilgang til den vist jeg vil se den igjen.

Appendix E: Mean and mode score from both respondent groups

Statement	Written		Video	
	Mean	Mode	Mean	Mode
1. I like receiving written/video feedback.	2,04	2	1,45	1
2. I learn from written/video feedback.	2,25	3	1,5	1
3. I see the value in getting written/video feedback.	1,9	2	1,59	1
4. The feedback was clear.	2,17	2	1,31	1
5. I understood the information my teacher gave me in the feedback.	2,1	2	1,31	1
6. The feedback made me aware of my mistakes.	1,75	2	1,36	1
7. I understood the mistakes my teacher pointed out in the feedback.	1,87	2	1,45	2
8. I did not understand the feedback I was given.	4,1	4	4,68	5
9. The feedback had information about what I had done well in my text.	2,2	2	1,54	2
10. The feedback had information about what I had to work on when it comes to my English writing.	2	2	1,95	2
11. The feedback pointed out my mistakes and gave good examples of what I should have done.	2,45	2	1,36	1
12. The feedback was helpful when it came to suggestions for improvements in my text.	2,3	2	1,59	1
13. The feedback was helpful when it came to corrections in my text.	1,75	2	1,54	1
14. The feedback explained in a good way what I had to work on to improve my writing in English.	2,4	2	1,81	2
15. Going through the feedback was worth my time.	1,95	2	1,54	1

16. The feedback was too short to be helpful.	3,45	4	4,5	5
17. I wanted more feedback on my text.	2,67	3	3,54	3
(18. video) I found it helpful to replay/rewind the video feedback.	--	--	1,59	1
(19. video) I found it helpful that the video feedback allows me to watch, listen and read the teacher's comments.	--	--	1,4	1
(20. video) I found the video feedback to be more understandable since I could watch, listen and read the teacher's comments.	--	--	1,32	1
(21. video) I found it difficult to pay attention to the video feedback when so much was going on in the feedback (sound, text and visual editing).	--	--	4,5	5
(22. video) I found it difficult to understand where in the text my teacher gave me feedback while watching the video.	---	--	4,72	5
(23. video) I had to search through my text to find the example my teacher was talking about.	--	--	4,68	5
(24. video) I had no problem downloading the video feedback.	--	--	1,13	1
(25. video) The quality of the video was bad.	--	--	4,5	5
(26. video) The teacher's voice was difficult to hear.	--	--	4,5	5
(18. written) I find it helpful that I can read the comments from my teacher.	2,04	2	--	--
(19. written) I like that I can read a summary that tells me what I did well and not so well, and what I have to work with.	1,6	2	--	--
(20. written) Written feedback is a familiar type of feedback and I work better with written feedback than with other types of feedback.	2,45	2	--	--
(21. written) I find it difficult to understand all the written comments in my text.	3,6	4	--	--
(22. written) The written feedback had few comments.	3	4	--	--
(23. written) The comments in the feedback were vague and it was difficult for me to understand what the teacher meant.	3,79	4	--	--
(24. written) I like that I can read comments, corrections and suggestions throughout my text.	1,67	2	--	--
25 (27). The feedback made me focus on the teacher's comments.	2,08	2	1,54	1
26 (28). The feedback made me work with the comments I got in my text.	2,08	2	2,18	2
27 (29). I saved the feedback.	2,5	2	2,45	1 & 2
28. (30) I saved the feedback because I might go through it again.	3,33	3	2,77	2 & 3
29 (31). I did not go through the feedback.	4,67	5	4,95	5
30 (32). I deleted the feedback I got.	4,5	5	4,9	5
31 (33). I did not work with the suggestions I received in my feedback.	4,2	4	4,13	5

32 (34). The feedback made me delete my text.	4,67	5	4,9	5
33 (35). I went through the feedback at school.	1,5	1	1,44	1
34 (36). I went through the feedback more than once.	2,25	2	3,27	4
35 (37). I went through the feedback on my own initiative.	2,37	2	2,59	2
36 (38). I went through the feedback because my teacher told me to.	3,04	2	2,04	2
37 (39). I went through the feedback because I think it can help me improve my English writing	1,83	2	1,81	1
38 (40). I went through the feedback (skimmed/fast forwarded) as quickly as possible.	3,92	4	4,72	5
39 (41). I took my time reading through the feedback, making sure I understood everything.	2,08	2	1,54	1
40 (42). I sometimes stopped reading through the comments and tried to understand what the teacher was explaining to me.	2,62	2	3,4	4
41 (43). I spent time working with the suggestions and corrections I received from the written feedback	2,46	2	2,5	2 & 3
42 (44). I wrote notes from the feedback	3,63	4	4	4
43 (45). I made a list of what I had done well in my text, that my teacher had pointed out.	3,92	4	4,27	4 & 5
44 (46). I made a list of writing errors that I need to work on.	4	4	4,09	4
45 (477). I worked with the feedback and corrected the mistakes I had made in my text.	1,58	2	3,04	2
46 (48). I worked with the suggestions from the feedback.	2,42	2	2,77	1 & 2 & 3
47 (49). When I did not understand something from the feedback I ignored it.	3,92	4	4,45	5
48 (50). I could have worked more with the feedback than I did.	2,33	3	2,81	3
49 (51). I focused on the feedback when I received it.	1,96	2	1,45	1
50 (52) . The feedback I received from my teacher had my full attention.	2,2	2	1,32	1
51 (53). I thought about other things when I went through the feedback.	3,67	4	4,40	5
52 (54). The feedback made me want to work with the suggestions in the feedback.	2,37	2	2,04	2
53 (55). The feedback made me want to correct and edit the mistakes I had done in my text.	2,04	2	2,13	2
54 (56). The feedback made me want to spend more time correcting the text I had written.	2,5	2	2,31	2
55 (57). The feedback made me want to improve my English written language.	2,12	2	2	2
56 (58). The feedback made me want to spend more time working with the next text I am going to write in the English subject.	2,33	2	1,9	2
57 (59). The feedback made me want to delete the text I had written.	4,46	5	4,59	5

58 (60). The feedback made me want to forget the text I had written.	4,08	4/5	4,5	5

Written feedback interview

I chose to transcribe the interview by using the written language instead of the oral language, that is to say that I did not write the words as the students pronounced them, or their dialect, but how the words are correctly written.

… = indicates a break in the sentence or between questions

Interview 1: (G1:R1)

H: Så då lurer eg på, kva synes du om tilbakemelding generelt?

G1:R1: Eg synes det er greit med tilbakemelding. Gjer god peikepinn på kva ein kan gjera betre og sånt

H: Ja. Mhm. Så lika du då og få skriftlege tilbakemeldingar?

G1:R1: Eh, ja

H: Vil du utdjupa kvifor du lika da?

G1:R1: Då det er sånn eg kan sjå på seinare og finna ut kva eg må arbeida med.

H: Mhm.. Ja, så bra. Eh, Kva synes du om den tilbakemeldingen som du, eh, fekk no forrige gong?

G1:R1: Eg synes den var god

H: Ja, kva var da med den som var god?

G1:R1: Eg veit konkret kva eg må arbeida med

H: Mhm, Så var da då berre kva du måtte arbeida med eller fekk du litt meir..

G1:R1: Det går også innpå forklarte nokon av tingena eg måtte arbeida med

H: Mhm, ja, så bra. Synes du tilbakemeldinga var hjelpsam?

G1:R1: Ja

H: På kva måte?

G1:R1: fortalte med kva eg kunne forbetra meg på og forklarte nokon av tingena korleis det eigentleg skulle vera.

H: synes du at det er noko som kunne vore annleis med denne tilbakemeldingen?

G1:R1: Ikkje som eg komme på akkurat no?

H: Nei, ikkje noko med lengde,

G1:R1: Nei,

H: kommentara

G1:R1: Nei

H: Så bra.

…..

H: Kva, Har du lyst til å forklara meg kva du gjorde når du fekk tilbakemeldingen?

G1:R1: Eg las gjennom den først, så såg eg gjennom teksten min for å finna ut kor eg hadde gjort feil og sånt.

H: mhm..

…..

H: jobba du med tilbakemeldingen, retta du noko?

G1:R1: Ehm, litt. Eg retta litt i teksten min og sånt.

H: mhm. Gjorde du da på skulen?

G1:R1: Ja.

……

H: Synes du at den skriftlege tilbakemeldingen får deg til å konsentrera deg meir eller mindre om tilbakemeldingen?

G1:R1: Eeh, meir.

H: Meir?

G1:R1: Mhm, for då veit eg konkret kva eg skal arbeida med

H: Mhm.

………

H: Så viss du ville ha samanlikna skriftleg med munnleg, jobbe du meir med skriftleg eller mindre med skriftleg?

G1:R1: mmm.. Kanskje litt meir med skriftleg.

H: mhm. Er da nokon grunn til da?

G1:R1: mmm. Då har eg da foran meg, og da er lettare å hugsa kva eg skal arbeida med.

H: mhm….

H: trur du at denne typen tilbakemelding har påvirka kor mykje tid du var villig til å bruka?

G1:R1: Ehm, ja.

H: Ja, har da påvirka at du har brukt meir tid eller mindre tid?

G1:R1: Eh, meir tid. Eg trur eg … som eg nå har fått ei konkret tilbakemelding på kva eg må arbeida med og ein eg ikkje får vita kva må arbeida med. Så trur eg eg vil jobba med den eg

får vita må arbeida med.

H: Mhm.. Ja. Ehm, føler du sjølv at du kunne ha brukt meir tid på å jobba med tilbakemeldinga?

G1:R1:hmm. Kanskje.

H: Kanskje? …… Er da noko spesielt du tenke på då, som du kunne ha jobba meir med?

G1:R1: Kanskje verbal og sånt

H: Ja. Var da ein av dei kommentarane du fekk på tilbakemeldinga?

G1:R1: Ja.

………………

H: ja… Ehm, på kva måte jobba du med tilbakemeldinga?

G1:R1: Eh, vanlegvis begynna å lesa gjennom den, så retta eg teksten og så ser eg på om det er noko forbetringspotensiale i teksten, og så driver eg og arbeider med oppgåver på internett.

H: Kva oppgåver på internett er da?

G1:R1: Eh, for det meste på hjemmesida til boka og litt på NDLA også.

H: Kva går dei oppgåvena ut på?

G1:R1: Det er for det meste grammatikkoppgåver der du skal velga rett alternativ eller setta inn rett form av verb og sånt.

H: mhm…….. så bra… Ville du sagt at denne typen tilbakemelding motiverte deg til å jobba?

G1:R1: Ja,

H: Ja? Var da noko spesielt?

G1:R1: Ikkje som eg kome på nett nå

H: Nei?

G1:R1: Men det er lettare å vera motivert når ein har eit klart mål i forhold til når ein ikkje veit kor ein skal gå til å begynna med

H: Ja, så bra.

……

H: På kva måte har denne typen tilbakemelding gjort at du ønsker å forbetra din engelske skrivemåte? ……. Føler du sjølv eit ønske å forbetra deg etter tilbakemeldinga?

G1:R1: eh, ja, litt.. For då veit eg kva eg kan forbetra meg på som sagt. ?? 06:00 – forstår ikkje kva studenten seier.

H: Har tilbakemeldinga påvirka ditt ønske om å jobba med tilbakemeldinga? Føler du at du ønsker meir å jobba med skriftleg tilbakemedling enn muntleg, for eksempel?

G1:R1: eeh, litt.

…..

H; etter at du fekk den skriftlege tilbakemeldinga, forandra du dine presentasjonsmål? At du har høgare mål enn kva du hadde før?

G1:R1: Målena mine har ikkje endra seg noko særleg, men eg hadde høge mål til å begynna med.

H: Ja, okei.

G1:R1: så det kan jo vera litt med det.

H: ja, så du fekk ikkje lavare mål etter at du fekk tilbakemeldingen?

G1:R1: Nei.

H: dei har holdt seg stabile?

G1:R1: Ja.

H: Yes, då begynna me å nærma oss slutten, så eg lurte på om da er noko meir du har lyst til å sei om den skriftlege tilbakemeldinga du fekk?

G1:R1: Ikkje som eg komme på akkurat nå

H: Ikkje som du kjem på?

G1:R1: nei

H: Har du nokon spørsmål som du lurer på?

G1:R1: Nei

H: Nei, ingenting? Då er me ferdig. Tusen takk

Interview 2: (G1:R2)

H: Så, generelt, kva synes du om tilbakemeldingar?

G1:R2: ehm, eg synes liksom.. da kan vera forskjellig frå lærar til lærar. Nokon er liksom flinke til å vera litt meir konkrete og så andre er liksom meir sånn du ikkje heilt forstår kva dei meine. Sånn at du vil egentlig ha berre enkelt og sagt alle tilbakemeldingane enkelt liksom fordi at eg kan ikkje forstå heile meininge viss mange skriv mykje og skriv lang melding der.. ja… der du liksom seie littegran og ikkje seie alt liksom. Då veit eg ikkje heilt kva eg skal gjera når eg får dei tilbakemeldingane. Men, ja.. viss da er god tilbakemelding så er dei sånn berre veldig presise

H: Ja

G1:R2: Ikkje vera redd for å vera litte granne konstruktiv kritikk og gje da vekk liksom.

H: Mhm, så du lika å ha da litt konstruktivt og, eller?

G1:R2: ja, eller da bør jo ha litt, elles veit ein ikkje korleis ein kan forbetra seg.

H: ja, stemme da.

H: ja, då lurer eg litt på den tilbakemeldinga du fekk no tidligare. Kva synes du om den?

G1:R2: Eg likte eigentleg ikkje så mykje sånn masse skrift og at eg måtte lesa heile arket liksom.. Eller, da er litt kjekkare å høyra på eigentleg så da er da eg har lyst til

H: ja.

G1:R2: men da var jo.. kva skal eg sei….. eh.. da var veldig mykje på ein gong, og eg fekk ikkje ei sånn vidare forklaring viss eg sleit med å forstå noko sant… liksom.. viss liksom læraren seie ja, detta her var ikkje så veldig bra, så er da litt sånn.. eeh, okay.. kvifor ikkje, sant.. så.. ja

H: Så den var ikkje så detaljert som du hadde håpa?

G1:R2: Ja

H: mhm.. Ehm… Foretrekker du skriftleg?

G1:R2: Nei, eg like bedre munnleg.

H: ja, kvifor lika du betre munnleg då?

G1:R2: Munnleg då kan du liksom ha meir sånn snakka med læraren sant og liksom eg føler at viss eg får skriftleg så må eg liksom bort til læraren og spørra kvifor.. og da føler eg blir litt sånn feil, og da blir litt sånn ubehagelig sånn klaga over tilbakemeldinga.. men viss eg liksom snakke med læraren frå før av så kan eg berre spørja «kvifor da då», eller spørja «ja, kva gjer at da då», eller viss læraren kommentere på eit eller anna så kan eg liksom spørja, liksom spørja kva da eigentleg er eller eit eller anna.

H: ja, få litt fordjupning?

G1:R2: ja..

H: Mhm.. Ja, no har du sagt litt om tilbakemeldinga du fekk, men synes du den var hjelpsam?

G1:R2: Ja, den hjelpa jo litt, men da blir ikkje sånn at eg får da skikkelig inn i meg på ein måte. Da er sånn med lesing i da heila tatt. Eg får da ikkje inn i hovudet viss eg berre les i ei bok. Eeh, sånn faktabok. Eg må notera eller eit eller anna. Men viss eg snakke med læraren så hugse eg da.

H: Ja. Kva synes du hjalp litt på den tilbakemeldinga?

G1:R2:mmm.. Da hjalp at da var litt sånn ryddig liksom, for då kan eg sjå da betre… eller liksom.. da kan gje litt meir meining inni hovudet.. Men da er jo fint med skriftleg for då kan eg sjå på da seinare utan å hugsa da.

H: ja… Eh,.. Kva synes du burde ha vore annleis med den tilbakemeldinga du fekk?

G1:R2: mmm.. Litt kortare og litt meir presis kanskje…

H: mhm

G1:R2: Endå meir presis liksom..

H: ja… Ehm, og då med meir presis, kva tenker du på då?

G1:R2: Nei, fordi at da var eit sånn stort dokument med masse tabella liksom. Da gjekk heilt fint da eigentleg, men da blei sånn at eg hadde likt betre at da stod kanskje enten i ei lista eller noko. Sånn, detta her kan eg bli betre på, detta her er bra liksom, fordi at då er da litt sånn mindre styr å lesa…. Berre ha da enkelt liksom.

H: Ja…. Yes.. Ehm, Har du lyst til å fortelja meg kva du gjorde når du fekk tilbakemeldinga?

G1:R2: Eg gjorde faktsik ikkje noko spesielt eg berre leste da.

H: ja

G1:R2: Så prøvde eg å ta da inn på meg. Eller, ikkje innpå meg, men at eg prøvde å hugsa da til neste gong liksom.

H: ja…. Og då leste du gjennom heima, eller på skulen?

G1:R2: På skulen

H: ja… Ehm, synes du at denne tilbakemeldinga du fekk, fekk deg til å konsentrera deg meir om tilbakemeldinga eller mindre

G1:R2: mindre

H: ja

G1:R2: Fordi at då fokuserte eg meir på karakteren trur eg.

H: ja. Kvifor trur du at du gjorde da?

G1:R2:Mmm.. liksom, da er den.. altså, viss du får skriftleg så veit ikkje læraren da så kan du berre lesa karakteren fyst og så kan du nett sjå på tilbakemeldingane littegrann og så blir du meir fokusert på karakteren men viss at du liksom, ehm, for eksempel, på muntleg då, så seie dei sånn «ja, men viss du hadde tatt med detta her så hadde du kanskje fått ein betre karakter», sant, men på ein sånn skriftleg tilbakemelding så får du berre kommentarane liksom sånn, «detta her er dårleg, detta her er bra», og du veit ikkje kva som var viktigast og kva du burde gjera liksom, endå betre. Altså kva som var viktigast av da og alt da dar

H: ja. Ehm, trur du at denne typen tilbakemelding har påvirka kor mykje tid du er villig til å bruka på å gå gjennom?

G1:R2: Ehm, eg trur… da er litt sånn, eg får mindre motivasjon… Fordi at du blir litt meir sånn, eg gidd ikkje. Fordi da er sånn veldig. Ja, kva, sånn som eg sa i stad at du leser berre på karakteren og så blir da sånn, «åååh», og så får du berre dei kommentarane, du får ikkje sånn forståelse på læraren. At dei liksom seie sånn «ja, viss du hadde gjort detta her så hadde du blitt bedre eller eit eller anna.. ehm.. Du får ikkje eksempel då, du får berre kommentara.

H: mhm.. Viss du skulle samanlinka skriftleg med munnleg. Ville du brukt meir tid på ei munnleg tilbakemelding?

G1:R2: Ja.

H: ja, har du lyst til å utdjupa kvifor?

G1:R2: Neii, fordi at etter … nokon gonga etter at du har snakka med læraren sant så kan du bli litt meir motivert eigentleg. Liksom, eg veit ikkje om du har merka da men liksom etter da så seie dei sånn ja viss du gjer detta her så blir du betre og sånne ting, og då blir da litt sånn «åh då skal eg prøva» liksom. Men viss du får ein skriftleg så blir da berre sånn kommentara og da blir sånn detta her må du gjera detta her må du gjera detta her må du gjera, og så detta må du bli bedre på, men du blir ikkje motivert.

H: ehm. .JA, føler du sjølv at du kunne ha brukt meir tid på å jobba med tilbakemeldinga du fekk?

G1:R2: ja

H: ja

G1:R2: da tenke eg.

H: Er da noko grunn til at

G1:R2: Fordi at eg, når eg fekk den så las eg litt kjapt gjennom da. Da var ikkje sånn at eg faktisk brydde meg så veldig mykje fordi at ja… Korleis skal eg forklara.. Men eg berre leste gjennom da liksom uten å få da inn

H: ja..

……

H: Me har eit par spørsmål igjen no, så er da snart ferdig. Ja, du har jo på ein måte svart no på da her spørsmålet då, men om du vart meir eller mindre motivert med å jobba med tilbakemeldinga?

G1:R2: mindre

H: ja…. Ehm, og føler du at du jobber betre med andre typer tilbakemelding?

G1:R2: ja..

H: ja, me har vell på ein måte gått gjennom da spørsmålet også

H: ehm ja.. På kva måte har denne typen tilbakemelding gjort at du ønske å forbetra deg i engelsk

G1:R2:mmm… ehm…. Den var vanskeleg.. ehm… kanskje… at eg vil forbetra meg…. Eg…. Eg slit med den..

H: Ja. Følte du sjølv at etter du las tilbakemeldinga at «ja, no skal eg jobba vidare med detta», eller følte du at «nei..».

G1:R2: Nokon ting blei sånn, ja da dar forstår eg, da dar vil eg jobba med, men andre ting var sånn. «åårh», da dar var litt sånn, korleis skal eg øva på da der. Eller, for da veit eg ikkje heilt. Da blir litt sånn stoppa opp og eg veit ikkje heilt korleis eg skal gjera for å bli bedre på noko sant. I alle fall språk er litt vanskelegare å bli bedre på, i motsetning til matte for eksempel.

H: ja, matte blir vell eit litt meir konkret fag

G1:R2: Ja, sant.. men, og så blei da litt sånn i staden for å tenka på tilbakemeldinga så tenkte eg at neste gong skal eg få ein betre karakter liksom, uten at eg faktisk tenkte så utrulig mykje på kommentarane.. Men eg såg jo kva som var feil og sånne ting.

H: ja. Men når du tenke at du skal få betre karakter, kva tenke du då at du må gjera for å få betre karakter?

G1:R2: jobba.. hehe

H: ja

G1:R2: ja.. Eg må jo øva.. men eg blir sånn.. korleis skal eg øva. Sånn som språk, som eg sa i stad. Da er litt vanskeleg å øva på språk synes eg. Og så.. ja.. Men eg synes liksom, nei, kva skal eg sei.. Da blei litt sånn at eg visste ikkje heilt kva eg skulle gjera etter at eg fekk den kommentaren for eg veit ikkje kor eg skal øva liksom. Sant for den sei sånn finn noko på nettside og så øver du, men eg veit ikkje kor eg finn da. Sant, så blir da sånn, korleis skal eg få ein betre karakter neste gong då.

H: men da er bra svar då

G1:R2: Så tenke eg kanskje mindre feilskriving neste gong. Rettskriving eigentleg.

H: ja….. Den har me vell også svart på. Så kjem me til da sista spørsmålet som kan vera litt vanskeleg. Men, me har ofta mål for eksempel at ein vil ha god karakter, middels karakter osv. Føler du at måla dine forandra seg etter at du fekk den skriftlege tilbakemeldinga?

G1:R2: Litt.

H: litt.. ja. Vil prøva å forklara?

G1:R2: Blir kanskje litt demotivert sånn «årh», klare eg da. Blir litt sånn at du veit ikkje heilt kva du skal gjera for å bli betre i heila tatt. Så blir da, klara eg då i da heila tatt å få god karakter neste gong? Så da blir litt sånn at du gir litt opp på ein måte

H: Då er me eigentleg kome til vegs ende. Ehm, er da noko meir du har lyst til å sei om tilbakemeldinga du fekk? Noko du sitt inne med som eg må vita?

G1:R2: Nei, eller da er jo litt sånn tosidig heile greiena for da er jo noko eg like med tilbakemeldinga og nokon ting eg ikkje like i da heila tatt så. Ehm. Ja. For at da er jo sånn skriftlege tilbakemeldinga så sei eg at dei skal vera kortare sant, men og så sei eg og at munnleg skal vera at du får meir forklaringa sant og da blir jo sånn tosidig heile greia. Men

sånn som viss læraren skriver ned og så seier at, altså at dei skrive da ned før dei snakke med deg så kunne dei hatt ei kort lista over kva du kunne ha gjort betre liksom. Fordi at då hugse du da til neste gong.

H: Ja, så bra. Har du nokon spørsmål?

G1:R2: Nei.

H: nei, men tusen takk. Då er me ferdig

Interview 3 (G1:R3)

H: Da første spørsmålet då er, kva synes du om tilbakemeldinga generelt?

G1:R3: generelt? Ehm.. Tilbakemeldinga generelt er bra liksom, for eg får vita kva eg kan gjera betre og så ja..

H: Få du kun tilbakemelding på kva du kan gjera betre?

G1:R3: Nei, eg får tilbakemelding på kva eg har gjort bra og om det er ting som ikkje liksom treng å endrast på men kunne blitt gjort på ein anna måte kanskje.

H: Mhm….

H: Liker du å få tilbakemelding på da skriftlega arbeidet ditt i engelsk?

G1:R3: Ja. Det er veldig greit for da blir eg bedre viss eg tar da til meg.

H: ja.. Har du lyst til å seia noko om dine tankar om tilbakemeldinga no fekk no, ehm,den skriftlege tilbakemeldinga?

G1:R3: Ja, den skriftlege tilbakemeldinga var veldig bra. Eg fekk satt meg ned og sett gjennom og vurdert da sjølv og endra litt på ting for å … gje meir hensyn til tilbakemeldinga og for å forbetra teksten og… ja.

H: Ja. Synes du at tilbakemeldinga var hjelpsam?

G1:R3: Ja, det var den. Den var veldig hjelpsam.

H: Ja, på kva måte?

G1:R3: Nei, ein får vita litt konkret kva det er eg må gjera liksom, kva eg kan endra på og jaa.. Eigentleg..

H: J

G1:R3: Så er da lett og jobba med etterpå når eg liksom har alt der, eller viss nokon skulle ha sagt da til meg for då hadde eg sikkert gløymt mykje.

H: ja. Ehm, er da noko du synes burde vore annleis med den skriftlegetilbakemeldinga du fekk?

G1:R3: Ikkje som eg kan komma på akkurat no.

H: Nei, du sakna ikkje noko?

G1:R3: Nei.

H: Men, da er jo bra. Har du lyst til å fortelja meg kva du gjorde når du fekk tilbakemeldinga

G1:R3: Ehm, når eg fekk tilbakemeldinga så satt eg meg ned og så gjekk eg gjennom teksten og såg på tilbakemeldingane og så endra eg på ein del ting og så enkelte stader å skreiv eg liksom heilt om, og så retta eg opp skrivefeil og sånn.

H: Kvifor skreiv du om på, var da ein grunn til at du valgte å skriva om på mykje?

G1:R3: Nei, det var fordi eg følte at når eg fekk vurderinga og såg på det igjen så følte eg at «nei, det her kunne du ha skrive betre», og bruka litt andre argument og sånt.

H: Mhm.. Føler du at denne typen tilbakemelding fekk deg til å konsentrera deg meir eller mindre om kommentarane?

G1:R3: Trur den fekk meg til å konsentrera meg meir om kommentarane. Og i og med at det at eg måtte ta hensyn til kommentarane og levera på måte forbedret så gjorde det at eg måtte levera noko liksom, så.. ja..

H: Trur du at denne typen tilbakemelding har påverka kor mykje tid du var villeg til å bruka på tilbakemeldinga?

G1:R3: Det veit eg ikkje. Det har eg ikkje tenkt på eigentleg.

H: Nei, ehm, føler du sjølv at du har brukt meir eller mindre tid med å jobba med denne enn andre?

G1:R3: Ehm, kanskje litt meir tid, litt grundigare, men ikkje sånn veldig mykje meir.

H: Ja. Føler du at du generelt sett jobbe med tiblakemeldingar

G1:R3: Ja.. Eller, middels

H: ja. Føler du at du kunne brukt meir tid på tilbakemeldinga du fekk?

G1:R3: Nei, trur ikkje da. Følte.. da var ikkje så veldig mykje meir å gjera når eg var ferdig liksom. Følte meg ganske tilfreds med endringane eg hadde gjort.

H: Da er jo bra.

….

H: Ehm, synes du at denne typen tilbakemelding motiverte deg til å jobba?

G1:R3: Ja.. Det var litt meir enn nokon andre tilbakemeldingar eg har fått. Ikkje sånn eksepsjonelt men.. ja.. motiverte litt og jobba med da etterpå.

H: Var da noko grunn til at denne motiverte deg?

G1:R3: Ehm.. Eg veit ikkje

H: Nei? Da var ikkje sånn at da var.. ehm… Veit ikkje kva eg skal seia.. Da var ikkje noko grunn til at du følte at «Ja, detta her vil eg jobba med»?

G1:R3: Mmmm. Nei… ikkje som eg kan hugsa.

H: Nei, men da er greit.

H: ehm. Føler du at du jobber betre bed andre typar tilbakemeldingar?

G1:R3: Mmm. Nei.. Eg trur at detta er den eg har jobba best med, så trur ikkje det.

H: Ja. Viss du skal samanlikna skriftleg og munnleg tilbakemelding

G1:R3: Ehm, skriftleg er vedig bra for da får eg liksom veldig detaljert og mange kommentara og så har eg den dar og kan sjå på den når eg har lyst. Men samtidig så er da kjekt å ha ein munnleg også i tillegg. For då kan du ha ein samtale med lærar, eller så eg kan forstå betre kva det er dei meinar med kommentarane.

H: Så sjølv om da er detaljert skriftleg så har du lyst på litt meir munnleg?

G1:R3: Ja.

H: Ja, ehm.. På kva måte har denne skriftlege tilbakemeldinga du fekk gjort at du ønsker å forbetra den engelske skrivemåten din.

G1:R3:Ehm.. Ikkje så.. Eh.. Eg har ikkje tenkt på det i det heile tatt. Eg føler.. Engelsk utviklingen min som skriftleg har stagnert og ligg på same nivået. Eg får ikkje løfta den så mykje meir.

H: er da noko grunn til da, trur du?

G1:R3: Eh, eg veit ikkje heilt. Det er berre…. føler liksom… nei eg veit ikkje. Eg får liksom ikkje noko motivasjon til å løfta den vidare fordi at den er jo allereie ganske bra, så eg føler at eg gidd ikkje bruka tid på det.

H: nei, Så du er på ein måte fornøyd med da du

G1:R3: Mhm.

H:Men da er jo bra og vera fornøyd.. Ehm, ja…. Skal me sjå. Eg trur me har svart på da spørsmålet alleiere.

….

H: ehm, korleis har denne tilbakemeldingen påvirka ditt ønske om å jobba med tilbakemeldinga. Følte du at «ja, eg har lyst til å jobba med tilbakemeldingen», eller «nei, detta vil eg ikkje jobba med».

G1:R3: Eg trur den liksom gjorde da betre for eg følte at det var meir tilfredsstilande denne gongen å på ein måte gå gjennom, og ehm endra på ting og gjera teksten betre no med den tilbakemeldinga og var meir motiverande å ??? (08:55.. forstår ikkje heilt) så eg var fornøyd med, var litt meir fornøyd med korleis det endelege resultatet blei etter at eg fekk tilbakemelding.

H: ja, men da er jo kjempebra.

H: Ehm, då er me eigentleg snart komme i mål. Så no kjem eit kanskje litt meir vanskeleg spørsmål. Som elev så har ein av og til mål eller ønsker om at eg skal få til detta i engelsk, detta i matte osv. Føler du at da målet i engelsk har forandra seg etter at du gjekk gjennom tilbakemeldinga?

G1:R3: Nei.. Eigentleg ikkje. Eg føler…. Nei..

H: er da noko grunn til da?

G1:R3: Nei. Det er berre at eg har ikkje hatt eit generelt mål med engelsk, det er berre, komme seg gjennom det liksom, på ein måte.

H: berre å komma seg gjennom?

G1:R3: Ja, eller målet er liksom berre å få gode resultater liksom, er ikkje så mykje meir enn det.

H: mhm..

G1:R3: Men det har ikkje endra seg etter vurderinga. Men blir kanskje litt meir motivert til å sjå litt meir over ting neste gong så eg kan få prøva å sjå da frå eit anna perspektiv sånn at, ja, eg kan sjå nokon av dei tingena før

H: før du leverer?

G1:R3: mhm

H: Ja, men da er bra. Då, er da noko meir du brenn inne med i henhold til den tilbakemeldinga du fekk som du har lyst å snakka om?

G1:R3: mmmm… Nei… Eigentleg ikkje

H: ikkje noko meir du har lyst til å påpeika?

G1:R3: Trur ikkje det

H: Nei. Har du då nokon spørsmål?

G1:R3: Nei..

H: nei, da er greit. Men då er me ferdig. Tusen takk

Appendix G: Interview form Group 2
Video feedback interview:

I chose to transcribe the interview by using the written language instead of the oral language, that is to say that I did not write the words as the students pronounced them, or their dialect, but how the words are correctly written.

… = indicates a break in the sentence or between questions

Interview 1: (G2:R1)

H: Då kan me jo begynna med, kva synes du om tilbakemeldingar generelt sett

G2:R1:Om.. I denne oppgåva?

H: Ja, tilbakemeldingar generelt.

G2:R1: Eeh… Eg synes at visst … me jobber med tilbakemeldingane så er det bra, men som oftast så jobbe me ikkje med tilbakemeldingane.

H: Nei.. Kvifor jobbe de ikkje med tilbakemeldingane?

G2:R1: Da blir sånn at me gløymer det, at me har gjort den oppgåva

H: jaa.. Har da gått for lang tid då..

G2:R1: Ja.

H: ja.. mhm.. Men då, kva synes du om den tilbakemeldinga du fek no?

G2:R1: Eg synes det var.. No når det var video så var det meir ryddig, eg kunne sjå kor me var liksom.. Så kunne eg sjå teksten medan eg fekk tilbakemeldinga

H: ja.. Kva tenkte du då, om denne tilbakemeldinga? Var da bra, var da dårlig?

G2:R1: eg synes det var bra

H: Ja, vil du forklara litt kvifor?

G2:R1: Fordi då hang eg meir med i tilbakemeldingane, og då lærte eg meir av… tilbakemeldingane enn viss eg måtte lest.. Fordi då hadde eg berre kobla ut.

H: ja. Så viss da då hadde vore ei munnleg med læraren, ville du då foretrukke munnleg med læraren eller video?

G2:R1: Eg trur eg hadde likt betre video

H: Ja. Vil du prøva å utdjupa kvifor?

G2:R1: Fordi då kan eg sjå tilbake. Blir ikkje sånn at eg må følga med med ein gong liksom.

H: Ja. Så bra.

H: ehm.. Korleis synes du at den tilbakemeldinga du fekk var hjelpsam for deg?

G2:R1: Kva meiner du?

H: Synes du den hjalp deg med noko, synes du den..

G2:R1: Ehhhm..

H: hjalp den deg med å følga meir med, jobba med oppgåva meir, eller var det ikkje noko særleg?

G2:R1: Eh. Det, eg fekk mykje tilbakemelding frå det grammatiske, men eg trur at eg ville gjort dei samme feilena igjen

H: Ja, du føler ikkje at du har…

G2:R1: Nei..

H: Er da noko du synes burde vore annleis med tilbakemeldinga?

G2:R1: Ikkje med sjølve tilbakemeldinga nei

H: Nei, er da noko anna du kunne tenkt deg var annleis.

G2:R1: Korleis me jobba i ettertid.

H: Ja, kva tenker du på dar då?

G2:R1: at, ehm.. No har eg gløymt kva tilbakemeldingane var liksom. Men viss me hadde jobba med dei grammatiske feilena eg gjorde, eller det andre me gjorde feil, så hadde eg kanskje huska da.

H: ja, så du jobba ikkje med da etterpå?

G2:R1: Nei, ikkje i lengre sikt i alle fall

H: Ja. Men gjekk du igjennom.. jobba du med tilbakemeldinga etter at du fekk den?

G2:R1: Ja.

H: ja.. mhm.. Ehm, vil du fortelja meg kva du gjorde etter at du fekk tilbakemeldinga?

G2:R1: eg sjekka kva som var feil og så prøvde eg å tenka kva som var riktig og … ja.

H: Mhm.. Retta du på teksten og?

G2:R1: Eh. Ikkje med hånd liksom?

H: nei, men retta du med datamaskin?

G2:R1: nei..

H: synes du at denne tilbakemeldinga fekk deg til å konsentrera deg meir eller mindre om tilbakemeldinga?

G2:R1: Meir.

H: er da noko grunn til da?

G2:R1: Berre det at eg hang meir med i tilbakemeldinga?

H: ja, da var lettare å følga med då?

G2:R1: At visst eg falt ut så var det lettare å komma inn igjen.

H: Synes du at den var lettare å konsentrera seg om ei sånn enn ei skriftleg oppgåva?

G2:R1: Ehm, tilbakemelding?

H: ja, beklaga. Eg sa feil.

G2:R1: ja..

H: Mhm.. Føler du at denne tilbakemeldinga påverka kor mykje tid du ville bruka på tilbakemeldinga?

G2:R1: Kva meiner du med?

H: Ehm, viss du skal samanlikna då, med skriftleg tilbakemelding eller munnleg, jobba du då meir eller mindre med video? Brukte du meir tid på video tilbakemelding enn ved skriftleg?

G2:R1: ja, det trur eg.

H: ja, ehm, kan du tenka kvifor? Var det noko som gjorde at du ville bruka meir tid?

G2:R1: ja, berre fordi eg hang meir med i tilbakemeldinga.

H: mhm.. Brukte du meir tid på å jobba med tilbakemeldinga.

G2:R1: eeh.. Ikkje i ettertid

H: nei.. Så da er da på ein måte da samma då, om du hadde fått munnleg eller skriftleg?

G2:R1: Ja.

H: synes du at denne motiverte deg meir til å jobba med tilbakemeldinga du fekk?

G2:R1: Ja.

H: Ja, men jobba du meir då med å sjå gjennom, eller med å retta?

G2:R1: Sjå gjennom..

H: er da nokon andre typar tilbakemelding du føler du jobber betre med?

G2:R1: Ikkje som eg kjem på?

H: nei.. Da er ikkje sånn at du jobber bedre med skriftleg eller munnleg?

G2:R1: ehm, nei.

H: Etter at du fekk denne tilbakemeldinga. Følte du at du ønska å forbetra engelsken din?

G2:R1: Ja.

H: føler du da samma når du får skriftleg tilbakemelding, eller?

G2:R1: Nei, ikkje på same måte.

H: Nei, så denne.. ehm, motiverte deg litt meir?

G2:R1: Ja.

……..

H: er da noko grunn til at den motiverte meir?

G2:R1: Ehm, samme som tidlegare.. At, ehm, ja. Hang meir med i tilbakemeldinga.

H: Ja, men var da då lettare å forstå, sida du hang meir med?

G2:R1: ja.

H: ja. Mhm.. Så, viss du kunne, på ein måte ha samanlikna skriftleg med video tilbakemelding, kva ville du ha foretrukke?

G2:R1: Video

H: kvifor ville du ha foretrukke video?

G2:R1: Fordi, eller sånn, generelt når eg høyre ting så får eg det meir med meg enn dersom eg skal lesa det.

H: mhm.. Ja, men då er me snart på slutten. Så da eg lurer på er om da er noko meir du vil sei, om videotilbakemeldinga eller din opplevelse med den?

G2:R1: nei

H: nei.. Har du nokon spørsmål til meg?

G2:R1: nei

H: nei. Men greit, då er du ferdig. Tusen takk.

Interview 2: (G2:R2)

H: Kva synes du om tilbakemeldingar generelt? Altså alle typar tilbakemeldingar du har fått, på ein måte.

G2:R2: Ja, eg synes tilbakemeldingane var utruleg bra og mykje lettare og oversiktleg på ein måte, å få da på den måten.

H: ja, snakka du om videotilbakemelding då?

G2:R2: Ja, at du i tillegg når me fekk sjå teksten sjølv samtidig som ho på ein måte markerte, så var da lettare å vita kva som skulle forbetrast då.

H: Mhm.. Eh, og viss du på ein måte skulle ha samanlikna då med skriftleg tilbakemelding, synes du da er lika bra?

G2:R2: Eg synes det var betre å få på video, fordi ofte når ein får ei skriftleg tilbakemelding så blir da.. altså ho… viss nokon skriv noko så blir du litt ehh.. Du skjønna ikkje heilt, da er ikkje alltid lika lett å skjønna kva meina du med detta, og kanskje du også meinar at noko du skriv er feil og kan utdjupa da, og då er da mykje lettare på video at ho på ein måte forklarte kvifor da var sånn og sa her kan du putta inn sånn og sånn. Så det var mykje, lettare å forstå eigentleg, så eg trengte ikkje stilja så mange spørsmål etterpå til hennar tilbakemelding då.

H: ja, men da er jo bra…

……

H: ehm, ja. Så då, synes du den var hjelpsam?

G2:R2: Ja, eg synes den var veldig hjelpsam, med sånn at når ho retta på noko så trur eg at eg får meir med meg, at eg liksom lærer noko av det og då.

H: mhm. Er da noko du synes kunne vore annleis?

G2:R2: Eehh. Nei. Eg synes alt var fint. Det eina var kanskje kvaliteten på lyden som var litt sånn av og til litt sånn høyrte ikkje alt, men ellers var da fint.

H: mhm, og korleis synes du da var å få tilbakemelding på engelsk?

G2:R2: eeh. Det gjekk fint denne gongen. Eg tenkte jo litt sånn at da kanskje skulle vera vanskeleg å forstå, og da var sikkert fleire som på ein måte ikkje forstod tilbakemeldingane, men eg forstod det og synes det var greit.

H: så da var ikkje nokon vanskelege ord eller setningar?

G2:R2: nei.

H: nei, men så bra

……..

H: ja, kva gjorde du når du fekk tilbakemeldinga di?

G2:R2: Ehm, først så såg eg jo heile videoen og så fekk eg liksom lyst til å gå inn igjen og sjå på teksten sjølv og fiksa på det då. Kva eg kunne gjera betre

H: ja, retta du også?

G2:R2: Eg retta ikkje sånn, skreiv da, men eg gjorde da etterpå då

H: ja, så du tok og retta seinare?

G2:R2: Ja.

H: Retta du både skrivefeil og andre, t.d struktur eller innhold.

G2:R2: Mest skrivefeil trur eg. Eg kan ikkje hugsa at, ho, det var jo fleire plassar ho skreiv detta er ikkje feil men du kan skriva da sånn og sånn, og akkurat da trur eg ikkje at eg retta på i alle fall skriftleg, men da er jo noko ein tar til seg uansett.

H: ja.. mhm. Ehm, synes du, eller trur du at denne typen tilbakemelding fekk deg til å konsentrera deg meir om tilbakemeldinga eller mindre?

G2:R2: mmm. Eg trur, eh meir, for i tillegg så var da lengre, altså videoen varer ei stund og ofta når eg les tilbakemeldinga så gjer eg da berre sånn swoosh, veldig fort sant, så da tar kanskje eit minutt men og liksom å sjå heile videoen og du konsentrere på kva ho seier og kva ho viser så trur eg det var betre

H: Men da er bra. Ehm, trur du at denne tilbakemeldinga har påvirka kor mykje tid du var villig til å bruka på å gå igjennom og å retta etterpå?

G2:R2: eg eg trur, altså eg fekk meir lyst til å retta teksten av videoen, men ofta når eg får skriftleg tilbakemelding så er da veldig ofta inn og ut igjen og så er da gløymt på ein måte

H: ja. Kvifor trur du at du får meir lyst til å retta på teksten frå video og ikkje skriftleg?

G2:R2: Eg fekk meir lyst til å retta på den fordi da var lettare å forstå kva ho meinte og at eg forstod kva ho ville eg skulle gjera, så da vart lettare for meg å endra og gjera det også.

H: ja….

………….

H: føler du sjølv at du burde ha brukt meir tid på å jobba med tilbakemeldinga du fekk?

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G2:R2: mmm.. Ja, eg kunne nok sikkert brukt meir tid. Da trur eg verkeleg at eg kunne ha gjort, men eg veit at eg har brukt meir tid no enn det eg har pleid å gjera på dei andre.

H: ja, men da er jo bra.

………

H: på kva måte jobba du med tilbakemeldinga?

G2:R2: Eh, eg såg jo videoen fleire gongar. Såå, og så gjekk eg inn og såg på teksten min sjølv då.

H: og så retta du litt?

G2:R2: ja

H: og då var da for da mesta skrivefeil du retta på?

G2:R2: mhm.

H: Føler du at du jobber betre med andre typer tilbakemelding?

G2:R2: eeh, nei.

H: då, verken skriftleg eller munnleg, der du og læraren sitt ilag og diskutere?

G2:R2: Jo, det kan ofta vera greit for då får eg stilt på ein måte spørsmåla mine til, viss ein rettar, eller viss ein rette teksten min då så kan me snakka om da etterpå og då er da lettare for meg å stilja spørsmål som kvifor retta du detta og sånt, men eg føler at det også er meir tungvint å skriva tilbakemelding og så snakka om da etterpå. I videoen fekk du på ein måte litt sånn to i ein.

H: ja…

………..

H: Ehm, på kva måte har denne typen tilbakemelding gjort at du ønsker å forbetra din engelske skrivemåte?

G2:R2:mmmm.. Det blir jo… altså da tenkter eg også på skriftleg då at når ho skriv på ein måte dei kommentarane sånn veldig direkte at detta ordet var skrive feil og dette var feil så blir eg uansett observant på at okei det var skrive feil, det må eg læra meg å skriva riktig men sånn når ho f.eks seier at dette er ikkje feil men det kunne du ha gjort betre då, det er jo sånn som ein også blir meir observant på

H: ja, men viss du sei detta kunne du gjort betre, forstod du kva du måtte gjera betre?

G2:R2: Ja, i videoen så forstod eg det, men er ikkje alltid eg forstår det skriftleg.

H: mmm.. Er da, forklarer dei meir i videoen då eller er da?

G2:R2: Ja, altså det kan liksom vera lettare å setja ord på tingena og då på ein måte forklarer dei da ikkje berre med ein setning men med kanskje ti setningar og då går da mykje fortare også når du høyrer da i staden for å lesa da.

H: ja bra.. Skal me sjå.. Ehm.. Påvirka denne typen tilbakemelding ditt ønske eller din vilje til om å jobba med tilbakemeldinga?

G2:R2: ja, altså når eg høyrte liksom om at, på video då me gjekk igjennom det så fekk eg jo mykje meir lyst til å få alle tilbakemeldingane på video fordi eg synes det var mykje betre, men da er jo sikkert også litt sånn at det er variasjon og noko me ikkje har gjort før, så da er jo også litt spennande sant.

H: ja.. Så kanskje viss du berre får video så kan du bli lei?

G2:R2: ja, da kan godt vera

H: Men da er første gong du har fått videotilbakemelding då?

G2:R2: mhm.

H: Yes, ehm.. då begynna me og nærma oss slutten, men viss du skulle ha samanlikna videotilbakemelding med skriftleg og munnleg, ansikt til ansikt, føretrekker du då videotilbakemelding eller ville du helst hatt ein av dei andre?

G2:R2: Ehm, eg, i alle fall no synes eg det var best med video.

H: mhm.. Er da ein grunn til da

G2:R2: Da er litt fordi at når da er skriftleg så kan da bli uklart og at da ikkje blir så oversiktleg, men ofta viss da er munnleg tilbakemelding så kan da ta lang tid og da kan vera krevande for både lærar og elev, men eg følte at video var ein god kombinasjon av dei to.

H: mhm, ja, men da er bra. Då, er da noko anna du har lyst til å seia om din opplevelse?

G2:R2:mmm. Nei, eg trur det var alt. Da var veldig bra.

H: ja. Har du nokon spørsmål til meg, er da noko du lurar på?

G2:R2: nei.

H: nei, men då er me ferdig. Tusen takk

Interview 3: (G2:R3)

H: ja, då lurer eg litt på, kva synes du om tilbakemeldinga generelt, ikkje berre den du har fått no, men synes du da er bra å få tilbakemelding?

G2:R3: eh, video tilbakemelding?

H: ja, altså generelle tilbakemeldingar.

G2:R3: Ja, eg likte den. Eg synes den var meir underhaldande då. Den fanga oppmerksamheita mi på ein mykje betre måte enn det som skriftleg gjer.

H: ja, er da ein grunn til at da var meir underhaldande og fanga oppmerksamheita di meir?

G2:R3: jo for kanskje det første er at da kanskje stimulerar alle, eller meir sansar då, men også da at når du får ei tilbakemelding og les den så føler du fortsatt sånn at eg lærer meg

sjølv korleis eg kan gjera da betre mens når eg får det på video så føles da som, ja, eller da er då bokstaveleg talt blir eg undervist korleis eg kan gjera da betre.

H: ja, då blir du undervist av læraren då?

G2:R3: Ja, så trenger eg berre å fokusera. Da høyres jo litt, eh, kanskje litt tåpeleg ut, men eg trenger då berre fokusera på kva eg kan gjera betre i staden for å, eh, lesa.

H: ja, men da er bra da.

….

H: ja, så kan du forklara korleis denne tilbakemeldinga var hjelpsam for deg?

G2:R3: Ja, den, eg.. eg. .det var litt større, kanskje lettelse eller, det var, det var.. det føltes bra å få ein emosjonell input fordi eg høyrte jo at når eg gjorde feil så snakka læraren på ein bestemt måte mens når eg skreiv det bra då var ho letta og sa det med ein lysare tone og det var behageleg å høyra på.

H: ja…. Er da noko du synes burde vore annleis med tilbakemeldinga?

G2:R3: Ehm, det einaste eg kan tenka på er kanskje litte granne bakgrunnslyd, men da er ein veldig liten greia. Det er, det er på ein måte, det utgjer ikkje dei positive greiena.

H: nei, så da går ikkje på bekostning av noko?

G2:R3: Nei, absolutt ikkje.

H: nei, men du høyrte ting i bakgrunnen?

G2:R3: ja, men berre litt av og til.

H: ja. Yes. Vil du forklara kva du gjorde når du fekk tilbakemeldinga di?

G2:R3: Ehm, ja. Det eg gjorde, eg, eg, satt meg ned, eg såg på videoen og så hadde eg ein intern monolog om, ja okei, er eg enig med læraren eller er eg ikkje enig med læraren, så gjekk eg innpå word og såg på den igjen og så flytta eg på, eg, eg… gjorde litte granne av det læraren sa men ikkje så mykje av da.

H: nei, kvifor gjorde du ikkje så mykje av da?

G2:R3: Nei, eg fordi, at når, når ho sa, her gjorde du ein feil, her gjorde du det bra sant så, berre nesten på instinkt så gjekk eg inn og fiksa på da, men så tenkte eg, skjønte eg jo at detta er ikkje noko som eg må gjera betre så da var ikkje så mykje vits i.

H: ja, så når du ikkje måtte gjera da så..

G2:R3: ja, det er litt meir sånn, det føltes litt som om at ho kom bort til meg og sa at eg skulle gjera noko, på ein måte.

H: mhm. Synes du at du jobba betre med video tilbakemelding enn skriftleg tilbakemelding?

G2:R3: ehm,.. etter denne eine opplevel, denne eine gongen, så kan eg seia det. Men eg veit ikkje generelt sett… Men ja, eg trur det

H: men retta du på teksten din når du får skriftleg tilbakemedling også?

G2:R3: åå aldri, aldri

H: aldri?

G2:R3: nei, det.. viss det ikkje er noko som eg må gjera noko så gjer eg ikkje da.

H: nei, men her så måtte du ikkje

G2:R3: nei nei nei, men da berre føltes naturleg, så eg gjorde da.

H: ja. Da er bra.. Ehm, føler du at denne tilbakemeldinga får deg til å konsentrera deg meir om tilbakemeldinga du fekk eller mindre?

G2:R3: ehm, eg trur ja, eg vil seia at den fekk meg til å fokusera meir. Det var vell, ja, kanskje det som, det var kanskje det som gjorde størst forskjell

H: ja…. Så viss du skulle ha samanlinka med skriftleg så

G2:R3: Ja, mykje betre, mykje meir fokus.

H: ja. Men viss du, ehm, hadde hatt munnleg tilbakemelding med lærar, ansikt til ansikt, hadde du fokusert meir då enn videotilbakemelding?

G2:R3: eh, det kan vera eg hadde vore, det hadde vore ein del av meg som hadde vore meir fokusert på eh, faktisk det sosiale sant og det kan vera at det er litt truande dersom det er ei oppgåva som eg er litt misnøgd med, usikker på, ehm.. men det.. det veit eg ikkje heilt. Nei.. Men det er i alle fall eg kan tenka meg dei positive sidena med å få ein videotilbakemelding utan at ho er dar fordi at då kan eg.. ikkje berre det eg kan gjere det, kva som helst men eg kan gjera kva som helst samtidig sant.

H: ja… trur du at denne typen tilbakemelding har påvirka kor mykje tid du var villig til å bruka på tilbakemeldinga?

G2:R3: Ja, det trur eg berre sikkert og visst, alt er betre enn ingenting så.

H: Men då, brukte du på ein måte, føler du at du brukte meir tid?

G2:R3: Ja, ja.. eller jo, jo. Det er sant. Eg såg heile videoen, det er også ein ting. Eh. Før så berre får du skriftleg tilbakemelding så skummer du berre gjennom den, eller personleg så er det sånn at eg ser på karakteren og viss da er ein karakter eg er litt uenig med så les eg halve og så ser eg ah, okei, dei har kanskje ein god grunn og så les eg ikkje meir. Men dersom eg får ein god karakter så berre ignorerer eg den, dersom eg får f.eks ein fem eller fira så er da ikkje så mykje vits for meg.

H: ja, men hjalp da då at du ikkje fekk karakteren samtidig?

G2:R3: mmmm.. Det, det trur eg ikkje. Eg trur ikkje det hadde så mykje å seia.

H: nei?

G2:R3: nei, det trur eg ikkje. Eg trur berre at videotilbakemeldingane var, var interessant og kanskje litt også med nyansane av da.

H: ja, så er da kanskje litt, at dersom du vil diskutera med læraren på karakteren så må du faktisk høyrt gjennom heile videoen på ein måte?

G2:R3: Ja

H: Føler du sjølv at du burde ha brukt meir tid på å jobba med tilbakemeldinga?

G2:R3: mmm.. nei

H: nei?

G2:R3: Nei, ikkje,eeh.. kanskje, kanskje nokon, men personleg så er da berre meir sånn at dersom eg ikkje ser noko grunn til det at, då gjer eg da ikkje viss da ikkje har noko direkte eller indirekte.. eeh… ting for min interesse då

H: ja… skal me sjå… På kva måte jobba du med tilbakemeldinga?

G2:R3: hmmm.. Eg opna den i word og skreiv litt

H: mhm. Skreiv du på den tidlegare teksten din då?

G2:R3: ja, ja, det gjorde eg. Eg skreiv på den tidlegare teksten som eg sendte inn.

H: Så då retta du litt dar då?

G2:R3: ja

H: skreiv du noko meir, la du til noko ekstra tekst?

G2:R3: eg, eg, eg, eehm, kva heiter det.. Eg sletta noko og skreiv noko anna inn, sant.

H: ja.

G2:R3: fordi det var nettopp det læraren sa til meg på den her video.. ehm.. tingen.

H: ja, at detta kunne du forandra?

G2:R3: ja

H: sa ho kva du kunne forandra på og, eller fekk du..

G2:R3: ho, ho sa på ein måte ja, ehm ja, ho sa ja, detta her kunne du ha skrive på ein meir… mmmm.. enklare måte å forstå eller lesa, så gjorde eg nettopp da.

H: Ehm, ja. Føler du at du vart motivert til å jobba med tilbakemeldinga?

G2:R3: ja, ja. Absolutt. Det var, ja! Det var på ein måte noko som eg ikkje har følt før, sjølv om det varte så og så lenge. Men, men dei tingena ho sa då, dei har eg jo fortsatt hugsa. Dei hugsar eg fortsatt no, sjølv om eg ikkje har retta det då.

H: ja, så den gav eit litt sterkare inntrykk då?

G2:R3: ja, ja, absolutt det

…..

H: føler du at du jobber betre med andre typar tilbakemeldingar?

G2:R3: mmm.. nei, det trur eg ikkje?

H: nei, verken skriftleg eller..?

G2:R3: skriftleg.. ehm.. nei, det trur eg ikkje. Eg må kanskje ha litt meir erfaring med, med sånn personleg tilbakemelding. Men, ehm.. i forhold til andre eg har fått så vil eg seia at detta er det beste eg har fått så langt.

H: ja. Er da noko grunn til at du, på ein måte ikkje jobba, eller jobba betre med video?

G2:R3: ja, video berre, mmm.. det er mykje, mykje gøyare då, trur du ein kan kalla det. Skrift er berre kjedelig.

H: ja, klarer du å fortelja kvifor da er gøyare?

G2:R3: Jo, det er jo ein, ei stemma som seier til meg og sånn her og her, og så er det, sånn visuell inputt, sånn og ho streker raud over greia og eg kan sjå at ho gjer da sant… eeh… Det er, ho går gjennom teksten i bitar sant, i staden for at eg treng å lesa den i bitar, sant, sjølv om det er meir eller kanskje det same.

H: ja, men da er bra. Føler du at tilbakemeldinga du fekk har gjort at du ønska å forbetra skrivemåten din?

G2:R3: ja. Ja, det gjer da.

H: Ja, er da nokon måtar den har gjort da?

G2:R3: ja, ho, ho, ho, ho var veldig, ho brukte eh… kva heiter det.. Når ein bruker sånn.. når ein er veldig uttrykkbar, når ein, eg veit ikkje heilt kva eg skal seia eller kalla det, men måten ho uttrkker seg sjølv med stemma er heilt annleis frå korleis det er skrive. Så når ho seier, ja her var det litt vanskeleg å forstå, men, dersom du hadde gjort det på denne måten og skrive litt sånn her, då hadde eg forstått det med ein gong. Og det, ehm, denne, tingen ho på ein måte drar meg etter sant..

H: ja, så ho bruka litt sånn emosjonelt uttrykk, at du høyre..

G2:R3: JA! Hennas engasjement smitter over meg sant

H: ja. Men da er bra. Har denne typen tilbakemelding påvirka ditt ønske eller din vilje til å jobba med tilbakemeldinga?

G2:R3: Ehm, har den gjort meg meir, at eg, at eg har meir sjanse for å jobba med han?

H: Ja, at du tenkte etter tilbakemeldinga at ja, no vil eg jobba eller, nei, detta her orka eg ikkje.

G2:R3: Det var, eg ville jo sjå på den, og det var jo veldig eg hadde jo lyst til å sjå på korleis det var. Men når eg såg på den så kan eg ikkje seia at eg kjeda meg så veldig. Det var jo faktisk interessant trur eg at eg vil kalla da.

H: ja. Men då begynna me snart å bi ferdig. Eg har berre eit par spørsmål igjen. Ehm, viss du vil oppsummera eller samanlikna skriftleg tilbakemelding med video tilbakemelding, kva ville du føretrukke og kvifot?

G2:R3: Eg, eg vil, eg foretrekker videotilbakemelding, eg trur at når eg leser sant, så kan eg berre gjere det på korleis eg føler meg akkurat der og då. Ehm, fordi da har vore gongar eg har sett på karakteren min, så får eg dårleg karakter og så er da sånn.. ehh.. ja.. eg, eg les den dårleg, umotivert. Ja.. mens, som sagt, den her video tilbakemeldinga har mykje meir potensiale for at eg får ein emosjonell input og forstår det meir.

H: Ehm, er da noko meir du har lyst til å seia om tilbakemeldinga du fekk?

G2:R3: tja.. Det var, kanskje at eg håper at de begynner med det, kanskje. Eg håper at til neste år så får me kanskje veldig mykje videotilbakemelding.

H: mhm. Så du synes da var veldig bra då?

G2:R3: ja, eg støtter, er supportar av videotilbakemelding

H: ja, men da er bra. Ehm, har du nokon spørsmål til meg, er da noko du lurar på?

G2:R3: Ja, ehm.. kva er, kva er dette sånn, kva er dette hovudsakleg for?

H: ehm, intervjuet og det eg gjer?

G2:R3: ja, er det for, for ehm, sånn research på å sjå om me gjer det betre eller verre, eller er det for å vurdera og implementera det?

H: Det er, ehm, ikkje for å sjå om det gjer da betre eller verre, men da er for å sjå korleis de synes denne tilbakemeldingen er og dykkar eigne tankar om det synes de jobber meir med den eller mindre med den. Så er jo håpet det at, svarena kan gje meg ein slags, input på korleis lærarar bør legga opp tilbakemelding. Så f.eks seia at videotilbakemelding viser at elevar likte den mykje meir, eller synes den var kjekkare å gå gjennom i forhold til skriftleg. Så det er på ein måte litt for å hjelpa meg sjølv, men også håpa at fleire lærarar har lyst til å lesa oppgåva mi og finn ut at, okei, kanskje me skal legga om tilbakemeldinga litt og prøva video eller prøva andre ting.

G2:R3: takk takk.

H: Jau, då var me også ferdige viss du ikkje hadde nokon andre spørsmål?

G2:R3: ja, nei, takk.

H: jo, sjølv takk, og ha det bra.

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

A comparison study of EFL students' attitude towards two different types of assessment

Referansenummer

620469

Registrert

02.10.2018 av Hanne Mehus Lie - Hanne.Lie@student.uib.no

Behandlingsansvarlig institusjon

Universitetet i Bergen / Det humanistiske fakultet / Institutt for fremmedspråk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Jaspreet Kaur Gloppen, Jaspreet.Gloppen@uib.no, tlf: 41292347

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Hanne Mehus Lie, hli031@uib.no, tlf: 90807026

Prosjektperiode

30.08.2018 - 31.05.2019

Status

Vurdering (1)

15.11.2018 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 15.11.2018, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD ENDRINGER
Dersom behandlingen av personopplysninger endrer seg, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. På våre nettsider informerer vi om hvilke endringer som må meldes. Vent på svar før endringer gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 31.05.2019.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER
NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER
Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

2.5.2019 Meldeskjema for behandling av personopplysninger

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

SurveyXact er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29. For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Kontaktperson hos NSD: Kajsa Amundsen Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix I: Letter of Consent to the students

Førespurnad om deltaking i forskingsprosjektet:
"A Comparison study of EFL students' attitudes towards two different types of formative assessment."?

Dette er eit spørsmål til deg om å delta i eit forskingsprosjekt der formålet er å undersøkja elevars haldningar til to ulike måtar å få tilbakemelding på. Tilbakemeldinga skal gjelde for det skriftlege arbeidet elevane har gjort i engelsk vg1. I dette skrivet vil eg gje deg informasjon om måla for prosjektet og kva deltakinga vil innebera for deg.

Formål:
Formålet med denne studien er å undersøkje og skaffa informasjon om elevar si haldning til tilbakemeldinga på deira skriftlege arbeid i engelsk, der tilbakemeldinga blir gitt anten skriftleg eller gjennom video.

Hovudproblemstillinga: *Korleis oppfattar vg1 elevar som har engelsk formativ vurdering på deira skriftlege arbeid med å motta tilbakemelding gjort gjennom video samanlikna med skriftleg tilbakemelding, og kva av desse tilbakemeldingane oppfattar elevane som meir formativ?*

Underspørsmål:

- På kva måte opplever elevane ein forskjell i motivasjonen sin til å vidare utvikla seg skriftleg i Engelsk når det kjem til dei ulike måtane å få tilbakemelding på?

- På kva måte opplever studentane ein forskjell i haldningar når det kjem til dei ulike måtane å få tilbakemelding på?

Prosjektet er ein mastergradstudie ved Universitetet i Bergen. Eg håpar at prosjektet og opplysningane kjem til å belysa temaet formativ vurdering og kva type vurdering ein som lærar bør ta i bruk for at elevane skal få mest mogleg utvikling i engelskfaget.

Kven er ansvarleg for forskingsprosjektet:
- Institusjonen UiB. Universitetet i Bergen

- Masterstudent Hanne Mehus Lie og masterveiledar Jaspreet Kaur Gloppen

Kvifor får du spørsmål om å delta?
Du har fått spørsmål om å delta fordi eg har kontakta læraren din og forhøyrt meg om han/ho er villig til å vera med på dette forskingsprosjektet, og om også elevane kunne tenke seg å vere med.

Utvalskriterier er at ein må gå på Vg1 og ha engelsk. Det er to klassar frå forskjellege skular som får henvendelse om deltaking, så det blir ei gruppe på rundt 60 elevar.

Kva inneberer det for deg å delta?
Viss du veljer å delta i prosjektet så inneberer det at du fyller ut eit spørjeskjema. Det vil ta ca.45 minutt. Spørjeskjemaet inneheldt påstandar der du skal velje kor einig eller ueinig du er med den påstanden. Påstandane kjem til å omhandla ditt forhold til tilbakemeldinga du har fått av læraren din i engelsk. Det blir også kanskje nokre opne spørsmål der du sjølv skriv dine tankar om tilbakemeldinga.

Programmet SurveyXact kjem til å bli benytta til spørjeundersøkelsen. Det er her du som elev svarer på undersøkinga og her eg samlar inn informasjonen før den blir behandla i SAFE, som er eit sikkerheitsprogram som sikrar behandling av personopplysningar.

Mellom to og tre elevar frå kvar klasse vil også bli spurt om å delta på eit intervju med meg. Dei blir valt ut ut frå svara på spørjeundersøkinga. Intervjuet kjem til å ha spørsmål knytt til spørjeundersøkinga.

Dersom foreldre/føresette vil sjå spørjeskjemaet og/eller intervjuguiden før du skal svara på den, så kan dei ta kontakt med meg på førehand.

Ditt personvern – korleis me oppbevarer og bruker dine opplysningar:
Eg skal ikkje bruka namnet ditt eller noko informasjon som kan avsløra kven du er.

Eg vil kun bruka opplysningane om deg til formålet me er fortalt om i dette skrivet. Eg behandlar opplysningane konfidensielt og i samsvar med personvernreglane.

Prosjektet skal etter planen avsluttast i juni 2019. Då vil lydopptaka frå intervjua bli sletta og informasjonen du har gitt gjennom intervjuet vil bli presentert skriftleg i masteroppgåva. All informasjon i masteroppgåva vil bli anonymisert, som vil seie at verken du eller skulen vil bli nemnt med namn i oppgåva

Dine rettigheitar:
Så lenge du kan identifiserast i datamaterialet, har du rett til:

1. Innsyn i kva personopplysningar som er registrert om deg

2. Å få retta personopplysningar om deg

3. Å få sletta personopplysningar om deg

4. Få utvelert kopi av dine personopplysningar (dataportabilitet)

5. Senda klage til personvernombudet eller Datatilsynet om behandlinga av dine personopplysningar

Kva gjer meg rett til å behandla personopplysningar om deg?
Eg behandlar personopplysningane om deg basert på ditt samtykke.

På oppdrag frå Universitetet i Bergen, har NSD – Norsk senter for forskningsdata AS vurdert at behandlinga av personopplysningane i detta prosjektet er i samsvar med personvernregelverket.

Det er frivillig å delta:
Det er heilt frivillig å delta i prosjektet. Dersom du vel å delta, kan du når som helst trekkja tilbake samtykket utan å gje noko grunn. Alle opplysningar om deg vil da bli anonymisert og ikkje inkludert i masteroppgåva. Det vil ikkje ha nokon negative konsekvensar for deg dersom du ikkje vil delta eller seinare vel å trekkja deg.

Korleis kan eg finna ut meir?
Dersom du har spørsmål til studien, ta kontakt med meg på tlf. 90807026 eller e-mail hli031@uib.no

Studien er meldt til NSD, Norsk senter for forskningsdata AS. Ein kan ta kontakt med dei på epost personverntjenester@nsd.no eller på telefon: 55 58 21 17

Samtykke til deltaking i studien:
Eg har motteke informasjon om studien og er villig til å delta:

(Signert av prosjektdeltakar/elev, dato)

Til rektor ved xx

Førespurnad om å utføra forskingsarbeid på skulen.

Bakgrunn og formål:

Som masterstudent i lektorutdanninga gjennomfører eg i 2018 eit forskingsarbeid om formativ vurdering av engelske tekstar på vgs. I prosjektet vil eg sjå på elevane si haldning til den formative vurderinga dei får av læraren, og om kva type vurdering dei får har noko å seia på haldninga og motivasjonen til elevane. Det er skriftleg tilbakemelding og video tilbakemelding som kjem til å bli vektlagt i mi masteroppgåve. Målet med denne studien er å undersøkja korleis elevane sjølv oppfattar å få tilbakemelding og om det er ein type tilbakemelding dei føretrekkjer framfor den andre. Eg håpar også at studien kan gje eit betre innsyn i formativ vurdering frå elevane si sida.

Kva inneberer deltakelse i studien?

Lærarane får eit informasjonsskriv om kva type tilbakemelding dei skal gje på elevane sitt skriftlege arbeid og også kva tilbakemeldinga skal innehalde.

Elevane får anten skriftleg tilbakemelding eller videotilbakemelding på ei oppgåva dei har levert i engelsk. Tilbakemeldinga får elevane av læraren sin. Datamateriale som blir samla inn:

- Spørjeundersøking for elevane på SurveyXact
- Intervju av to til tre elevar med lydopptak

Spørjeundersøkinga og intervjuet handlar om elevane si haldning og deira oppfatning av tilbakemeldinga dei fekk. Om den var klar, effektiv, motiverande, og kva elevane gjorde med tilbakemeldinga dei fekk.

Kva skjer med informasjonen frå elevane (og lærarane)?

Undersøkinga er så anonym som den kan vera. Men fordi elevane svarar på undersøkinga på nettet kan IP-adressa vera sporbar. Alle personopplysningar vil bli behandla konfidensielt og alle deltakarar (både elevar, lærarar og skulen) vil bli anonymisert i oppgåveteksten. All datamateriale vil bli sletta når prosjektet avsluttast i juni 2019. Prosjektet er meldt til NSD.

Frivillig deltaking:

Eg vil understreka at det er heilt frivillig å vera med på detta prosjektet, og elevane treng ikkje å gje noko grunngjeving om dei ynskjer å reservera seg. Dei kan også trekkje tilbake samtykket undervegs.

Med detta vonar eg sjølvsagt på positivt svar. Dersom du har fleire spørsmål om studien er du velkomen til å ta kontakt med meg, på tlf 90807026 eller via e-post: hli031@uib.no

Med vennleg helsing

Hanne Mehus Lie

Tillatelse til forskingsarbeid ved xx

Eg gjer med detta tillatelse til at Hanne Mehus Lie skal utføra forskingsarbeid i ein klasse i
2018-2019

_____

_____

(dato, signatur)

Appendix K: Letter of consent to The teachers
Førespurnad om deltaking i forskingsprosjektet:
**"A Comparison study of EFL students' attitudes towards two different
types of formative assessment."?**
Dette er ein førespurnad til deg om å delta i eit forskingsprosjekt der formålet er å undersøkja

elevar sine haldningar til to ulike måtar å få tilbakemelding på. Tilbakemeldinga skal gjelde

for eit skriftlege arbeidet elevane har gjort i engelsk vg1. I dette skrivet vil eg gje deg

informasjon om måla for prosjektet og kva deltakinga vil innebera for deg

Formål:
Formålet med denne studien er å undersøkje og skaffa informasjon om elevar si haldning til

tilbakemeldinga på deira skriftlege arbeid i engelsk, der tilbakemeldinga blir gitt anten

skriftleg eller gjennom video.

Hovudproblemstillinga: *Korleis oppfattar vg1 elevar som har engelsk formativ vurdering på*
deira skriftlege arbeid med å motta tilbakemelding gjort gjennom video samanlikna med
skriftleg tilbakemelding, og kva av desse tilbakemeldingane oppfattar elevane som meir
formativ?

Underspørsmål:

- På kva måte opplever elevane ein forskjell i motivasjonen sin til å vidare utvikla seg
  skriftleg i Engelsk når det kjem til dei ulike måtane å få tilbakemelding på?

- På kva måte opplever studentane ein forskjell i haldningar når det kjem til dei ulike
  måtane å få tilbakemelding på?

Prosjektet er ein mastergradstudie ved Universitetet i Bergen. Eg håpar at prosjektet og opplysningane kjem til å belysa temaet formativ vurdering og kva type vurdering ein som lærar bør ta i bruk for at elevane skal få mest mogleg utvikling i engelskfaget.

Kva inneberer det for deg å delta:

Du vil få eit skriv med ei forklaring på kva og korleis eg vil at du skal retta det skriftlege arbeidet til elevane dine, då målet er at tilbakemeldingane skal vera så like som mogleg. Det er to forskjellege klassar frå to forskjellege skular som skal delta. Klassane får to ulike typar tilbakemeldingar, og eg skal presisera kva type tilbakemelding eg vil at du skal gje elevane dine.

Elevane kjem i etterkant til å få ei undersøking med spørsmål og påstandar knytt til tilbakemeldinga dei har fått av deg. Seinare vil eit utval av 2-3 elevar bli intervjua med spørsmål knytt til svara deira frå undersøkinga og også knytt til deira haldning til tilbakemeldinga dei fekk.

Kva skjer med informasjonen om deg:

Eg skal ikkje bruka namnet ditt eller noko informasjon som kan avsløra kven du er. Prosjektet skal etter planen bli avslutta i juni 2019. Då vil lydopptaka bli sletta, og informasjonen elevane har gitt gjennom intervjuet vil bli presentert skriftleg i masteroppgåva. Informasjonen vil bli anonymisert, som vil seie at verken du, skulen eller elevane vil bli nemnt med namn i oppgåva

Det er frivillig a delta:

Det er heilt frivillig å delta i prosjektet. Dersom du vel å delta, kan du når som helst trekkja tilbake samtykket utan å gje noko grunn. Alle opplysningar om deg vil da bli anonymisert og ikkje inkludert i oppgåva. Det vil ikkje ha nokon negative konsekvensar for deg dersom du ikkje vil delta eller seinare vel å trekkja deg.

Korleis kan eg finna ut meir?

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hli031@uib.no

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Samtykke til deltaking i studien:

Eg har motteke informasjon om studien og er villig til å delta

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(Signert av prosjektdeltakar, dato)