

**Screencasting: Implications of Video Feedback
for Private Speech, Inner Speech, Learner
Autonomy and Communicative Competence
Among EFL Learners**

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ABSTRACT IN NORWEGIAN

Denne studien i engelskfagdidaktikk er basert på en pilotstudie som ble utført på 32 norske elever som hadde engelsk som fremmedspråk (EFL) på en videregående skole der de fikk tilbakemelding på sine skriftlige tekster ved bruk av videoretting, eller *screencasting*. Det er et verktøy som tar skjermopptak av alle endringer som skjer på dataskjermen. Elevene snakket høyt og mumlet, et fenomen Vygotsky kalte for egosentrisk tale. De rapporterte også at de reflekterte over sine tekster på både norsk (L1) og engelsk (L2) mens de hørte på videotilbakemeldingen. Ifølge Vygotsky utvikler den egosentriske talen seg til en taus indre tale og danner grunnlaget for intellektuelle tanker. Den teoretiske rammen for studien har et sosiokulturelt perspektiv og bygger på Vygotsky sin teori om konseptdannelse.

Hensikten med masteroppgaven var å undersøke om resultatene fra pilotstudien ville gjenta seg med en større populasjon. Fire lærere deltok i studien og ga tilbakemelding til 125 EFL-elever fra tre skoler fra forskjellige geografiske steder i Norge. Målet var også å utforske hvordan deltakerne opplevde screencasting som et redskap for å gi tilbakemelding.

Empirisk data samlet gjennom kvantitative og kvalitative spørreundersøkelser viste at tilbakemeldinger på video ga en autentisk mulighet for intrapersonlig kommunikasjon i L2 blant EFL-deltakerne i denne studien. Den auditive komponenten i screencasting førte til stimulering av både den egosentriske talen og den tause indre tale.

Studien fant også en sammenheng mellom elevautonomi, egosentrisk- og indre tale. Både egosentrisk tale og indre tale ble i denne studien brukt av elevene som et medierende verktøy for selvstendige handlinger som selvregulering, og for å planlegge videre læring gjennom prosjektet. Det så også ut som videoretting fremmet kommunikativ kompetanse hos EFL-elever. Det ble brukt metaspråk for å gi tilbakemeldinger. Elevene opplevde det som nyttig, men var klare på at metaspråk må introduseres først i en undervisningssituasjon før det anvendes i en vurderingssituasjon.

Deltakerne rapporterte at tilbakemeldingen ble oppfattet som tydelig og klar, detaljert, konstruktiv, personlig, presis, pekte framover og var læringsfremmende. Lærerne syntes at det var vanskelig å finne et rolig sted å spille inn videoer. Programmet var nytt og ukjent, men de så læringsutbytte hos elevene og uttalte at de kom til å bruke programmet igjen.

Studien konkluderte med at videoretting kan stimulere indre tale og egosentrisk tale hos norske EFL elever hvis tilbakemelding gis på en måte som skaper refleksjon hos elever.

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GLOSSARY OF TERMS USED IN THE THESIS

Complex: A concept that is not yet fully developed. A stage in concept formation where ideas and objects are grouped in a mind based on feelings, experience and associations.

Concept: A concept of a word is a conglomeration of word sense and word meaning, where the word meaning is a generalized meaning of a word as found in dictionaries whereas the word sense is the sum of all the psychological events surrounding a word. Word sense is dependent on the context of speech.

Decentering: An ability to see things from multiple perspectives.

Imagined interactions: Another dimension of self-talk where the intrapersonal communication involves not only a dialogue with the self, but also with other interlocutors, real or imaginary.

Inner Speech: Silent articulation of thought or thinking in pure meanings. Inner speech carries within itself both word meaning and word sense. In the context of this thesis, mental rehearsal and imagined interactions are considered manifestations of inner speech.

Internalization of a Language: A process through which a concept is developed as a word goes through four stages of speech development (Social speech → Private Speech → Inner Speech → Ostensive speech), and the word meaning and the word sense behind a word gets clearer.

Mediation: The interjection of an intermediate link between a stimulus and a response. Mediation can lead to transformation of an impulsive response to a reflective response.

Mental Rehearsal: Mental rehearsal may be defined as the covert, spontaneous or deliberate repetition of the words, letters or other verbal material.

Ostensive speech: The speech in which the thoughts are materialized into words.

Potential Concepts: The final stage of concept formation where complexes change to potential concepts through logical thinking and bonds between different ideas become logical and the true nature of a concept becomes clear.

Private speech: Speech directed towards yourself.

Pseudoconcept: A complex that resembles a concept, but is not yet completely developed. The logical bonds that exist between different elements are not yet clear.

Scientific Concepts: Concepts acquired through education in a structured learning environment.

Social Speech: Speech a child first acquires from his interaction with others.

Spontaneous Concepts: Concepts formed through a child's direct interaction with the world.

Verbal thought: Verbal thought is not to be confused with a thought that is verbalized. Thought and speech that have different ontogenetic roots, meet at a certain point in the developmental process. At this point, the thought becomes verbal and speech becomes rational.

Word sense: The sum of all the psychological events surrounding a word. Word sense is dependent on the context of speech.

Word meaning: A generalized meaning of a word as found in dictionaries.

LIST OF ABBREVIATIONS

CEFR: Common European Framework of References for Languages

EFL: English as a Foreign Language

L1: The first or primary language learnt. Often referred to as mother tongue.

L2: L2 is understood in this study as a language other than the primary one. In other words, the second language learnt.

Vg1: The first year at an upper secondary school in Norway.

Vg3: The third year at an upper secondary school in Norway.

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1 INTRODUCTION

1.1 Aim and Scope

Video feedback or Screencasting¹, where feedback is given using screen capture technology recording activities on a learner's computer screen, accompanied by voice over narration, is a relatively new and innovative concept in giving feedback to students in Norway.

Screencasting was first used as a didactic tool in 2006. Both the Norwegian Directorate for Education and Training (Utdanningsdirektoratet, 2012b) and The Reading Centre at the University of Stavanger (Lesesenteret, 2012) recommend using video feedback as a method of giving feedback. As an educator in the English language working at an upper secondary school in Norway, I have used this method of giving feedback successfully.

There is some research available on this topic. There have been studies at various universities including one in Agder, Norway (Henderson & Phillips, 2015; Jones, Georgiades, & Gunson, 2012; Mathisen, 2012; McCarthy, 2015; Stannard, 2007; Thompson & Lee, 2012; Turner & West, 2013). These studies have one factor in common; they were conducted at universities with students already enrolled in those universities. The absence of any research involving this method at upper secondary level means further research in this area is needed. By investigating video feedback given to the secondary learners of English in Norway, studying English as a Foreign Language (EFL)² using screencasting, the present study hopes to contribute to the discourse involving video assisted technology.

The present study was a result of an observation I made while observing a group of EFL learners listening to and watching video feedback on texts they had written. I noticed the students were mumbling to themselves and laughing out loud while watching the video, and I wanted to research this phenomenon. I conducted a pilot study on 32 learners where the learners received feedback on their written texts through a program called Screencast-O-Matic and answered a questionnaire about the feedback. Empirical evidence collected from the pilot

¹ Screencasting may not always involve audio narration, but for this context, video feedback involves the audio component.

² English is taught in Norwegian schools today as a Foreign Language (EFL) even though many might claim that since we meet English every day and it is also the official language in certain areas like the oil industry, the English language has almost become the second language in Norway. But as long as the English language does not get an official status in Norway, it will be considered a Foreign Language. In this thesis, the English language will be referred to as L2 as because this is the language the learners have been taught since first grade. So this is the second language they have learnt besides their mother tongue.

study³ revealed that the EFL learners experienced audible self-talk such as speaking out loud/mumbling and covert self-talk or silent articulation of thought. Lev Vygotsky (1986) characterized these speech functions as egocentric speech⁴ and inner speech respectively. Learners also reported being able to see their writing from another perspective, a process that led to a heightened awareness of their texts, enabling them to reflect critically on their texts.

The discovery that video feedback led to reflection among the learners could have pedagogical implications for the fostering of learner autonomy. The present study is a replication of the pilot study, conducted using a larger population. There are, however, some differences between the pilot study and the present study. These will be discussed in depth in Section 3.2.

The purpose of the present study, therefore, was to investigate how the Norwegian EFL learners experienced video feedback. More specifically the study investigated the learners' experience of two central phenomena of intrapersonal communication, private speech and inner speech. Since screencasting is a relatively new tool for giving feedback, the study also investigated the learners and teachers' overall experience with this innovative way of giving feedback.

David Little believes that there is a link between inner speech and communicative proficiency. He argues that “the capacity for inner speech is a defining characteristic of the truly proficient L2 learner-user” and suggests “using the target language for reflective purposes ... since it plays an essential role in developing learners' capacity for L2 inner speech, which in turn is an essential component of communicative proficiency” (2010, p. 27). The present study, therefore, also explored the role inner speech could play in developing communicative competence among EFL learners. The following research question guided the present study:

How do the EFL learners and teachers experience screencasting as a tool for receiving and giving feedback, and what implication does screencasting have as a tool for reflection in relation to learner autonomy and for the development of communicative competence?

The above research question was further broken down into three specific questions to guide the investigation:

³ The pilot study was conducted during a course in English didactics at the University of Bergen in Fall 2013.

⁴ Jean Piaget and Vygotsky used *egocentric* speech whereas private speech is used for this concept today

- 1) Do the EFL learners experience private speech and inner speech while receiving video feedback, and if so what are the characteristics of private speech and inner speech?
- 2) In what ways can screencasting be used as a tool for fostering learner autonomy and for developing communicative competence?
- 3) What is the overall experience of screencasting as a tool for giving feedback by both teachers and learners, in the context of this study?

The study, therefore, explored learners' experience of thought processes that occurred as they watched the video feedback and investigated the learners' overall experience with the video feedback.

The scope of this study was quite broad. The investigation tried to explore and associate various theoretical concepts such as inner speech, private speech, learner autonomy and communicative competence with video feedback. The study was conducted on 125 learners in four different schools in Norway with four different English language teachers providing feedback through screencasting to Vg1 and Vg3 learners⁵.

1.2 What is Screencasting?

Video feedback uses a screen capture program which records the screen of a computer as if you have a video pointed at it. There are many programs available that use the screen capture technology for example, Comcast, Jing and Screencast-O-Matic. For the present study, the Screencast-O-Matic program was used. Screencast-O-Matic digitally records activities on a computer screen and is accompanied by an audio narration. It is available free online and can be easily downloaded to a computer. The preliminary work involved reading the learner text submitted digitally and making notes or highlighting parts in the text in order to remember what to comment on later. Then, you open the learner text in the program and just start talking. The voiceover narration can be used to give in-depth comments about the learners'

⁵ The upper secondary education in Norway for general studies is divided into three years: Vg1, Vg2 and Vg3. Three years of general programmes lead to admission to higher education. Vg1 general programmes is the first year of general programmes. In Vg2 (second year) and Vg3 (third year), pupils follow a more specialised course building on the foundation year. Learners can also join vocational courses that last two years. For this study, data is collected from Vg1 and Vg3 students taking general studies.

tasks. The video can be paused anytime, and it is possible to write over the whole video or certain portions if necessary.

The digital file can then either be 1) published on the Screencast-O-Matic's website and the pupil given access to this link, 2) published on YouTube in a closed account, or 3) saved on to teacher's computer as a video file to be transferred to learners' computers using a memory stick or to be uploaded on the school's digital platform. Below is an example of what a screen looks like to the learner when listening to a video recording using Screencast-O-Matic.

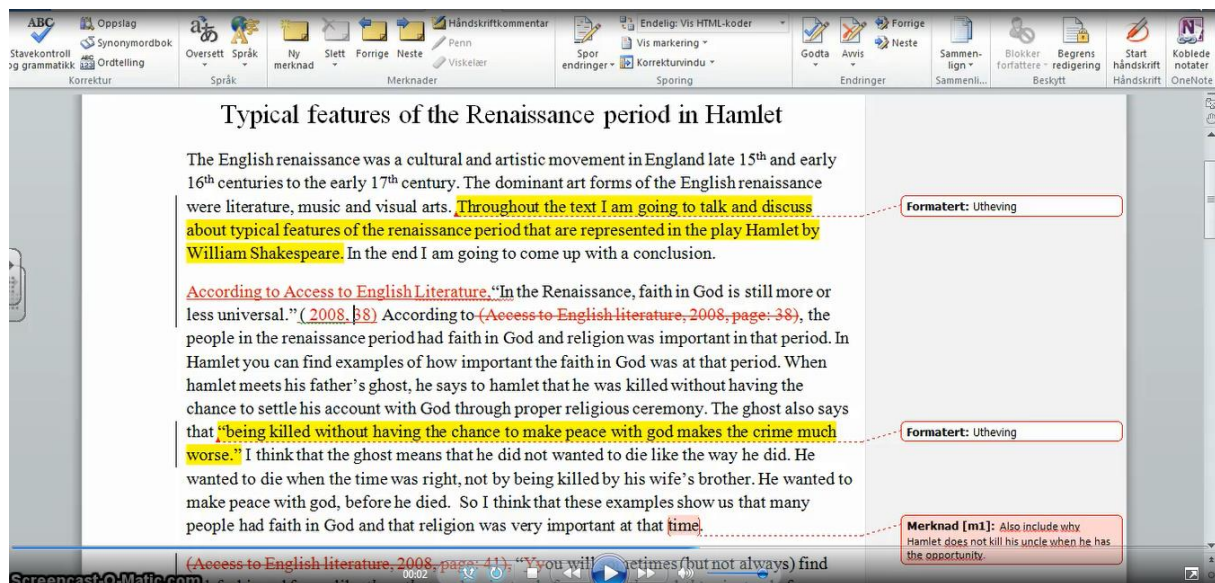


Figure 1.1 Screen dump of how the feedback looks like to the learner

The screen dump shows how the feedback appears to the learner when getting feedback using Screencast-O-Matic. The learner can stop the voiceover anytime and rewind and/or fast forward if he or she wants to⁶.

1.3 Relevance of the Present Study

There is considerable evidence for a strong influential link between feedback and student learning and achievement (Black & William, 1998; Deci, Koestner, Ryan, & Eisenberg, 1999; DeNisi, 1996; J. Hattie & Timperley, 2007; J. A. Hattie, 1987; Kluger, 1998; Richard

⁶ An example of a text corrected and assessed using screencasting is available at [Correcto Ergo Sum](#). It is to be noted, however, that the video available on the blog is not related to the present study in any way.

Higgins, 2002; Wang & Fendler, 2009). According to John Hattie, “Of all the factors that make a difference to student outcomes, the power of feedback is paramount in any list” (J. Hattie, 2009, p. 271). Providing detailed, individual and self-reflective formative feedback is irrevocably connected with raising learning standards in the classroom (Black & William, 1998). On the other hand, vague and unclear feedback is considered unhelpful to improve learning (Crawford, 1992; Weaver, 2006).

Written feedback and its influence on learning is well researched but the concept of video feedback through screencasting is still quite new. Efforts have been made to discover ways in which screen capture technology can be beneficial in student learning. Research conducted at the Pennsylvania State University concluded that digital video technologies could enhance our capability to investigate the cognitive processes of learning. (Park & Kinginger, 2010).

A research report at the Monash University in Melbourne, Australia involving 126 undergraduate and postgraduate students’ reactions to 5-minute videos recorded by their teachers confirmed that the majority of students valued the video feedback over text-based forms (Henderson & Phillips, 2015). Video-based feedback was reported as being “individualised (specific) and personalised (valorising identity and effort); supportive, caring and motivating; clear, detailed and unambiguous; prompting reflection; and constructive, which led to future strategizing” (Henderson & Phillips, 2015). After using screen capture technology to respond to student texts at the University of Ottawa for four years, J r mie S ror proclaimed, “Screencasting technology can be a powerful way to produce resource-rich feedback where voice and visual dimensions enrich and supplement more conventional feedback practices” (2012, p. 114).

Russell Stannard (2008) found that a two-minute video recording contained approximately 400 words, the equivalent of a sheet of standard notepaper containing written text. When we apply this figure to a video recording that lasts 5 minutes, the students can be seen to have received feedback equaling two pages. The students in the Stannard study found the feedback to be thorough and detailed. The students reported being “more motivated and interested in the process of feedback” (Stannard, 2007) Stannard focused on the multimodal aspects of screencasting and discussed the use of both visual and oral channels in relation to video feedback. The present study will be focusing on the communicative aspect of the video feedback and will not be discussing its visual characteristics.

Another study conducted at the Edith Cowan University in Australia revealed a strong preference for video feedback “with participants noting that video feedback personalized

assessment processes and enhanced understanding” (Turner & West, 2013). The uses of screen capture technology are many and the technology has also been used to obtain behavioral and performance data from Canadian students in their final year of a B.A. (Hamel, 2013).

In Norway a project at the University of Agder in 2009/2010 (Mathisen, 2012, 105) used screen capture technology to provide feedback to students at that university. The results of studies and tests completed in eight separate subject areas in Agder demonstrated that video feedback “simplifies and increases the efficiency of responding to students’ work, as it allows the opportunity to achieve increased levels of precision and quality in the feedback process” (97). These results are strikingly similar to the results from studies performed in the UK (Jones et al., 2012) and the U.S. (Thompson & Lee, 2012).

These studies have one common factor; they were conducted on students enrolled in universities. The absence of any research involving feedback through screencasting at upper secondary level makes research at that level necessary. In addition, because so little research has been done in Norway on this topic makes additional research here relevant. The present study attempted to provide insight into how the Norwegian students in a foreign language classroom experienced this emerging technology and explored the implications it had for their learning of the English language.

While earlier studies have focused on the advantages and disadvantages of video feedback over written feedback, the focus of the present study was to explore the stimulation of inner speech and private speech in EFL learners, and examine that in relation to learner autonomy and communicative competence. The concept of inner speech in the L1 became a subject of interest among linguists (Leontiev & James, 1981; Luria, 1973; Sokolov, 1972) after Vygotsky first discussed the concept of internalized thought in his book *Thought and Language* (L. S. Vygotsky, 1986). The effect of inner speech, however, was largely ignored in second language acquisition.

Recently, there has been a renewed interest among linguists in finding out if thinking in another language can be useful in second language acquisition. Maria C.M. de Guerrero in her 1990 doctoral dissertation investigated the nature of inner speech and mental rehearsal⁷ of the L2. These studies were conducted with Spanish-speaking ESL learners. De Guerrero

⁷ Mental rehearsal can be defined as the covert, spontaneous or deliberate, repetition of words, letters, or other verbal material. (M. C. De Guerrero, 2005, p. 22)

argues that “inner speech in the second language is a developmental phenomenon and that both second language teachers and mature learners could benefit from information about it” (1990, p. v). Another study in 1994 was conducted to see how inner speech in the L2 develops across time (Lantolf & Appel, 1994).

Larsen et. al investigated the inner speech of a group of 20 Polish immigrants in Denmark for their preference of thought. The investigation revealed that the groups reported inner speech in Polish for memories of events before immigration and more inner speech in Danish for memories after immigration (Larsen, Schrauf, Fromholt, & Rubin, 2002).

An attempt has also been made to see the role private speech plays in second language acquisition. A longitudinal case study was conducted in 1996 and 1997 on the private speech of seven adults learning Japanese in their foreign language classroom at the University of Washington. (Ohta, 2001). The study suggested that private speech is “a covert social space in which learners actively involve themselves in language lessons” (Ohta, 2001, p 30). In another investigation, Lantolf studied recordings of the private speech of an adult classroom learner of Spanish and concluded that private speech serves the function of internalizing specific features of the new language (Lantolf et al., 2003). A study conducted on twelve Iranian learners focused on the form and content of private speech and found the private speech to be a “frequent occurrence ... in EFL classes” (Khorshidi & Abadikhah, 2013, p. 843).

The above studies were conducted on Spanish, Polish and Danish speakers. There is no study conducted on Norwegian learners to investigate their development of inner speech in L2 in assessment situations or otherwise. There has been research on written feedback given to upper secondary school learners on their written texts (Budimlic, Guldal, & Langseth, 2012) and between assessment and writing in foreign language teaching at lower secondary school level (Sandvik, 2011). However, there has been no research conducted on feedback given on written texts using video assisted technology given to learners of English in Norway studying English as a Foreign Language.

The studies conducted by de Guerrero focused on the form of the inner speech in addition to its function. The present study did not investigate the form of the inner speech, but rather focused on whether or not video feedback as an activity can stimulate private speech and inner speech. The characteristics of private speech and inner speech were explored as well.

This thesis has used Vygotsky’s theories of thought and language development as a theoretical basis (see Section 2.1, 2.2 and 2.3). Vygotsky considered the language to be the

most important mediating tool but did not specifically discuss the role of inner speech in relation to concept formation. He dealt with language development and concept formation in two different chapters in his book *Thought and Language*. It seems that there has, so far, been only two recorded attempts to connect Vygotsky's ideas of genetic model of thought and language with the theory of concept formation with foreign language learning (Schmid, 2010; Vladiv-Glover, 2014).⁸ The findings of the present study can contribute to the discourse about the role of inner speech in concept formation and thereby pave the way for further research on these complex topics.

When it comes to learner autonomy, or the learners' ability to take charge of their own learning (Holec, 1981), researchers have looked into ways in which autonomous approaches in the classroom can be useful for language learning. Leni Dam's project in Danish middle school (Dam, 1995) is considered a central study on learner autonomy. Studies have been conducted to investigate teachers' and learners' attitudes towards learner autonomy (Holec, Karlsson, Kjisik, Nordlund, & Yliopisto, 1997) as well as to explore how autonomy-supportive teachers teach and motivate students (Reeve, Bolt, & Cai, 1999). Digital literacy in relation with learner autonomy has been studied (Ting, 2015), and there has been research on how a blog can be a tool for reflection for English language learners (Mynard, 2008). However, there is no study connecting the use of inner speech to learner autonomy and video feedback.

This thesis also discusses communicative competence in relation to inner speech, and learner autonomy (see Section 2.6.3, 4.3 and 4.4). The term coined by Dell Hymes (1972), defines communicative competence as the knowledge and ability of language use in various contexts, as opposed to knowledge of grammatically correct sentences in a language, and led to the development of a set of communicative approaches to teaching known as Communicative Language Teaching. The term communicative competence has been redefined over the years and several theoretical models for instructional and testing purposes have been proposed (Bachman & Palmer, 1996; Canale & Swain, 1980; Council of Europe Council for Cultural, 2001).

Empirical research has been conducted on testing communicative competence (Brindley, 1989; Pillar, 2011). A study in Stavanger found that using videos or feature films effectively promoted communicative language teaching in the English language among lower

⁸ I found out about these two articles towards the last stages of my thesis writing, much later after I had figured out the role inner speech can play in concept formation.

secondary school learners (Lialikhova, 2014). The present thesis did not measure if communicative competence was enhanced among the EFL respondents during the project. Instead, the study relied on the learner's experiences to explore the link between inner speech, learner autonomy and communicative competence in relation to video feedback.

The Vygotskian theory of concept formation, in which word is central to intellectual developing processes, provided a rationale for using metalanguage in giving feedback (see Section 2.6.7). Therefore, in addition to communicative competence, this thesis also explored the teachers and learners' experience with the use of metalanguage (see Section 4.4.3).

The usefulness of metalanguage, which is mostly considered to be related to grammar instruction in a foreign language classroom is much debated among proponents (Ellis, 2015) and opponents (Krashen & Terrell, 1983) on both sides. The present study defined metalanguage to include the use of grammatical terms as *concord*, *the use of dummy it* and *existential there*. The definition also included the use of technical terms related to specific topics such as the use of *logos*, *pathos* and *ethos* in the analysis of an advertisement, and the use of *topical sentence*, *conclusive sentence* and *transition sentence* in structuring a paragraph. Use of metalanguage in written assessment was recently investigated in a master thesis. (Bjørstad, 2016). While the Bjørstad study focused on usefulness of metalanguage among lower secondary EFL learners, the present study explored the relationship between metalanguage, inner speech, learner autonomy and communicative competence in an assessment situation involving video feedback among upper secondary EFL learners.

To summarize, the absence of any published research on the use of video feedback as a method in upper secondary schools among EFL learners is a reason to conduct this investigation. In addition, no other study has tried to connect the concepts of inner speech, private speech, learner autonomy, communicative competence and metalanguage with feedback and assessment. The goal of the present study was to contribute to the exploration of this new and alternative method of providing feedback and to narrow the gap that exists in systematic investigation of the L2 inner- and private speech.

1.4 Structure of the Thesis

This thesis is organized into five chapters. Chapter 2 will present a discussion of the theoretical framework and will make an effort to associate the concepts of inner speech, private speech, learner autonomy, metalanguage and communicative competence. In Chapter 3, the material and methods applied to carry out the research will be discussed together with

the possible limitations of the research. Chapter 4 will present the results from the analyses. In Chapter 5, the results of the research are summed up according to the research questions. The conclusion of the thesis is also presented here in addition to suggestions for further research.

2 THEORETICAL BACKGROUND AND CENTRAL IDEAS

The aim of this chapter is to present the central theories guiding the present study.

Sociocultural perspectives on learning which focus on learning in the social context and emphasize the centrality of language are inadvertently compatible with the principles used in providing feedback using screencasting in the present study. In the light of these theories, the present study will examine the link between video feedback and intrapersonal communication. Firstly, the Vygotskian theory of concept formation will be discussed to get an understanding of the concepts of inner speech and private speech and the role they play in concept formation. Next, the concept of learner autonomy will be explored in connection with inner speech and private speech. Following this, the link between inner speech and communicative competence will be examined. Teachers participating in this study were asked to follow four caveats while giving feedback. These caveats will be presented, and an explanation of why these caveats were included will be provided.

2.1 The Importance of Inner Speech and Private Speech

To understand the role of inner speech and private speech as theorized by Vygotsky, it is important to understand his ideas about development of thought and development of speech, as well as his theory of concept formation. Analysis of empirical data from studies on children led Vygotsky to postulate that speech and thought have different genetic roots and therefore develop in different ways. It is to be noted that Vygotsky's theories of a genetic model of thought and language are considered equally relevant for learners of all ages and have been used as a theoretical framework for various studies related to L2 as presented in Section 1.3.

Vygotsky compared thought and speech to "two intersecting circles. In their overlapping parts, thought and speech coincide to produce what is called verbal thought" (1986, p. 88). Vygotsky considers inner speech to be a "distinct plane of the verbal thought" (1986, p. 248). It is in this realm of verbal thought that concepts are made, or logical bonds between different words are discovered, through a complex process of concept formation, with inner speech as a mediating tool. The thoughts are later relayed in social

interaction with others in ostensive⁹ speech. Figure 2.1 illustrates the role of language and thought in concept formation:

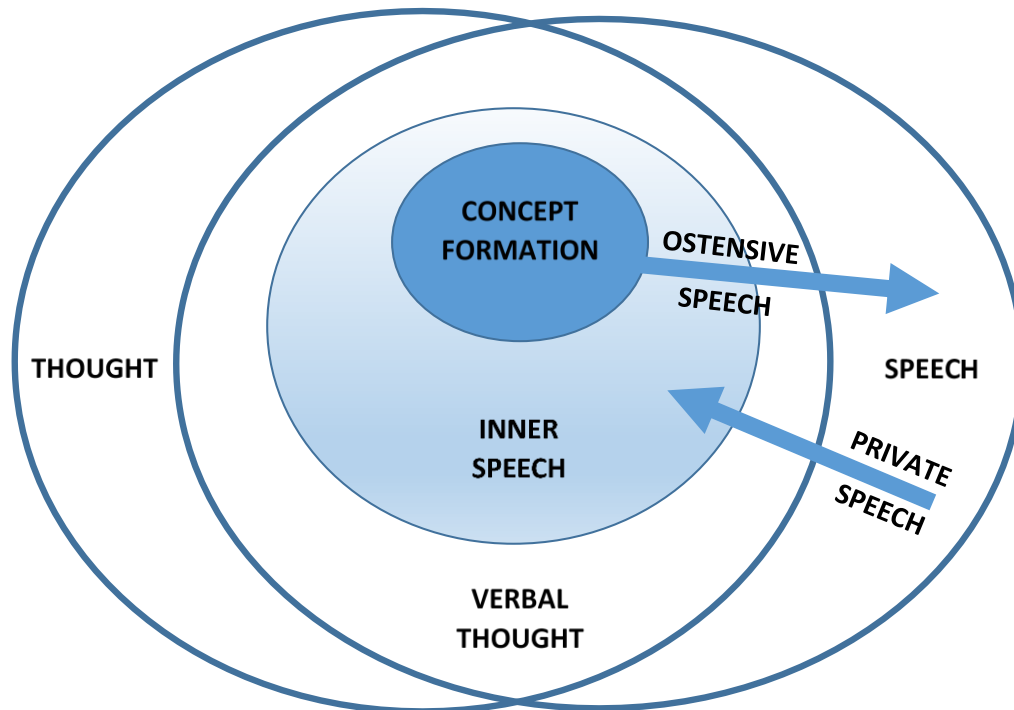


Figure 2.1 The role of language and thought in concept formation

The following section provides an elaborate explanation of the process of concept formation.

2.2 Theory of Concept Formation

Vygotsky theorized that acquisition of a language meant not only knowing a word phonetically, but also understanding concepts behind the words. He said, “Behind words, there is the independent grammar of thought, the syntax of word meanings”(L. S. Vygotsky, 1986, p. 222).

To begin with, a child acquires a word, which is a sign for an object or an idea, through social interaction with others. Vygotsky pointed out, “He does not choose the meaning of his words... the meaning of the words is given to him in his conversations with

⁹ Vygotsky did not use the term ostensive speech. The present study chooses to use the term ostensive speech to make a clear distinction between social speech, a language that a child first acquires from his interaction with other and the speech in which the thoughts are materialized into words. Linguist John R. Johnson uses the word ostensive speech in his article *The Role of Inner Speech in Human Communication* (Johnson, 1984).

adults” (1986, p. 122). According to Vygotsky a concept “embodied in a word represents an act of generalization.” (1986, p. 149). These generalized meanings are a collection of established definitions rooted in cultural memory. A concept of a word is a conglomeration of word sense and word meaning. Vygotsky differentiated between the sense of a word and the meaning of a word: “A word acquires its sense from the context in which it appears; in different contexts, it changes its sense. Meaning remains stable throughout the changes of sense” (1986, p. 245). These word meanings are negotiated in the plane of verbal thought. Vygotsky says “word meaning is a phenomenon of verbal thought or meaningful speech - a union of word and thought” (1986, p. 212).

To learn a concept behind a word means understanding more than the “dictionary meaning of a word”(L. S. Vygotsky, 1986, p. 212); it means to understand the cultural and social context in which the word exists and operates. For example, the dictionary meaning of the word *slave* according to Merriam-Webster is “someone who is legally owned by another person and is forced to work for that person without pay” (n.d.). However, to a person who has experienced slavery, or has ancestors who were once slaves, the word sense of the word might evoke images of personal suffering and anger because of suppression felt by generations. The concept of the word *slave* has to combine both the word meaning and the word sense.

Vygotsky classified concepts into two types: 1) Spontaneous concepts or concepts formed either through a child’s direct interaction with the world and 2) scientific concepts acquired through education in a structured learning environment. He further asserted that the concepts a child forms keep changing (L. S. Vygotsky, 1986, pp. 148-149). An experimental study of the ontogenetic development of concepts led Vygotsky to theorize that concept formation is preceded by preconceptual stages: heaps, complexes and potential concepts.

The child takes his first step towards concept formation when he “puts together a number of objects in *unorganized congeries*, or a ‘heap’ . . . ”(1986, p. 110), either by chance, or through his perceptions and impressions existing in his/her memory. In the case of foreign language acquisition, and in learning of different grammatical terms or metalanguage, for example, heap thinking could mean that a learner classifies a word as belonging to the category metalanguage if it occurs on a list of words titled metalanguage, without really understanding what metalanguage is.

Grouping of objects also characterizes the second stage called the complex stage, which differs from the first stage because the child now groups objects by “bonds actually existing between these objects” (L. S. Vygotsky, 1986, p. 112). A child recalls the associative

bonds existing in the memory between different objects and ideas. With complex thinking, grouping is based on experience and associations. Complex thinking eventually leads to generalizations upon which further generalizations and associations are made. Vygotsky classified complexes into five different types: “associative”(p. 113), “collections” (p. 114); “chain complex” (p. 115); “diffuse complex” (p. 117); the “pseudoconcept” (p. 119). During complex formation, a child groups ideas and objects based on certain attributes of these objects and ideas. In the metalanguage domain, complex thinking could occur if a learner groups together adjectives as adverbs because they both modify parts of speech or if the learners make errors in the use of homophones because of a similarity in their spellings.

Of these five complexes, the pseudoconcept is the most important complex as this is the “bridge ... between complexes and the final, highest stage in the development of concept formation” (L. S. Vygotsky, 1986, p. 119). A pseudoconcept is a complex that resembles a concept, but is not yet completely developed. A child has yet to understand the logical bonds that exist between different elements.

In the educational context for EFL learners, a pseudoconcept can be said to occur whenever a particular grammatical term is used in a way that coincides with ways a genuine concept is used. Even though the student has not fully understood the nuances behind the concept; the word meaning behind the concept is clear to the student, but the word sense of the concept is yet to be developed. An example of an activity guided by complex pseudoconcept thinking could be a learner using a *dummy it* correctly. The learner has understood that *dummy it* is often used in context with weather. The learner says, “It is cold outside” and “It is raining outside,” and similarly, might use the *dummy it* in the sentence “It is a storm brewing outside” which can be deemed incorrect when used as a declarative sentence even though we are still talking about weather.

In the final stage of concept formation, complexes change to potential concepts through “logical thinking” (L. S. Vygotsky, 1986, p. 113). Bonds between different ideas become logical and the true nature of a concept becomes clear. For example, a learner can be said to be at the third level of concept formation when learning how to use a *topical sentence*, when he or she can see the logical bonds between a topical sentence, the paragraph and the text of which the topical sentence is a part. A concept formation can be said to have taken place in the use of a topical sentence once the learner realizes that a topical sentence is not just a sentence at the top of a paragraph. The main function of a topical sentence is to act as a focus sentence for a paragraph with the overreaching goal of making the entire text more cohesive and readable. Similarly, within the concept of metalanguage, a concept formation

can be said to have taken place in the use of *dummy it* and *existential there* when the learner understands all the contexts in which the two grammatical terms are used by educators.

The present study examined the role video feedback could play in the process of concept formation. Since screencasting provided the opportunity to give a detailed feedback (see Section 1.3), the feedback was given in a way that both the word meaning and word sense behind a given word became clearer. To achieve this lexical clarity, video feedback involved not merely pointing to errors related to fluency and accuracy, but also a thorough explanation of why the grammatical terms were used in different contexts.

2.3 Role of Language in Concept Formation

The process of concept formation is not unaided; inner speech plays an important role. Vygotsky's theory about the development and internalization of language gives an insight into the role inner speech plays in concept formation. Unlike animals, human beings do not just react to stimuli; human response to stimuli is mediated. Vygotsky recognized three major tools¹⁰ of mediation: material tools, psychological tools and other human beings (1986, pp. 114-115). He further claimed that "the very essence of human memory consists of the fact that human beings actively remember with the help of signs" (Vygotsky, 1978, p. 51). He considered language an important psychological tool, and discussed in depth the developmental process of language.

Vygotsky differentiated between social speech, egocentric speech and inner speech. The idea of egocentric speech,¹¹ "which is similar to a monologue in a play" (L. S. Vygotsky, 1986, p. 26) was first proposed by Piaget. Egocentric speech is the language used by the children to talk to themselves. Inner speech, on the other hand, is "to a large extent thinking in

¹⁰ Vygotsky's theories were challenged by the Kharkovites, a group of Vygotsky's students, who rejected semiotic mediation, and insisted on the dominant role of practical actions in social development (1986, p. 1). Alex Kozulin suggests "ideological cautiousness, honest scientific disagreement, and also a misunderstanding of certain of Vygotsky's ideas (p. xlv)" to be the basis of these disagreements. Vygotsky's theories have also been criticized because of their emphasis on the social context; a gifted child may develop states of higher mental consciousness without social interaction. Proponents of Vygotsky, however, claim that the criticism directed towards Vygotsky is mainly because "his concepts [are] taken literally and from the lack of appreciation of the general philosophical orientation underpinning his works."

¹¹ Piaget and Vygotsky both researched children's development and learning. Both of them noticed children talking out loud to themselves or in other words using verbal speech that is directed towards self. Piaget calls it egocentric speech (Jean Piaget, 1959), and Vygotsky used the same term to discuss it. Private speech is preferred by linguists since Flavell coined the term (Girbau, 1996; Kohlberg, Yaeger, & Hjertholm, 1968; Winsler, Fernyhough, & Montero, 2009). The present study uses the same in order to keep with the preferred nomenclature in today's literature. However, when the thesis quotes Piaget's and Vygotsky's concepts, egocentric speech will be used to discuss those quotes.

pure meanings”(L. S. Vygotsky, 1986, p. 249). It is the language produced in our heads without vocalization. According to Vygotsky, the earliest speech of a child is social and learnt from others. Alex Kozulin stated, “This original social speech ... becomes divided into egocentric speech, that is speech-for-oneself, and communicative speech-for-others. Egocentric speech ... gives rise to inner speech” (L. S. Vygotsky, 1986, p. xxxv).

There are two major differences in Piaget’s and Vygotsky’s concept of egocentric speech. According to Piaget, “egocentric speech is useless”(L. S. Vygotsky, 1986, p. 29) and “the function of egocentric speech is to ‘chant’ one’s thoughts or actions”(1986, p. 27). Moreover Piaget believed “egocentric speech simply dies off“(1986, p. 32). Vygotsky challenged Piaget’s views. Empirical data from Vygotsky’s experiments showed that “disruption in the smooth flow of data is an important stimulus for egocentric speech” (1986, p. 31). Egocentric speech “appeared when a child tries to comprehend the situation, to find a solution, or to plan a nascent activity”(1986, p. 31). The function of egocentric speech, according to Vygotsky, is problem solving. Vygotsky also claimed that egocentric speech does not die off, “it does not simply atrophy but “goes underground,” i.e. turns into inner speech”(1986, p. 33). Vygotsky specified, “The internalization of communicative interaction, which becomes possible once children use language to express their needs, to describe their world, and to plan their actions with others, leads to the transformation of communicative language into inner speech and verbal thinking” (2007, 137).

Further, Vygotsky explored the connection between inner speech and development of cognitive awareness and asserted that egocentric speech “becomes gradually intellectualized and starts serving as a mediator in purposeful activity and in planning complex actions”(L. S. Vygotsky, 1986, p. 39). Linguist John R. Johnson states, “Functionally, inner speech is an intrapersonal process and is therefore designed to serve self rather than others. Its specific function is to *generate* associations between or among concepts. In a sense it is the process by which words are turned into conceptual thoughts” (Johnson, 1984, p. 211). Simply put egocentric speech, or the act of a child talking to himself, as well as external speech is internalized into silent inner speech, and together they form the basis of cognitive thinking. In other words, cognitive development results from an internalization of language; language is the most important psychological tool for higher cognitive purposes. Inner speech becomes a mediating tool for the child’s thinking and helps in the further development of concepts.

The process of internalization of a language is, however, incomplete before the thought is expressed in speech. The process of concept formation continues as meaning of a word is negotiated and reconstructed in speech. Vygotsky posits, “Thought is not merely

expressed in words; it comes into existence through them”(L. S. Vygotsky, 1986, p. 218). Thought is restructured as it is transformed into speech.

One of the focus areas of the present study was to explore the role inner speech could play in the process of concept formation. However, feedback given through screencasting did not allow for an opportunity for ostensive speech with others. To overcome this challenge in the present study, the EFL learners were encouraged to write down what they had learnt about the texts during screencasting and then repeat what they had learnt to their peers (see Section 2.6.8).

2.4 Role of Instruction in the Process of Concept Formation

Vygotsky suggested that the process of concept formation in a child could be facilitated through instruction. He said “*the development of the child’s spontaneous concepts proceeds upward, and the development of his scientific concepts downward, to a more elementary and concrete level*” (1986, p. 193). He developed this concept further and suggested children usually have a zone of proximal development i.e. “the discrepancy between a child’s mental age and the level he reaches in solving problems with assistance ... ” (L. S. Vygotsky, 1986, p. 187). Vygotsky asserted that interactions within a child’s zone of proximal development could help him or her develop both spontaneous and scientific concepts. But Vygotsky also warned that “it is essential first to bring spontaneous concepts up to a certain level of development that would guarantee that the scientific concepts are actually just above the spontaneous ones” (1986, pp. 194-195).

Vygotsky also pointed to the usefulness of using the first language or L1 in learning a foreign language or L2. He said the acquisition of the foreign language uses “the semantics of the native language as its foundation”(1986, p. 160). As stated earlier, Vygotsky postulated that concept formation is culturally regulated as the meanings behind a certain word usually represent beliefs and values of the speakers of that language. Certain words in one language do not have a corresponding word in another language because the concept behind that word does not exist. Learning a new language means learning new concepts. At the same time, many words in different languages have a similar concept behind them. EFL learners often translate a word in their L1 to grasp the concept behind it. Brian Tomlinson takes up this issue in *Talking to Yourself: The Role of Inner Voice in Language Learning*. He points out:

Learner use of the L1 in the L2 classroom has been discouraged by most methodologists for a long time on the grounds that the more practice the learners get in using the L2 the better. This apparently logical advice, however, has led to situations in which lower level learners are extremely restricted because they do not yet have the language to develop and express ideas and opinions nor to project themselves as intelligent, creative human beings. All they can do is to imitate models, to de-code simplistic texts and to manipulate the de-contextualised language of drills. Their representation of the L2 world is almost entirely linguistic and it lacks the multidimensional richness and variety of their L1 representation of the world. (2000, p. 148)

Learners who do not have adequate language to express themselves well might find themselves restricted by their lack of the knowledge of words in L2. This might demotivate and discourage them, thus preventing them from appreciating the richness of the L2 world. However, the use of L1 should not be discouraged as it helps learners understand concepts in L2 that are similar to the concepts in their L1.

To ensure that the process of concept formation would not be hindered in any way, the EFL learners in the present study were not given any specific instructions about which language to use during the course of the investigation.

2.5 Inner Speech, Listening and Social Context

According to Vygotsky, social interaction plays a central role in cognitive development. As discussed earlier in Section 2.3 a child gets his first speech, which Vygotsky called social speech, from an interaction with his parents and people around him. The child uses the social speech to regulate his behavior by speaking privately to himself. This private speech invariably turns inwards as inner speech. In addition, in the first stages of concept formation, as discussed in Section 2.2 a child learns the generalized meanings of a word through communicative activity with others. Vygotsky says, “Social interaction and generalization are internally connected” (1987, p. 166). In other words, a social context is a pre-requisite for development of inner speech. But, what exactly is it about the social interaction that stimulates inner speech?

According to linguist John M. Murphy (1989) there is a link between listening and the development of inner speech. He points out that “inner speech may be seen as central to the listening process for it is defined as the way in which people communicate intrapersonally (i.e. within their own minds)” (Murphy, 1989, p. 32). Johnson (1984, p. 214) claimed that “listening is an inner speech behavior involving the transformation of words into conceptual thoughts.”

Listening can stimulate inner speech development because the listener needs to internalize the messages received and develop conceptual thoughts or inner speech. If feedback involves the element of listening, it might give learners the possibility of internalizing the private speech into inner speech.

The present study, conducted using screencasting, involved listening as a central component for receiving feedback. The study, therefore, examined if listening stimulated inner speech among the EFL learners.

2.6 Learner Autonomy

As discussed earlier in Section 2.3, Vygotsky’s theory of cognitive development considers self-regulation to be an important function of private speech in L1. Private speech is a tool used by the child to take charge of and regulate activities. Private speech turned inward as inner speech helps in planning of complex actions. The use of private speech and inner speech are independent and autonomous acts by the child to solve and plan challenging tasks. The next section will elaborate on the concept of learner autonomy in foreign language teaching and its connection with private and inner speech.

2.6.1 Learner Autonomy in Foreign and Second Language Learning

The concept of learner autonomy within the context of foreign language learning has become internationally recognized since the 1990’s (Pemberton, Toogood, & Barfield, 2009, p. 28). In Europe, the concept of autonomy was first researched when the Modern Languages Project of the Council of Europe in 1971 was established. Henri Holec’s 1979 report to the Council of Europe was published as a book and is considered to be the first book on autonomy in language learning. Holec’s definition of autonomy which sees autonomy as “the ability to take charge of one’s own learning” (Holec, 1980, p. 3) is widely cited. The council of Europe’s Framework (CEFR) published in 2001 recognizes the ability to learn as one of the general competences of the language learner (p. 11). The competence of *savoir-apprendre* as

described in the Framework corresponds to the ability to learn and “has several components such as language and communication awareness; general phonetic skills; study skills; and heuristic skills” (2001, pp. 106-107).

Language and communication awareness involves "knowledge and understanding of the principles according to which languages are organized and used" (Council of Europe Council for Cultural, 2001, p. 107). This knowledge will enable reflection on the similarities and differences between languages. General phonetic awareness and skills involve an ability for perception of and production of speech sounds. Study skills, on the other hand, refer to the “ability to make effective use of the learning opportunities created by teaching situations”(p. 107), for example, ability to identify one’s own needs and goals, appropriate learning materials, engage in self-assessment. Heuristic skills, as outlined by the CEFR, involve being able to process new experiences, for example the ability to use new technologies.

To support reflective learning, CEFR published the European Language Portfolio (ELP) as a tool to support the development of learner autonomy. The ELP builds on the principle of learner reflection in that it is a “means of making the language learning process more transparent to learners, helping them to develop their capacity for reflection and self-assessment” (Little, Perclová, & de l'Europe, 2001, p. 3). Linguist David Little has played an influential role in developing the concept of autonomy for the Council of Europe and the present thesis bases its discussion of Learner Autonomy on his definition,¹² “Essentially, autonomy is a *capacity* - for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning”(Little, 1991, p. 4).

Little attributes autonomy a psychological dimension, as cognitive processes are considered essential to autonomy. There is a pronounced link between Little’s concept of learner autonomy and Vygotsky’s theories of cognition as discussed in Section 2.2 as Little sees autonomy as a mental attribute that can be developed. The definition puts the learner in the center and learner involvement and learner initiative are considered to be central qualities of an autonomous learner. This definition, however, is not to be misinterpreted to mean “a matter of deciding to learn without a teacher”(Little, 1991, p. 3). Autonomy is not synonymous with self –instruction.

¹² Definition of learner autonomy has been a matter of debate, and there is no consensus on a fixed definition. A complete presentation of various definitions of learner autonomy is beyond the scope of this thesis. See (Benson, 2013) for a detailed description of various definitions.

The principles of learner autonomy are also reflected in national curricula in Norway. In its core curriculum, National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training (LK06), the Norwegian Directorate for Education and Training (henceforth UDIR), identifies developing “independent and autonomous personalities” as the aim of the education (Hagness, 1994, p. 39).

Promoting learner autonomy is clearly a central aim for CEFR, ELP and UDIR. The following section discusses the role of inner speech in fostering learner autonomy for EFL learners.

2.6.2 Learner Autonomy, Private Speech and Inner Speech

Little believes there is a strong link between Learner Autonomy and inner speech. He claims that “the developed capacity for L2 inner speech – an ability to think in the target language – is a defining characteristic of the truly proficient (and autonomous) L2 learner–user” (2010) and implores the educators to make developing the learner’s capacity for L2 inner speech “an explicit goal of L2 pedagogy” (Little, 2010).

Little calls for “using the target language for reflective purposes”(Little, 2010, p. 27). Learner autonomy, according to Little, involves the cognitive aspects of learning and is the ‘capacity for detachment, critical reflection, decision-making, and independent action’(Little, 1991, p. 4) As discussed earlier in Section 2.2, reflection is central to Vygotsky’s theory of concept formation as a child makes generalizations and groups together objects and ideas based on purposeful reflection. The knowledge collected by the child is further used to integrate new perspectives into the previously stored repertoire of ideas, skills and abilities: knowledge begets knowledge. Vygotsky also discussed the self-regulatory function of the inner speech that helps to gain and maintain control over higher mental processes. Inner speech is the language of reflection used for self-regulation and monitoring of one’s own cognitive processes. Inner speech in L2 should be encouraged as it helps the learners participate in purposeful reflection and build on their previous knowledge.

As stated in Section 2.3, Vygotsky discovered self-regulation to be an important function of private speech in L1. Self-regulation during private speech is an autonomous act by a child but self-regulation is not synonymous with being an autonomous learner. As stated earlier in Section 2.6.1, Holec considers autonomy as an ability or a capacity to do something. He makes a clear distinction between autonomy as an attribute and as a behavior or a conduct., although he says the two are related, “All the practical decisions he (an autonomous

learner) makes regarding his learning can be related to this capacity but must be distinguished from it” (Holec, 1980, p. 4). Self-regulation can be considered an act of an autonomous learner.

In addition to critical reflection, Little considers capacity of detachment an important feature of autonomous learner and says it “entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning.” (Little, 1991, p. 4). He uses Thomas and Harri-Augstein’s three stages of learning to emphasize this point. Thomas and Harri-Augstein (1990, p. 213) identify three stages by which a learner moves from the unconscious performance of a task to fully self-organized learning. The first stage is characterized by “dogged practice and repetition” in which some level of competence is achieved, but the learner remains “totally content- or task-bound” (1990, p. 213) . The second stage is characterized by detachment from the task and reflection on it as the individuals “stand back i.e. distance themselves from the activity and observe and reflect ...,” (1990, p. 213) but the task remains the total focus of attention. In the third stage the focus of attention shifts to “the process of learning itself,” (1990, p. 214), and this is what provides “the crucial trigger to total self-organization in learning” (1990, p. 214). In other words, the capability to detach oneself from one’s work is an important component in the process of becoming a self-organized and autonomous learner.

Decentering or an ability to see things from multiple perspectives is viewed as essential to social development (Keller, 1976). Piaget considers decentering an essential stage in cognitive development. In outlining his theory of intellectual growth of a child, he categorizes four stages: sensorimotor (0-2 years), preoperational (2-7 years), concrete operational (7-12 years) and formal operational (12+ years) (J. Piaget, 1972, p. 44). He considers decentering as a feature of operational thought and says it is a stage where a child is able to shift his perspective from an egocentric one to a multidimensional one. He asserts that “cognitive egocentrism ... stems from a lack of differentiation between one’s own point of view and the other possible ones ...” (Jean Piaget, Parsons, Vakar, & Hanfmann, 1962), and that decentering or “shifting one’s focus and comparing one action with other possible ones particularly with the actions of other people, leads to an awareness of “how” and to true operations.” (Jean Piaget et al., 1962). In other words, Piaget considers decentering a sign of cognitive maturity. One way to conceptualize multiple perspectives in a learning situation can be by distancing or detaching yourself from your work and looking at it through someone else’s eyes.

Listening plays a central role in decentering. According to John R. Johnson, “decentering occurs during listening when the listener assumes the cognitive perspective of the speaker in order to understand the speaker’s¹³ intended meaning ... Typically an aural message is heard and is then imploded into inner speech that is used to make associations or generalizations (symbolic thought) (Johnson, 1994, p. 186).

The study explored if screencasting could lead to reflective learning among the EFL learners, and thereby encourage learners to perform autonomous acts. While using video feedback in an assessment situation, the present study examined if listening during screencasting would allow for drawing out different perspectives, leading to decentering. Listening, as discussed above, plays a central role in decentering, but feedback in an assessment situation also needs to be of such a nature that would allow the EFL learners to detach themselves from their work. Therefore, the learners were given feedback using the principles of *feed up*, *feed back*, and *feed forward* (see Section 2.6.6).

So far, the focus of the discussion has been understanding the concepts of private speech and inner speech as outlined by Vygotsky as well as to explore the discernible link between inner speech and learner autonomy. The following section focuses on how the development of inner speech can augment communicative competence in EFL learners.

2.6.3 Inner Speech and Communicative Competence

One of the main objectives of the English language curriculum for Higher Secondary as outlined by the Norwegian Directorate for Education and Training is to teach the students how to communicate in English. The curriculum specifically states, “the main subject area deals with the understanding and communication of meaning through language.” (2013, p. 2), and that “English is used for international communication”. The Norwegian Directorate for Education and Training considers English to be a universal language and stresses that we need “English for communication” both “at home and abroad”. (2013, p. 1). Teaching EFL learners to communicate in writing and in speech is now recognized as an integral part of learning.

The descriptive scheme of the CEFR, a tool for reflecting on language- use, learning and teaching, includes a list of communicative language competences an individual ought to develop in order to use skills and strategies to participate in oral and written language activities. Communicative language competences as outlined by the CEFR has three components. The first component *Linguistic competences* deals with formal characteristics of

¹³ The genitive is missing in the original quote.

a language such as phonology, morphology, lexicon and syntax; (2001, p. 13). The second component *Sociolinguistic competence* is concerned with the sociocultural conditions of language use such as rules of politeness or social norms in different groups; (p. 13). Finally, the third component called the *Pragmatic competences* covers the functional use of language, for example identification of different discourses and text types, imparting and seeking factual information, expressing and finding out attitudes etc. (2001, pp. 123-126).

Inner monologue is as much an act of communication as spoken word in a dialogue. There are two aspects to communication: interpersonal and intrapersonal. Vygotsky proclaimed, “Inner speech is speech for oneself; external speech is for others” (L. S. Vygotsky, 1986, p. 225). This thesis posits that communicative competence needs to include the ability to not just speak in a foreign language, but also *think words* in a foreign language.

Also, communicative language competence as outlined by CEFR does not include strategic competence as a component even though the concept of communicative competence, as introduced by Dell Hymes (1972), has been redefined over the years to include strategic competence. Hymes believed the speakers of a language need more than grammatical competence to be able to communicate effectively in a language. Canale and Swain created the first comprehensive model of communicative competence to serve both instructional and assessment purposes and suggested communicative competence needs to include strategic competence or “communication strategies that speakers employ to handle breakdowns in communication” (Canale & Swain, 1980, p. 25). Canale further elaborated the model to include discourse competence (Canale, 1983, p. 10).

Bachman and Palmer (Bachman & Palmer, 1996) proposed an even more elaborate model of communicative competence or, more precisely, the model of communicative language ability where they separate language knowledge from strategic competence. Strategic competence is described as a “set of metacognitive strategies” (Bachman & Palmer, 1996) and is identified as having three metacognitive components viz. “goal setting, assessment and planning” (Bachman & Palmer, 1996). Little considers these very components as integral to being an autonomous learner and calls it learner empowerment. He says “learners should be involved from the beginning in setting learning goals, planning and monitoring learning activities, and evaluating learning outcomes” (Little, 1991, p. 82). This empowers learners as they have to “assume responsibility for their own learning” (Little, 2004, p. 22). According to Anne-Brit Fenner, in the post-communicative language and teaching era, learning to learn is an important component of communicative competence (2006, p. 8).

Learner autonomy as defined by Little is directly related to language learning, a claim CEFR readily agrees with as CEFR also specifies that “whilst the notion of ability to learn is of general application, it is particularly relevant to language learning” (2001, p. 12). In her article on learner autonomy, Fenner also takes up why and how autonomy might be seen as an “integral aspect of language learning rather than as an additional competence of learning to learn” (2006, p. 27). Strategic competence is an integral part of language learning and therefore needs to be included as a component of communicative competence.

Knowledge of words in a second language should accomplish more than the exchange of information related to communicative tasks; it should serve as a means for self-reflection, critical thinking and strategic planning of language learning. Little (2010, p. 28) asserts, “The capacity for inner speech is a defining characteristic of the truly proficient L2 learner-user.” The concept of inner speech can be seen to act as a common denominator between the two pillars of language learning that CEFR advocates: communicative competence and learner autonomy. The present study explored if there was a relation between inner speech, learner autonomy and communicative competence.

2.6.4 Video Feedback, Private Speech, Inner Speech and Learner Autonomy

As discussed earlier in Section 2.4, feedback in EFL classes involving listening might allow the learners to decenter and look at their work from various perspectives as listening acts as a mediating tool. Video feedback or screencasting, where feedback is given using screen capture technology recording activities on one’s computer screen accompanied by voice over narration, utilizes all three tools of mediation that Vygotsky categorized (see Section 2.3). The computer is a material tool, listening and language are psychological tools, and the teacher is a human tool. Video feedback can be utilized as an activity that channels learners’ conceptual thoughts and enables them to reflect on their learning. Learners can compare how they interpreted a task and resolved it with how their teacher perceives their interpretation. This can help the learners decenter and look at their texts objectively. As discussed earlier in Section 2.5, activities involving listening might help develop inner speech. Video feedback is an activity that invariably includes the element of listening. If feedback is given in such a way that it allows the learner to decenter, it can evoke reflection on the learner’s part and foster learner autonomy and reflective learning.

The present study uses the technology of screencasting to provide video feedback. The study involved four educators who provided feedback to six different groups of EFL learners at four different upper secondary schools in Norway. The educators were given certain guidelines to follow when giving feedback. The following section will present and discuss the theoretical considerations behind the choice of the caveats.

2.6.5 Caveats

In accordance with Hattie and Timperley's and UDIR's recommendations for providing effective feedback, the teachers gave feedback using the following four caveats:

- 1) Give the learners concrete and detailed criteria about how to resolve the task.
 - 2) Give them feedback on how they had resolved the task. Praise them for their accomplishments and if they had shown progress since the last task. In addition, give in-depth feedback on what they needed to do to improve their results.
 - 3) Use metalanguage and/or technical terms to talk about the language.
 - 4) Make the learners write down their reflections about their feedback: how they had answered the task, what they had accomplished and what they needed to work on further, and how they will achieve this plan. They would then present this to another student.
- (see Appendix A)

2.6.6 Caveat 1 and 2: Principles of Effective Feedback

Providing feedback to the EFL learners about their competence level at various stages of learning is an integral part of teaching. The Norwegian Directorate for Education and Training considers the following aspects of criteria, feedback and self-assessment central while giving feedback.

The pupils need to

- understand what they are learning and what is expected of them.
- get feedback which tells them about the quality of work or their performance
- get advice on how they can improve
- be involved in their own learning process, for example by assessing their own work and development

(2012a, pp. 3, my translation)

The above principles are directly compatible with the elements for effective feedback as proposed by Hattie and Timperley (2007): 1) the learners' goals or the notion of *feed up*, 2)

progress being made towards the goal or *feed back*, and 3) what the learner needs to do next or *feed forward* (86). According to Gibbs and Simpson. “criteria need to be explicit and understood by students, and demonstrably used in forming grades” (2004-05, p. 20). In other words, for feedback to be effective, the teachers need to make sure that learners know what exactly is expected of them to resolve a certain task, and the teachers need to make sure that when they give feedback to the learners they emphasize the learners’ accomplishment and how far the learners have come in reaching their goals. To achieve this, the teachers were instructed to point to pre-established criteria during the feedback.

Next, the teachers were asked to give constructive criticism and explain exactly what needs to be done by the learners to take their performance to the next level. In order to ensure that all the elements are covered, the teacher needs to give a thorough feedback. As discussed in Section 2.2, feedback needs to be such that it allows for pseudoconcepts to evolve to potential concepts. To achieve this feedback needs to be detailed. Screencasting can provide the opportunity for an in-depth analysis of EFL learners’ written texts.

From the above discussion, it follows that video feedback, which is thorough and detailed and combines the elements of *feed up*, *feed back* and *feed forward* can be considered effective feedback. Therefore, the teachers participating in the study were asked to give feedback that had these elements.

In addition to the above two caveats, the teachers were asked to use metalanguage and/or technical terms to talk about the language.

2.6.7 Caveat 3: Use of Metalanguage

Ellis (2012, p. 131) describes metalanguage’ as ‘the language about the language’ and says that metalanguage implies “‘metalinguistic awareness’ on the part of the user.” The usefulness of metalanguage, which is mostly considered to be related to grammar instruction in a foreign language classroom, is much debated. Krashen asserts “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning”(Krashen & Terrell, 1983, p. 55). A recent study conducted by Bjørstad (2016, p. 93) at five different lower secondary schools in Norway found “the use of metalanguage does not benefit the assessments, or the students’ understanding of it.”

Proponents of grammar instruction in a second language classroom include Rod Ellis who categorically claims, “Instruction needs to ensure that learners also focus on form” (2005, page 4). Chalker pointed out that use of grammatical terminology can be beneficial for

learners at an advanced level (1984, p. 83). Borg conducted an empirical study which examined teachers' use of meta talk, defined “as explicit talk about grammar”(1998, p. 159) and found that metalanguage can help in “making students aware of the language system and of how it compares to their L1”(173). A Michigan University study with 117 students concluded that metalanguage can “affect learner’s noticing of teacher feedback and their language improvement in a certain way, but the overall effect is not very impressive or even counteractive” (Wang & Fendler, 2009, p. 218). The usefulness of metalanguage or form-focused instruction, however, can be contingent on the way metalanguage is used in instruction.

Long classified form-focused instruction into two distinct categories: 1) focus on forms, which corresponds to planned intentional attempts to teach various grammatical forms, or “teaching isolated linguistic structures” (1991, p. 44) and 2) focus on form, where an educator attempts to draw learners’ attention to forms during an instructional activity without explicitly teaching them grammatical structures. Long specified “Focus on form... overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication (pp. 45-46).

Ellis emphasized the importance of including a “focus-on-form in communicative language teaching in order to facilitate incidental language learning”(Ellis, 2015, p. 1) Ellis here is pointing to the criticism that has often been directed at Communicative Language Teaching (CLT)¹⁴, an approach based on the principle that activities which “involve real communication promote learning (Richards & Rodgers, 2001, p. 161). CLT also emphasizes the meaningfulness principle which states “language that is meaningful to the learners supports the learning process (161). Ellis does not consider that a focus on form will hinder negotiation of meaning in an authentic activity. The video feedback given to the participants of this study can be considered an authentic communicative activity, one which ensures a focus on form as well as meaning.

Vygotsky did not talk about metalanguage, and Vygotsky’s theory of concept formation has not been utilized in a discourse about metalanguage, to the best of my knowledge. However, I claim that the Vygotskian theory of concept formation, as outlined in-depth in Section 2.2, can provide a rationale for using metalanguage in giving feedback. Even

¹⁴ A complete discussion of CLT is beyond the scope of this thesis. Check (Richards & Rodgers, 2001) and (Ellis, 2012, 2015) for more information.

though the theory focuses heavily on ability to see associations between different elements in concept formation, Vygotsky asserts that forming associations is not enough to form concepts:

To form such a concept it is also necessary to *abstract, to single out* elements, and to view the abstracted elements apart from the totality of the concrete experience in which they are embedded. In genuine concept formation it is equally important to unite and to separate: Synthesis and Analysis presuppose each other as inhalation presupposes exhalation (Goethe).” (1986, p. 136)

For a concept to develop it needs to be broken down into various elements and then needs to be put back together after an analysis. To understand the proper use of a grammatical term, a learner needs to separate the term from the text it is placed in and understand the role it plays in the text. For example, the term *topical sentence* usually means a sentence placed at the top of a paragraph, but the learner needs to understand the reason it is placed is to announce the topic of the paragraph. Without a complete understanding of the term topical sentence, the learner may develop a pseudoconcept of the term, but not quite grasp the idea that topical sentence is supposed to draw attention to the topic of a paragraph, thereby not really using the term correctly or even seeing the point of it. The learner needs to separate the element topical sentence from the paragraph that it is written in, and analyze it in context with the text as a whole that the topical sentence is a part of. This exercise of singling out elements can make clear the role of the elements in the texts they are embedded in.

The study investigated if video feedback could be a helpful tool in acquisition of metalanguage. The singling out of elements could be achieved during a detailed video feedback as the educator could draw the learner’s attention to the cohesive function of a topical sentence and then explain to the learner how this function could lead to better communication between the reader of the text and the writer of a text. Since the educators participating in this study could move parts of texts up and down or show the use of various concepts in different contexts, for example, with the use of *dummy it* and *existential there*, the study examined if video feedback provided an opportunity for concept formation related to the acquisition of metalanguage among EFL learners.

As discussed in Section 2.4, the process of formation of concepts is not complete if the thoughts are not expressed in ostensive speech. The fourth and final caveat provided the learners an opportunity to reveal their thoughts in words.

2.6.8 Caveat 4: Reflective Notes

The fourth caveat the teachers had to follow while giving feedback was to make the learners write down their reflections about their feedback i.e. how they had answered the task, what they had accomplished and what they needed to work on further, and how they were going to achieve this change to their work. They were then to present this revision plan to a classmate.

Sociocultural perspectives on cognitive learning which focus on learning in the social context and emphasize the centrality of language form the theoretical framework for the present study. Vygotsky's theories stress the importance of social interaction in the development of conceptual thought. The importance of making learners speak their thoughts out loud was also discussed in depth in Section 2.3. In order to embody their thoughts into words, the learners were asked to write reflective notes while they watched the video feedback. Further, they were made to present what they had learnt about their writing, both what went well and what needed improvement, to another student. Appendix B shows the reflective notes collected from all learners during this project.

One of the aims of the present study was to find out how the EFL learners experienced screencasting as a tool for intrapersonal communication. As discussed in Section 2.3, private speech and inner speech are cognitive processes used for intrapersonal communication during concept formation. The following section discusses how the inner speech and private speech are manifested.

2.7 Manifestation of Inner Speech

Inner speech, being a covert and elusive phenomenon, is difficult to research. Vygotsky himself recognized this and stated "the area of inner speech is one of the most difficult to investigate" (L. S. Vygotsky, 1986, p. 226). Vygotsky believed private speech to be the ontogenetic predecessor of inner speech (see Section 2.3). To overcome the problem of researching inner speech, he investigated it by observing the private speech of the children and made inferences about inner speech. Private speech, therefore, can be seen as a manifestation of inner speech.

Another activity that can help with the investigation of inner speech is mental rehearsal. Rohrer argued that inner speech is “the language of the mind,” (Rohrer, 1987, p. 92) and used in various mental operations, one of which is rehearsal. In cognitive sciences, mental rehearsal has a crucial significance. Mental rehearsal may be defined as the “covert, spontaneous or deliberate repetition of the words, letters or other verbal material” (M. C. De Guerrero, 2005, p. 22). Cognitive linguist Andy Clark (1998) describes the importance of mental rehearsal:

Notice, then, how written and spoken language at times serves a similar goal.

We write down a note to do such and such, thus creating an externalized control loop for our own future behavior. We follow someones¹⁵ vocal instructions as we learn to windsurf. Or we mentally rehearse such instruction as we practice on our own. Such phenomena reveal linguistic formulations as somehow helping to focus, monitor and control behavior (173).

Clark believes mental rehearsal of instructions play an important role in regulating and controlling behavior. Mental rehearsal is an important tool used to practice instructions we need to follow so we can plan our future behavior.

Imagining dialogues with oneself or others can also be considered as manifestation of private speech and inner speech. Honeycutt et al. pointed out that imagined interactions are another dimension of self-talk where the intrapersonal communication involves not only a dialogue with the self, but also with other interlocutors, real or imaginary. Honeycutt et al. asserted, “imagined interactions are an extended form of intrapersonal communication (1989, p. 169).

De Guerrero considers mental rehearsal to be a language learning strategy and broadly defines it to be “the covert practice of the L2” (1994a, p. 84). De Guerrero says “because mental rehearsal is an internal speech activity, it provides an important link to investigating the development of inner speech in the L2” (2005, p. 24). De Guerrero further states that “L2 internal rehearsal has been associated with a wide range of covert verbal behaviors, such as spontaneous recall, repetition, imitation, self-correction, making up sentences, practicing imaginary conversations, and planning language production (1994b, pp. 23-24).

¹⁵ The genitive is missing in the original quote.

To summarize, both private speech, mental rehearsal and imagined interactions in L2 can be considered to be manifestations of inner speech in L2. There is another way of investigating inner speech. There are brain imaging techniques which can offer insight about brain areas involved in language processing (Morin, 1999). The present study does not use laboratory tools and techniques, such as electrophysiological measurements, and neuroimaging, and as such, these neurological investigations are beyond the scope of this thesis.

3 MATERIALS AND METHODS

The aim of this chapter is to describe the theoretical and philosophical considerations taken for choosing mixed methods as a research paradigm. The chapter describes the pilot study used as a basis for the present study and ways in which the present study differs from the pilot. Further, this chapter also describes how the participants were chosen. It also returns to the four guidelines or caveats followed by the teachers while giving the feedback. This section also discusses the use of observation as a method, the instruments used to collect the data, ethical considerations taken during this study and also discusses the issue of validity, generalizability and reliability in relation with this study. The chapter also provides an insight into the process of data collection as well as the process of data analysis and interpretation. Further, this section gives an explanation of how the proficiency levels of the participants in the study were determined. In the end, the limitations of this study are discussed.

3.1 Research Design

The objectives of an empirical study usually dictate the methodology used for research. The intention of this study was to investigate how the Norwegian EFL learners experienced video feedback. More specifically, the study intended to investigate the learners' experience of two central phenomena of intrapersonal communication, private speech and inner speech. Since screencasting is a relatively new tool of giving feedback, the study also intended to investigate the learners and teachers' overall experience with this innovative way of receiving feedback. The intent, therefore, was to gain insight into their subjective experiences. Given that qualitative methods are often used as a means to "exploring a problem and developing a detailed understanding of a central phenomenon" (J. W. Creswell, 2012, p. 16), qualitative methods of collecting data correlated well with the intent of this study. Results derived using qualitative methods are, however, hard to generalize as the experiences and their interpretations are subjective.

Given that very few empirical studies have been conducted on the phenomena of private speech and inner speech (see Section 1.3), it was of particular interest to this study to find out how many EFL learners experienced stimulation of private speech and inner speech in L2 while listening to and watching the video feedback. Quantitative methods are often used to assess the "frequency and magnitude of trends" (J. W. Creswell, 2012, p. 535), and to "describe trends about a large number of people" (2012, p. 535). Quantitative data would be helpful to establish numeric trends. The challenge, if only quantitative data were collected,

would be that the method would present an average of all the responses and as such might not give justice to the subjective variety. It might also have been difficult to find the reasons behind particular observations and, in the case of the present study, regarding inner speech and private speech. Combining the qualitative and quantitative methods might help offset the weakness of both these methods and provide a better understanding of the complex phenomena in question.

Therefore, the present study decided on mixed methods as an approach to collect empirical evidence. According to Creswell, one can choose different models of mixed methods. This study applied the convergent-parallel design where both the methods have equal priority (J. W. Creswell, 2012, p. 540). Both qualitative and quantitative data were collected at the same time and then merged for data analysis and interpretation.

The choice of a methodological approach was also determined by factors other than a desire to find an answer to the research question. Empirical research deals with collecting and interpreting data to obtain knowledge about the social reality that we want to investigate. Since we are studying phenomena related to the society, our beliefs about how we can get knowledge about this reality affects the choice of methods. In other words, our philosophical beliefs about ontology¹⁶ and epistemology¹⁷ invariably inform our methodological and method choices.

Researchers who use the quantitative method of collecting empirical data can be said to be informed by the positivist approach to epistemology. According to this approach, the social world is patterned and predictable and, as such, positivists believe in one reality and believe the knowledge of this reality is external to us and waiting to be discovered. Followers of the constructivist paradigm believe in multiple realities. They believe that realities are situated, or context dependent and as such knowledge can only be constructed in social reaction and/or interpreted from a social situation; hence, they choose the qualitative method.

There is also another philosophical tradition where the aforementioned approaches converge. This tradition called Critical Realism believes in situated realities, but at the same

¹⁶ Wand and Weber (Wand & Weber, 1993, p. 220) refer to ontology as "a branch of philosophy concerned with articulating the nature and structure of the world."

¹⁷ The term *epistemology* denotes "the nature of human knowledge and understanding that can possibly be acquired through different types of inquiry and alternative methods of investigation" (Hirschheim, Klein, & Lyytinen, 1995, p. 20).

time, is also critical of the notion that the research may be colored by a researcher's prejudices and biases. As such, critical realists believe the findings of a study need to be verified. Joseph Maxwell believes critical realism "provides a coherent and productive stance for conducting qualitative research" (2007, p. 1) as "realism can be used to support the legitimacy and relevance of the key goals of qualitative research" (2007, p. 5). Critical realists usually apply mixed methods.

This thesis uses Vygotsky's socio-cultural theories as a theoretical framework. According to Vygotsky, knowledge is constructed through social interaction, so the social reality experienced by individuals can vary from situation to situation. Hence, conducting open-ended surveys is a valid method of collecting information. However, at the same time, it is to be noted that not only can the experiences of the individuals' participating in a certain phenomenon be colored by their previous experiences and prejudices, but also the interpretation of their experiences can be subjected to the interpreter's biases. As a critical realist, I believe that to obtain objectivity the evidence needs to be tested critically. Using a mixed method approach can lend credibility to the research as a researcher's observations, and interpretations of a social situation can be verified through quantitative means. Combining the two approaches might help bring out the best of both paradigms and help even out the weaknesses related to both. Mixed methods also allow for triangulation as a strategy to strengthen a study's validity. Triangulation will be discussed in-depth in Section 3.6.

Keeping the above philosophical and theoretical considerations in mind, mixed methods was chosen as a research paradigm for the present study and both qualitative and quantitative methods were used to gather and verify information. These methods of data collection are discussed in Section 3.3.

3.2 Pilot Study

As mentioned earlier in Section 1.1, the present study was inspired by a pilot study I conducted on two groups of EFL learners at an upper secondary school in Norway where data was collected from 32 learners. In the pilot investigation, 41.7 % of the learners in Group 1, and 40% learners in Group 2 reported speaking out loud to themselves. Further, 58.4% of learners in Group 1, and 35% of learners in Group 2 reported silently talking to themselves while they watched the video feedback. All students in both groups claimed they were thinking in English while they watched the feedback. Results also showed that the learners preferred the video feedback to other types of feedback and reported they could see their texts

from a different perspective, a phenomenon Piaget describes as decentering (see Section 2.6.2).

The focus of the pilot study was not only to find out if video feedback could lead to a stimulation of private speech and inner speech, but also to compare video feedback and other ways of giving feedback. In addition, the questionnaire also included questions related to participants' internet and computer use. The present study did not focus on a comparison between video feedback and alternative ways students receive feedback. As such, the questionnaire that was developed for the present study did not include questions related to a comparison, nor does the questionnaire ask the learners about their habits related to the use of technology. Appendix C shows all the questions included in the interview guide.

The questionnaire related to the present study also has new questions added to it. The manifestation of private speech in the pilot study was tested by asking the participants to respond to the statement, "*When I was listening to and looking at my text on the video I found myself talking to myself out loud.*" In addition to asking the participants if they talked out loud, the current study asked the participants to also respond to "*I found myself mumbling to myself when I was listening to the video.*" This was done to ensure that all manifestations of private speech were recorded because experiences related to the pilot study had shown that many participants mumbled to themselves as well, in addition to speaking out loud. The questionnaire also included questions related to the language the learners used to talk out loud and/or mumble. These questions related to private speech were not asked in the pilot study. Also, the pilot study had, what can be termed leading questions about the language in which inner speech was manifested. For example, the learners had to respond to *I was thinking in English when I was listening to the feedback*, and *I was thinking in Norwegian when I was listening to the feedback*. These questions were changed *If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?* The learners were given the options: English, Norwegian, Both English and Norwegian, and Uncertain. In retrospect, questions related to the language in which the private speech and inner speech was manifested should have included another option called "another language" as a few learners reported using a third language to speak out loud or mumble (see Section 4.3).

In addition to changes made to the questionnaire, there were other ways in which the current study differed from the pilot study. In the pilot study, the learners did not use reflective notes, and observation was not considered an instrument of collecting the data, as one of the groups listened and watched the video feedback at home.

In the present study, all the groups were observed by two teachers and reflective notes were used by the participants to write down notes as they watched their feedback (see Section 3.3.5 and 2.6.8). The pilot study also involved one teacher giving feedback to two groups of learners in one school, whereas in the current study four teachers gave feedback to six groups of learners at four different Norwegian schools.

3.3 Data Collection

Observation, qualitative survey interviews, and quantitative survey interviews were the methods used for collecting the data. Teachers who participated in this study were also considered as instruments for collecting the data. The following section describes the process of collecting the data, the instruments used to collect the data and the strengths and weaknesses associated with such.

3.3.1 Population

The population for this project was chosen on the principle of purposeful sampling meaning the informants and sites are selected intentionally (J. W. Creswell, 2012, p. 206). The research needed teachers who would be willing to try a new technology of giving feedback. I asked my colleagues and other teachers I have participated in different teaching programs with if they would be interested in participating in the project. Many teachers volunteered. The teachers were chosen on the principle of Maximum Variation Sampling, which is a strategy aimed at “capturing and describing the central themes or principal outcomes that cut across a great deal of participant or program variation” (Patton, 1990, p. 172).

One of the teachers who was chosen was a teacher of English at my school; the second teacher taught at a school in the same county but at a different municipality, and the third teacher worked at a school in the southern part of Norway. These three teachers, along with me, gave video feedback to EFL learners participating in general studies program at three different upper secondary schools in Norway. The students taking these classes were enrolled as Vg1 students and participated in the project and were included in the population being researched. There was, therefore, geographical variation among these students and teachers.

Using the principle of maximum variation sampling, two other groups of learners, who were enrolled in a specialized program at the upper secondary school I taught at, were given video feedback by me. These learners were older than the other four groups, and it was interesting to investigate if they experienced the video feedback in a different way than the

first year students. To summarize, a total of 125 EFL learners taking English for general studies from three different upper secondary schools in Norway participated in this project. The researcher provided feedback to three groups of learners. Three teachers from schools in Western Norway and one teacher from a school in Southern Norway gave video feedback to six groups of EFL learners using the program screencasting. The teachers were included in the population that was being researched since the teachers answered qualitative questionnaire about how they experienced the feedback.

3.3.2 Preparatory Work before Data Collection

As stated in the previous section, material for this research was collected from six different groups of students from three schools in Norway. Four teachers participated in this survey. Three teachers from schools in Western Norway and one teacher from a school in Southern Norway gave video feedback using the program screencasting to 125 EFL learners. The teachers gave feedback on written texts. Group 1 and 3 got feedback on a short story; Group 2 and 4 got feedback on an argumentative text; Group 5 got feedback on a literary essay, and Group 6 got feedback on a mock exam they had answered, which was comprised of three different tasks. One of these tasks was a literary essay and the other two texts were short texts about use of different literary devices as well as analysis of an advertisement. Group 1 – 4 are Vg1 students of general studies and Group 5-6 are Vg3 students taking English Literature and Culture as a specialized subject. Two of these teachers had never used the program Screencast-O-Matic before. The program is, however, free to download and easy to use; it is quite self-explanatory. I also participated in the process of giving feedback and gave feedback to three different groups. This was done because the intent was to collect as much data as possible. In addition, I was familiar with the program and often used it to give feedback.

As stated in Section 2.6.6 in accordance with Hattie and Timperley's and the Norwegian's Directorate for Education and Training's recommendations for providing effective feedback, the teachers gave feedback using four caveats. An explanation for the theoretical considerations behind the four caveats or advice to the teachers who participated in this study has been provided in Section 2.6. There was also a practical consideration underlining the fourth caveat. The learners might find it impractical to bring feedback provided in video form to an exam. Writing notes as they listened to the teacher's comments could overcome some of the limitations.

Based on my previous experience giving video feedback, I also made suggestions to the teachers to organize the feedback into three sections: the structure, the content and the language. The teachers read the texts, and marked/highlighted/underlined the parts where they wanted to give comments. Some rewrote certain sentences the learners had written incorrectly, and some used comment bubbles to point out the grammatical errors. One teacher did not find it necessary to write any comments in the texts. This marking of errors can be considered a part of the preparatory process. Some might consider that it creates extra work for teachers as they had to give feedback twice, once in the form of marking errors and then again in giving comments. However, the point of the whole exercise of the present study was to use the errors the learners had made as a point of departure for further discourse about how to avoid the errors, and thereby improve their texts. It was also important to underline parts that the learners had succeeded in answering well so that they were made aware of their strengths. Also, it was not necessary to mark all the errors in a text.

After the teachers had finished giving feedback using screencasting, they uploaded the files onto the school's learning platform called *ItsLearning*. The learners downloaded this feedback on to their computers to listen to it in class while being observed by the researcher and their own English teacher. The videos varied between 10-15 minutes. The project lasted two school hours. In the first hour, the students downloaded the feedback on to their computers and watched the feedback while writing reflecting notes. Once they all were done listening and writing, they presented their notes to a co-student. This process was observed by two people, the researcher and a teacher who was also involved in giving feedback. In the second hour, the learners answered the questionnaire.

Care was taken to collect all the reflective notes from the learners as well as observation notes from the teachers. All the documents were scanned and stored in folders on the researcher's computer.

3.3.3 Qualitative and Quantitative Survey Interviews

The present study used questionnaires as a survey instrument for collecting the data. According to Creswell, a questionnaire is a form that is used in a study that the participants complete and return to the researcher (J. W. Creswell, 2012, p. 382). To collect qualitative data about the learners' experiences, this study used open-ended questionnaires without response options. To collect quantitative survey interviews, closed-question questionnaires

were used. The closed-questions¹⁸ had an option to select answers marked on a Likert scale, which is an interval scale “with theoretically equal intervals among responses (J. W. Creswell, 2012, p. 167). The responses on the questionnaire for this study had five response options where 1-5 reflected the options strongly agree, agree, uncertain, disagree and strongly disagree respectively.

Both these questionnaires were embedded into one questionnaire, and administered on the learning platform, ItsLearning, used in all upper secondary schools in Norway. ItsLearning was used for practical reasons. The learners were used to using Its Learning. It was also very cost-effective and time-effective. The respondents typed in their answers online and therefore there was no need for me to type in all the information, which I would have had to do if they had been mailed questionnaires. These learner responses are available as Appendix D-I.

The teachers also answered qualitative questionnaire about how they experienced the feedback. They sent their answers electronically (see Appendix J).

There are some weaknesses associated with using questionnaires as a means of collecting data. The questions used in the interview-guide might have a level of researcher imposition i.e. the researcher only includes what he/she assumes is important in the questionnaire and might miss out on other important issues surrounding the central phenomena. There are also issues regarding the respondents’ participation. One cannot know whether the respondents are being truthful, whether they are forgetful, or if the participants thought their answers through and answered seriously. It is also not certain that the learners’ memory can be trusted or if they are reporting what they genuinely experienced. Subjects may report experiences based on inferences they made rather than on what they actually experienced. In order to combat such issues, some of the questions given were quite broad. In some of the questions, the participants were asked the same question, just using a different wording at different times. Surveys administered online have their own weaknesses. One can argue that they can lead to the learners’ identity being compromised at a later date because someone could trace responses back to them. However, all the information from the respondents was deleted from ItsLearning once the project was finished.

¹⁸ When Group 5, which was the first group that participated in the project, had answered the questionnaire, I realized that I hadn’t included three questions in there. So I asked them to answer another questionnaire with these three questions. That is why there are two appendices of responses from Group 5 named Appendix H1 and Appendix H2.

The questionnaire or interview guide was created using pre-defined categories; some questions were related to private speech, others dealt with inner speech and the rest dealt with the learners' overall experience of the video feedback.

3.3.4 Teachers as Instruments

Four teachers gave feedback to their learners, and answered questions related to their own experience of the feedback. The same teachers also participated in observing the learners as they watched their feedback. They wrote observation notes, and a sample of these observation notes (see Section 3.3.5) has been attached as Appendix K. The teachers also provided information about the learners' competences based on their average grades they received at the completion of their first school year at the upper secondary level. These grades have been divided into three categories: low degree of competence (grades 1-2), intermediary degree of competence (grades 3-4), and high degree of competence (grades 5-6). The distinctions for grades are derived based on recommendations by the Norwegian Directorate for Education and Training.

It was definitely an advantage that four different teachers working at different schools could participate in this study. This is because the teachers involved are all professionals who took the present study very seriously and paid great care to follow the guidelines or caveats outlined by the researcher. In addition, the geographical variation strengthens the validity of the study. The researcher gave video feedback and as such was also an instrument in collecting the material. Numerous ethical considerations need to be taken when a researcher is involved as a participant in research. These have been discussed in depth in Section 3.5.

3.3.5 Observation as a Method

In order to make sure that the data was triangulated (see Section 3.6), observation was also used as a method to collect the data. The teachers who had given the feedback and I wrote descriptive notes while the participants watched the feedback as well as when they presented their notes about the feedback to a co-student. As such, teachers in question and I played the role of participant observers and non-participant observer. The advantages of observation as a method for collecting data are many. It is possible to get first hand report of all that happens around a central phenomenon, and you might be able to observe expressions that are hard for the participants to verbalize. On the other hand, the researcher needs to be able to be open-minded about the fact that other information that the researcher did not consider important

might be disclosed during observation. Therefore, I had to keep in mind that, even though in this particular study socio-cultural theories were being used deductively to get a structure, I had to practice “deliberate naïveté and [an] absence of presuppositions and [had to] keep an open mind while observing (Brinkman & Kvale, 2015, p. 33). I had to think inductively and be open to new and unexpected phenomena. Table 4.2 shows a sample of observation notes from Groups 1 and 2. Part of an original observation note from Group 6 has been attached as Appendix K.

3.3.6 Proficiency Levels of the Learners

In Norway, based on the recommendation from the Norwegian Directorate for Education and Learning pursuant to Regulations to the Education Act §§ 3-4 and 4-4 the overall grade descriptions for basic education are as follows:

- a) The grade 6 expresses that the student has outstanding expertise/competence in the subject.
 - b) The grade 5 expresses that the student has good expertise/competence in the subject.
 - c) The grade 4 expresses that the student has good expertise/competence in the subject.
 - d) The grade 3 expresses that the student has fairly good expertise/competence in the subject.
 - e) The grade 2 expresses that the pupil has low expertise/competence in the subject.
 - f) The grade 1 expresses that the pupil has very low expertise/competence in the subject.
- (The Education Act, 1998 , my translation)

It is general practice in Norwegian schools to collapse the grades 1-2, and consider the learners who get these grades to have low competence. The learners who get grades 3-4 are considered to have intermediate proficiency. The learners who get grades 5-6 are considered to have high competence in a subject. The present study followed the general practice of collapsing categories and used categories low, intermediate and high to discuss proficiency.

The proficiency levels of the EFL learners in this study were provided by their teachers. A list showing the participants’ grades has been attached as Appendix L.

3.4 Analyzing and Interpreting the Data

The data collected on ItsLearning was downloaded and imported to the program Microsoft Excel. ItsLearning has a function that translates the collected quantitative data into

percentages. Next, the information was summarized into Excel sheets. The quantitative data was plotted in tables, and these tables were converted into the graphs used to present the findings in chapter 4. It was also the intention of the present study to find any recurring trends and patterns. One way to do it is to measure the central tendency. A central tendency can be expressed through a mean which means the “average score”(J. W. Creswell, 2012, p. 184) or a mean which means “the most frequently occurring score” (p. 184). The quantitative data was analyzed to find the mean and the mode in relation to all the learner responses.

To strengthen the validity of the results, Concurrent Triangulation Strategy was applied where equal emphasis was used on both qualitative and quantitative data. The concurrent triangulation strategy is selected as “the design when a researcher uses two different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study” (J. CRESWELL, Clark, GUTMANN, & Hanson, 2003, p. 183). This strategy provide useful because when the information in the qualitative questionnaire was analyzed to cross-check the information gathered from the quantitative questionnaire, the inconsistencies in the student responses came to light (see Section 4.2.1).

The amount of data collected was colossal. To analyze the qualitative data, the collected data was further coded by carefully choosing recurring ideas and themes. Kvale and Brinkmann state that the data collected should be coded and categorized using the ‘meaning categorization technique in which “the interview is coded into categories” (Brinkman & Kvale, 2015, p. 192). Further, they state that, “The categories can be developed in advance or they can rise ad hoc during the analysis“ (2015, p. 192). As stated earlier in Section 3.3.3, the interview guide was created using certain pre-defined categories related to private speech, inner speech and quality of feedback. Using these main categories as a point of departure, sub-categories were developed deductively. The data collected was read and re read many times in its entirety to find ideas that were often repeated. A careful coding of the student responses showed certain patterns related to the characteristics of inner speech and private speech. Chapter 4 presents the condensed and categorized data material collapsed into tables and figures.

3.5 Ethical Considerations

Ethics can be defined as codes of conduct governing an individual’s or in the context of this study, the researcher’s behavior. I followed a strict ethical protocol while gathering data. The study and the interview-guide were approved by the Privacy Ombudsman for Research,

Norwegian Social Science Data Service (see Appendix M). The principles of informed consent, autonomy and confidentiality were followed. In order to observe these principles, the respondents were asked to sign an informed consent form which is a “statement that participants sign before they can participate in research” (J. W. Creswell, 2012, p. 149). They were told that all the information obtained from them would be confidential, the participation was voluntary, and that they had the right not to participate in the research or to leave the research at any time without any questions being asked or them being penalized for it. (See Appendix N).

The researcher has an obligation to observe secrecy and confidentiality at all stages of the research, and hence the participants were told that their identity would be protected and all information about them will be deleted after the study was published. A letter was also sent to the respective principals of these schools informing them of the same.

Ethics are of paramount consideration when a teacher is researching his/her own students. One needs to remember that asymmetric power hierarchies characterize such research by nature, and take all precautions to minimize such power relations. The participants, who have the researcher as their teacher giving the video feedback, might feel as if they had certain obligations to their teacher and might, therefore, answer in a certain way owing to a sense of misplaced loyalty to please their teacher. In order to make sure that did not happen, data was also gathered from two other schools where I did not teach.

Certain ethical considerations were also taken when analyzing and interpreting the data. I was aware that observing, interviewing and interpreting the data are subjective processes and that I needed to practice deliberate naiveté while collecting the data. I constantly reviewed the data keeping in mind the researcher had a certain pre-knowledge, or perhaps some prejudices, and made sure this pre-knowledge did not get in the way of her interpretation of the data. This strategy called reflexivity (Creswell, 626) would ascertain that the research has valid inferences. Care was taken to refrain from looking at the data, choose to code, and categorize the research elements that most fit the research questions. I tried to maintain respect and integrity towards the data, its interpretation and its analysis.

Researchers who are participants in their own studies need to be aware of the fact that they bring prior-knowledge, theoretical knowledge and prejudices to their research that might inform their interpretation of the results. However, here the hermeneutic thought is important to consider because it is important to understand that even though this previous knowledge might help understand the phenomenon in question, it could also hinder valid inferences.

Therefore, I tried to distinguish between a bias that was useful and a bias that could have been a hindrance.

Care was also taken to maintain high standards while designing the questionnaire and performing the research. The following section discusses the concepts of validity, generalizability and reliability, which are considered to be important for high quality research.

3.6 Validity, Generalizability and Reliability

As pointed out in Section 3.1, the present study uses triangulation as a strategy to ensure trustworthiness of data and to validate the findings. Researchers “triangulate among different sources of data to enhance accuracy of their study”(J. W. Creswell, 2012, p. 259). To ensure triangulation in data collection, material was collected through qualitative and quantitative methods, as well as through observation by two teachers in all the six groups. Triangulation in data collection was also ensured by operationalizing variables in different ways.

Operationalizing is a specification of how a variable is defined and measured in a study.(J. W. Creswell, 2012, p. 151). For example, the concept “private speech” was operationalized into the variables “talking to oneself” or “mumbling to oneself.” The construct “inner speech” was operationalized into the variable “thinking.” To ensure triangulation, “thinking” was also operationalized into the variables “processing of information” and “evaluation of one’s own writing” as well as “repeating in one’s mind what the teacher said.” Triangulation in data collection can ensure that different aspects of a phenomenon are illuminated, and it also lends validity and credibility to the findings.

As mentioned earlier in Section 3.2, the current study was inspired by a pilot study which was conducted on 32 learners. The present study was interested in finding out if the pilot study’s findings were replicated with a large population. To ensure that the resulting conclusions from the present study could be considered a representative sample and be applicable to and generalized for other groups of EFL learners in upper secondary schools in Norway, the current study chose participants from various groups of EFL learners and involved other teachers in giving video feedback.

Reliability is an important criterion related to the instruments used to collect the data. According to Creswell, consistency is a criterion that can ensure reliability of findings. Creswell points out, “When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way (J. W. Creswell, 2012, p. 159). Reliability was ensured during data analysis by carefully analyzing the data for

inconsistencies. In fact, the study found some inconsistencies and contradictory findings of the qualitative data with respect to quantitative data. A careful examination of the data collected revealed the research had to disregard the answers of 12 of the learners who claimed to have experienced private speech because of inconsistencies in their reporting (see Section 4.2.1). This discovery shows the importance of triangulation as the inconsistencies would not have come to light if the learners had not been asked to answer a qualitative questionnaire as well. Transparency about the findings strengthens the credibility of the study.

3.7 Limitations of the Study

There were several limitations to the current study. The study focused on collecting data related to experiences and function of inner and private speech. The form of inner speech and private speech was not investigated. In addition, as discussed earlier in Section 1.3, the present study did not focus on a comparison between video feedback and alternative ways students receive feedback, nor did the study discuss the visual aspects of screencasting. As such, the questionnaire developed for the present study did not include questions related to a comparison, or ask the learners about their habits related to the use of technology. Furthermore, the EFL learners were not asked if they found video feedback to be visually engaging.

The learners were given the options: English, Norwegian, Both English and Norwegian, and Uncertain in answering questions about which language they used for speaking out loud/mumbling. In retrospect, questions related to the language in which the private speech and inner speech was manifested should have included another option called “another language” as a few learners reported using a third language to speak out loud or mumble. (see Section 4.3). The study is also limited because no in-depth interviews were conducted. A one-to-one interview with a few respondents would have provided more insight into the phenomena, but the intention of this study was to gather a large amount of data in order to generalize the findings. A future study could perhaps focus on one-to-one interviews and probe the topic in-depth.

The study had more learners from Vg1 than Vg3. As stated earlier in Section 1.1, the Vg3 learners were two years older than the Vg1 learners. This discrepancy in the number of learners in these groups makes it difficult to make generalizations based on a comparison in participants’ experiences. Nonetheless, the number of respondents constitutes 17.6% of the

total population in the present study and the experiences of these 22 learners can provide valuable insight into how the Vg3 learners experienced screencasting.

As stated earlier in Section 3.3.3, questionnaires where data collected relies on memory are limited in quality because of reliability issues. Therefore, the questionnaire operationalized concepts into different variables to increase the reliability of the data. Nonetheless, a comprehensive approach where brain-imaging techniques are used to investigate inner speech might provide a clearer picture of the phenomena.

Next chapter will provide a presentation, analysis and interpretation and a discussion of the findings of the study.

4 RESULTS AND DISCUSSION

The present chapter will provide an overview of the findings for this study, an analysis of these findings and, wherever possible, a comparison with previous research. The following research question guided the present study:

How do the EFL learners and teachers experience screencasting as a tool for receiving and giving feedback, and what implication does screencasting have as a tool for reflection in relation to learner autonomy and for developing communicative competence?

This study's findings are divided into two categories: 1) those related to learners' experiences about screencasting as a tool for intrapersonal communication and 2) those related to learners and teachers' experience of screencasting as a tool for giving feedback and assessment. The findings and their implications are discussed in the light of the theories related to assessment, learner autonomy, communicative competence, private speech and inner speech.

The first section starts by presenting a table showing the mean and the modal results of the quantitative data.

4.1 Mean and the Mode Results

Table 4.1 presents the mean scores, which depict the average responses to different quantitative inquiries administered using the Likert scale. The table also indicates the mode score, referring to the value that occurs most often among the informants' answers.

Statement number	Statement	Mean	Mode
Q1	When I was listening to the video, I made an effort to understand what was being said.	1,26	1
Q2	I paid close attention to the information I was receiving.	1,19	1
Q3	I know what I need to work with in future to improve my writing.	1,50	1
Q4	I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it.	1,83	2
Q5	I agreed with the teacher's observations about the text I had written.	1,64	1
Q6	There were times I felt my teacher had misunderstood what I had written.	3,66	4
Q7	(Please answer the following only if you felt that your teacher had misunderstood what you had written)I talked to my teacher afterwards to clear the misunderstanding.	1,10	0
Q8	I could do with some more feedback on the work.	3,26	4
Q9	The feedback was thorough and detailed.	1,46	1
Q10	I felt like the teacher was sitting next to me while I was listening to the feedback.	2,14	2

Q11	I felt like there was a meaningful information exchange between me and the teacher while I was listening to the feedback.	1,72	2
Q12	I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.	1,66	2
Q13	I found myself thinking while I was listening to the video.	1,62	1
Q14	If you were thinking while you were listening to the video feedback, what language were you thinking in?	2,42	3
Q15	I found myself talking to myself out loud when I was listening to the video.	4,05	5
Q16	If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?	1,56	0
Q17	I found myself mumbling to myself when I was listening to the video.	3,51	5
Q18	If you were mumbling to yourself while you were listening to the video feedback, what language were you doing that in?	1,58	0
Q19	I tried to repeat in my mind what the teacher was saying.	2,27	2
Q20	I paused the recording sometimes to think and process (bearbeide) the feedback the teacher gave me.	2,62	2
Q21	I evaluated my own writing while I was listening to the video.	1,93	2
Q22	I think it is good that teachers use meta language (technical terms/grammatical terms) to explain my errors.	1,74	2
Q23	I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task.	1,86	2
Q24	You were asked to write reflective notes while you watched the the video feedback. In what language did you take your notes in?	1,17	1
Q25	You were supposed to present your reflective notes orally to a co-student. In what language did you present your notes in?	1,69	1

Table 4.1 Quantitative Results Q1-A25 (Mean and mode scores)

Here, 5 = Strongly Disagree, 4 = Disagree, 3 = Uncertain, Agree = 2, Strongly Agree = 1. For questions about language chosen 1 = English, 2 = Norwegian, 3 = Both, 4 = Uncertain.

4.2 Experiences Related to Intrapersonal Communication

Participating in activities that stimulate intrapersonal communication could help develop cognitive or intellectual thought, leading to critical reflection, a quality Little asserts defines an autonomous learner (see Section 2.6.2). The aim of this study was to investigate if feedback given through screencasting could stimulate intrapersonal communication in the EFL participants.

Intrapersonal communication in this study has further been divided into private speech and inner speech (see Section 1.1). The concept “private speech” was operationalized into the variables “talking to oneself” or “mumbling to oneself.” The construct “inner speech” was operationalized into the variable “thinking.” To ensure triangulation, “thinking” was also operationalized into the variables “processing of information” and “evaluation of one’s own writing” as well as “repeating in one’s mind what the teacher said.” Open-ended questions probed the characteristics of inner speech.

The intention was also to investigate the language used by the EFL learners while experiencing the phenomena in question, so the learners were asked to choose between English, Norwegian, Both English and Norwegian, and Uncertain. In the upcoming sections, the findings of the quantitative data are first presented, analyzed and discussed. Findings from qualitative data, which follow immediately after the quantitative data, will be given a similar treatment.

4.2.1 Manifestation of Private Speech

In the questionnaire, the learners were asked to respond to the statement *I found myself talking to myself out loud when I was listening to the video*, and the statement *I found myself mumbling to myself when I was listening to the video*.

Figure 4.2 and Figure 4.3 provide the statistics from each group about talking out loud and mumbling while receiving feedback through screencasting.

A preliminary analysis of the data collected in the present study had shown that 27.2% of the total learners reported that they either spoke out loud or mumbled. A careful examination of their responses to the open-ended questions revealed, however, that in reality the research had to disregard the answers of 9.6% of the learners who claimed to have spoken out loud or mumbled. When asked to answer in depth about their experience, they stated they did neither. In addition, 1.6% of the learners did not report speaking out loud or mumbling in the quantitative data, but a careful reading and re-reading of their in-depth responses indicated they did mumble. Altogether, 19.2% of the total learners reported speaking out loud and/or mumbling. These learners can be said to have experienced private speech or what Vygotsky and Piaget called egocentric speech as discussed previously in Section 2.3. The majority of the learners (82.7%) did not experience private speech.

Figure 4.1 shows the verified percentage of the total learners in all groups whose reports about talking out loud and/or mumbling resonated with their answers from the open-ended questionnaire.

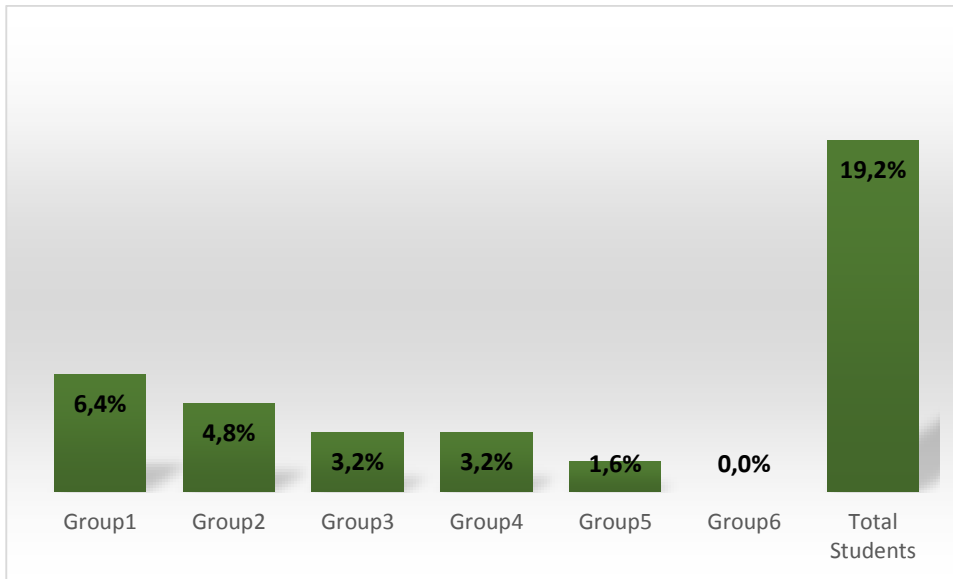


Figure 4.1 Spoke out loud/mumbled

In Group 1, 6.4% of the total learners and in Group 2, 4.8% of the learners spoke out loud and/or mumbled. In Groups 3 and 4, there were a total of 3.2 % learners who replied in affirmative to this statement. In Group 5, 1.6% of the total learners and in Group 6, 0% reported speaking out loud and/or mumbling. As seen in Figure 4.1, statement *I found myself talking to myself out loud when I was listening to the video* gave a mean score of 4.05. This suggested that the average number of informants disagreed with the statement.

As shown in Table 4.1 (see Section 4.1), the statement *I found myself mumbling to myself when I was listening to the video* indicated a mean score of 3.51. This showed that the informants' average experience about if they mumbled while receiving feedback through screencasting lay between "uncertain" and "disagree." The modal score of five demonstrated that the answer "strongly disagree" was the answer which occurred the most among the participants for both statements related to the experience of private speech.

The quantitative findings indicated that 19.2% of the total learners seemed to have experienced private speech. The majority of the learners (80.8%) did not experience private speech.

To determine which language the learners used for audible self-talk, the learners were asked *If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?* Figure 4.2 shows the number of learners in each group who experienced private speech as well as the language they used:

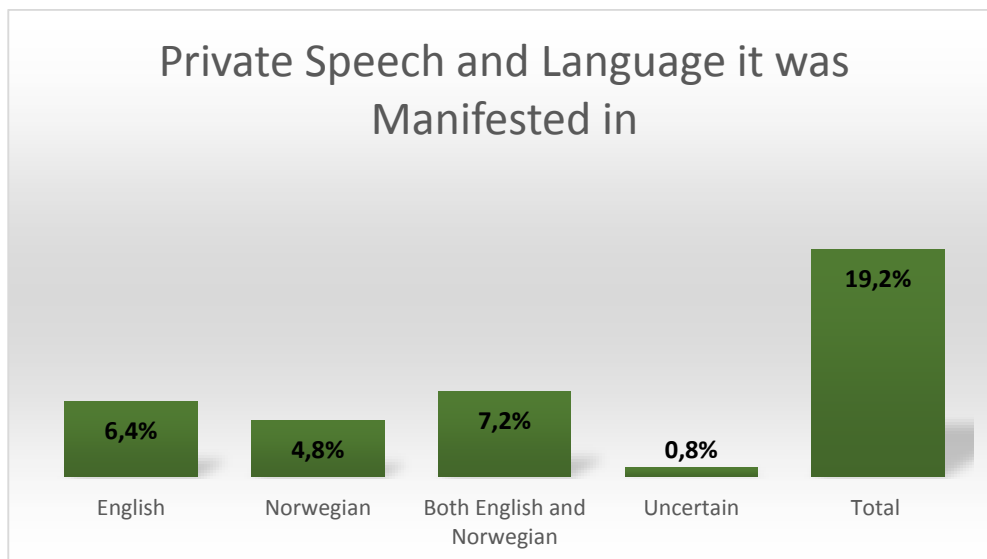


Figure 4.2 Experience of private speech in various groups and the corresponding language

Data from Figure 4.2 revealed that out of the 19.2% learners who experienced private speech, 6.4% of the learners experienced private speech in English, 4.8% of the learners experienced private speech in Norwegian and 7.2% of the learners experienced private speech in both English and Norwegian. Of the remaining who reported experiencing this phenomenon, 0.8% reported mumbling but were uncertain about the language.

As discussed earlier in Section 3.6, triangulation within data involves collecting data using multiple sources and is a strategy to test the validity of the data. Observation, therefore, as discussed in Section 3.3.5 was used as a method to cross-check learners' reports about talking out loud and/or mumbling. Teachers who observed the different groups verified that they noticed some of the learners mumbling and/or speaking to themselves while listening to the video feedback. Table 4.2 shows some observation notes from a few groups¹⁹:

In Group 1	One student has this loud sigh of relief; says out loud in class "ah, ooh" + raises his hands in the air One student whispering ²⁰ Faen (I think – it looked/sounded like that word) One student shaking his head (the same pupil who said faen)
In Group 2	Learners – some smiling, attentive, some nodded, sad face, writing notes, biting their thumbs, biting nails, mumbling? (I could see their lips moving)

Table 4.2 A sample of observation notes from two groups

¹⁹ The observation notes have not been attached as an appendix as they could compromise the identity of the learners.

²⁰ A Norwegian curse word.

The above notes by the teachers corroborated the findings from the qualitative and quantitative questionnaire. The comments showed that learners who got video feedback experienced various emotions like “smiling,” “laughing,” being “sad.” One student “heaved a sigh of relief.” In Group 2, “mumbling” was observed and in Group 1, students “whispered” and “spoke out loud.” The learners seemed engrossed in what they were hearing. Empirical evidence from the present study thereby, confirmed that video feedback led to an experience of private speech among EFL learners at three upper secondary schools in Norway.

The data collected was also analyzed in relation to the experience of private speech in all the groups as well as the proficiency of the learners. The material collected revealed that there was a difference in how learners in groups experienced private speech. Learners in Group 6 did not experience private speech. The highest percentage of learners experiencing private speech was in Group 1. These findings regarding differences in groups will be discussed later in this section in relation to the social context among these groups. The data also illustrated that private speech manifested itself among learners with both intermediate and high proficiency levels. In Table 4.3, the data from all groups have been collapsed to show the proficiency level of all learners experiencing private speech.

Low	Intermediate	High
- NA-	12.8%	6.4%

Table 4.3 Proficiency level of learners who experienced private speech

Table 4.3 shows the collective results for the experience of private speech in all languages in all groups. The data demonstrated that 6.4% of the learners with high proficiency experienced private speech and 12.8% of the learners with intermediate level of proficiency experienced private speech. In other words, the highest percentage of learners who experienced private speech had intermediate level of proficiency. This was true for all groups.

As shown in Figure 4.3, of the total EFL learners who experienced private speech, 16.7% of the EFL learners with high proficiency and a similar percentage of EFL learners with intermediate proficiency experienced private speech exclusively in L2. Similarly, equal percentages of high proficiency and intermediate proficiency learners (12.5%) experienced private speech solely in L1. However, the percentage of learners experiencing private speech in both L1 and L2 was higher among intermediate level learners as 29.2 % of intermediate proficiency learners experienced private speech in L1 and L2, compared with 8.3% high

proficiency learners. To summarize, a higher percentage of learners with intermediate proficiency experienced private speech and these learners experienced private speech in both L1 and L2.

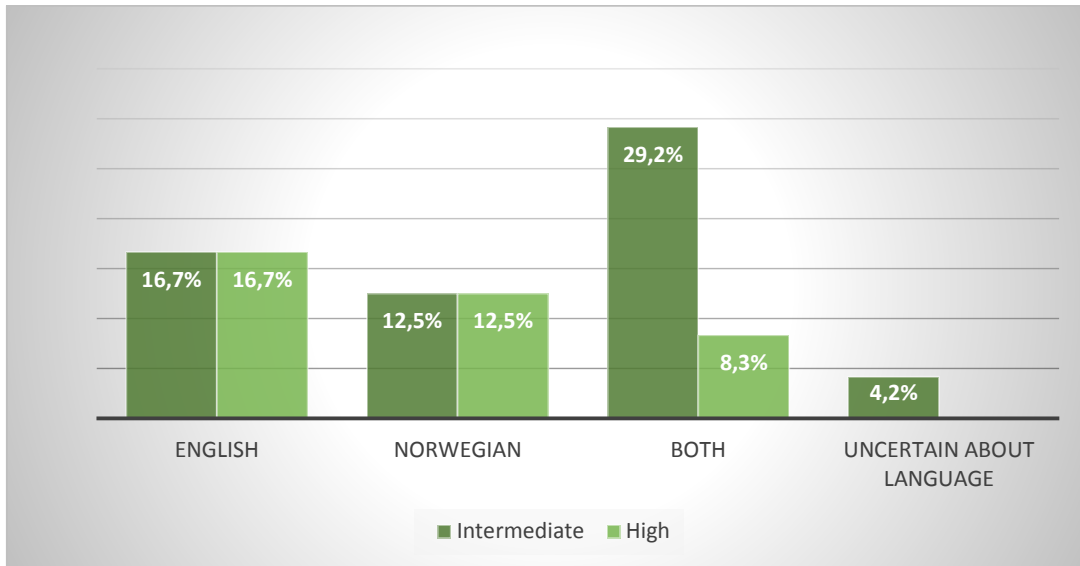


Figure 4.3 Private speech manifestation and proficiency levels of learners

The de Guerrero study (see Section 1.3), which focused only on L2 and its manifestation, had similar findings for L2. To find out if L2 external speech manifested itself as private speech, de Guerrero asked 472 Spanish speaking ESL Learners *Do you repeat aloud any of the words of that inner speech when you are alone?* (M. C. De Guerrero, 2005, p. 124). “That” in this question referred to the use of phrases, sentences, conversation or dialogues. The study conducted by de Guerrero found that “seventy-three percent of the participants in the low, intermediate, and high groups answered this question affirmatively” (2005, p. 124).

The data from the present study revealed that only two learners from Groups 5 and 6, experienced private speech. Both these learners were in Group 5. No learner in Group 6 reported the phenomenon. Groups 5 and 6 were comprised of learners who were Vg3 students and two years older than the Vg1 learners in Groups 1-4. This could be taken to mean that L2 private speech declined with age. It should be kept in mind, however, that the number of Vg1 learners who participated in the study was higher than the number of VG3 learners. It is difficult to predict whether or not the results would have been different if equal numbers of Vg1 and Vg3 learners had participated. This can be considered a limitation of the present study.

The findings that L1 and L2 private speech declined with proficiency and age resonated with Vygotsky’s theory of language development (as discussed in Section 2.3).

According to Vygotsky, private speech disappears and turns inward to inner speech as age and proficiency levels increase. It would seem that, as postulated by Vygotsky, L2 private speech is a developmental phenomenon similar to L1 private speech. These findings are supported by de Guerrero's study where the data also showed that "whereas overt vocalization or externalisation of L2 inner speech does occur, this phenomenon tends to decrease with proficiency" (M. C. De Guerrero, 2005, p. 124).

The findings from the de Guerrero study were different from the present study in one aspect. In the de Guerrero study a higher percentage of learners experienced private speech. One explanation for this discrepancy could be the difference in context. The learners in the present study were involved in a complex cognitive operation of trying to make sense of their text, listening to the teacher use metalanguage and looking at their texts through multiple perspectives (see Section 4.3.2.4). The participants in the study de Guerrero conducted were reporting their experiences on a general basis, with questions as *Have you had inner speech in English?*" and *"Can you 'hear' the sounds of English in your mind?"* The questions de Guerrero asked were not related to a narrowed down specific context such as in the present study, where learners had to focus on a complex task. In addition, the participants in the de Guerrero study wrote down their experiences of private speech even when they were alone and in the privacy of their homes. The students in the current study were sitting in a classroom with other students. This difference in social context could have affected the results of this study.

As shown in Figure 4.2, the data revealed that of the 19.2% learners who experienced private speech, 6.4% experienced private speech in English. Among the rest, 4.8% of the learners experienced private speech in Norwegian. Of the remaining, 7.2% experienced private speech in both English and Norwegian. The percentage of learners who experienced private speech in both L1 and L2 was higher than the learners who experienced private speech exclusively in L1 and L2.

It seemed that the EFL learners used both L1 and L2 while watching the video feedback. The study conducted by de Guerra also found that, "L2 learners do resort to the L1 when solving problems in the L2" (2005, p. 204). As discussed earlier in Section 2.4, Vygotsky pointed to the usefulness of L1 in concept formation when learning a foreign language Tomlinson, advocates the use of L1 as well among the EFL learners. (see Section 2.4). Private speech in L2 ought to be encouraged as it can help the learners become proficient learners in L2, but the use of L1 should not be discouraged either.

The findings shown in Figure 4.2 indicated that a majority of the participants did not report experiencing private speech. Response by Group2Learner7 might provide an explanation, “I did not talk to myself or mumble, because there are other people in the classroom and that would just sound weird. But I did think to myself though.”

Group2Learner7 explained that he/she thought it would be strange to speak out loud or mumble in front of fellow students. The presence of other participants prevented this learner from expressing himself/herself verbally.

Another respondent echoed the sentiments expressed above:

I could not talk or mumble because I was in class, and we were supposed to be quiet. But I think if I was all by myself, I would probably talk to myself, or most likely mumble. I think I would do that because I would probably go like “omg, I can't believe I made that mistake!” and just like nodding my head because I agree with you, or say “yes I understand”, I think the reason why I would do that is probably because I would feel like you were in the room with me, and sort of feel like you could hear me, it is hard to explain, but I would definitely mumble to myself.
(Group6Learner4)

Group6Learner4 explained that he/she felt inhibited by the fact he/she was in the classroom, and automatically assumed that all learners “were supposed to be quiet.” This learner stated that he/she would possibly talk aloud or mumble if he/she were alone. The learner predicted what his/her responses would have been to the teacher if he/she were alone because during the feedback he/she had experienced that the teacher seemed to be there in person.

The response by Group6Learner4 can be interpreted to mean that mumbling or talking out loud came naturally to him/her while watching the video feedback and he/she would do it when alone, but was reluctant to do it in a classroom because he/she thought it was not allowed. Group2Learner7 did not talk out loud or mumble because of the fear of the social judgments associated with “talking to yourself.”

The reasons these learners gave for not talking to themselves were social or personal. If talking out loud to yourself has never been encouraged before, many students will start from the assumption that there is something wrong with talking to yourself. As discussed in Section 2.3, private speech is the ontogenetic predecessor of inner speech and if inner speech plays a central role in concept formation, these EFL learners are missing out on a very important stage in the process of internalization of language. Further, if inner speech can help in development of communicative competence as this thesis posits, and as Little pointed out (see Section 2.6.3), talking to yourself out loud needs to be encouraged. This is a teaching issue; it is not a linguistic or psycholinguistic issue. Educators need to explicitly make it clear

to the EFL learners that talking to yourself is good, even necessary, in order to become proficient in another language.

As stated earlier in Section 4.2.1 and shown in Figure 4.1, the percentages of learners who experienced private speech varied in the six groups. Learners in Group 6 did not experience private speech, and the highest percentage of learners experiencing private speech was in Group 2. One explanation for the high number in Group 1 could be that this is the group where the researcher was also the teacher who gave feedback. However, the researcher was also the teacher for Group 6, and in Group 6, none of the learners experienced this phenomenon. Other socio-cultural factors might provide an explanation. Perhaps the learners in this group were comfortable with their classmates and/or were not worried about what other people think. If this is true, then the educators should definitely try to create an environment in class where the learners feel that they can do what comes naturally to them without the fear of social sanctions.

4.2.2 Characteristics of Private Speech

To gain insight into the characteristics of EFL learners' experience of private speech, the learners were asked *Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?*

A careful and close reading of the qualitative responses revealed recurring ideas and opinions related to the functional role played by the private speech. The responses below are quotes by learners, lifted directly from the questionnaire and presented without an attempt at correcting the language. This was done to maintain their original voices. It must be noted that all the EFL respondents who participated in the study had to answer 32 questions in one hour, and perhaps they did not focus on writing Standard English or editing their responses for language.

4.2.2.1 The Processing Function

As discussed in Section 2.3, Vygotsky postulated that self-directed verbalizations are used to “comprehend [a] situation, to find a solution, or to plan a nascent activity” (L. S. Vygotsky, 1986, p. 31). The following response showed that private speech stimulated during screencasting had a functional role:

i did not talk to myself, but i mumbled. I feel i understand the information better if i mumble(talk silent) to myself because i get the information inside me through my

headphones(your voice on the video) and through my voice when i mumble.
(Group1Learner9)

The above response showed that the learner was very aware of the voice of the teacher in the ear and he/she explained that voicing the information would help him/her understand the content of the feedback better. Another respondent Group3Learner18 suggested that private speech was used to deal with a challenging situation, “I was mumble to myself. I did that beacuse i needed to focus and it is much better to mumble.” Group3Learner18 reported mumbling out loud helped him/her to focus and concentrate.

Vygotsky considered problem-solving to be one of the functions of egocentric/private speech, “... children facing difficult situations resort ... to egocentric speech ...” (L. S. Vygotsky, 1986, p. 33). Vygotsky also found that “in difficult situations the coefficient of egocentric speech almost doubled” (1986, p. 30) (see Section 2.3). The learner in question encountered a difficult situation and resorted to private speech to make sense of the situation and to concentrate on the task at hand.

Group2Learner10 had a similar experience, “I do recall that I mumbled to myself. I do this a lot when I am thinking, learning, rehearsing, or prosessing things.” Group2Learner10 indicated that he/she used private speech actively when performing cognitive activities like thinking, learning, rehearsing and processing. During video feedback, he/she was faced with a situation that required cognitive involvement. He/she made use of her previous knowledge about how to resolve challenging tasks, which involved speaking out loud. Therefore, he/she reverted to private speech.

The above learner responses indicated that private speech was used to process the feedback and comprehend the information these EFL learners were receiving. Private speech can be seen to have helped these learners take control of the challenging situation.

To summarize, the above respondents used private speech to understand, process information and deal with a challenging situation. The results from the present study were consistent with the findings from the study (see Section 1.3) conducted on twelve Iranian learners of English which concluded that “private speech helped them manage their speech, structure their sentences and get control over the task” (Khorshidi & Abadikhah, 2013, p. 836).

As stated earlier in Section 2.6.2, self-regulation during private speech can be considered an act of an autonomous learner as this behavior is employed by the learner to make “practical decisions regarding his learning” (Holec, 1980, p. 4). When the learners discovered that their abilities to solve different cognitive tasks was limited, they reverted to

private speech to take charge of the situation. In other words, in an act of autonomy, private speech stimulated during the video feedback, was used as a mediating tool to maintain or regain self-regulation.

4.2.2.2 The Mnemonic Function

Private speech used by the EFL learners performed another role. Some learners used private speech to remember the feedback as the response by Group5Learner7 indicated, “I mumbled a bit to myself (not much, just a little bit). I think I did it to help me understand what I was doing and remember things when I wrote it down.” The response by Group5Learner7 showed that he/she not only used private speech to understand the feedback as the respondents in Section 4.2.2.1, but also used it to try to remember things as he/she wrote them down.

Another respondent, Group4Learner6, also pointed to the mnemonic role of the private speech, “Yes, I did talk and mumble to myself while listening to the video. I think I did that to repeat important thing that I should keep in my mind.” Group4Learner6 mumbled to repeat important instructions so she could remember them.

Respondent Group4Learner2 seemed very certain about his/her experience of private speech, “I did not talk out loud, but I mumbled a few times. I think I did that as a reaction. I was mumbling so I would remember it better and hears myself think the same so it would be easier to remember another time.” Group4Learner2 reported that he/she did not speak aloud. Instead, he/she mumbled as a reaction to the feedback. This response indicated an involuntary use of private speech. Further, Group4Learner2 reported that hearing himself /herself think helped him/her remember the feedback better.

The above learners believed talking and mumbling to themselves help them remember the feedback. As discussed in section 2.7, Clark hold the opinion that mental rehearsal of instructions plays an important role in regulating and controlling behavior. The above qualitative findings allow for the conclusion that private speech stimulated by video feedback performed a mnemonic role.

As discussed earlier in Section 2.2, during the process of concept formation, when objects and ideas are grouped in our mind first through associative bonds, and later through logical bonds, memory plays a central role. Committing words to memory can be considered to be the first stage in the process of concept formation, as Vygotsky considered a word to be a sign for an object or an idea (see Section 2.2). Private speech can be seen to have been used as a mnemonic aid in concept formation.

4.2.2.3 Social Context

Besides problem solving and repetition, some learners gave another explanation for talking or mumbling to themselves; they said they felt the teacher was sitting next to them or having a conversation with them, as the following learner reported:

I did mumble, like “Åja” and “Okei” or “Yes”. Because I felt like the teacher was sitting next to me and I just responded to the feedback I got. Also, I think I did that because I usually talk to myself when I’m alone :) (Group4Learner1)

Group4Learner1 reported that he/she experienced that him/her teacher was sitting next to him/her. This learner mumbled affirmative responses. This shows that the learner agreed with what /she was hearing through the video feedback. Similar to the Group2Learner10 (see Section 4.2.2.1), this learner was used to talking to himself/herself when alone.

Response from Group4Learner14 also pointed to the social nature of video feedback, “I mumbled a little bit, and I think this is because I felt like she was talking to me. I felt like she was there in person.” This respondent experienced the teacher’s presence to be more than a voice in the ear. This learner felt that the teacher was talking to him/her. This EFL learner experienced feedback to be individualized and learner centered, as he/she was the focus of attention with the teacher talking only to him/her.

As mentioned earlier in Section 2.7, Honeycutt et al. consider imagined interactions to be another form of intrapersonal communication. The above learners in the present study participated in imagined conversations through private speech because they felt that the teacher was sitting next to them, even though the teacher’s presence was merely a voice in the ear. The importance of social context in the internalization of language was discussed in Section 2.5. Video feedback provided a social context that led the above learners to experience intrapersonal communication in the form of imagined conversations with their teacher.

4.3 Manifestation of Inner Speech

This investigation aimed to explore experiences of learners related to intrapersonal communication, and one of the intrapersonal communication phenomena is inner speech. Inner speech in this study was defined as silent articulation of thoughts and thinking in meanings. In the context of this thesis, mental rehearsal and imagined interactions were also considered manifestations of inner speech (see Section 2.7). The construct “inner speech” was

operationalized into the variable “thinking”. Learners were asked to respond to the statement *I found myself thinking while I was listening to the video.*

Due to limited space, I have chosen to collapse the major categories on the Likert scale in the presentation of quantitative results, for example, the categories “strongly agree” and “agree” have been collapsed together, and the responses “strongly disagree” and “disagree” have been collapsed together. The responses to each category can be easily read from figure 4.7 if so desired. This has been done for all upcoming sections. Figure 4.4 shows the response in all six groups.

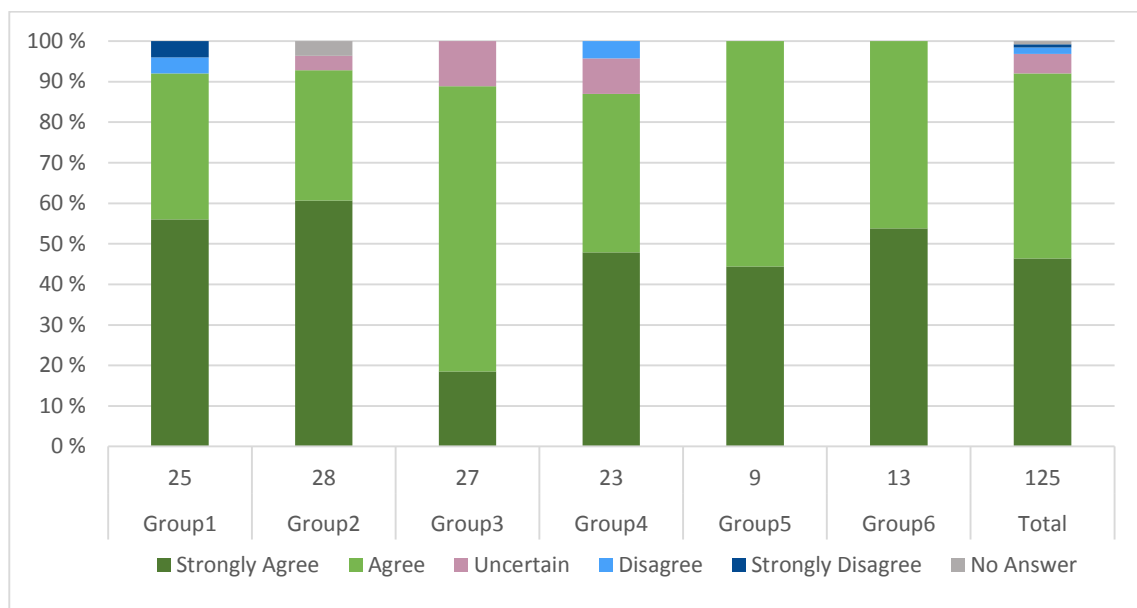


Figure 4.4 Thinking while listening to the video

The collapsed categories revealed more than 90% learners in Groups 1, 2, 5 and 6 agreed that they were thinking as they were listening to the video feedback. In Groups 1, 92 % in Group 2, 92.8% and in Group 5 and 6, 100% of the learners replied in the affirmative to the above statement. In Groups 3 and 4, 88.9% and 86.9% of the learners respectively reported thinking while receiving feedback through screencasting.

In Group 1, 8% of the total learners; and in Group 4, 4.3 % of the total learners disagreed that they were thinking while listening to the video feedback. In Groups 2, 3, 5 and 6 no one disagreed but some were uncertain. The highest percentage of learners who were uncertain were in Group 3 (11.1%); in Group 4, 8.7% of the total learners were uncertain. Group 2 findings showed that 3.6% of the total learners in that group were uncertain as to whether they thought while participating in the video feedback.

Collectively, 92% of the total learners agreed that they were thinking as they were listening to the video feedback. The total percentage of learners uncertain about whether they

were thinking as they were listening or not was 4.8%. On the other hand, 2.4% did not agree that they were thinking as they were listening to the video feedback. According to the above data, there was some variation in response among different groups but not enough for this study to draw any conclusions.

The statement *I found myself thinking while I was listening to the video*, gave a mean score of 1.62, which indicated that the participants' average opinion of this inquiry was between "strongly agree" and "agree." The modal score one showed "strongly agree" was the response that occurred the most (see Table 4.1 in Section 4.1). The above findings and their analysis led to the inference that, in the present study, 92% of the population seemed to have experienced inner speech.

To find out which language the learners believed they used while thinking, they were asked *If you were thinking while you were listening to the video feedback, what language were you thinking in?* They were given the following choices: English, Norwegian, Both English and Norwegian and Uncertain.

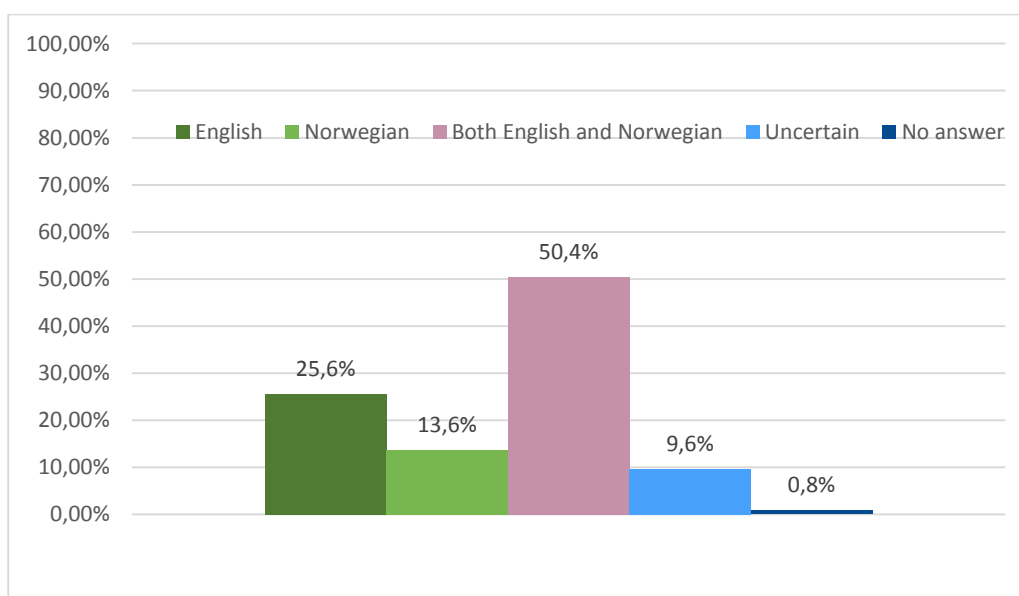


Figure 4.5 Language used by all groups to think while listening to the video feedback

As seen in Figure 4.5, of the 92% who reported an experience of inner speech, 25.6% of the learners claimed they experienced inner speech in L2, or the English language as they were listening to the video feedback. Further, 13.6% reported thinking in Norwegian and 50.4% claimed they were thinking in both English and Norwegian. Some (9.6% of the learners) were uncertain and 0.8% did not answer the question.

There was no option allowing the learners to choose “any other language.” This can be considered a limitation in this investigation. However, the learners’ experience of inner speech was also probed through an open-ended question. Learners made use of this opportunity, and four learners reported using a language other than English and Norwegian.

Inquiry *if you were thinking while you were listening to the video feedback, what language were you thinking in?* gave a mean score of 2.42, as shown in Table 4.1. This number meant that the average opinion of the informants about this item was “Both English and Norwegian.” A modal score of three suggested that the majority of the learners who experienced inner speech chose “Both English and Norwegian” as their answer.

The following qualitative responses might offer an explanation behind the EFL learners’ choice of languages while experiencing inner speech. One learner said:

When I was listening to the teacher's voice I thought on English. I also repeated what she was saying in my thoughts. I think I thought on English because the teacher were talking in English and I also were reading English from my text. (Group1Learner14)

This learner reported that he/she thought in English and repeated what the teacher was saying in English because the teacher was speaking in English and the text was in English. Other EFL learners provided a similar explanation. These will be discussed in the upcoming sections while discussing the role played by inner speech during the video feedback.

As shown in Figure 4.5, some learners used L1 exclusively while experiencing inner speech. Group2Learner21 stated:

I "translated" it to Norwegian when she talk, but I understand all she said. So I think in Norwegian when people talk English. I think that the reason that I think in Norwegian is because I tried to translated it the whole time. I think English is a difficult language, so I think Norwegian all the time. (Group2Learner21)

This learner used L1 to understand what the teacher was saying in L2 and proclaimed that he/she understood everything. Translating the teacher’s comments from the English language to the Norwegian language helped this learner to process the difficult content.

Group3Learner9 gave the following explanation for using both L1 and L2, “I think the reason for thinking both English and Norwegian is because my language is Norwegian and English because the teacher was speaking English in the feedback.” This learner used the Norwegian language while thinking during the feedback because it was his/her first language. This sentiment was echoed by other EFL learners in the study who stated that they used L1 because it was their mother tongue (see Appendix D-I). Similar to Group1Learner14 mentioned previously in this section, Group3Learner9 believed that the use of L2 for private

speech could be attributed to the fact that the teacher gave the video feedback in the English language.

It is clear that the EFL learners in the present study instinctively used both L1 and L2 while listening to the video feedback. As discussed in Section 2.4 and 4.2.1, even though the explicit goal of foreign language learning is thinking in L2, the use of L1 should not be discouraged.

4.3.1 Inner Speech and Proficiency Level

The data revealed there was a correlation between manifestation of L2 during mental rehearsal and the age and proficiency of the learners in this study. The following table presents the data about proficiency level from different groups of learners and the language in which they experienced inner speech. In Table 4.4, Groups 1-4 have been collapsed, as they comprised of learners from Vg1. Groups 5 and 6 have been collapsed as they consisted of only Vg3 learners. The learners in Groups 5 and 6 were older than learners in Groups 1-4.

Proficiency levels for Vg1 and Vg3	Language in which inner speech was manifested				
	English	Norwegian	Both English and Norwegian	Uncertain	No answer
Vg1 Intermediate	8%	15%	29%	4%	1%
High Vg1	17%	2%	21%	4%	0%
Intermediate Vg3	5%	0%	27%	14%	0%
High Vg3	27%	0%	23%	5%	0%
Intermediate ALL	7%	12%	29%	6%	1%
High ALL	18%	2%	22%	4%	0%

Table 4.4 Proficiency of learners in and the language of inner speech manifestation

Table 4.4 illustrates that manifestation of L2 inner speech increased with proficiency as well as age. More learners with a high proficiency level experienced inner speech in English (18%) as compared to learners with intermediate proficiency level (7%). A total of 12% learners with intermediate proficiency level experienced inner speech in Norwegian as compared to high level learners (2%).

The results show more learners with a higher level proficiency in Vg3 experienced inner speech in L2 (27%) compared with learners in Vg1 where only 17% of the high

proficiency learners experienced inner speech in English. Based on the findings in figure 4.8, it can be inferred that manifestation of inner speech in L2 increases with age. Research conducted in earlier studies found similar results. The de Guerrero's study found that "as the level of proficiency increased, so did the frequency of inner speech in English" (1990, p. 245).

As discussed in Section 4.2.1, there were fewer participants in Groups 5 and 6, which comprised of older learners than participants in Groups 1-4. Therefore, the present study cannot make a conclusive claim about the correlation between age of the learners and the manifestation of private speech.

So far, the findings from the quantitative data have been presented, analyzed and discussed. The aim of this thesis was also to investigate the characteristics of the inner speech as experienced by the participants. The next section presents qualitative findings related to inner speech.

4.3.2 Characteristics of Inner Speech

As stated earlier in Section 4.1, the construct "inner speech" was operationalized into a variable "thinking." To ensure triangulation, "thinking" was also operationalized into the variables "processing of information" and "evaluation of one's own writing" as well as "repeating in one's mind what the teacher said." Learners' responses to the open-ended question about what they were thinking about revealed various functional roles performed by inner speech.

4.3.2.1 The Processing Function

The learners were asked to comment on the statement *I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.* Figure 4.6 shows the results:

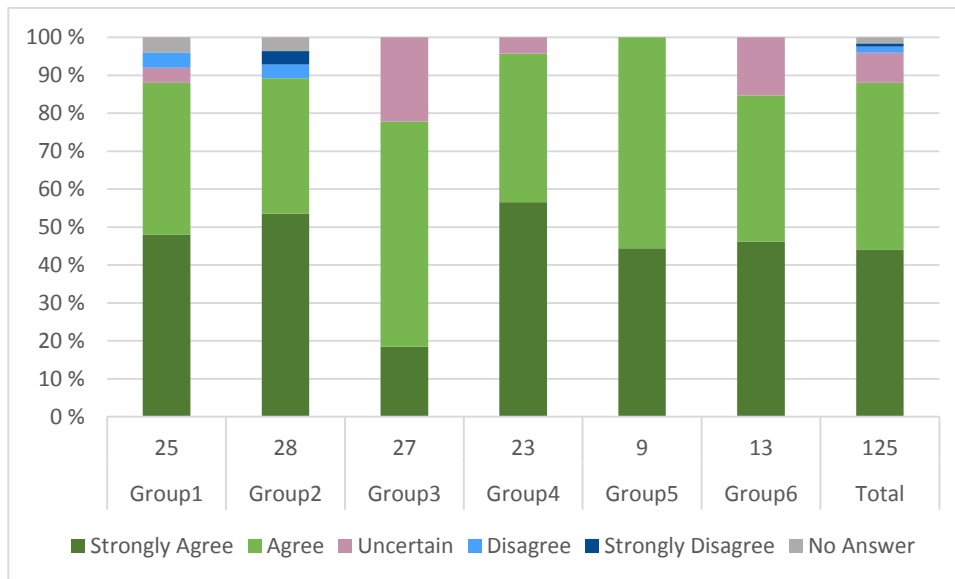


Figure 4.6 Processing the information

The above data revealed that more than 90% of the EFL learners in Group 4 (95.6%) and in Group 5 (100%) reported processing information they received as they watched the feedback. Further, more than 80% of the learners in Group 1 (88%), in Group 2 (89.3%) and in Group 6 (84.7 %) replied in affirmative to this inquiry. In Group 3, 77.8% of the learners agreed with the above statement.

In Group 1, 4% and in Group 2, 7.2% of the learners disagreed that they processed information. The percentage of people disagreeing with the above statement in Groups 3-6 was zero. In Groups 3 and 4, a higher percentage of learners were uncertain compared to Groups 1, 2 and 6.

Collectively, 88% of all the total learners who participated in the study answered affirmatively to the above inquiry. Further, 8% were uncertain and a total of 2.4 % did not think that they tried to process information. Of the rest, 1.6% did not answer this inquiry. According to the above data, there was some variation in how the respondents in the six groups answered this statement, but there is not enough data available to draw any conclusions about why the groups experienced this item differently.

A mean of 1.66 indicated the average answer to the above enquiry was between “strongly agree” and “agree.” The modal score of two indicated that the most frequent response among the participants’ answer was “agree” (see Table 4.1 in Section 4.1).

Responses to the following open-ended questions gave insight into the processing function performed by inner speech. Learners were asked to respond to *Could you please describe what you were thinking about as you listened to your teacher’s voice? Which*

language did you think in? Why do you think that you thought in that language? (Please answer all parts). One learner reported the following:

I did not really think while i was listening to the teacher's voice, i was processing the information i was receiving. After i was done listening i started to thinking about what had been said, and at that time i was thinking in english. I dont really know why i was thinking in english, i just think that it gives us a edge in learning english if we also think and speak english as often as we can. (Group6Learner7)

Response by Group6Learner7 indicated that the learner did not consider "processing" to be synonymous with "thinking." This learner believed that thinking is something he/she did after he had watched the video feedback. This response could indicate that the learner has a pseudoconcept (see Section 2.2) about the word "thinking." An examination of his/her responses to the quantitative data revealed that he/she agreed to thinking, as well as to repeating in his/her mind what the teacher was saying while listening to the feedback, but disagreed that he/she evaluated his/her writing. Either this learner could not make the associations between the words "think," "process," "repeat in mind" and "evaluate" or his/her understanding of these concepts is different from mine.

This discrepancy in interpretation indicated a potential issue in relation to reliability of the open-ended question. When the questionnaire was designed, the concept "thinking" was operationalized into different variables as "process," "repeat in mind" and "evaluate." If all the respondents had interpreted the variables in a different way than was intended, it would influence the analysis of the findings. However, it seemed that the other participants apprehended the variables as intended, as was clear from their in-depth responses. Therefore, the possibility of misinterpretation of information by Group6Learner7 can be ruled out. In retrospect, perhaps the concept "thinking" should also have included the variable "absorbing the information" to avoid any misunderstandings.

It seemed though that in the case of Group6Learner7, the problem was his/her incomplete understanding of the concept "thinking." Response by Group6Learner7 gave a distinct insight into the process of concept formation; the knowledge embedded in a potential concept leads to a more nuanced interpretation of a word.

Group6Learner7 also reported that he/she thought in the English language without knowing why, but as an EFL learner showed an awareness of the importance of using the English language for speech and thinking.

Another respondent, Group5Learner8, revealed an interesting experience related to inner speech, “I was focusing on what XXX²¹ was saying, trying to remember my text and connecting the dots. I think i used both english and norwegian.. Probably more norwegian because it's my motherlanguage and it's easier (?)”

Group5Learner8 reported that he/she was focusing on what was being said and trying to remember his/her text. This learner mentioned trying to “connect the dots.” Vygotsky’s theory of concept formation (see Section 2.2) discusses how concepts are formed when learners understand “the bonds actually existing between ... objects” (1986, p. 112). The term “connecting the dots” seems strikingly similar to the Vygotskian notion of forming “connections” (1986, p. 112) and associations” (114). This learner was perhaps in the process of understanding the word sense behind the various concepts used while listening to the video feedback. The qualitative data from this learner also revealed that he/she saw the merit of pointing to pre-established criteria during the video feedback.

Group5Learner8 had a pre-knowledge of the criteria and when the teacher pointed to how the task had been answered in relation to the criteria, the learner could make associations and connect the dots between pre-knowledge and the newly gained knowledge. It seemed that during silent articulation of his/her thoughts, this learner discovered logical bonds between different ideas related to his/her text. This learner’s response could be seen to give a remarkable insight into the process of concept formation and how pseudoconcepts get transformed into potential concepts.

Group5Learner8 used both English and Norwegian while thinking about the feedback. He/she thought the reason could be that Norwegian is his/her mother tongue. As has been presented earlier in 4.2.1 and 4.3, EFL learners in the present study used both L1 and L2 to understand, process and deal with a challenging situation. The role of L1 in concept formation was discussed in Section 2.4. The response from Group5Learner8 can be seen to mean that L1 aided in concept formation during the video feedback.

Both the EFL learners discussed in this section were cognitively involved in processing the feedback about the texts they had written. They tried to gain an understanding of the information they received through the teacher’s voice in their ear. Vygotsky, as discussed in Section 2.3, says that inner speech serves as a “mediator in purposeful activity”(1986, p. 39). It can be inferred that the participants used inner speech to understand the information they were receiving. As discussed earlier in Section 4.2.2.1, it seemed that

²¹ The gender of the teacher has been removed for the sake of anonymity.

private speech stimulated during video feedback was used to cope with a challenging situation. The results from this section showed that EFL learners also used inner speech to comprehend and made sense of a demanding situation.

4.3.2.2 The Evaluative and Reflective Function

Learners were asked to comment on the statement *I evaluated my own writing while I was listening to the video*. The following figure shows the results:

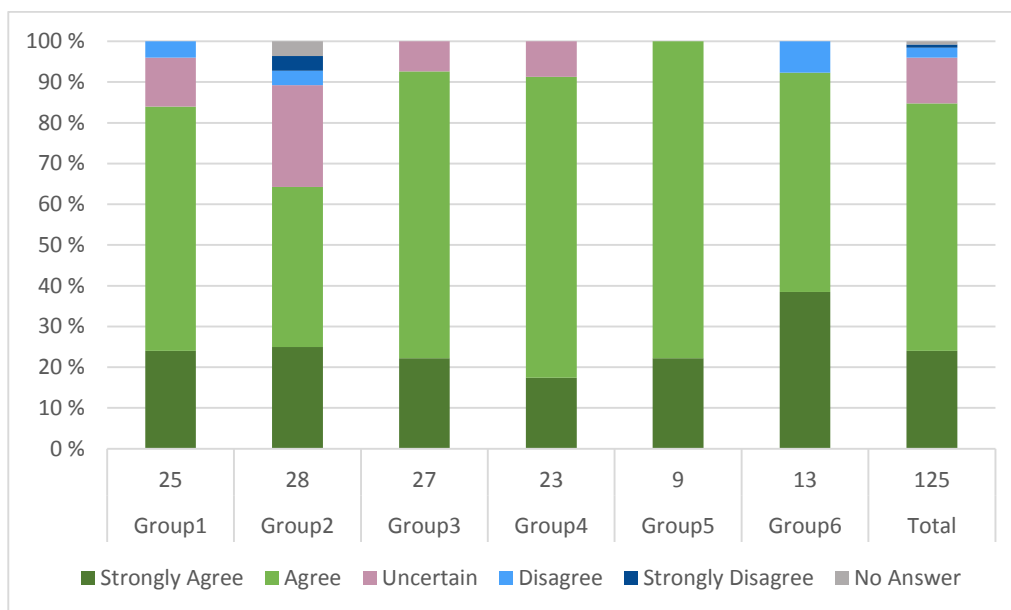


Figure 4.7 Evaluated own writing

Ninety percent and more of the total learners in Groups 3,4, 5 and 6 reported that they were evaluating their writing while listening to the video. In Group 3, 92.6%, in Group 4, 91.3%, 100% in Group 5, and 92.3 % of the learners in Group 6 reported evaluating their writing while listening to the video. In Group 1, 84% and in Group 2, 89.3% of the learners replied in affirmative to this inquiry.

Of the rest, 7.7% in Group 6, 7.2% in Group 2 and 4.0% in Group 1 disagreed that they tried to evaluate their writing as they watched the feedback. No one in Groups 3, 4 and 5 disagreed with this item.

Collectively, 84.8% of the total learners agreed they tried to evaluate their writing as they watched the feedback. Out of the rest, 11.2% were uncertain, 3.2 % disagreed and 0.8% did not answer. In Group 2, a higher percentage of learners were uncertain compared to the other groups. However, there was no information available in the data collected on why this group was uncertain about this inquiry, and hence no conclusions could be drawn.

A mean of 1.93 indicated the average answer to the above enquiry was “agree.” The modal score of two indicated that the most frequent response among the participants’ answer was “agree.” (see Table 4.1 in Section 4.1).

Responses to the open-ended questions *Could you please describe what you were thinking about as you listened to your teacher’s voice? Which language did you think in? Why do you think that you thought in that language? (Please answer all parts)*, gave further insight into the evaluative function performed by inner speech. One learner answered:

I was thinking about how I could have written the sentence in an other way, and how I could have choosed a more relevant title to the story. I was also thinking about the conjugating errors of the verbs, and that I need to work on conjugating.
(Group1Learner9)

This learner used metalanguage to comment on language issues that needed work. He/she also reflected on the quality of his/her work and realized that parts of the task had not met the criteria for the given task. Further, he/she made future plans for improving the work.

As discussed in Section 2.6.1, Holec defined autonomy as “the ability to take charge of one’s own learning” (1980, p. 103). Self-assessment is considered an important aspect of decision-making, and Little asserts that “self-assessment is the hinge on which reflective learning and the development of learner autonomy turn” (2009, p. 3). Learner response indicated he/she tried to evaluate the writing including reflecting on what was done well and what elements could be improved. In her study de Guerrero also concluded that inner speech performed an evaluative functional role (1990, p. 243), where evaluative was defined as “to evaluate/correct language and to test the extent or quality of L2 knowledge.” (M. C. M. de Guerrero, 1990, p. 243).

EFL respondent Group4Learner2 was specific in his/her answer about the thoughts in his/her head while listening to the feedback:

I thought about what she said compared to what I have gotten from earlier feedbacks. I compared my mistakes to my previous, and understood what I had improved from last time and what I still need to improve. I also tried to lister good to what she said if there were any other mistakes that I need to be aware of, and other things to improve. I was thinking in English most of the time. I think it is because it feels natural when you are hearing someone talking english. (Group4Learner2)

During mental rehearsal (Section 2.7), Group4Learner2 reviewed his/her performance and compared it with his/her previous work. This comparison can be related to the last stage of concept formation when a pseudoconcept changes into a potential concept as logical bonds are discovered between different words/ideas (see Section 2.2). Critical reflection entails the

discovery of logical bonds between different ideas. This learner reflected on the improvements he/she had made and focused on the errors that needed to be worked on in future. This respondent found it natural to think in English since the teacher spoke in English. Another learner presented his/her experience as following:

I was reflecting over which mistakes I had made, how I can work with them, what my strengths are and so on. I was thinking in English as the text was English, the teacher was speaking English and it is natural for me to think in English as I have English classes. (Group6Learner9)

This learner reported that he/she reflected on his/her writing and the mistakes that were made. Similar to Group4Learner2 mentioned above, he/she made comparisons between his/her previous work and the work at hand, and thought about the suggestions the teacher made. According to this learner, it was natural to think in English because the teacher was speaking in English.

Vygotsky, as discussed earlier in Section 2.3, claimed that inner speech is used in “planning complex actions” (1986, p. 39). In the responses above, the learners evaluated the quality of their writing, looked at alternative ways they could have answered the task, and also thought about their future work. Learners were not only involved in direct assessment of task performance here, but engaged in general assessment of their overall competence as well. These learners believed they experienced inner speech in L2 because it was a natural response to listen to someone speak English. Their text was in the English language, the teacher, who was a voice in their ear, spoke English and therefore, these learners responded in English. Using an L2 in a foreign language classroom seemed to have stimulated inner speech in that L2. Inner speech stimulated during video feedback can be seen to have developed communicative competence in the English language in these EFL learners.

As stated earlier (see Section 2.6.2), Little considers critical reflection an important characteristic of an autonomous learner. The above learners took a pro-active role in their learning and saw the learning opportunity the situation presented. They evaluated their writing and compared it with their previous work. Inner speech helped in the discovery of different associations between previous work and the current feedback, potentially leading to the development of concepts related to language learning. Inner speech, stimulated during screencasting, was used by EFL learners as a mediating tool for reflection as Vygotsky postulated (see Section 2.3).

4.3.2.3 The Imitative Function

Learners were asked to comment on the statement *I tried to repeat in my mind what the teacher was saying*. The following figure shows the results:

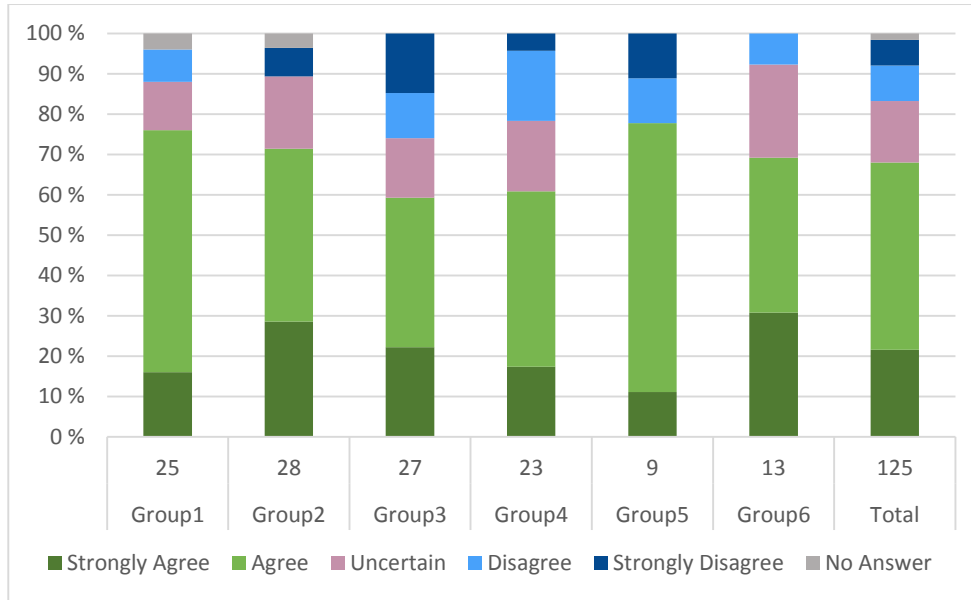


Figure 4.8 Repeated in mind what the teacher was saying

As seen in Figure 4.8, more than seventy percent of the EFL learners in Groups 1 (76%), Group 2 (71.5%), and Group 5 (77.8%) replied in affirmative to this statement. In Group 3 and 4, 60.9% of the learners and in Group 6 69.3% of the learners reported that they were repeating in their mind what the teacher was saying while listening to the video.

In Group 3, 25.9%; in Group 5, 22.2%; and in Group 4, 21.7% of the learners disagreed that they tried to repeat in their minds what the teacher was saying. Further, in Group 1, 8% and in Group 6, 7.7% of the learners disagreed with this item. The percentage of learners disagreeing in Group 2 was 7.1. In Group 6, a higher percentage of learners were uncertain compared to the other groups. However, there is not enough data available for analysis as to why the EFL learners in this group were uncertain about this item.

Collectively 68% of the total learners agreed they tried to repeat in their mind what the teacher was saying as they watched the feedback. 15.2% were uncertain, 15.2% disagreed and 1.6% did not answer. The difference in how the various groups answered this statement was not considerable enough for this study to draw a conclusion as to how these groups experienced this item. A mean of 2.27 indicated the average answer to the above enquiry was “agree.” The modal score of two indicated that the most frequent response among the participants’ answer was “agree” (see Table 4.1 in Section 4.1).

While the quantitative findings above show the numeric description of whether the EFL respondents repeated in their mind what they were saying, the qualitative data shown below in the form of responses to the open-ended question sheds more light on the imitative function of inner speech. Group1Learner15 reported the following:

When I was listening to the teacher's voice I thought on English. I also repeated what she was saying in my thoughts. I think I thought on English because the teacher was talking in English and I also was reading English from my text. (Group1Learner15)

The above learner repeated what the teacher was saying. This learner used the English language. Similar to respondents Group4Learner2 and Group6Learner9 discussed in Section 4.3.3, respondent Group1Learner15 believed he/she thought in English because the teacher was speaking in English and the text was in English.

Another respondent Group4Learner18 said the following, "I felt that the teacher was sitting next to me. I thought in English language because I repeated what she said to myself." Similar to the three aforementioned respondents, Group4Learner18 experienced inner speech in L2 during the video feedback. This EFL learner believed that he/she repeated what the teacher said and since the teacher spoke in the English language, he/she did the same.

Mental rehearsal is a phenomenon related to inner speech. As discussed in Section 2.7, mental rehearsal is the "silent, spontaneous or deliberate repetition of language material for purposes of remembering, planning, and learning." (M. C. De Guerrero, 2005, p. 26). In addition, as stated in Section 2.6.2, Thomas and Harri-Augstein pointed to the connection between repetition of words and development of learner autonomy. According to them, repetition characterizes the first stage towards becoming a fully self-organized learner (Thomas, 1990, p. 213)

The above EFL learners reported repeating the information they received from their teacher. All these learners claimed they thought in English while they were repeating the information they were receiving. They explained that they silently articulated their thoughts in the English language because their teacher had a discourse in the English language.

As discussed earlier in Section 2.2, and 4.2.2.2, memory plays an important role in grouping of ideas and objects during the process of concept formation. Empirical evidence from the present study showed that inner speech as well as private speech (as concluded in Section 4.2.2.2), was used by the EFL learners as a mnemonic tool in concept formation while participating in screencasting.

4.3.2.4 The Decentering Function

In the questionnaire, the learners were asked to respond to the statement *I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it*. Figure 4.9 shows the results:

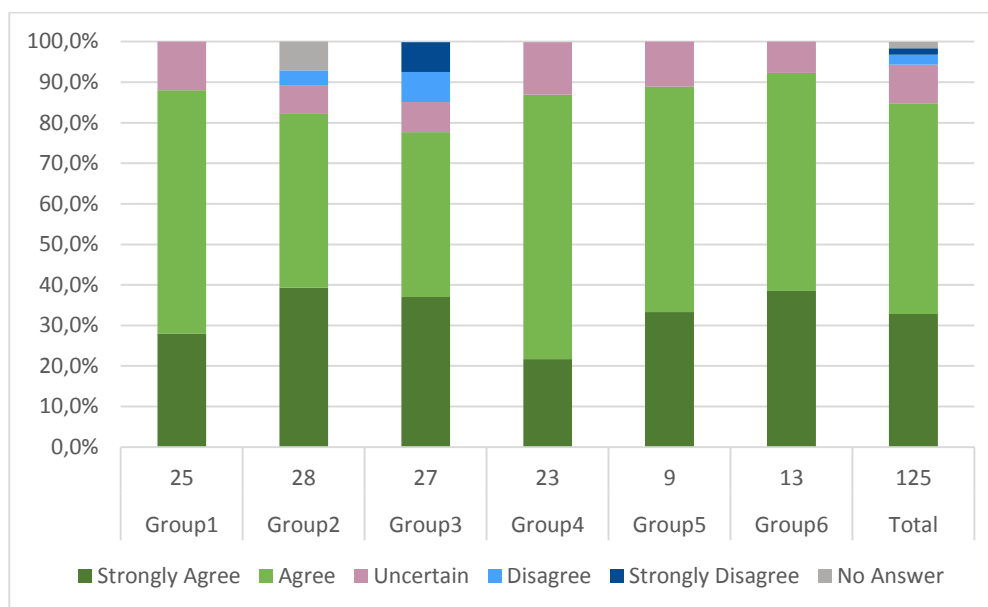


Figure 4.9 Seeing things from teacher’s perspective

Figure 4.9 indicates that more than 80% of the EFL learners in Groups 1 (88 %), Group 2 (82.2%), in Group 4 (86.9%), in Group 5 (88.9%) and in Group 6 (92.3 %) agreed with the above statement. In Group 3, 77.7% of the learners reported they could see the difference between how they thought they had written the text and how the teacher had perceived it.

The above figure also shows that 14.8% of the learners in Group 3 and 3.6% of the learners in Group 2 disagreed with the above statement. The percentage of learners disagreeing with the statement in the remaining groups was zero.

Collectively, 84.8% of the total agreed that they could see their text from their teacher’s perspective. Of the rest, 9.6% of the learners were uncertain and 4% of them disagreed. The data collected did not provide enough information about why more EFL learners in Group 3 disagreed with the above statement. Therefore, no conclusions can be drawn about this variation between groups.

A mean score of 1.83 indicated the learners’ average response about *I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it* was “agree” (see Table 4.1 in Section 4.1). A modal score of two illustrated “agree” to be the response that occurred the most.

The learners were asked the following open-ended question to get a better understanding of their responses: *Would you say that you could see how you thought you had answered the task was different from how your teacher thought you had answered the task?* The following response by Group6Learner12 shed light on the learner's thought processes, "Yes, i saw that i had thought i had ok structure in my text, but my teacher thought i had poor structure, and now i feel like i agree with her." Respondent Group4Learner2 had a similar experience, "Yes. I though some of the things a wrote was good, but realized that it was not ideal for this genre. It was described very well, so if was very helpful." Response by the Group4learner2 illustrated meaning negotiation as the learner realized that he/she had misunderstood the genre. An identical outlook was seen in the answer by Group1Learner6, "The story looks different now compared to when i wrote it. At least it that is how it feels."

The above EFL learners' answers showed a shift in perception about the structure of different text types. Their heightened awareness about how various texts are organized could be related to the development of pragmatic competence as outlined by CEFR. (see Section 2.6.3) which considers knowledge of "text design" or how written texts (essays, formal letters, etc.) are laid out, signposted and sequenced"(2001, p. 123) essential for a communicatively competent learner.

The above learners reported that they realized there were different ways of looking at their texts. They changed their opinions about their texts, and they realized why their ideas did not come across. As discussed earlier in Section 2.2, Vygotsky described different stages of concept formation and suggested that pseudoconcepts are complexes that coincide with the way a genuine concept is used. It seemed that social interaction by the teacher through the video feedback led the learners to re-negotiate their use of pseudoconcepts. Group6Learner12 thought that he/she knew how to structure her text, but when the teacher showed her that the structure could be better, the learner agreed with the teacher. One could infer that inner speech stimulated by teacher interaction helped this learner to transform his/her pseudoconcept about structure of a text to a potential concept about the structure of the text in question. It seemed that inner speech played a central role in development of the concept communicative competence.

The learner responses above showed that they compared the previous knowledge they had of their texts with the new knowledge they received from their teacher during the video feedback. Inner speech they experienced during video feedback led the learners to experience "cognitive shifts of centering (*centrations et décentrations*)" (Jean Piaget et al., 1962). (see Section 2.6.2). Learners realized that there was more than one way of looking at things. In

other words, they negotiated meanings related to these concepts. Goup2Learner26 reported the following:

Yes, I could really see the differences and what she would have done if she was the one to write the paper. By giving me examples and changing them for me, I got to see what I could have done better. (Goup2Learner26)

The above learner reported he/she could see how the teacher might have answered the task. It seemed that he/she became aware of discrepancies between his/her interpretation and his teacher's point of view. This learner stated, "By giving me examples and changing them for me..." What he/she is referring to here is how while giving video feedback, a teacher can move paragraphs up and down, write within the text and show alternatives to what the learner wrote. Every move the teacher makes is captured on the screen and gets recorded.

It seemed that video feedback provided learners with an opportunity to develop multiple perspectives on an issue. Screencasting led to decentering as it allowed the learners to "detach" themselves from their work to take a critical look at their writing. As discussed in Section 2.6.2, decentering or an ability to see things from multiple perspectives is viewed as essential to social development (Keller, 1976). Piaget considers decentering a central stage in cognitive development. One way to conceptualize multiple perspectives in a learning situation can be by distancing yourself from your work and looking at it through someone else's eyes.

Little considers "capacity of detachment" (1991, p. 4) an important feature of an autonomous learner. In Thomas and Harri-Augstein's three stages of learning, the second stage is characterized by detachment from the task and reflection on it (Section 2.6.2). In other words, the capability to detach oneself from one's work is an important component in the process of becoming a self-organized and autonomous learner.

It seemed that in the present study, the information given to the EFL learners helped them look at their text and their arguments from another person's view. Listening to the teacher's perspective on their work helped the learners *decenter* and they could look at their work with fresh eyes to see how the teacher perceived their writing. This led them to reflect on their work and they became aware of the strengths and weaknesses of their text.

4.4 General Experience of the Video Feedback

One of the aims of this research was to investigate the overall EFL learner and teacher experience to screencasting as a method of providing feedback in the context of this study. Both quantitative and qualitative data provided insight into the learners and teachers'

perception of the video feedback. It is to be noted that the findings presented in this section do not include all the learners’ experiences that were discovered during the analysis but rather show the major recurring themes that surfaced while analyzing and interpreting the data.

4.4.1 Specific and Unambiguous

Research has shown that one of the qualities of poor feedback is that it is vague, unclear and not explicit (Crawford, 1992; Weaver, 2006).

Sommers found that “most teachers’ comments are not text-specific and could be interchanged, rubber-stamped, from text to text” (Sommers, 1982, p. 152). To ensure that the feedback was “anchored in the particulars of the students’ texts” (p. 152), the principle of *feed up* as recommended by Hattie and Timperley (2007, p. 86) was used as a caveat to give feedback. Hattie and Timperley recommend that the goal of any task needs to be very clear to the learners (2007, p. 86). To ensure that the feedback would have focus, learners were given criteria that would be used to assess their writing. The teachers were instructed to point to these criteria and give feedback based on these while giving feedback to the learners.

To investigate how the learners experienced feedback given to them showing the pre-established criteria, the learners were asked to respond to the statement *I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task*. The following figure illustrates learners’ response:

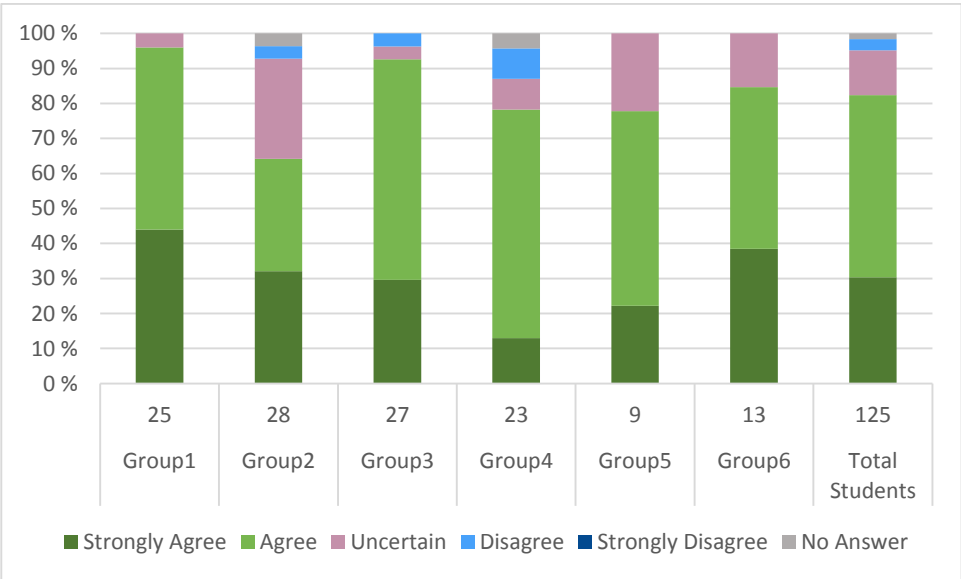


Figure 4.10 The principle of *feed up*: feedback given showing pre-established criteria

Figure 4.10 indicates that more than ninety percent of the learners in Groups 1 (96%) and in Group 3 (92.6%) agreed they understood feedback better when the criteria were presented at the same time that the feedback was given. The percentage of learners agreeing with this statement in Group 6 was 84.7%. More than seventy percent of the EFL learners in Groups 4 (78.2%) and 5 (77.8%) replied in the affirmative to this inquiry. In Group 3, 64.2% of the learners agreed that they understood feedback better when the criteria were presented at the same time that the feedback was given. The data collected, however, did not provide any explanation about why Group 3 had the lowest percentage among all groups agreeing with the above statement.

In Groups 2 and 3, 3.6% of the learners and in Group 4, 8.7% of the learners disagreed with the above statement. The percentage of learners who replied in negative to the above statement in Groups 1, 5 and 6 was zero.

There was some variation in the ways different groups answered the statement about receiving feedback when pre-established criteria were shown together with the feedback. The percentage of learners in Groups 2 (28.6%), Group 5 (22.2%), and Group 6 (15.4%) who were uncertain was higher than in Groups 1 (4%), Group 3 (3.7%) and Group 4 (8.7%). Many of these learners changed their mind later in the qualitative answers and agreed they understood the feedback better when it was given to them showing the criteria given beforehand.

Figure 4.10 also indicates that collectively, 82.4% of the learners agreed that they understood feedback better when it was given to them using the criteria they were given together with the task they answered. The total percentage of learners who were uncertain about this item was 15.4%. On the other hand, 3.2% did not agree and 1.6% did not answer.

The statement *I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task* gave a mean score of 1.86 which means that the participants' average opinion of this inquiry was "agree." The modal score two shows "agree" was the most frequent response (see Table 4.1 in Section 4.1).

The qualitative data revealed the learners' overall experience with the feedback. Respondent Group6Learner7 reported, "I really enjoyed the video feedback, because I got specific comments on what i need to work on." This learner considered the feedback to be specific and future-oriented as he/she now knew what to work on in future. The Mathisen study also concluded that "video comments are regarded as being more precise and nuanced than written feedback" (2012, p. 111). It seemed that Group6Learner7's positive response to the feedback was directly related to the feedback being specifically directed at him/her.

Another respondent, Group3Learner20, commented that the feedback was very clear and left no room for misinterpretations, “yes, i could understand wath she ment and ther was no misinterpretation. she was wery clear.” It seemed that the lack of misunderstandings in the video feedback could be related to the teachers’ use of the principal of *feed up* (see Section 2.6.6). This was evident from another respondents’ answer to the open-ended question:

I think that this is very important. That way there is a much smaller chance of it happening a misunderstanding, and as long as the teacher follows all the criterias that was set for the task in the evalutation, and is clear in what she says, then there isn’t really much the student can complain about, and the grade is most likely like it is supposed to be. (Group3Learner27)

The above learner found the feedback to be clear because the feedback was given showing the criteria that the learner used to write his/her text. Group3Learner27 said that feedback given this way could reduce the chance of misunderstandings. According to Turner and West, “feedback is undervalued by “unresponsive” tertiary students due to misunderstanding, inconsistencies and lack of clarity” (2013, p. 288). Video feedback, provided by showing pre-established criteria, minimized the chances of teachers giving vague directives. It seemed to have made the feedback more relevant for learners and led to a higher degree of learner engagement. Further, another respondent pointed to the impartial nature of the feedback:

I believe that is important because it gives the teacher an opportunity to back her claims, and that takes away the doubts that might occur wether or not the teachers likings of a text is based on a personal matter/opinion or a backed claim. (Group5Learner3)

The practice of the principle of *feed up* by the teachers led the above learners to experience the assessment as being fair and not being based on a personal bias towards the learner. The qualitative data from teacher interviews revealed that the use of the principle of *feed up* did not seem to be normal practice in EFL classrooms. Teachers who participated in the present study reported that they did not usually practice pointing to the criteria while giving feedback as is evident from Teacher1’s statement, “I am not always good at remembering to remind the students what the task set out to accomplish so it was good to have a reminder of this.” Teacher1 stated that he/she practiced giving feedback to her classes in the similar way as the caveats suggested, but he/she did not usually present the criteria the text would be assessed by.

The response from Teacher3 suggested the same, “I have not focused on the first principle that much before (feed up), but I find it helpful to use feed up first to make the student focus on what the task actually asks the student to do.” Teacher3 stated that he/she did

not usually focus on *feed up* in his/her feedbacks, but found it helpful to use the principle as it could help the student focus on the original purpose of the task.

Using the principle of *feed up* could be beneficial to teachers as is evident from the following teacher response:

I found them mostly very useful. I found it gave students and myself a better global view on things as I kept pointing back to the learning intentions and the criteria as I was explaining the corrections. I think this made it very easy for them to understand their product in comparison to the criteria they were given – they could easily see where they had been successful and where they had not. (Teacher2)

Teacher2 said that giving feedback using the principle of *feed up* helped him/her structure the feedback better. He/she added that it gave her a global view of the learning intentions of the task. Teacher 2 also understood the importance of the principle of *feed up* for the learners as they could compare their end product with what was expected of them according to the criteria.

The above learners' experience can be related to Vygotsky's theory of concept formation as discussed in Section 2.3. The EFL learners had a pre-knowledge of the criteria in their minds that were established before screencasting. During screencasting, when the teacher pointed to these criteria again, the learners could form associations between what they knew from before about the criteria and what they had discovered in the course of screencasting about how they had answered their task in relation with these criteria. Meaning negotiation between pre-knowledge and new knowledge led to a better comprehension of the feedback.

Feedback given using pre-established criteria, which were referred to during screencasting led to a better understanding of what the learners had answered well, and what could be improved upon. Feedback was experienced as being clear and specific. Linking feedback to the learning objectives resulted in feedback being perceived as specific, unambiguous and impartial.

4.4.2 Recognized Accomplishments

Learners' responses showed that the feedback elicited an emotional response. One respondent claimed to "love" the feedback and repeated the word "love" twice in his/her answer:

I loved the experience with the video feedback, you explained what i can do better with details, so i understood what you ment. If we just got it back, without the video, i would not understand how i should improve my writing, but when you explain it

with oral speech i understand it better. I loved the feedback i got, thank you!
(Group1Learner5)

The above learner understood clearly what was required of him/her to improve his/her writing because of the detailed video feedback. This learner had a positive experience. Another learner also expressed that he/she “loved” the video feedback:

I loved it! I think it was a really good way to get feedback in. I felt that the teacher gave much more positive comments now than when XXX²² have been giving the feedback on paper. I hope that this is something that we can continue with ! :)
(Group3Learner9)

The above learner stated that he/she loved the feedback and compared the feedback given through screencasting with written feedback and concluded that the former had more positive comments than the latter. It seemed that the emotional response was related to the principle of *feed back* as recommended by Hattie and Timperley according to which feedback needs to include information about “progress being made towards the goal” (2007, p. 86). Not only do the learners need to know the goal of learning, they also need to know how far they have come towards that goal. It is possible that the application of the principle of *feed back* (see Section 2.6.6) in the present study led to the teachers to give more positive feedback. The following response showed the importance of positive feedback:

I liked the feedback, but I think it would be better if you could point out some more positive things about my text, because now, after this feedback I am giving up. This was the first time we ever wrote an argumentative essay, so I think it would be better to point out more positive things. I was actually very dissapointet when the video ended. (Group2Learner6)

The above learner expressed a strong desire for the teacher to identify positive qualities in his/her work. It was the first time the learner had written in a new genre and when the teacher failed to appreciate and acknowledge his/her effort, he/she wanted to give up. The learner also identified a need for striking a balance between positive and negative feedback. Students need to know their strengths so they can assess their performance and plan for future work. Educators need to help learners identify their strengths. One learner, however, cautioned against the use of spurious praise:

The thing that could have been better was the part where you mention all the good things I’ve done and make it seem like it’s REALLY good, before you give me my grade which makes no sense (makes a little sense, but only a little) compared to the things you said was good and great, you should either tone the whole “good/great” part down a bit when you give a grade like this or make the negative more

²² The gender of the teacher has been removed for the sake of anonymity.

prominent, because then I understand more where you're coming from. I'm not saying you should drop giving me positive feedback, I just feel like sometimes it seems a bit "påatt".²³ (Group5Learner7)

This learner was confused because he/she did not understand the low grade since his/her teacher had praised the writing. He/she felt that the praise seemed fake. This learner wished that in future feedbacks the teacher would make sure the mark and the feedback were consistent. The experience of this learner could be related to the sociolinguistic competence component as outlined by CEFR (see Section 2.6.3).

Group5Learner7 was in one of the groups to whom I had given video feedback. I knew that this learner was ambitious and worked hard. I felt that he/she would be devastated by the low grade that he/she was going to get for the essay he/she had written. In an effort to assuage this learner's disappointment, I had tried to highlight all the positive things as a compensatory strategy. This learner could sense my discomfort through the video feedback. This learner could identify my use of spurious praise as a way of "apologising for face-threatening behavior" (Council of Europe Council for Cultural, 2001, p. 119). Inner speech stimulated during video feedback led to a heightened awareness of politeness markers and as such can be seen to have played a role in developing this learner's communicative competence.

Deci's meta-analysis of 128 studies concluded "Positive feedback enhanced both free-choice behavior ... and self-reported interest" (Deci et al., 1999, p. 627). In other words, positive feedback that recognized the learners' accomplishments increased the likelihood that students would return to or persist in a learning activity, and report a higher self-interest in the activity. Deci et al. warned though that positive feedback needs to be "informational" (1999, p. 657). The learners' reflective notes (see Figure 4.16) showed that they intended to continue working on their written texts and made plans to incorporate the teachers' recommendations to their texts. Further, they devised strategies to work towards their goals (see Section 4.4.3). Feedback which included praise related to the progress the learners had made towards their goals was experienced as being positive and confirmatory. It also enhanced free choice behavior.

²³ Påatt = Fake

4.4.3 Feedback was Future-Oriented and Constructive

The EFL learners were asked to respond to the following statement *I know what I need to work with in future to improve my writing*. The following figure illustrates their responses:

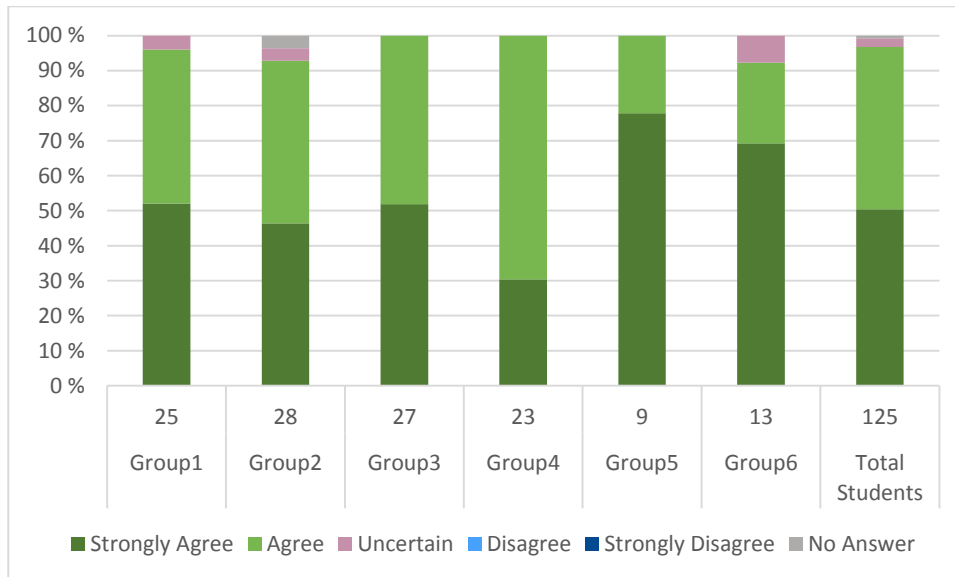


Figure 4.11 The Principle of *feed forward*: know what to work with in future

In Group 1, 96%, in Group 2, 92.8% and in Group 6, 92.3% of the learners reported that they now knew what they needed to work with in future. In Groups 3, 4 and 5, 100% of the learners answered affirmative to the above statement. The percentage of learners disagreeing with this statement in all groups was zero.

Collectively, 96.8% of the total learners agreed that they knew what to work on in future. The percentage of learners who were uncertain was 2.4. No one disagreed and 0.8% did not answer. According to Figure 4.11, learners in each group barring a very small percentage reported that they knew what they needed to work with in the future to improve their writing. According to the above data, there was not a significant variation in how the groups answered this statement, and so no conclusions can be drawn about the difference in how the six groups experienced this item.

The statement *I know what I need to work with in future to improve my writing* gave a mean score of 1.50 which means that the participants' average opinion of this inquiry lay between "strongly agree" and "agree." The modal score one shows "strongly agree" was the response that occurred the most (see Table 4.1 in Section 4.1).

As stated earlier in Section 2.6.8, the learners had to write reflective notes where they wrote what they had learnt about their feedback and their plan further. The following figure

shows that the EFL learners seemed to have a clear plan for improvements they were going to make to their future texts.

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Structure

- good structure
- good introduction
- conclusion

Language

- formal language
- correct spelling

Content

- good and reflective
- photos support the arguments

work on:

- need a clear thesis statement, take a stand
- linking words
- concord errors (was vs were)
- prepositions
- reformulate
- more informative/informal?
- be more concrete
- words like "Big"

work on:

- sources
- footnote

What is your plan for achieving all that you need to work on?

- exploring english: do tasks
- concord errors
- prepositions
- make a list of "check points" of my typical errors for the mock exam, and check them before I finish.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- clear thesis statement
- Introduction and conclusion - good
- Two discussion would like at least three
- work with the structure of the paragraphs: topical- and conclusive sentences
- Relevant content
- Quotes & sources
- Second discussion paragraph = ~~not~~ doesn't relate to the thesis statement
- Sources: navn på tekst, (within/after) sist "besøkt" sidan, forfatter av teksten

STRENGTHS:

- concord !!!
- thesis statement

NEED TO WORK ON:

- informal language (don't use "this")
- spelling (ikke mye, bare sjekk)
- vocabulary
- more content
- sources

What is your plan for achieving all that you need to work on?

- practice my writing
- expand my vocabulary by reading more english books

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Figure 4.12 Reflective notes from learners in Groups 4 and 6

The above reflective notes showed a use of metalinguage with terms like concord, prepositions and thesis statement. The first note showed that the learner had clear plans about what to do before his/her mock exams and planned to write "check points" of his/her typical errors. The second note showed that the learner planned to practice writing and intended to read more English books to expand his/her vocabulary. The feedback these learners received was constructive and encouraged them to take action to improve their learning.

According to Hattie and Timperley, *feed forward* is one of the "conditions that maximize the positive effects on learning." (J. Hattie & Timperley, 2007, p. 86). In fact, a detailed synthesis of "74 meta-analyses ... across more than 7,000 studies and 13,370 effect sizes, ... demonstrated that the most effective forms of feedback "provide cues or reinforcement to learners; are in the form of video-, audio-, or computer-assisted instructional feedback; and/or relate to goals." (J. Hattie & Timperley, 2007, p. 84). Results from the current study supported Hattie and Timperley's findings. Participants in the present study

wanted feedback that was specific to what they needed to work with. An overwhelming majority of the learners reported they better understood what to work with in future. Findings from the present study were supported by the study at the Monash university which found that “students not only perceived the feedback to be constructive, but they also used the feedback to devise future strategies” (Henderson & Phillips, 2015, p. 64).

The reflective notes in figure 4.15 showed the use of metalanguage among EFL learners. The use of metalanguage is an integral part of the present study as discussed in Section 2.6.7. According to Vygotsky’s theory of concept formation, words fulfill different roles in the various stages of thinking in complexes. He considered “the use of the word [to be] an integral part of the developing processes” (L. S. Vygotsky, 1986, p. 145) and further emphasized, “the word maintains its guiding function in the formation of genuine concepts, to which these processes lead” (p. 145). To investigate the learners’ experience with metalanguage, both quantitative and qualitative data was collected.

Learners were asked to respond to the following statement *I think it is good that teachers use metalanguage (technical terms/grammatical terms) to explain my errors.* The following figure shows the results:

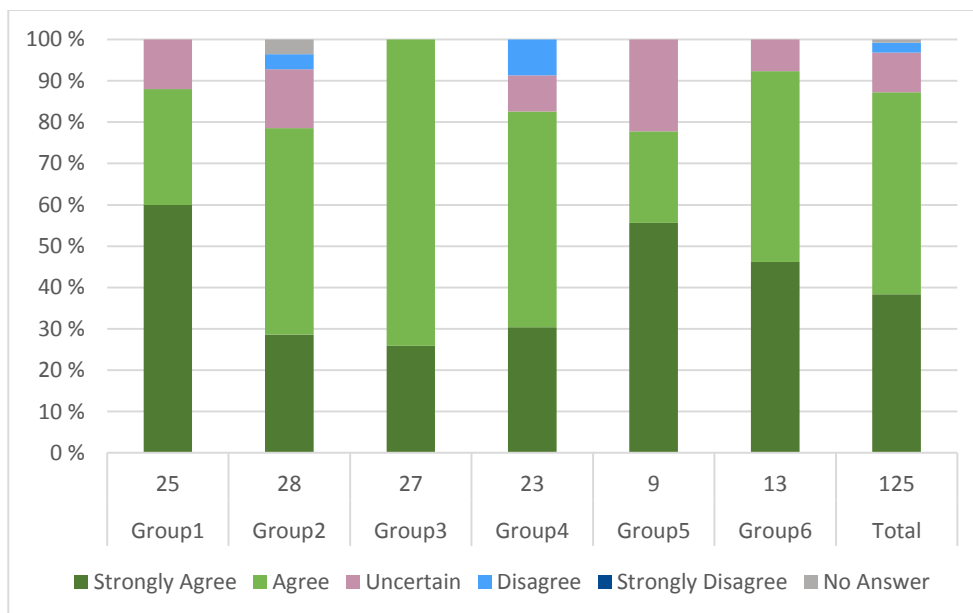


Figure 4.13 Use of Metalanguage

Figure 4.13 shows that more than 90% learners in Groups 6 (92.4%) and Group 3 (100%) agreed it was good that teachers used metalanguage. More than 80% of the total learners in

Groups 1 (88%) and Group 4 (82.6%) replied in an affirmative to the above inquiry. In Group 2, 78.6%, in Group 5, 77.8% agreed with statement.

No one in Groups 1 3, 5 and 6 disagreed that the use of metalanguage by teachers is good. The percentage of learners who disagreed with the statement in Group 4 was 8.7% and in Group 2 was 3.6%. More than 20% of the learners in Group 5 (22.7%) were uncertain about this inquiry compared with the other groups, but there is not enough data available to draw any conclusions about why Group 5 had the highest percentage of learners who were uncertain. In Groups 2, 14.3%, in Group 1, 12% and in Group 4, 8.7% of the learners were uncertain, whereas in Group 6, 7.7% of the learners were uncertain.

Collectively, 87.2 % of the total learners agreed, and 2.4% disagreed with the statement that the use of metalanguage by teachers is good. The percentage of total learners that were uncertain was 9.6. There was no answer by 0.8%. The data allows for the conclusion that the response to the above inquiry was positive. In all the six groups, the majority of learners agreed it was good that teachers used metalanguage.

The statement *I think it is good that teachers use metalanguage (technical terms/grammatical terms) to explain my errors* gave a mean score of 1.74 which means that the participants' average opinion of this inquiry was "agree." The modal score two shows "agree" was the most frequent response (see Table 4.1 in Section 4.1).

In order to gain insight into why the learners felt that the use of metalanguage was useful or not, they were asked the following open-ended question *Is it useful if teachers use metalanguage (technical terms/grammatical terms to explain what your errors are called)? Why or why not?*

Group4Learner5's response indicated that if the teachers use metalanguage it will help the learners learn new words, "Yes, I think it is important to be familiar with technical terms, as this will, for example, help expand one's vocabulary. I don't see how it could be a bad thing." This learner believed that the use of metalanguage by teachers could help the students expand their vocabulary. It seemed that this learner believed that using metalanguage could help him/her develop lexical competence.

Lexical competence is an integral part of linguistic competence, which in turn is a major component of communicative competence (see Section 2.6.3). The European Language Portfolio defines lexical competence as "knowledge of, and ability to use, the vocabulary of a language, [and] consists of lexical elements and grammatical elements" (Council of Europe Council for Cultural, 2001, p. 110). One respondent pointed to another aspect of using metalanguage:

Yes i think this is useful. I like to think that it expands our vocabulary and our understanding for difficult words. If we dont understand them we could just google them or ask our teacher and most likley we will remember them later on. I do not think we should be spoken to in an simplified language, we learn nothing from that. (Respondent Group3Learner16)

The above learner seemed almost personally affronted that teachers might try to use simplified language. This response indicated the learner's desire to be taken seriously. The learners were ambitious and understood the importance of learning technical terms for future use.

The term metalanguage used in this study also included the use of technical terms related to various contexts, for example, the use of rhetorical tools such as *logos*, *pathos* and *ethos* when analyzing an advertisement in class. Group3Learner7learner acknowledged this, "Yes, because the terminology gives a better explanation of the text then everyday speech." This learner had understood that different genres and communication situations are analyzed using different tools. Teaching a learner to write better texts means commenting on the paragraph structure and discussing how a topical sentence, a conclusive sentence or a transition sentence can help create better cohesion in a text, leading to better readability. Learning what these features are called can make learners aware of what exactly it is that separates different texts.

Knowledge of technical terms and discussing formal features of a language can impart a level of linguistic sophistication that can be used as a cognitive tool by the learners to reflect on their own learning. As discussed earlier in Section 2.6.1 and 2.6.2, Little considers the metalinguistic function, or "the use of the target language to talk about learning at the macro and micro levels as well as about the target language itself (Little, 1999, p. 85), to be an important ability of an autonomous language user.

As discussed earlier in Section 2.6.3, in proposing a model for communicative competence, Bachman and Palmer identified three components of strategic competence: goal setting, assessment and planning (Bachman & Palmer, 1996, p. 70). According to them, strategic competence comes into play when the learners are given a certain task to perform. Goal setting in their model involves identifying the task and choosing which task to perform (Bachman & Palmer, 1996, p. 71). Assessment involves "taking stock of what is needed, what one has to work with, and how well one has done" (Bachman & Palmer, 1996, p. 71). Planning involves "deciding how to use what one has" (Bachman & Palmer, 1996, p. 71).

Little considers these very components as integral to being an autonomous learner and calls it learner empowerment. He says that "learners should be involved from the beginning in

setting learning goals, planning and monitoring learning activities, and evaluating learning outcomes” (Little, 1991, p. 82). This empowers learners as they have to “assume responsibility for their own learning” (Little, 2004, p. 22).

The following responses to the open-ended question about whether the use of metalanguage is a good thing seemed to indicate that the learners equated knowledge of metalanguage to *learner empowerment*. Group1Learner3 stated, “Yes, because in that way I know exactly what I have to work with. It also makes it easier for me to search on the internet to find exercises and rules that I need to work with.” This learner thought that the teachers use of metalanguage, would lead to him/her knowing exactly what to work with. He/she could search the internet for exercises related to their errors and practice.

Group4Learner13 answered in a similar way, “Yes, because then you can go home and look them up on the Internet and take some practise on them.” This learner believed that the use of metalanguage to point out the errors by the teacher could be helpful because then the learners could work with these issues in private settings as well. He/she could look up websites that offer resources for working with language errors related to fluency and accuracy.

The above learners felt empowered because *they* could plan *their* learning. They could, in future, look up on the internet themselves to work with issues that needed improvement. The above responses showed the learners’ willingness to take initiative and take command of their own learning process. The learners could sort out, organize their errors and work strategically with their errors.

The empirical study conducted in Australia showed similar results with regards to future planning and strategizing. The study found that the learners felt that video feedback “had given them insight into strategies to approach future tasks” (Henderson & Phillips, 2015, p. 61). The Australian study did not focus on the use of metalanguage. However, according to the researchers, one explanation for the fact that video feedback leads to future strategizing could be that feedback had an emphasis on *feed forward*.

Given that the current thesis not only implemented the principle of *feed forward* as proposed by Hattie (see Section 2.6.6), but also had a clear focus on forms (see Section 2.6.7) through the use of metalanguage, it was not surprising that 96.8% of the learners who participated in the current study felt that the video feedback helped them plan their learning for future purposes (see Figure 4.11). The data collected above shows clearly that the learners view the use of metalanguage as imperative to control and monitor their own learning. As discussed in Section 2.6.2, Hole considers the ability to make practical decisions regarding

learning to be a quality of an autonomous learner. The use of metalanguage can help learners to be proactive and review their own learning regularly, and as a result becoming autonomous L2 language users.

The teachers who participated in this study had been instructed to use metalanguage. In their open-ended questionnaire, Teacher1 said the following about the use of metalanguage, “I try to use meta language all of the time and felt it was natural to continue with this.” The above response shows that using metalanguage is a matter of routine for this teacher, and so the use of metalanguage for the present study was not something that was unnatural.

A response from another teacher showed that the teacher was aware that the use of metalanguage helps learners plan and strategize their learning and take charge of their own learning:

Using meta-language is a great way to make students aware of what type of errors they make, as it enables them to access tasks and information online on the topics they find challenging. It is of course totally dependent on what the students have been taught before the feedback using meta-language. E.g. using the term concord is very helpful if the student knows what this means, otherwise not. In any case, the form of video-feedback enabled me to remind them briefly what concord is and I could show them some examples from the text where incorrect or correct concord had been used. (Teacher2)

The teacher expressed that it is important for the learners to know the metalanguage before a teacher introduces it in her feedback. Grammatical terms need to be a part of a learner’s repertoire. The teacher pointed out that screencasting as a method can be used to briefly remind the learner how a certain grammatical term functions. This is because during video feedback, you could write in the learner text and point to examples in the text where the student had used a certain term correctly and incorrectly. This editing process got captured in a video, and this gave screencasting an advantage over other types of feedback. Learners could be reminded what a certain term meant and how it was used.

Teacher2 had expressed a concern about the importance of pre-knowledge of metalanguage before using it in video feedback. Group4Learner15 had a similar opinion, “it could be useful if they explain right after what it is. if they use one of these terms, they should not automatically presume that the student know what it is.” This learner stated that the use of metalanguage could be useful if the teachers explained what the term meant after they had used the term and warned against teachers automatically presuming that the learner know what different terms mean.

Group3Learner12 expressed a similar sentiment, “As long X²⁴ has said them and explained them before at some point. If we never have heard the term before it could be difficult to understand what X means.”

The above learners agreed that the use of metalanguage is beneficial to their learning, but they stressed the importance of previous knowledge of the grammatical terms. They very clearly stated they want the teachers to explain what the terms mean, either before the assessment situation or during the feedback at some point.

It is very important that the learners are familiar with the technical terms and the teacher has gone through the terms with the learners before. Another learner emphatically stated this:

I think this is a bad idea, because it confused me very much and I did not really get what she said. If this meta language is used, we should learn about what it means first. But I think the whole thing about this was a bad idea (Group2Learner19)

This learner stated that the use of metalanguage was a bad idea because it confused him/her and led to communication breakdown. He/she said that it was essential that the learners knew what the different terms meant before the teacher introduced them in an assessment situation.

The study conducted at a Michigan University with 117 students concluded that metalanguage can “affect learner’s noticing of teacher feedback and their language improvement in a certain way, but the overall effect is not very impressive or even counteractive” (Wang & Fendler, 2009, p. 218). The study in question measured learner uptake²⁵ and noticing of teacher feedback. The current study has not measured uptake and whether the use of metalanguage helped the learners improve their learning. It has only taken into account what the learners have said about the use of metalanguage. It is clear though that the findings of the study in Michigan and the current study have one thing in common: “teachers ... need to take caution about what kind of metalanguage to use and when to use it” (Wang & Fendler, 2009, p. 218).

It is imperative that the EFL learners’ concern about previous knowledge of metalanguage be taken seriously. The use of metalanguage in a feedback can help learners set goals, plan and evaluate their learning, elements considered essential to development of strategic competence. As discussed earlier, strategically competent learners are autonomous learners who take charge of their learning. Use of metalanguage can also lead to development of lexical and linguistic competence as learners learn new words, but all this hinges on one

²⁴ The gender of the teacher has been removed for the sake of anonymity.

²⁵ Uptake is used to refer to what learners report they have learned from a lesson. (Allwright, 1984)

fact: that learners are familiar with the terms beforehand, and when a teacher introduces a new term, he/she should explain the new concept by using examples.

These findings are a result of feedback given using screencasting, yet these results are still valid for other kinds of written and oral feedback. The advantage with video feedback is the ease with which the terms can be explained and examples be given in detail to illustrate the terms. Different resources available online can be shown to the learners as you can switch between different programs effortlessly as you give feedback. As long as the teachers make sure they explain the terms to the learners, they can apply the findings of this study related to metalanguage to alternative forms of feedback as well.

4.4.4 Thorough and Detailed Feedback

The learners were asked to respond to the statement: *The feedback was thorough and detailed.*

Figure 4.14 illustrates the response:

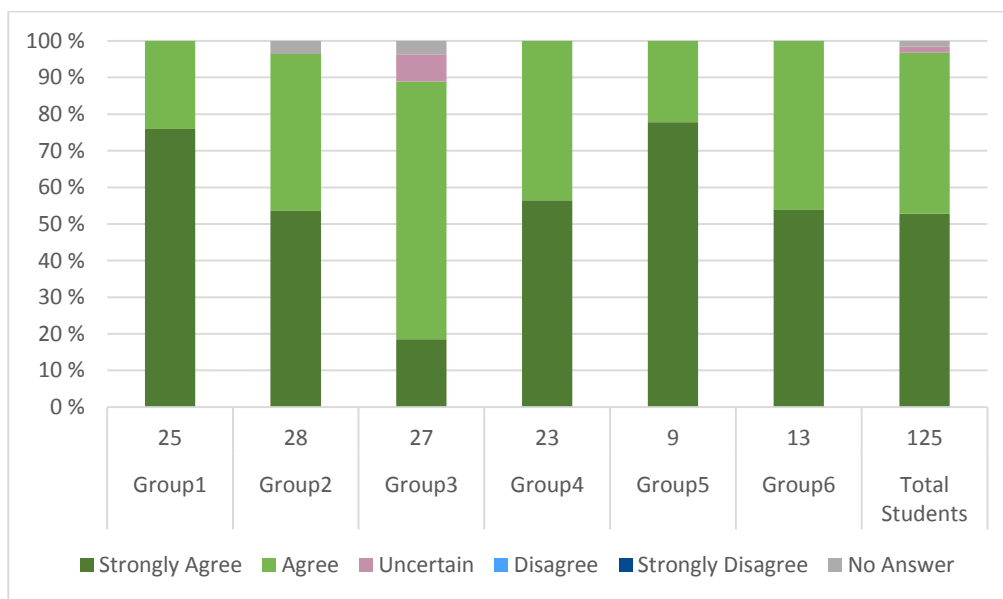


Figure 4.14 Thorough and detailed feedback

In Groups 1, 4, 5 and 6, 100% of the learners agreed that the feedback was thorough and detailed. In Group 2, 96.5% disagreed and in Group 3, 88.9% agreed to this enquiry. The numbers show that the majority of learners in all groups agreed that the feedback was thorough and detailed. The EFL respondents in Group 3 seemed to experience this inquiry differently than the other groups, but there is not enough data available for analysis for this study to offer an explanation. The above figure indicates that collectively 96.8 % of the learners agreed that the feedback was thorough and detailed. The total percentage of learners

uncertain about this item was 1.6%. None of the 125 learners disagreed. Of the remaining, 1.6% did not answer.

The statement *The feedback was thorough and detailed* gave a mean score of 1.50 which means the average opinion of participants lay between “strongly agree” and “agree.” The modal score one shows “strongly agree” was the most frequent response (see Table 4.1 in Section 4.1). The quantitative data established that the majority of the EFL learners found the feedback to be through and detailed.

Qualitative data collected through the open-ended questionnaire showed the learners’ opinion about the video feedback. Group1Learner19 reported that one of the advantages of screencasting was that it gave feedback in-depth, “The advantages are that you will get a very in-depth feedback and you will maybe take it more seriously in a way. I feel like I will remember it better.” Group1Learner19 believed that receiving an in-depth feedback made him/her take the feedback more seriously. Another learner answered about his/her experience in detail:

The feedback was precise and clear and gave me a good reflection of what i need to work on to improve my writing. My text was thoroughly examined and i got an insight in how the teacher had interpret and evaluated my text and her observation was well explained. this is all qualities i want to see in my feedback. XXX²⁶ also commented on the strenghts of the text, wich rarely is given in a written feedback. This is good because the student then get aware of the things worth keeping up with. So in my opinion, not much could be better on the feedback because it more or less covered all aspects of the text, and at the same time commented on invidual strenghts and weaknesses. Sometimes after a feedback i disagree with the teacher or maybe feel insecure of why i was giving that spesific grade, but this video feedback got in depth and gave the teacher a chance to argue the given grade though the feedback. (Group5Learner1)

Group5Learner1’s response indicated what the learner expected and to what extent his/her expectations were met by the video feedback. This learner found feedback to be learner centered and reported that feedback was precise and clear. He/she was pleasantly surprised to find that the feedback also commented on the strengths of the text. The teacher had also commented on what needed to be improved and the learner also got a better understanding of the grade that was given. He/she compared it with written feedback and found the written feedback to be lacking.

Video feedback provided an opportunity to give thorough, detailed and learner centered feedback. As discussed in Section 1.3, a five-minute video recording equals the

²⁶ The gender of the teacher has been removed for the sake of anonymity.

equivalent of two sheets of written comments. Since the feedback given through screencasting can be detailed, it can have the elements of *feed up*, *feed back* and *feed forward*. Screencasting is a tool that can be used to provide explanatory feedback in-depth to support learning.

4.4.5 Social Context and Personal Feedback

To investigate if video feedback provides a social platform, the learners were asked to respond to the statement: *I felt like the teacher was sitting next to me while I was listening to the feedback*. The following figure illustrates the response:

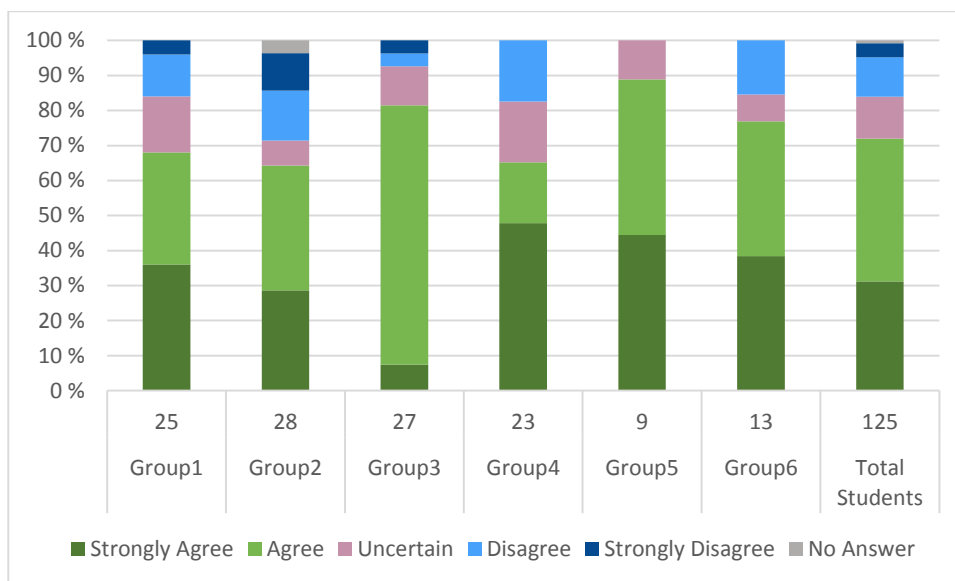


Figure 4.15 Social context: Teacher sitting next to me

Figure 4.15 shows that more than 80% of the learners in Groups 4 (81.5%) and Group 5 (88.8%) agreed that they felt their teacher was sitting next to them. In Group 6, 77% of the learners agreed that they felt their teacher was sitting next to them. In Group 1, 68%, in Group 2, 64.3%, and in Group 4, 65.2% of the learners agreed that they felt that the teacher was sitting next to them as they watched the feedback.

It would seem that since a social context is considered necessary for stimulation of inner speech, Group 1 which had the highest percentage of learners who seemed to have experienced inner speech (see Section 2.5 and 4.2.1), would have the highest number of learners agreeing that the teacher was sitting next to them. But this was not the case. One explanation could be the way the inquiry was formulated: *I felt like the teacher was sitting next to me while I was listening to the feedback*. A literal interpretation of this inquiry could lead to the EFL learners replying in negative to the statement. Perhaps a better way to

investigate this item could be to ask the learners to respond to *I felt the teacher's presence while I was listening to the feedback.*

Less than 20% of the total learners disagreed with the above inquiry. In Group 1, 16%, in Group 2, 25 %, in Group 3, 7.4% and in Group 4 17.4% of the learners disagreed that they felt that their teacher was sitting next to them as they watched the feedback. In Group 5, 0% and in Group 6, 15.4% of the learners disagreed with this item.

Collectively, 72.0% of the learners agreed they felt that the teacher was sitting next to them. The total percentage of learners uncertain about this item was 12.0 %. On the other hand, 15.2% disagreed that they felt the teacher was sitting next to them. 0.8% did not answer.

The statement gave a mean score of 2.14, which means that the participants' average opinion of this inquiry was "agree." The modal score two shows "agree" was the most frequent response (see Table 4.1 in Section 4.1).

Learners' responses to the quantitative data suggested that the EFL learners perceived the video feedback as being personal.

In-depth responses from the learners give an insight into what they meant when they agreed the teacher was sitting next to them as they watched the video feedback.

Group1Learner17 wrote, "This type of feedback was very good and it created a more "real" feedback. I felt like the teacher was right beside me going through the feedback. It was more personal and straightforward." This response illustrated that the learner found the feedback to be authentic. He/she felt as if the teacher was sitting right next to them going through their text with them. The feedback was considered to be personal.

The word "personal" was repeated 39 times in the EFL learners' qualitative answers and the responses indicated that the EFL learners considered it positive that the video feedback allowed for an opportunity to get a more personal feedback. However, one learner reported that this type of feedback was not personal:

The advanteges is that it saves a lot of time in school, instead of talking to the students one by one and waste a lot of time. It must be easier to focus more and give proper feedback, instead of rushing trough everyone to make it in time. The disadvantages must be that it can feel less personal because you don't have contact with the teacher and you can't respond imediatly and explain why you did your mistakes. (Group5Learner2)

The above learner suggested that video feedback could seem less personal since learners cannot explain the reason behind their mistakes to the teacher. To combat this limitation, teachers should encourage the learners to discuss the feedback they get through video afterwards with their teacher.

Another learner, Group5Learner3 explained that the learners could see the amount of time the teacher spent on each text, “I think this method of feedback worked very well. Because when you are presented your mistakes orally it becomes more personal. Also it shows that the teacher has spent more time on each text individually.” This learner found the feedback to be personal and the effort the teacher put in the feedback became obvious to the learner.

Other learners had a similar perception. Group1Learner5 said, “The teacher has to put more effort in it (faster to write a short feedback).” Another participant stated:

It is easier to understand what the teacher means in this feedback. They have to show you exactly where in the text you have made a mistake. This makes it easier to understand, and easier to see. It also feels like the teacher is putting time and effort into the video and each student. It is easier to get the teachers perspective, and it is more understandable when you hear it, than when you read it as a paragraph in the end of the text. (Group 4Learner2)

The above learner pointed to the “show vs. tell” feature of the video feedback. The technological aspect of screencasting allowed the teachers to show the learners exactly where the error was made, or precisely which part of the written text needed improvements. The learner appreciated the effort his/her teacher put in the feedback. This learner also compared video feedback with written feedback and stated that he/she found it easier to understand the video feedback.

Learners found the feedback personal and the effort of the teacher became visible. Many learners felt that the teacher was sitting next to them as they watched the video feedback. Previous research supports the findings of the current study. The study conducted by Mathisen found that students considered the feedback personal (2012, p. 109). The study conducted at the Monash University concluded that the students considered feedback to be “individualised (specific) and personalised (valorising identity and effort)”(Henderson & Phillips, 2015, p. 51).

Group3Learner17 pointed to the communicative aspect of the video feedback and stated, “When I listened to the video I felt like I was communicating with my text and my teacher. It was like my teacher were beside me and showed me what I could have done better and what was good.” This learner had an imaginary conversation with his/her teacher and the text. His/her experience can be related to what Honeycutt et al. described as imagined interactions (see Section 2.7).

Group2Learner8 had an experience similar to the experience of Group3Learner17. He/she reported, “It was like we had a conversation. I feel that the Things she said I need to work, is something I can do, I think I can make it.”

During screencasting, there may not be a dialogue in the sense that two people exchange words, but screencasting cannot be considered a monologue either. The voiceover narration of the teacher draws the learner into a dialogue with the text that is being assessed and commented on. It is a unique situation because the learner is now the reader of the same text that he/she wrote while the teacher conversationally gives comments on how the text was perceived. There is an interaction between the text, the learner and the teacher, even though the teacher’s presence is merely a sound in the ear. There is real communication between the learner and the teacher where the meaning of the text written by the pupil is negotiated. The communicative aspect of the text becomes highlighted as the learners get an insight into which aspects of their ideas are communicated and which ones do not come across. Screencasting can be seen to provide a social context in which learning takes place.

As discussed earlier in Section 4.2.2.3, some EFL learners who experienced private speech also had imagined conversations with their teachers in both L1 and L2. An analysis of data provided by Group3Learner17 and Group2Learner8 revealed that these two learners also experienced inner speech in both L1 and L2. If communicating with yourself in L2 can be considered an integral part of communicative proficiency as my thesis posits and as Little pointed to (see Section 2.6.3), then private speech and inner speech can be said to have developed communicative competence in these learners.

4.4.6 Disadvantages of Screencasting

Both the learners and the teachers were asked to think of disadvantages related to this method of receiving feedback. While the majority answered they could not think of any, there were some responses that warranted discussion. Group1Learner17 stated, “I can’t think of any disadvantages. :-) The only disadvantage i can come up with, is that the teacher have to put a lot of time and effort into making and completing these feedbacks.” This learner said a disadvantage could be that the teacher spent a lot of time preparing the videos. The teachers who participated in this study had not used this program before, and reported that it took them a long time to prepare the videos. One teacher stated:

The process is very time consuming (at least in the beginning when you need to get used to how to say things in a concise manner) and I often felt that I was looking for words too often during the feedback. It is easier to use screencasting for short tasks

and perhaps easier to get the students to use the videos if they are also shorter. I think that it would be good to use this type of method for homework that isn't graded, but includes tasks that are very important for their language development such as sentence and paragraph structure, formulating thesis statements and outlines for essays etc. (Teacher 1)

Teacher1 reported the process was time consuming at first since the method was unfamiliar. He/she had recommendation about kinds of tasks where screencasting could be useful.

Another teacher had a similar experience:

It was difficult mentally, just because it was something new I think. I also spent quite a lot of time on the first feedback because I did not have a clear plan on the structure of my feedback. I had a rough plan, but not a detailed plan. After a few texts, I started to get a hang of it, and found the pattern I wanted to use in all of the texts. In the beginning, it was more time consuming. I spent about 45 minutes on the first feedback, but only about 15-20 minutes when I got into it. What I think could speed up the process even more is if I give feedback directly after reading the text. (Teacher 3)

Teacher3 found it to be mentally challenging at first because screencasting is not something he/she had used before and Teacher3 spent a lot of time on the first feedback. Once he/she had figured out how to organize their thoughts, the feedback flowed better.

Besides finding the unfamiliarity with the program challenging, Teacher3 said it was difficult to find a quiet place to work:

It was a bit difficult to find a quiet place. I had to spend some afternoons/evenings at work when everyone else had gone home. This was a challenge for me – difficult to do when the children were awake and making noises. I also do not have an office at home. That is why I chose to go back to work in order to record feedback. (Teacher3)

Difficulty to find a quiet place to work is a disadvantage. The teacher reported he/she went back to her office in the afternoon/evenings to work. It is also my experience that finding a quiet place to work during office hours is challenging. In addition, teachers usually share an office with other teachers. The school where I teach have acknowledged the merits of screencasting and a special room has now been devoted to the purpose of giving video feedback. One learner stated another disadvantage:

I think it's more difficult to remember these feedback.- More difficult to remember these feedback for the exam, since I don't have time to listen the feedback while exam, but if it was in a paper, I could take it with me on the exam. (Group1Learner2)

The above learner felt that since the feedback is not written down on a piece of paper, it would be difficult to take the feedback to an exam and listen to it. I was aware of this

potential limitation of video feedback. Therefore, learners had been asked to write reflective notes as they watched the feedback (see Section 2.6.8). Learners wrote down what they had been told went well, what they needed to work on further, and their plan for how they were going to implement the teacher's suggestions. Learners could take these reflective notes with them to their exams.

The ability to not being able to see the teacher was also considered a disadvantage. Group1Learner25 stated, "I think "[the video feedback] was alright at best. I have trouble listening to people talking without it being directly to me, so it was really hard for me to pay attention." This learner found it difficult to pay attention since he/she found it difficult to comprehend information directed at him/her with only an aural component. The video feedback had a visual component but in the present study, the video component showing the teacher talking was turned off.

It is important that the concern of this learner be taken seriously. Teachers should ask their students how they prefer the feedback and might want to consider having the video component turned on if the students prefer that. It should be noted that video feedback cannot replace face-to-face interaction and educators need to encourage the learners to come and discuss the feedback with them if so desired.

4.5 A Brief Summary of the Findings

Video feedback seemed to have led to an experience of private and inner speech in both L1 and L2. Video feedback provided a social context for the participants in the present study. Private speech helped the EFL learners to think, rehearse, process, focus and understand the feedback that they got. Learners from different groups reported they felt inhibited by the fact that they were in a classroom and therefore felt that they could not speak out loud.

Video feedback given using the principles of effective feedback by Hattie and Timperley provided an opportunity for learners to view their work from multiple perspectives. Learners, almost equivocally agreed they found feedback given using the principle of *feed up*, *feed back* and *feed forward*, beneficial to understand their feedback. The study found that inner speech in the learners had the following functional roles: the processing function, the evaluative function, the imitative function, the reflective function and the decentering function.

The findings revealed that the learners found the video feedback to be specific, unambiguous and future oriented. The EFL learners felt that the feedback recognized their

accomplishments. Feedback was also experienced as being thorough, detailed and personal. In addition to the above findings, this study found that learners appreciated the use of metalanguage by the teachers and claimed that it helped them develop lexical and strategic competence.

The present study found that teachers considered the process of giving feedback to be time consuming at first, but the process got easier once they organized their thoughts and got familiar with the program. Teachers found it was difficult to find a quiet place to work. Learners also said they could not bring the video feedback with them to their exams. Another disadvantage could be that there might be learners who find it difficult to pay attention when the video component is turned off.

Overall, the majority of participants claimed receiving feedback through screencasting had been a positive experience. They claimed that screencasting had all the qualities they wanted in a feedback.

5 CONCLUSION

The purpose of this study was to investigate if video feedback provided an opportunity for intrapersonal communication among EFL learners at upper secondary schools in Norway, and to explore the implications this opportunity had for fostering learner autonomy and developing communicative competence in these learners. The study also intended to explore the teachers and learners' overall experience of screencasting. This chapter presents a summary of the study's key findings with reference to the research questions stated in Section 1.1. The pedagogical implications of these findings will also be discussed and recommendations for further research will be made.

5.1 Results Related to Private Speech

The first research question guiding the present study was, "Do the EFL learners experience private speech and inner speech while receiving video feedback, and if so what are the characteristics of private speech and inner speech?"

As discussed in Section 4.2 and 4.2.1, qualitative and quantitative empirical evidence provided by 125 respondents allowed for the conclusion that video feedback given to EFL learners at three upper secondary levels in Norway led to stimulation of private speech or audible self-talk in both L1 and L2. Private speech was experienced by 19.2% of the participants as these EFL learners spoke out loud and/or mumbled while watching the video feedback. Out of these 6.4% of the EFL learners experienced private speech exclusively in the English language, 4.8 % of the learners experienced private speech solely in Norwegian and 7.2 % of the EFL learners experienced private speech in both English and Norwegian.

This study found that there was a correlation between the manifestation of private speech and the proficiency levels of the learners. The externalization of L1 and L2 private speech declined with proficiency. Only 6.4% of the high proficiency EFL learners experienced private speech compared with 12.8% intermediate proficiency learners. This study also found a possible correlation between the manifestation of private speech and the age of the learners as 8.3% of the learners who experienced private speech were from Groups 5 and 6, and the rest (10.9%) were from Groups 1-4. Groups 5 and 6 were comprised of learners who were older than learners in Groups 1-4. The findings, therefore, revealed that both L1 and L2 private speech declined with age supporting the claim that L2 private speech is a developmental phenomenon similar to L1 as postulated by Vygotsky. The participants in Groups 5 and 6 were, however, fewer than the participants in Groups 1-4. Therefore, the

present study cannot make a conclusive claim about the correlation between age of the learners and the manifestation of private speech.

Analysis of findings in Section 4.2.2 revealed that private speech played two functional roles: to focus on a task and to remember the feedback. Private speech helped the participants to understand and process information and deal with a challenging situation. The mnemonic function of the private speech corresponded with Vygotsky's theory of development of language where social speech (here the voice of the teacher in the ears of the learner) reverted to private speech. Private speech was used to commit words to memory. These words had a semiotic function and were later available as objects and ideas for the process of concept formation when complexes were changed into concepts (see Section 2.2 and 2.3).

Qualitative data (see Section 4.2.2) revealed that the learners felt inhibited by the fact that they were in the classroom and therefore did not speak out loud or mumble even though they would have done so if they were alone. This could have affected the results of the present study as perhaps more learners might have had experienced private speech if they had felt comfortable doing so in their classroom. The data showed that the EFL Learners reported having imagined conversations with their teachers (see Section 4.2.2.3). Video feedback provided a social context that led these learners to experience intrapersonal communication in the form of imagined conversations with their teachers.

5.2 Results Related to Inner Speech

Empirical qualitative and quantitative evidence (see Section 4.3 and 4.3.1) provided by 125 respondents proved that video feedback provided to EFL learners at upper secondary levels in Norway led to stimulation of inner speech, in both L1 and L2. Inner speech in this study was defined as silent articulation of thoughts. In the context of this thesis, mental rehearsal and imagined interactions were also considered manifestations of inner speech.

The term inner speech was therefore operationalized into variables "thinking," "processing of information," "evaluation of one's writing" and "repeating in mind what teachers said." A total of 92% of the population in the present study reported that they were thinking while listening to the feedback. In the context of this study, these EFL learners can be said to have experienced inner speech. Learners experienced inner speech in both L1 and L2. Of those learners who experienced inner speech, 25.6% of the learners claimed that they experienced inner speech in the L2, as they were listening to the video feedback. Among the

rest, 13.6% reported thinking in L1 and 50.4% claimed they were thinking in both L1 and L2. The EFL learners explained that they thought in the English language because the teacher spoke in the English language. Further, 88% of the total learners claimed they were trying to process the information they were receiving as they listened to the feedback. In addition, 84.8% reported that they evaluated their writing during the project. In addition, 68% of the learners said they repeated in their minds what the teacher was saying and these learners can be seen to have experienced mental rehearsal.

According to the data, there was some difference between how the groups answered inquiries about inner speech; however, there was not enough data available for analysis to understand variation in experiences between different groups. Therefore, no conclusions can be drawn about the variation of inner speech in the six groups. The data collected also revealed there was a correlation between the manifestation of the L2 during mental rehearsal and the age and proficiency of the learners in this study. More learners with a higher level of proficiency and older in age, experienced inner speech in English. The learners with intermediate proficiency switched to the use of either only L1 or both L1 and L2 while listening to the video feedback. As stated earlier in Section 5.1, the number of participants in Groups 5 and 6, which were comprised of older learners, were fewer than the number of participants in Groups 1-4. Therefore, the present study cannot make a conclusive claim about the correlation between age of the learners and the manifestation of inner speech.

Inner speech, experienced as mental rehearsal, in this study, seemed to have many functional roles: the processing function, the evaluative function, the imitative function, the reflective function and the decentering function (see Section 4.3.2). It could be inferred from the findings that inner speech, stimulated by the listening component in the video feedback, aided in concept formation among the learners as meaning was negotiated between how they thought they had answered their texts compared with how their texts were perceived by their teacher. The social interaction by the teacher through the video feedback led to the transformation of pseudoconcepts about certain elements in the texts into potential concepts. Learners also had imagined conversations with their teachers.

Based on the above findings, and within the context of this study, it could be concluded that video feedback provided an authentic opportunity for intrapersonal communication in second language acquisition among the EFL participants of this study.

5.3 Learner Autonomy and Communicative Competence

Little considers autonomous learners to have the capacity for detachment, critical reflection, decision-making, and independent action. Holec pointed out the same and said that an autonomous learner makes practical decisions regarding his learning (Holec, 1980, p. 4).

It seemed that in the present study, screencasting stimulated private and inner speech among the EFL participants. As seen in section 4.2.2.1, the processing function of the private speech allowed the learners to concentrate and focus on the task at hand. In an act of autonomy, some EFL learners made the decision to revert to private speech when they encountered a challenging situation. Private speech was, therefore, used to maintain or regain control of a demanding situation. In an act of autonomy, private speech in both L1 and L2 was used to maintain or regain self-regulation.

Further, inner speech stimulated during screencasting performed a reflective and evaluative role (see Section 4.3.2.2). Inner speech acted as a mediating tool allowing the learners to reflect on their texts. The EFL learners used inner speech in both L1 and L2 to compare their pre-knowledge with the new knowledge received during screencasting, and discovered the logical bonds between different ideas. The qualitative data analyzed in Section 4.3.2.2 allowed for the conclusion that the EFL learners evaluated the quality of their writing, looked at alternative ways they could have answered the task, and also thought about their future work. Inner speech stimulated during the video feedback encouraged the EFL learners to perform autonomous acts. These learners took a pro-active role in their own learning and critically reflected on their learning.

Inner speech also allowed some EFL learners to detach from their texts. The present study found that video feedback given using the principles by Hattie and Timperley seemed to provide an opportunity for the EFL to experience the phenomenon of decentering or an ability to see things from multiple perspectives. A total of 84.8% of the participants agreed that they could see the difference between how they had written the text and how the teacher had perceived it (see Section 4.3.2.4). Learners critically assessed their writing and some of them transformed their understanding of their own texts after the video feedback. Decentering led to a detachment from their work and prepared them for the next step: planning for their learning further (see Section 4.4.3).

The learners participating in this study made clear plans about how they could take responsibility for their own learning. They made plans about visiting different websites on the internet and used metalanguage to describe the issues related to fluency and accuracy they

were planning on working with. Their qualitative responses and reflective notes (see Section 4.4.3) seemed to indicate that the learners equated knowledge of metalanguage to *learner empowerment*. These learners could plan *their* learning. The responses showed the learners' willingness to take initiative and take command of their own learning process. The learners could sort out, organize their errors, and work strategically with their errors. It seemed that inner speech stimulated during screencasting was used as a mediating tool by the EFL learners in setting various learning goals, planning and monitoring learning activities, critically reflecting on their learning and evaluating learning outcomes.

Based on the findings in this study, I would like to argue that private and inner speech helped foster learner autonomy among some of the EFL learners in the present study as these learners performed autonomous acts like self-regulation and planning their learning and strategizing. These learners, could, therefore be described as autonomous learners. These autonomous acts were mediated, and inner speech was used as the mediating tool for reflection.

Inner speech also seemed to play a role in developing communicative competence among the participants in this study. As discussed in Section 4.3.2.4, the EFL learners' shift in perception about the structure of different text types could be related to the development of pragmatic competence as outlined by CEFR. The learners reported that they changed their opinions about their texts, and they realized why their ideas did not come across. As discussed earlier in Section 2.2, Vygotsky described different stages of concept formation and suggested that pseudoconcepts are complexes that coincide with the way a genuine concept is used. It seemed that social interaction by the teacher through the video feedback led the learners to re-negotiate their use of pseudoconcepts. One could infer that inner speech stimulated by teacher interaction helped the learners to transform their pseudoconcept about structure of a text to a potential concept about the structure of the text in question. It seemed that inner speech played a central role in development of the concept communicative competence.

Inner speech stimulated during video feedback also led to a heightened awareness of politeness markers and as such could be related to the sociolinguistic competence component as outlined by CEFR (see Section 2.6.3). As discussed in section 4.4.2, one learner could sense my discomfort through the video feedback since I had tried to highlight all the positive things as a compensatory strategy for the low grade I was about to give this learner. This learner could identify my use of spurious praise as a way of "apologising for face-threatening behavior" (Council of Europe Council for Cultural, 2001, p. 119).

As discussed earlier in Section 4.2.2.3, some EFL learners who experienced private speech and inner speech also had imagined conversations with their teachers in both L1 and L2. Inner speech in the present study has been defined as silent articulation of thought or thinking in pure meanings. In the context of this thesis, mental rehearsal and imagined interactions were considered manifestations of inner speech. The EFL respondents in this study seemed to think in concepts as they negotiated meaning within their minds about the texts they had written. It seemed that inner speech in both L1 and L2 was used by the EFL learners to evaluate texts, process information and repeat information. These activities engaged their cognition. Some also indulged in self-talk and imagined interactions using private speech and inner speech in both L1 and L2. If communicating with yourself in L2 can be considered an integral part of communicative proficiency as my thesis posits (see Section 2.6.3), and Little argues (see Section 2.6.2), then private speech and inner speech can be said to have helped develop communicative competence in these learners.

5.4 Overall Experience of Screencasting

The third research question guiding this study was, “What is the overall experience of screencasting as a tool for giving feedback by both teachers and learners?”

Video feedback, given using the principles of *feed up*, *feedback* and *feed forward*, was experienced as being thorough and detailed by 96.8% of the participants in the study. Learners reported feedback given in this study to have all the qualities they wanted in their feedback. Video feedback was experienced as being personal and 72.0% of the learners claimed it provided a social context as they felt their teacher was sitting next to them (see Section 4.4.5). Feedback was also considered to be clear and unambiguous by 81.9% of the EFL respondents (see Section 4.4.1). The video feedback was considered to be future oriented and constructive and 96.8% of the learners agreed they had a clear understanding of what to work on in future (see Section 4.4.3). Further, 82.4% of the learners claimed that feedback given using pre-established criteria, which were referred to during screencasting, led to a better understanding of what these learners had answered well, and led to the teachers recognizing these learners’ accomplishments. (see Section 4.4.2).

The present study found that video feedback given using the principles by Hattie and Timperley provided an opportunity for the EFL to experience the phenomenon of decentering or an ability to see things from multiple perspectives. 84.8% of the participants agreed that they could see the difference between how they had written the text and how the teacher had

perceived it (see Section 4.3.2.4). The EFL learners also reported mental rehearsal or covert, spontaneous or deliberate repetition of the words, letters or other verbal material. A total of 68.0 % of the learners agreed they repeated in their mind what the teacher was saying (see Section 4.3.2.3).

Further, 87.2% of the EFL learners expressed that they want the teachers to use metalanguage while giving feedback. The learners equated knowledge of metalanguage with learner empowerment. Knowledge of technical terms and discussing formal features of a language imparted a level of linguistic sophistication that was used as a cognitive tool by the learners to reflect on their own learning. Use of metalanguage, therefore, promoted lexical and strategic competence. Learners cautioned against using metalanguage in feedback if the terms being discussed had not been introduced to the learners previously (see Section 4.4.3).

The present study found that teachers considered the process of giving feedback to be time consuming at first, but the process got easier once they organized their thoughts and got familiar with the program. Teachers found it was difficult to find a quiet place to make the videos. Learners also said they could not bring the video feedback with them to their exams. Learners had been asked to write reflective notes about their feedback summarizing the main points in their feedback, so they could take these with them to their exams (see Section 4.4.6). Another disadvantage was the fact that the video component was turned off, so the learners could hear the teacher and saw their text, but could not see the teacher.

The findings revealed that it was possible that private speech and inner speech were stimulated because video feedback provided a social context that led the EFL learners to experience intrapersonal communication in the form of imagined conversations with their teacher (see Section 4.4.5).

5.5 Pedagogical Implications of the Findings

Based on the theoretical discussion in Chapter two and the study's findings in Chapter three, the current thesis has certain recommendations for the educators.

Educators in foreign language classrooms should be aware of the process of concept formation and pay close attention to the learners' use of words and ideas to gauge if the learner has developed a pseudoconcept or a potential concept. The goal should be transform complexes into concepts so that the learners can understand both the word meaning and word sense behind a given word. This can be achieved if educators give feedback which involves not merely pointing to learner errors related to grammatical errors and vocabulary issues

among others, but also a through explanation about why certain grammatical terms are used, and how words are used in various contexts. Video feedback can help in this endeavor as video feedback provides an opportunity to give detailed and thorough feedback.

EFL learners should be encouraged to participate in activities that stimulate private and inner speech as these forms of intrapersonal communication promote cognitive or intellectual thought. Private speech should be encouraged as it is the first step towards internalization of language. Inner speech in L2 should be encouraged as it develops reflection and conceptual thought. Educators need to explicitly teach and make clear that talking to yourself is good, even necessary, in order to become proficient in another language.

Further, this study recommends that in order to stimulate private speech and inner speech in L2, assessment in a foreign language classroom should be given in a social context. This is because inner speech is the consequence of the internalization of the social speech. In other words, social speech is a pre-requisite for inner speech. Moreover, different mediating tools like listening should be used to promote concept formation among the learners. Assessment given using activities that include an element of listening can lead to a stimulation of private speech and inner speech provided the feedback is given in such a way that it invokes reflection. Video feedback is one such activity and educators should employ screencasting as an alternative tool in assessment situations. Further, this study recommends applications of principles of feedback suggested by Hattie and Timperley as a point of departure when giving feedback.

This thesis put forth a definition of internalization where internalization was defined as “a process through which a concept is developed as a word goes through four stages of speech development and the word meaning and the word sense behind a word gets clearer.” This study recommends that educators should make the learners aware of the process through which language is internalized. The learners should be made to understand the four stages through which a word has to pass/another word before it is internalized: Social speech → Private Speech → Inner Speech → Ostensive speech. When teaching new words and concepts learners should be made to use private speech by repeating words out loud. They should be encouraged to learn not only the dictionary meaning of a word, but also holistically develop the sense of the word by forming associations with previous knowledge. Next, the learners should be made to speak the words out loud in a sentence so that the concept behind a word becomes clearer to them.

The study also recommends a use of metalanguage in giving assessment to EFL learners at upper secondary schools provided the terms have been introduced before by the

teacher. Use of metalanguage by teachers during video feedback should be encouraged as it helps in linguistic- and scientific concept formation, but it is imperative that the learners have developed a spontaneous concept of it before in a learning situation. Educators can facilitate the process of concept formation through interaction with a learner in his zone of proximal development.

Use of L1 in an EFL classroom should not be discouraged. As discussed earlier in Section 2.4, Vygotsky pointed to the usefulness of L1 in concept formation when learning a foreign language. Educators need to show more tolerance towards the use of L1 as it might encourage reflective learning in lower level learners, allowing them to develop learner autonomy, and hopefully communicative proficiency in L2 one day. Private speech in L2 ought to be encouraged as it can help the learners become proficient learners in L2.

This thesis posits that communicative competence needs to include the ability to not just speak in a foreign language, but also *think words* in a foreign language. Inner monologue is as much an act of communication as spoken words in a dialogue. Strategic competence, as defined by (Bachman & Palmer, 1996) with components of goal setting, assessment and planning, is an integral part of language learning and therefore needs to be included as a component of communicative competence (see Section 2.6.3).

This study concludes that L2 private speech and inner speech can be stimulated through screencasting or video feedback, provided the feedback is of a nature that invokes decentering i.e. an ability to see things from multiple perspectives, and evokes reflection.

5.6 Recommendations for Further Studies

The present study can serve as a starting point for further research in many different areas. The role of inner speech in concept formation has only been discussed twice theoretically. This study could be used for a more extensive exploratory research about unknown aspects of these phenomena. The present study did not focus on the visual aspect of screencasting. A future study could try to explore how the multimodal aspects of video feedback enhance learning in second language acquisition.

The role of private speech and inner speech for acquisition of a foreign and a second language can be explored in relation with activities like reading, writing, listening and speaking. The use of private speech, and inner speech during mental rehearsal, can also be investigated in relation with learning strategies. The present study focused on whether EFL learners at upper secondary schools in Norway experienced private speech. The study also

focused on the characteristics of inner and private speech and even though the study explored different functional roles of inner speech and private speech, their form was not investigated. A future study could focus on the linguistic structures in which private speech and inner speech is experienced.

Further, the present study used sociocultural theories as its framework. Other theoretical approaches could be used as a framework to explore the use of video feedback as a tool for giving assessment, and its implications for EFL learning. In addition, the present study did not focus on a comparison between video feedback and alternative ways students receive feedback. Further research comparing video feedback with other ways of giving feedback given at schools can provide helpful knowledge about different aspects of various ways of giving feedback. Within the domain of video feedback, since the present study is one of the few published studies conducted nationally and internationally, future research may yield valuable information about screencasting as an emerging technology.

5.7 Concluding Remarks

Screencasting has changed the way educators give feedback and various universities internationally have started using video feedback as a tool to give reflective and effective feedback to students. The discovery that screencasting can stimulate intrapersonal thought processes like private speech and inner speech is quite remarkable. Vygotsky's sophisticated theory about concept formation provides invaluable insight into the process of internalization of language. The role of inner speech in concept formation, and as a mediating tool for reflection needs to be acknowledged. If the goal is to foster learner autonomy in L2, it is imperative to understand the role of inner speech as a mediating tool for autonomous acts. The use of private speech in L2 and thinking in L2 among EFL learners needs to be encouraged to promote communicative competence in a foreign language classroom. My thesis should, therefore be seen as a contribution to the academic discussion of the importance of thinking in L2 in a foreign language classroom as well as to the discourse about the use of video feedback as an educational tool for giving systematic and constructive feedback.

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APPENDICES

Appendix A: Caveats Given to the Teachers

To the teachers who will be giving feedback to the learners using the Screencast-O-Meter.

Please give feedback to learners on texts they have written using the following four caveats:

- Make learners aware of the learning intentions/goals of the task, and give them clear criteria about how the given task will be assessed
- Give feedback using the three principles of: a) *feed up* (the purpose of the task/learning intentions of the task) b) *feed back* (progress being made towards the goal)and 3) *feed forward* (What the learner needs to do next)
- Use metalanguage and/or technical terms to talk about the language
- Make the learners write down their reflections about what they need to work on further, and their plan on how they will achieve this and present this to a co-student. This will be done on a reflective notes form that I have prepared.

Thank you for your help.

Sincerely,

Jaspreet Gloppen

Appendix B: Reflective Notes from All Groups

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Strengths:

Fullfilling the criteria

The plot elements have been organized very well

The rising action is good

Can write a good story about a small event

No mistake in the dialog

Good job with foreshadowing

No confuses what the text is about.

Showed great proress when it comes to concord

Need to work on:

The title is not really relevant to the story.

Can't put all the dialog in the same paragraph.

Grammatikk.

conjugate ~~verbs~~ wrong

which not witch.

What is your plan for achieving all that you need to work on?

Next time when choosing title I need to make sure that title is relevant to the story.

I need to make sure that the dialog is splitted up when different people are talking.

I will work on conjugate verbs

And have a note which says: that I need to use which not witch.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Strengths:

- Answered the task
- The title
- Plot elements
- Plot
- Main Character
- Creative language
- Literary devices
- Lots of adjectives
- Direct speak
- Who, Which, that

Need to work on further:

- reply (not 1 replies), I try (Not I tries), I stare (Not I stares)
- Concord!!!
- There are people (not there is)
- Why are there (Not why is it)
- Is/are
- Language

What is your plan for achieving all that you need to work on?

- Work with exercises about is/are and correct use of "it" and "there"
- Learn the correct rules and understand them
- Work with concord

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned a lot! I learned ~~that~~ about my strengths and what I need to work with. I have to work with punctuation errors, and also direct speech. You said ~~that~~ I have improved a lot with ^{my} concord errors. I am really happy about that! I am going to think about ~~that~~ placing my literary devices better.

What is your plan for achieving all that you need to work on?

I am going to listen to this video next time I am writing a text.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

When I handed in the text I felt like it was good the only thing I was worried about was it not having any antagonist in the story would not be down I actually looked up where ~~were~~ were on the internet but I found nothing to help me. I will fix that. ~~were~~ - was

I know I could write creative texts but normally I write them in a funny ~~and~~ ~~amused~~ way, so this text was a little different

What is your plan for achieving all that you need to work on?

I will use that link that you showed me. I will also work on writing dialog before I'm not confident about doing it

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

rdk

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I need to do ~~all~~ the hole task
I need to have a dialog
I need symbols
I need to use Sturekontroll
Spelling errors
Conjugate verbs

good Plotelements
good bild up to the climax
good characters ~~with~~
well written text
good vocabulary A

What is your plan for achieving all that you need to work on?

Read more books
work with spelling errors
Read ~~the~~ the text when I am done.
through

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Du viste meg konkret hva jeg gjorde bra og hva jeg kunne gjort bedre.

Jeg hadde forstått oppgaven.

Jeg hadde med plot elements og jeg forklarte hva symboler jeg brukte.

Jeg så at jeg var forberedt meg på concord errors.

Men jeg hadde ikke med så mange sammenligninger.

What is your plan for achieving all that you need to work on?

Jeg må fortsette å jobbe med concord errors. Jeg har allerede begynt å lese engelske bøker nå, for å prøve å bli bedre med rettskriving.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Trenges å Jobbe med

- x Gramatiske feil
- x Struktur
- x (fullføre oppgaven/lese oppgaven
- x fortsette å utvide engelsken (vokabularet)
- x fortsette å holde den røde tråden i teltet

Jeg fikk vite jeg hadde blitt bedre i engelsk, noe jeg er fornøyd med selv. Det er nå lettere å holde motivasjonen og lysten i engelsk oppe.

What is your plan for achieving all that you need to work on?

- x arbeide mer med det jeg sliter med.
- x Ha mer fokus på grammatikk
- x fortsette å holde motivasjonen oppe 😊

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- very few concordance
- Good language
- Good Emagination ^{grammar errors!} large improvement from last time
- Creative Skills
- Good Jobb. many good sentences
- Could Right in italics when I switch between past and present time.
- work with punctuation (punctum)
- the character is very well developed. With thoughts and feelings.
- could be more clear who "Papa" really is

What is your plan for achieving all that you need to work on?

work and concentrate on the things I am doing wrong still. but besides that I will continue as I am now.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Need a clear resolution

Make George - his point of view - much more clear.
Maybe move it or highlight in a different way

A little more use of description

My usage errors are gone ☺☺ ☺☺

Few concord errors as well! ☺

Saw spelling mistakes, not good

What is your plan for achieving all that you need to work on?

Read more literature. Go through the feedback and try to not to repeat my errors.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learnt how to make the story better and how to engage the readers. This will help me write a better story next time.

I should try to use more literary devices, and I am aware of this. This might be what I am struggling the most with.

Usage errors is also something I should work with, reading English books should not be so hard 😊
*More writing words

What is your plan for achieving all that you need to work on?

My plan is to read more, this is not only for the English subject, but for myself as well.
Be more aware of my previous mistakes

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Did not explain all of interview causes
Missing resolution
Could show scene to a governor
Developed character's life,
Symbol and foreshadowing works well through the horizon
interesting reading experience.
Good range of vocabulary
Some errors in language use
Worked on (Concord - tree)
Punctuation is an issue. Punctual errors
Separating paragraphs in a work

What is your plan for achieving all that you need to work on?

cover all plots
write more specific to the English language
work with grammar and punctuation
Tie up loose ends (resolution)

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I figured out the task well, and used good language and sentences.

My strength is to be creative.

I have been much better to write concord in a right way.

I need to work with concord and prepositions.

What is your plan for achieving all that you need to work on?

My plan is to read a lot of English books to be able to prevent to write conCORDS wrong. And I will look at this text next time I write a new one.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- First word capital when it comes to dialog.
- Work a lot more with grammar (Usage Error, Concord)
 - ↳ what's normal?
- was and were
- Conjugate: work, worked, worked (did: first form - work)
 - ↳ did work.
- ~~a hope~~, ~~a freedom~~ → You can't use "a", because you can't count
hope / freedom ect.

What is your plan for achieving all that you need to work on?

- Work with grammar by read a book or watch a series English
- Did: first form - work.
- Not use article on uncountable words.
- Try to use spelling and grammar check

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I think this was a very good way to give feedback. It was a lot easier to get all the things you pointed out, ~~than~~ compared to a ~~feedback~~ writer's feedback. My strength is probably that I have few errors. I see that I need to work with a lot of things. I see them myself. First of all, I have to make sure that I answer the task both correctly, and completely. And there's always room for more anti-concord-error-practising.

What is your plan for achieving all that you need to work on?

I'm going to work with the things you pointed out, of course, and use way more time on the next tasks.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learn that I need to work with developing the text better and connect the loose ends that I made. When I write short stories.

I showed progress.

I need to work further with usage errors, connecting loose ends and answer all parts of the task.

conjugation

What is your plan for achieving all that you need to work on?

My plan is to read more books.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

my strengths

- * The title is relevant to the story & the team
- * I have organized and developed them well. (plot element)
- * used adjective, used words connected to migration
- * few concerns mistake (only 2)
- * It was good that I gave my characters feeling, action, emotion and

my weakness

- have not used a lot of descriptive language
-
- work with use of tense
- punctuation error (full stop)
- go through my text carefully

What is your plan for achieving all that you need to work on?

- work with punctuation error
- read many books
- work with tenses

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

concord errors

What is your plan for achieving all that you need to work on?

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I really need to work with Concordats.
Not use Norwegian idioms and expressions
Write the whole text in same tense.
Read the task better

What is your plan for achieving all that you need to work on?

Work with things 'xxx' have put
out on its learning.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY



Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Strengths

- A creative text
- Good fluency and vocabulary
- structure

Need to work on:

- The word through
- reflexive pronouns
- Not using words in the wrong context

What is your plan for achieving all that you need to work on?

Being aware of my reoccurring mistakes and focus on them when I am writing.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

what's good:

- vocabulary
- topic sentences
- ~~good~~ language flows well
- ~~good~~ few grammar errors
- arguments
- conclusion (sums up my points ~~well~~)

what I need to work on

~~more~~

- use less informal language
- ~~do~~ not use questions so much
- need to use definite article
- ~~how to~~ how to write sources hey
- organize the introduction better
- ~~use~~ Use capital letters in the title (and ~~do~~ not write it as a sentence)

What is your plan for achieving all that you need to work on?

- be more aware, and try to write more ~~formal~~ formal language (avoid: we, I, +)
- use statements instead of questions
- plan ~~to~~ what I'm going to write before I start writing.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- Clear statement, and remember sources. (only last name.)
- ~~Need~~ Need to be more formal.
- Remember to have all the arguments in the conclusion.
- Do not use 'I'.

- My structure was not too bad.
- I have an argumentative text.

What is your plan for achieving all that you need to work on?

Make a list on things **I** have to work on. Maybe write some English texts, and used the things I need to work on, so I remember it easier when I have a exam or a test.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I have learned a lot from this feedback. My essay from the task was pretty bad. I knew it from the moment I delivered.

The feedback I got from 'xxx', really helped. I saw all the fail I have done and she argued what I have to practicing more on.

- An Introduction with a thesis statement that outlines the topic for the paper is important. To have that makes it easier.

- Conclusion that sums up the discussion of the entire paper. That's something I forgot to take in the text.

- Use sources actively in the text was also something I forgot, so as you can see my essay was pretty bad....

- Use to many teames. Don't need more than three-four with introduction.

What is your plan for achieving all that you need to work on?

My plan to work on further is to take all of 'xxx's help with me and learn from it.

Because I know I can do much better than these essay. I'm going to read some essay's on the internet as well just to get a little learning from it.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- make more use of the facts I bring in
- Learn how to use a thesis statement
- Making things in the introduction clearer
- Build up the arguments in introduction
- Use more formal language
- Good at quoting
- Source quotes in the text itself
- Good use of backing up arguments with sources
- Concord could be worked on
- Use shorter sentences with formal language
- Good in using collocation
- Wide vocabulary

What is your plan for achieving all that you need to work on?

Work slowly through the things Kimberly mentions in the video

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

o I have a few typing mistakes and my grammar is not really on point. Some of my paragraphs were not placed well and I have to stick to the theme. Good use of sources, more concrete examples. Concord.

o My sentences are a mess and I often have insignificant things in my text. Better use of sources and find proof to back up my statements

o More precise info.

What is your plan for achieving all that you need to work on?

o Write more. Specially concord. Focus on proving what I state and have the proof to back it up.

o Focus on my grammar and sentences

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- I have few mistakes in vocabulary and grammar, my paragraph structure and paragraph connection was good, and my reference list was nicely done.
- I need to work on my thesis statement and the location of it. I also have to alphabetize my reference list, and start with the surname of the writer I'm referring to.
- I also need more precise info. so the reader can understand every aspect of the text.

What is your plan for achieving all that you need to work on?

- My plan is to read about and learn properly the use of a thesis statement. (Maybe I can borrow Kimberly's book about writing essays?)
- For the next assessment I will gather more info. about the theme.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned that I had to make sure that I answered all the questions that I wrote in my text, and that I should have used the theses statement that Kimberly gave us.

I learned that I should not write directly from a website without naming the source behind.

I need to work on writing my text less informal and I should be more precise about who I am talking about and I should not use personal pronouns.

What is your plan for achieving all that you need to work on?

I am going to go through this text next time we are going to write a text and listen to the advices about my writing, so that I know what I should and should not do next time.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

source.

have to work with

write the correct genre

Concords

language
arguments

Strengths

I feel like this type of feedback suites me more. I pay so much more attention when I get to hear it, and not just read it.

What is your plan for achieving all that you need to work on?

read some English texts.

And I have to read through my text more the next time.

And read the task properly.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learn that I need to work with the use of we, you and us. Because we don't know who we, you and us are.

I need to take away the paragraph topics

One main idea for the paragraphs.

who and witch, I need to work with also,

What is your plan for achieving all that you need to work on?

Next time we are going to write an essay, I am going to watch the video again, because it explained my english problems ~~is~~ better.

I need to think, before I write, have a plan before I begin to write the text.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

The text needs to be on the left side

More about the introduction, not ask so many questions.

Don't use we and I.

Wide vocabulary, but need to work a little with it.

Not questions, but statements.

Don't make it so personal.

What is your plan for achieving all that you need to work on?

Practice and remember what I need to do better the next time.

Do not use words like I, We, they.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned that I wrote a very short text, forgot to use quotation marks when I quoted the book, and that I forgot to use sources in the text, not only at the end.

My strengths were the language, the title and some of the information.

I need to work on using quotation marks, use sources in my text, and write as long as I should.

(In this task I did not get much time, so that is why I did not write so long).

What is your plan for achieving all that you need to work on?

I am going to write a list that contains all the things I need to work on. I will then use this list as a "huskeliste" before exams and while I am writing tasks at home.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Sources

Do makes

Good use of sources

Good use of sources

Is aware

Language use - Work on further

I felt that I learnt much ~~about~~ through this feedback on video. It is better to have an oral feedback than a written feedback.

Now, I know what I have to focus ~~on~~ on while I am correcting myself.

What is your plan for achieving all that you need to work on?

Read more English

Practice on my fails

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Positive : Better structure than before
More formal writing.
Good examples and statistics

Negative : grammar

thesis statement

Some questions should not be there.

Use wrong words punishment

THE use. instead of penalty etc.

And topic sentences. Paragraph structure.

What is your plan for achieving all that you need to work on?

First of all I will work on my language because that is the hardest part.

Then I will try to write texts to practice and read about ~~our~~ our task in the future. I will also note my mistakes and improve them.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Capitalize ~~the~~ many words in the title.
Sources to everything in the text.
Do not use "I". Have the thesis at the very end,
at the interquation. More formal, do not use "pay off."
Think about it before I put -s behind a word.
Be more careful on how I argue. Do not write
difficult sentences, more precise arguments.
In/on. Practise on vocabulary and grammar.

What is your plan for achieving all that you need to work on?

Watch this paper when I'm writing a text, so I
become aware of ~~my~~ what I'm doing wrong.
Do exercises or other ways of learning ~~as~~ when
to put -s behind a word, also practise
in and on. Practise on how to write more
correct and precise sentences.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- The teacher can use more time on explaining what she means by saying that and that, this gives me much more concrete information to work with.
- I understand in a much better way that I am too informal and have asked too many questions for this essay to be an argumentative rather than a personal.
- I can see that I make too many grammar mistakes and Kimberly can through the video explain why it is wrong and why something else is right.
- I do use sources in a good way most of the time though.

What is your plan for achieving all that you need to work on?

- With the video file it is much easier to go back and listen to it and ~~hear~~ find out what I am good at and not so good at.
~~And~~ I ^{think} ~~imagine~~ that listening to this and getting feedback this way will make it easier for me to learn from it.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I've learned that I should be more precise in my text so it is easier to understand what I mean

I feel like there is too much focus on what I write, and not enough focus on my English. In my opinion I think that I should be graded even more on my English, and not so much on my facts about death penalty, and the way I use my sources.

I should not use I, we and you in this kind of essay

What is your plan for achieving all that you need to work on?

WORK HARD, PLAY HARD

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

introduction:

My strenght was using facilitating very right.

What I need to work with is there/ is & a more precise title and my first line was better placed as the last one.

conclusion: use sources - remember to write it down

In text: Dont use they, them, our, us, their.
Use of quotes was good.

- Thru this feedback I learn that I have to read thru my texts before handing them in, and that this kind of feedback makes me angry but at the same time I want to do a much better job - so I guess I will have better results next time.

What is your plan for achieving all that you need to work on?

My plan is to think about this feedback next time I write an assessment. And change my introduction at the end if I need to. And get good feedback

~~AND~~ ~~THEY~~ ~~THEM~~ ~~OUR~~ ~~US~~ ~~THEIR~~

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

The title should be more precisely like introduction. Should put in sources in the text. Should be more careful about using questions in the introduction. Be more careful with the use of personal pronoun in the conclusion. I could have listed up reasons (because I said I would be looking at reasons in the introduction). ~~Death Penalty~~ → The death penalty. I could have referred directly to the Bible (would have made the arguments much stronger). Good that I summed up the "Bible-part" in the conclusion. I had a very good argument (Hadia) in paragraph three, and I should also bring this argument in the conclusion). Very good - according to NOLA... It's fine to use "I" in the introduction, but then I should not use it. Use of sources is very good. I'm mainly formal, I use a wide vocabulary in a precise manner. Keep working on precision (both in language and in my arguments).

What is your plan for achieving all that you need to work on?

I will keep up the good work in the English-lessons. I will especially be looking at precision because this is something that ~~XXX~~ brought up a couple of times.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- good grammar, good language, good sentence structure
- Proper use of sources
- some sentences are too long.
- I include my personal meaning too much, using this makes it look more like a personal essay " / "
- I need to use more facts and statistics, and maybe quotes from experts.
- good use of topic sentences in paragraphs

What is your plan for achieving all that you need to work on?

write down my mistakes and look at them when i'm going to write at a later time

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned that I need to write more in my own way. If I find information, I have to write it in my own words.

- I should have done more with the title. I was writing about death penalty in the USA, so that should have been the title.
- I should have discussed the arguments instead of writing ~~on~~ ^{them} on and not explaining what I was thinking or anything like that.

What is your plan for achieving all that you need to work on?

My plan is to do ~~all~~ the things that my teacher mentioned in the feedback video. I need to find a way to write better using ~~my~~ my own words and not just how a website would describe it.

So, that is my plan forward. I need to mention that I agree with a website.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned that my paper has to be a little more organised, maybe look over my text when it's done and maybe switch around on some things. I also learned that I shouldn't be using so much "I, you, we" and all that in an argumentative essay. You told me that my language was alright and I had an alright mix of words, that my vocabulary was good. I have to work on organising my text and to say where I wrote the different things from sources.

What is your plan for achieving all that you need to work on?

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I think it's a great way of getting feedback because Kimberly shows what I could do better and what I could have written instead so it's more ~~more~~ detailed than it would usually be.

I was good at using the sources in the text but I have to put it at the end of a sentence.

I was good at using topic sentences

I use too much questions, which I'm not supposed to use in an argumentative text.

I have to work on what an argumentative essay is.

I use too much concord → I have to work on it.

I'm repeating things too much.

What is your plan for achieving all that you need to work on?

well I have to work on it and try to do tasks that can help me with these things so I can learn it.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learn much! It was nice to look at my document when my teacher correcting it. I learn much when I can see where I did something wrong. It is a lot of work I need to do next time. I don't think it was something in the text who was really good.

What is your plan for achieving all that you need to work on?

- Use more of my own words.
- A correct interduction
- Write the sources
- If I copy the book, I have to write: (Book, ---, --- 2003)

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- I learned that I need to use my sources right.
- To stick to my topic.
- If I'm sick, tell the teacher.
- Not copy from the internet.
- I did not answer the text properly.
- The strengths was that I gave the sources that I used, even though I forgot one.
- And some of my language was good.
- What I need to work on is to use my sources and information right.
- ~~Not~~ Not copy and paste from the internet.
- Read the task thoroughly, and keep a red line.
-

What is your plan for achieving all that you need to work on?

- My plan is to read ^{english} essays and texts to learn how to begin a ~~essay~~ ^{essay} properly, and keep the red line so I actually answer the task.
- To use my own words and sentences.
- Widen my vocabulary.
- I will read more english books.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- I learned how to build my text better.
- I learned more about how to use sources.
- That my vocabulary was quite wide and good
- ~~How to use quotes~~
- ~~Learned what a quote~~

I really liked listening to this feedback because I got to hear and see what I did wrong and what I got right. I would do this again if I had the chance. I think I learned a lot more from this instead of ~~just~~ just reading it or just get graded

What is your plan for achieving all that you need to work on?

- To be more ^(ops) aware of what I write
- Not ~~copy~~ without using ~~quotation~~ marks ~~quoting~~ quoting
- I'll just do my best I guess

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I think ^{that} this feedback was much better because we could hear the teachers voice while watching our task and that made it much easier to follow and see where and what we did wrong and what we need to work on further.

What is your plan for achieving all that you need to work on?

My plan is to hear through the feedback again after I've written a text so I can make sure that I don't make the same mistakes.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further? I learned that it seems that my strengths in this text was my arguments. Also had ok use of topic and thesis statements.

The things I need to work more on is to answer the task more clearly so the reader knows what I want to say.
Other things were to work on the use of:

- Done right in complete sentences
- use of connectives!!!
- thesis statements
- ~~use of connectives~~
- wide vocabulary
- inform more about the sources
- no headlines in an essay

What is your plan for achieving all that you need to work on?

~~now a brief~~

in the future I need to work more on my use of grammar

- use the video to see what I need to work with

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I need to work with my structure. Making sure I have a proper topic sentence will organize my text better. I should take an extra look on my introduction when my paper is done. Writing out ~~the~~ things a bit unclear is a weakness. I learned little to nothing about my ~~strengths~~ strengths. The feedback could have been in-depth about all paragraphs, not just some of them. This requires more time, but it's what needs to be improved, to make sure students improve.

What is your plan for achieving all that you need to work on?

I'm going to read through my next text carefully, especially the introduction. Also write more clearly.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Beskriv hovedperson bra med tanker og følelser Bra overskrift
Strukturen i teksten var bra, fulgte punktene vi skulle ha
med i oppbyggingen Bra jobb i bruk av i. pers. Bra bruk
direkte tale riktig, og hun liker at eg har kommentert i tekstene
Sliter med språket, må øve på det. Setningsstruktur må øves
på... Sliter med "koncord" For å forbedre meg kan jeg krykke påinken
til NDLA som . XXX har lagt igjen i tekstene min.
Må øve på å samsvare verbal og subjekt (flertall/entall), og
ordstilling.

Eg vet i hverfall at eg må jobbe mer med
grammatikken i engelsk! Er fornøyd med at
det var positive og negative kommentarer, ble
mer opplyst om hva feil eg har.

What is your plan for achieving all that you need to work on?

Eg vil prøve å fokusere mer på engelsk grammatikk
frem mot tentamen. Skal gå inn på siden
XXX viste og generelt jobb mer på engelsk
grammatikk.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Lagde en bedre ~~skrift~~ overskrift, en
Spændende overskrift som får læseren til at lure
på hva som skal slige

Jeg har fått med Exposition/orientation

Klimax falling action og Resolution

Jeg har med metaforer og Symboler

Merlinadur er bra, men kan gjerne ha flere
Markert flere adjektiver

Har med konflikt om farer får komme
inn

Jeg lærer hva jeg må bli bedre på

What is your plan for achieving all that you need to work on?

- En litt mer spennende overskrift
- Markert flere adjektiver
- Flere merlinader
- Litt mer spennende handling
- Mer indirekte objekt

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Jeg synes først og fremst det var veldig greit med en slik tilbakemelding og var helt greit fornøyd med tilbakemeldingen. Tilbakemeldingen var bra men innsatsen min kunne vært bedre, jeg må begynne å jobbe mer med grammatikken og skrivefeil, for det var en del av det i teksten. Men slik jeg forstod var teksten bra, og det er jeg fornøyd med.

What is your plan for achieving all that you need to work on?

Jeg må jobbe mer med faget hjemme, kanskje skrive noen tekster for å lære av feilene og bli bedre i faget.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Jeg synes at dette var en god måte å få tilbakemelding på ☺ Det å se det skriftlig og samtidig få en forklaring muntelig, var en god måte å forstå det.

Jeg lærte at jeg må jobbe med:

- formulere setningene mine mindre norsk "struktur"
- concord
- preposisjons feil by/in
- forsegjellen på where og were
- muntelig uttrykk, sei må jeg huske "D" og komma på slutten

What is your plan for achieving all that you need to work on?

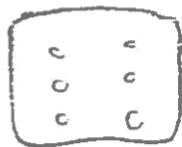
Jeg skal ta dette arket med hjem, og lese på det. I tillegg skal jeg prøve å huske disse feilene til neste gang jeg skal skrive en tekst.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

~~It's~~ It's so much easier to understand what you have done wrong/correctly by watching the video-feedback rather than it just says so on a piece of paper! It makes the feedback clearer too.



What is your plan for achieving all that you need to work on?

Since I now understand more of what I should work on, it's easier to remember to do it right the next time I am going to write a text.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I liked getting our results back like this. It was easier to understand what you have done wrong / correct.

I have to work with:

- was - were
- com ~ in dialogues
- my structures in texts.
- difference between adjectives and adverb.

What is your plan for achieving all that you need to work on?

Now I know my mistakes, so the next time I can really focus on them and maybe read some rules about for example the difference between was and were.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Making a interesting story
adverbs and adjectives
good at using literary word
spelling mistakes
~~No~~
S wrote good Po' ~~opinion~~

What is your plan for achieving all that you need to work on?

work harder.
~~Look at this~~
know what I have to
work at.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I answered the task well

Strengths:

I have a good, well developed vocabulary

Good sentence structure

Vary my sentences more.

Learn more about literary devices and adjectives

What I need to work on

What is your plan for achieving all that you need to work on?

Think more about how i form sentences the next time i write a short story like this

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

~~I have answered the~~

Jeg har svart på oppgaven vi skulle gjøre. Har strukturen som jeg skulle ha og. Får vite om settingen.

Jeg har ikke tatt "climax" på riktig plass i ~~teksten~~ teksten.

Jeg skrev om følelsene osv om personene i teksten og det var bra. Jeg brukte direkte tale og brukte tegnene riktig.

Brukte bra symbol og metafor.

Sliter mest med språket, setningsstrukturen og ~~verb~~ Concord

Må jobbe med setningsstrukturen og Concord

What is your plan for achieving all that you need to work on?

Jobbe mer med setningsstrukturen og concord

Les mer engelsk og se engelske filmer for å bli bedre.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Strukturen min var god og brukt av metaforer

I need to work more with my writing and alot with concord errors

What is your plan for achieving all that you need to work on?

Read more english written books and look at English movies without Norwegian Subtitle.
I also need to do some task

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- Større vokabulare / ikke bruke samme ord hele tiden
- more original tittel
- ~~Bedre~~ ~~topp~~ - Bedre spennings topp / more tydelig
- ~~Bedre~~
- Holder første pers gjennom hele
- Mye direkte tale er jeg god på
- merke bedre symbolene og metaforene
- Bli bedre på adjektiv

What is your plan for achieving all that you need to work on?

- Få større vokabulare
- Bedre til å skille ut adjektiv, verb osv.
- ~~Bedre~~ & More spennendes handling

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Could have shown better with time line.
~~Also~~ I need to place more punctuations
and full stops. I should've made the story more realistic
to Ellis Island and what I've learned. I marked other
words than the adjectives. I had some plot elements in the
text like rising action etc

What is your plan for achieving all that you need to work on?

I have to make find some tasks on the individual
problems and work on them so I know how to fix
them myself in contexts. I can also learn how
to write texts in my spare time

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I need to work on how the word "which" is spelled. Sometimes I write it correctly and other times I spells it wrong → witch

I also need to work on:

- ~~to~~ to write "to take" instead of "taking"
- to write "there were days when" instead of "it was days were"

I would like to get feedback on video next time too ...

What is your plan for achieving all that you need to work on?

My plan is to work harder

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- need more notes
 - I need to work on ~~the~~ language, grammar
was, where
 - marked more adjectives
 - little too long text
- he, she, it was
we, you, they were

What is your plan for achieving all that you need to work on?

go to the link
practise on language and grammar

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Title is good

The structure is good

The symbols I have used is good

I need to look at my concord errors

Some grammatical mistakes

Afterwork ~~is~~ a bit sloppy

I did not mark all my adjectives

What is your plan for achieving all that you need to work on?

I will look at the concord exercises

on Monday. ~~When I get the results~~ I will

Spend a bit more time in to the afterwork next time.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I did good on the structure ~~at~~ off the text. I managed to keep the DoV the same. Could vary my vocabulary more. More variations of sentence structure. Friendly/enemy: not adjectiv. Title suits text. Good symbol.

during the entire text.

What is your plan for achieving all that you need to work on?

I need to think more about not starting a lot of sentences the same, and also vary my vocabulary a bit more.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Use comma example "What are these?"

ones - once

where - were

where = hvor

were = var

through

Mark more adjectives

I was, not weren't

What is your plan for achieving all that you need to work on?

I will practise on my mistakes and read through grammar rules. Practise on comma.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned that I have to work with my Concord.
I answered the task correctly and chose one of the two plots we was suppose to choose between. I marked all the adjectives, and wrote comments on the side.
I especially have to work with are/is and prepositions, because I had a couple of concord mistakes.
~~XXX~~ said that i used good symbols in the text.

What is your plan for achieving all that you need to work on?

I will check up words and be extra careful when it comes to this type of words. I will work with are/is-grammar and prepositions.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned that I have to check up new words that I use, and check what they really mean. I have used some words that don't fit in the context.

I have ~~an~~ a good vocabulary and a good imagination. It looks like I have not made a lot of grammar mistakes.

What is your plan for achieving all that you need to work on?

I need to check up new words and ~~so~~ read and understand them before I use them.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learn about what I need to focus on when

I write stories.

What to do and what not

- Capital letter, work on.
- spelling mistake.

- Dialog

- longer fulfilling story.

Work on further.

What is your plan for achieving all that you need to work on?

My plan is to work more on the things that has been specific told to work on.

The more i study, the more i learn.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task; your strengths and what you need to work on further?

- Grammar mistakes was pointed out.
- Foreshadowing and symbols.
- Better useage of direct speech.
- Storyboard needs more work where the story and characters need more work.

What is your plan for achieving all that you need to work on?

- Be more active in the class and use the time I get on school more efficient.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

good Structure - creates setting

Interesting title

Aware of literary devices,

~~Varied~~ Varied vocabulary

Few errors (1 time; there is still things)

there are still things



Correct

Silly mistake

What is your plan for achieving all that you need to work on?

I am aware of the errors I have made, ~~now that~~

as I am going through my text

I think I can go a bit more carefully through my text next time before I hand it in.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned that i have a good vocabulary and have a good use of symbols, metaphors, and foreshadowing. I also learned that i have a varied sentence structure. Overall i have learned that i can write a good short story in a different language than my mother tongue.

I need to get a bit better at finding the climax in a story. I could also use more ways of speech in my texts.

I have to get better at the difference of too

What is your plan for achieving all that you need to work on?

My plan for achieving the things i need to work on is to read more English texts and to sit down learning when to use too and to. Reading texts really helps me to learn how to write English.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Strengths :- Well answered task

- Relevant title
- Well structured text
- Clear conflict.
- Developed character
- Consistent narrator
- Good use of literary devices
- Little errors in language use

Weaknesses : - Not a very captivating title

Final grade: 6

What is your plan for achieving all that you need to work on?

I intend to further practise the use of literary devices and better develop my title according to the rest of the text.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Eg har med alt eg skal ha med i teksten. Overskrifta kunne vært litt meir interessant. Noke ord feil, men ikkje mange. Eg må vere oppmerksom på adjektiv og hva som ikkje er det i bøggl form. Føler at eg får mykje positive tilbakemeldingar. Flink til å ta med notater på sida. Flink til å beskrive karakter. Har litt feil med rettskriving, ikkje fordi eg ikkje veit ordet, men fordi eg ikkje har trykt tastane ned nok og fordi det har gått fort.

Eg må -bbe litt meir med at verb og subjekt skal samsvare med kvarandre. Eg har lært hva eg må fokusere meir på. Det var veldig lykt å få positive tilbakemeldingar!


What is your plan for achieving all that you need to work on?

Eg skal lese meir om det på linken i gav meg. Eg skal bruke tid på å gå gjennom teksten nøye slik at det ikkje oppstår feil. Eg skal og bruke hjelp frå nettet så eg kan sjekke undervegs slik at eg unngår mange feil.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?



What is your plan for achieving all that you need to work on?

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- Good paragraph structure
- Formal language
- Look at prepositions
- Good use of quotes
- Good structure
- Longer conclusion
- should use transition sentence between the paragraphs
- Good thesis statement

What is your plan for achieving all that you need to work on?

- Exploring English - prepositions
- Look at this when writing my next text.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Good job structure
↓
with

Divide paragraph

Good, but small
introduction.
Thin end

EXPLORING ENGLI

Work on concluding paragraph to make it better

Include more linking words.

Conclusion ~~not~~ important

No contractions, a good thing

Eliminate "you"

More complex words

Improved in grammar

What is your plan for achieving all that you need to work on?

My plan is to go through the powerpoint that XXX have made. I want to go very deep into the presentation and look for other words that I can use in my texts. Words that are more suitable and words that are more variable.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

I have to learn what words that are formal and informal, the difference between them.

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

~~take a stance~~ in the introduction

better conclusion

must avoid informal words like "huge",

"for sure"

Prepositions; must work on it.

do/does

I have errors in use of Past tense.

lack of using sources.

my structure was well also my reflections in the text.

~~learned~~

i think this method showed me what i need to work with, usually i don't go through the text, ~~and~~ and just look at the grade, therefore i used the method.

What is your plan for achieving all that you need to work on?

i will work on grammar, ~~and~~ ~~and~~ ~~and~~ ~~and~~ ~~and~~

then, i will work on the rest of my errors

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned that I have answered the task well, but missed the thesis statement. I need to work on preposition and some concord errors (and other writing errors)

What is your plan for achieving all that you need to work on?

I am going to read some books and work on my writing errors on the net c'

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Structure: I learned that the introduction part should be more detailed and it is important that it starts with the thesis statement. I divided my paragraphs good with equal lengths. I need to make a clear statement.
The title reflect what I am talking about

Language: I used varied language and formal language, but some places I use "I's" and questions like "right?" and "but was it?" I need to avoid exclamation marks. I have some present continuous like is using = uses and is violating = violates

Content: reflected and precise, but I need to use more sources

What is your plan for achieving all that you need to work on?

My plan is to use notlano and do tasks on exploring english like Xxx showed me on the video

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Structure ✓
Introduction and conclusion ✓
Use more linking words x
No contraction of words ✓
You x
Argumented well ✓
Concord ✓
Reflected ✓
Use more from the class x
Could have been longer x
Sources:

What is your plan for achieving all that you need to work on?

Work on concord.
~~Do~~ Work on hearing more practice.
~~can't~~ Reading through my text more
When it's done.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Good thesis statement

Good title

Good paragraphs

Good logical structure

Good use of linking words

Good grammar!

Good arguments

5/6

short ~~st~~ last paragraph
document linking words
don't use questions, you
plural subjekt og
verb-time verbal
mean - not the same
as~~e~~ in norwegian
where-were etc
some misplaced words
that don't fit in
that context

SOURCES

Sources in text!

What is your plan for achieving all that you need to work on?

go to the ~~webstid~~ websites Anette
~~providetno~~ provided in the video.

Most of these were things I knew, but
didn't fix. So I just have to remember to
check for these the next time.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Good content and quoting. I write formal
Need a thesis(?) statement.
Practice at past tense and
some concord mistakes.

I liked this way, because
we can see clearly what
she means when she is
correcting other papers.

What is your plan for achieving all that you need to work on?

I've actually read two books in English
since we wrote this. And I see that
I have to read through, because I
could've avoided a lot of these mistakes.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

~~Everything that~~ Every one of my errors are now clear to me. I now know what I need to work on, as well as what my ~~strength~~ strengths are. I found this feedback to be very effective.

What is your plan for achieving all that you need to work on?

Perhaps proof-read a bit more, and also learn what "thesis statement" actually means. (which I now know)

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

It was easier to see my mistakes when it was presented in this way. It got very clear what I should and should not do to make my text better. I felt like this was a very efficient way to get feedback.

What is your plan for achieving all that you need to work on?

I will use the feedback I got to study harder on my mistakes and focus on things I can do better.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- I have to work on how I state the sources and use footnotes in the text
- I need to always refer back to the statement I make in the beginning and put a clear structure to my paragraphs
- There: mange It: bare en
-

What is your plan for achieving all that you need to work on?

Husk å skrive ut artikkelen med
link-words på tilsir
;e

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Work on:

- Better thesis statement
- Conclusion (shorter)
- transition sentence
- More advanced linking words
- More sentence connectors
- language
- ~~repetition~~ less repetition

- Building the arguments

Good:

- Structure
- Organization
- good flow
- content

What is your plan for achieving all that you need to work on?

Avoiding simple mistakes and ~~work~~ work hard 😊

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- I have to take a stand at the beginning of the text.
- I must not use words like you and i.
- ~~I have~~ I ~~also~~ have some concord errors.
- ~~The~~ The words where is a location ~~and~~ were is ~~a~~ a verb.
- ~~Do not~~ Do not use norwegian expressions, or be careful
- ~~I have~~ I have to work with references within the text.
- ~~My~~ My language is varied, ~~and~~ ~~also~~
- I have a good vocabulary.
- I write in a good and reflectiv manner.

What is your plan for achieving all that you need to work on?

- My plan is to work with grammar and ~~also~~ improve pointing out references.
- I must also ~~also~~ check the criteria of the texts that im going to write, more dosely.
- I need to work on concord

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I have answered the task, ^{I have supplied} but not ~~supplied~~ a tease of statements. (f. example which side I was on). I should avoid ask questions in the introduction and I should become more for what I stand for.

I have a good structure on the text, divided into paragraphs. Good length on them. My conclusion should be on the introduction. I should use more linking-words. Some of the sentences is not formal. (like used of "we" and "I". I should be more careful with "shove fail". I should work more on my grammar.

^{should} I be more careful with sources.

What is your plan for achieving all that you need to work on?

Work a little bit with english every day. Try to ~~fix~~ ^{fix} at fault. Try at least to read a book every month. ~~Use the internet~~ Search the web to learn more.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learn of my own mistakes

The feedback is clear and I learn by watching.

I get a clear idea of what I need to job more on. Pay attention to ~~errors~~ concord and where I can find sites that is good for practicing. I also learned that I need to set up sources when I write information and quotes in the text, not just in the end.

Not ask question in the first paragraph - not a clear statement prepositions.

Some of my paragraphs was a little too long
Need to have a more formal language.

What is your plan for achieving all that you need to work on?

I will visit the sites I was showed in the film and pay extra attention on conords.

I also need to work on sources and have to quote and date them.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

No clear thesis statement
Use various linking words.

Some words could

Some words that could be different.

be a bit more formal

Do not ask a lot of questions.

Lack of comma
Some concord? errors

Need to work on

Use of prepositions'

the things that stand here.

Argumented in a nice and clear way.

Quote sources and date the day ~~you~~

Very nice quotes to support ~~your~~ ^{my} statement.

Some paragraphs are a bit long.

What is your plan for achieving all that you need to work on?

I need to work on the things such as concord and prepositions. Need to read about where to put commas.

Remember that in an argumentative text you need to argue for what you believe in and not ask too many questions.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

I learned from my mistakes in a very good way.

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Bad

- write more formal

~~write more~~

- not repeat myself (too long) be more concise

- don't end the introduction with a question

- use more sources, and base the text more on facts.

- use more advanced linking words

- link the paragraphs to the statement in

the introduction

- ~~more~~ more depth in my arguments

Good

- good language

- some linking words, ending with quote (or who)

- long enough (here)

What is your plan for achieving all that you need to work on?

- watch the video again before "holidays"

- read more English

~~the~~ look at documents on it, like the one with the linking words.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I learned much about how to write an argumentative text correctly, because I was not 100% sure ~~about~~ what ~~was~~ ~~it~~ ~~should~~ what I needed in the text, I also got tips on how I could improve my skills in the language, ~~she~~ said that my concord errors ~~have~~ become better ~~and~~ meaning that working with the things in red or helps. I kind of knew what I had to work more with from before, but I think the most important thing I have to work with is variation in the language.

What is your plan for achieving all that you need to work on?

Use the tips ~~and~~ gave me.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I have some ~~con~~ concord errors. I ~~z~~ forgot a ~~thesis~~ ^{thesis} statement in the ~~the~~ start of the text.

I write formal and have important information.

I have some small writing errors, don't say huge or you.

Bindeord 

What is your plan for achieving all that you need to work on?

Continue to work on concord and ~~it~~/there
Use the things we have learned in class.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Nice structure
start - last sentence (Introduction & conclusion)
Logical thread going through each paragraph
Nice introduction - with the background of the issue.
- A good conclusion
- Good use of linking words

x some
unclear
errors
Correct
terms

Work on further
x Work on including a transition sentence from one paragraph to the next.
x The conclusion could be a little more reflective, a little more length, and try not to include new information.
~~x Good use of~~ x Even more use of linking words
x A little more specific with the sentences.

What is your plan for achieving all that you need to work on?

I need to keep these things in mind in ~~the~~ future texts (but also in general.)
(when we (classmates) corrected each other's texts, I actually got corrected on something that was correct in the first place. (like thesis statement and the use of sources.)

Not that it matters.
Still need to improve

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

I also take full blame for the error(s) in terms. (African-American X)
African ✓
I felt that something was wrong, and realized it the following night.
(I did that mistake just before)
I ~~submitted~~ submitted the text.

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

have a clear thesis.

I really liked this way to work on. I think it was really

What is your plan for achieving all that you need to work on?

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Det var en bra måte å få tilbake melding på.
Det var lett og greit å følge med i teksten
samtidig ~~gjør~~ som Anettes stemme forteller hva
som ~~er~~ er bra og dårlig.

Jeg likte ~~gjør~~ god en muntlig tilbake melding,
det fikk meg til å se mer på feilene og
~~gjør~~ å se hva jeg kan jobbe mer med.

~~gjør~~ STRENGTHS

- good structure
 - take a stand in the introduction
 - good formal language
 - good vocabulary
 - good use of quotes
- argue well on
with sides

NEED TO WORK ON

- do not jump two "how" down
- some concord errors
- ~~some~~ language errors

What is your plan for achieving all that you need to work on?

Gjøre oppgaver på siden Anette viste i videoen
om concord.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Structure

- good structure
- good introduction
- conclusion

work on:

- need a clear thesis statement, take a stand

- linking words

Language

- formal language
- correct spelling

work on:

- concord errors

(was vs. were)

- prepositions
- reformulate

→ more

informative / informal?

- be more concrete

- words like

"Big"

Content

- good and reflective quotes ^{that} support the arguments

work on:

→ sources

→ footnotes

What is your plan for achieving all that you need to work on?

→ exploring english : do tasks

- concord errors

- prepositions

→ make a list of "check points" of my typical errors for the mock exam, and check them before I finish.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Strengths: - ~~Structure~~ beginning
- language
-

It was
a ~~good~~ well
written text
~~but~~ did not
answer the task

Weaknesses: - mark conclusion
- Important points collected
- long paragraphs (?)
- did not answer the task right
-

What is your plan for achieving all that you need to work on?

- Rewrite the task
- Be in class
- Use more time on the task
- Make sure I always remember what I'm answering with this text

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- IMPROVEMENT INTRO
 - ↳ START WITH GENERAL VICTORIAN PERIOD
- SOME PARAG. TOO SHORT
- FEW GRAM. ERRORS
 - ↳ CONCORD
- GOOD STRUCTURE
- GOOD CONCLUSION
- GOOD CONTENT
- ARGUE WELL
- SITED SOURCES WELL
 - ↳ FOLLOW RECIPE
- GOOD VOCABULARY

6/5

What is your plan for achieving all that you need to work on?

- READ THE LINKS ON It's Learning
- READ THROUGH THE TEXT WITH A FOCUS ON GRAMMAR + CONCORD
- IM AWARE NOW THAT PARAGRAPHS SHOULD BE LONGER
- PRESENT BETTER IN THE BEGINNING

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- Conclusive sentence
- Topical sentence
- References to source were good
- The language is fluent - coherence
- Found out my strengths
- W

What is your plan for achieving all that you need to work on?

- inferior - compare 61105
- not new ideas in the conclusion
- wrong words in some situations
- the reason why
- Rudyard Kipling
- read the sentences again

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Headings

to conclude

This text is going to discuss....

Topical and conclusive sentences

Make a go through the criteria

Pay more attention to the criteria

clear reference to sources

~~Structure~~ Cite my sources properly

use linking words

Commas - linking words

What is your plan for achieving all that you need to work on?

Look through my text better and work more
with it ~~more~~

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- clear thesis statement
- Introduction and conclusion - good
- Two discussion would like at least three
- Work with the structure of the paragraphs:
topical- and conclusive sentences
- Relevant content
- Quotes ~~on~~ ⁱⁿ text
- Second discussion paragraph = ~~not relevant~~ doesn't relate to the thesis statement
- Sources: navn på tekst, sist "besøk" siden, forfatter av teksten

STRENGTHS:

- * concord !!!
- * thesis statement

NEED TO WORK ON!

- * informal language (don't use "this")
- * spelling (ikke mye, bare sjekk)
- * vocabulary
- * more content
- * sources

What is your plan for achieving all that you need to work on?

- * practice my writing
- * expand my vocabulary by reading more english books

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Need to write an
More structure in the text
More quotes / in dept.
Support the thesis as explained
Need to use more facts / detail / evidence.
Separate my ideas.
good
No's good organization.
Not really covered others / points

What is your plan for achieving all that you need to work on?

Need to read to more books
think about what I write down.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

positive

- structure (gen → spe)
- Thesis statement (obj)
- Conclusion (sum)
- Cohesion/en flow
- Argumentation
- Discussing

also

Negative

- Topical sentence
- Ideal. Repeat
- Structure of paragraph
example: Firstly, I will
- Situational irony: wrong (Lispeth)
- Sources!
- Uses error. example: vital, equally to
- Concord errors

What is your plan for achieving all that you need to work on?

I will work on my weaknesses, which was summarized clearly in the feedback.

I will work on my topical sentences, and repeat important words like "ideal" even more.

Moreover i will work on the structure of paragraph and check my uses and concord errors. And finally I have to source my text better.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

maybe more very conclusion
clear these statement
conclusion sentences.

work on sources, tell where the quotes are from,
that enough part to show in a link.

Forgot punctuation

then / than

Some grammatical errors.

Some mistakes that breaks communication



What is your plan for achieving all that you need to work on?

Need to learn to cite sources properly
avoid grammatical errors.

Build sentences easier.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Not use headings.

Thesis statement ~~(I am going)~~ This text is going

Better information about sources

More in-depth, increase the content.

My coherence has improved

Expand my vocabulary.

What is your plan for achieving all that you need to work on?

Read books

Need to cite my sources properly

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

The first task I learned that I had good examples on the language features, but when it comes to literary devices I could have pointed out more, I only focused on simile. Another thing that I need to work on is sources.

In the second task I had a clear and confident introduction where I say that clearly pathos is the dominant rhetorical device. I should have commented on the pictures, if they were dark and what mood it creates. And maybe included ethos.

The last task, I learned that my text is very organized, I have a thesis statement, and my content is good. But concord is something that I really need to work on. Sources as well, and sometimes I have to think about the receiver awareness. Concord is something that showed up in all of the tasks.

What is your plan for achieving all that you need to work on?

My plan is to really focus on not making concord errors. When I am going to hand-in a paper or a whole day test, I need to read through it carefully to point out my mistakes. I also have to work on my sources. That I have to put my sources in the text, and be very specific. But most of all I need to fix my concord mistakes.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Concord
Receiver 24 points
Sources

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I feel that it is more of a structured feedback (love it)
It tells me what is wrong, and how I can fix easy mistakes
~~things~~ like grammar.

I should have done better, as I can see I need
to work on my grammar, concord, improving my
content, arguments, discussion and examples.

Clear focus

What is your plan for achieving all that you need to work on?

First off all I need to get Microsoft Word. I use a
different program which does not have spellcheck.

I need to look at grammar, concord, improving
my content (arguments, discussion and examples)

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- I need to work with concord, ^{spelling mistakes} ~~spelling~~ grammar and to look over what I write more often. ~~write~~ ^{stop} ~~write~~ unnecessary sentences.
- Use sources in the text, explain why if I make a statement
- Work more with essays and read more English books.
- Need to have a better focus.
- Some of the writing is good and I try to take what I learned in class in the writing.

1/4

What is your plan for achieving all that you need to work on?

- Work more on my grammar and concord.
- Use sources better
- Work with essays and to have a focus
- Calculate my time on each task so I can finish all of them in time.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Strength: Grammar. ~~Abstract~~ } Accurate
examples. First part was good }

Need to work further on explaining.
better content. pathos. Ethos
should have used paragraphs
better structure.

What is your plan for achieving all that you need to work on?

My plan is to work on my
writing. especially when it comes
to essays. and improving the
thing I need to work further
on, that the teacher said in the
feedback

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- Task 1: Literary text vers / styles ÷
 Formal language / informal ÷
 tone ÷
 few language errors +
 No concord mistakes + sources +
- Task 2: Intent of the advertisements ✗ (use word intent!)
 No intended audience ÷ Design +
 Word Play +
 Refer to emotion ✗ Need to talk about Pathos ÷
 Language mistakes ÷ sources ✗ Ethos
- Task 3: ^{don't} Give text equal time ÷
 Need to refer to both texts ÷
 Discussing in introduction ÷
 content is fine +
 need to compare the texts to each other ÷

What is your plan for achieving all that you need to work on?

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

- Task 3:
 lacks focus ÷
 sources +
 some concord errors ÷
 Thesis statement ÷

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

- in depth, don't just mention
- explain stuff, why I mention things
- language: "the interviews ... (1) is not (2) are concorded" (is/are)
- Source - use them right
- Look over before hand-in
- Structuring long answer:
- ~~was~~ Focus - compare and contrast (thesis)
- plural were - own-ways.
-

What is your plan for achieving all that you need to work on?

I have to work more ~~soon~~ after to learn Concord. I make the same mistakes over and over again. I need to look at "pro"-text where the sourcing is ~~best~~ next to perfect. = reminder to put quotation marks on words, sentences that you take directly from the text. Take more time. Write more depth into ~~the~~ the text and explain more. It's beginning - Concord. With about that

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Remember to delete notes;
(Analyse) design layout

"edos"

~~Read~~ Read The paper 2 times Before Hand-in

Write formal not too much oral

I still suck at writing

Remember what type of text you are writing

What is your plan for achieving all that you need to work on?

Text structure

more formal and less oral ~~text~~ writing

Learn how to write shit man

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

~~what I need to work on more~~

what I need to work on more; ~~is~~

- give eks. when I used the word "hyperbole"
- indept
- work more with formal words, not use basic errors
- sources
- expand more, write more
- express more
- correct, work more on that.

What is your plan for achieving all that you need to work on?

My plan is to focus more on my writing, write more and not have so much of basic error

Expand more

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Task 1
Tone **BAD LANGUAGE, GRAMMAR**

Incorrect use of the progressive tense, when the simple
grammar "questioning", "focusing"

Explain what word's means, for example
"pathos" or "lexical density".

⊗ All in all, good content in task 2.

Incomplete sentences. Use linking words.

Homophones; "to, two"

No concord errors

Remember "Stau kontroll"

Good structure (Task 3)

Compare and contrast → could be focus in the text.

Bad concord in task 3 | "To conclude"

What is your plan for achieving all that you need to work on?

Through all three of my assignments, I had a lot of spelling errors. I need to practice getting better at by being more focused when I write the text, and looking through it when I'm done. I also need to get better at using the right terms when I write, and explain what they mean. My plan to achieving all that I need to work on is to be more focused and aware when I write.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

TASK 1: I need to talk about only ONE tone. Not two! I need to use more examples from the text to prove my points.

Language features was good, but literary devices could be much better.

Task 2: Explain the intent in a better way.

I need to mention who the audience is I have to show that I know what Pahtas is (antitonal tool). Should have included ethos. (Logo)

Task 3: The structure works Go from general to specific in the introduction. Thesis statement!!!

Need to work with concord. I also have to remember to include sources in my text

What is your plan for achieving all that you need to work on?

I have to work a lot with concord!

I need to work with the structure of my essay. I also need to work on my sentences and my thesis statement. I can read more in English I can take concord tests on the internet and I can write myself a checklist with my personal mistakes to improve my writing

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

~~Skaff~~

klidov til sitat

ikke bruk Page til å skrive

Ta tid til Intro

= Intro

- tekst 1

- tekst 2

- Samm

- konk

Skaff gode kontroll for små filer

Les gjennom teksten

What is your plan for achieving all that you need to work on?

Use another Program than Page.

~~Skaff~~

Structure

Read the text when done.

Remember to write down the sources

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Task 1 - good

Good: pointing out tone and mood

Could: a concluding sentence

Concord: connecting two words together
Give source within the text even with ^{small} quotation

Task 2 - good

Advertisement ~~+~~

Didn't comment on wordplay "No runs to children"

Task 3 - work with!

Not very structural - General to Specific
Should clearly refer to specific texts
Lacking focus, should work with following
Need more focus - need more structure - play by the rule

Must mark which task I have chosen

Clear idea must come across
Homophones "too"

What is your plan for achieving all that you need to work on?

In my short answers, I must focus on that but concluding sentence. At advertisement and rhetorical devices I must remember to comment on wordplays as well. (5)

In my essay I must work with setting an even more defined and focused plan for the text. I must structure the text better in order for my ideas to come across. I think that playing by the rules will help, as in this essay I wanted to talk about how women are in society and just use texts as examples/references. But I should focus more on the texts in the text, rather than on

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

ignoring them a little bit, in order to talk about/discuss what I want to discuss.

Overall I must also work more with concord, and be more observant of misspellings

Reflective notes about how you answered the task, your strengths and what you need to work on further.

What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

Need to write what task i've chosen to avoid confusion

Avoid using slang, be formal.

When using terms, explain what they mean/are.

Write more

Be more careful with apostrophes

Write better introductions.

Strengths:

Original

⊕ Good language (- some errors with apostrophe)

What is your plan for achieving all that you need to work on?

~~Now~~ Now that I know what I have done wrong, I'll think about these things the next time I write a text.

Other than that I will pay more attention in class to learn even more ⊕ about what to do, and what not to do.

NOW PRESENT ALL THE ABOVE TO A CO-STUDENT ORALLY

Appendix C: Interview Guide for Students and Teachers

Could you please answer the following questions about the video feedback you got? Thank you so much for helping me in my research 😊

Multiple Choice Questions

When I was listening to the video, I made an effort to understand what was being said.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

I paid close attention to the information I was receiving.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

I know what I need to work with in future to improve my writing.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

I agreed with the teacher's observations about the text I had written.

Strongly agree
Agree
Uncertain
Disagree
Strongly Disagree

There were times I felt my teacher had misunderstood what I had written.

Strongly agree
Agree
Uncertain
Disagree
Strongly Disagree

(Please answer the following only if you felt that your teacher had misunderstood what you had written)

I talked to my teacher afterwards to clear the misunderstanding.

Strongly agree
Agree
Uncertain
Disagree
Strongly Disagree

I could do with some more feedback on the work.

Strongly agree
Agree
Uncertain
Disagree
Strongly Disagree

The feedback was thorough and detailed.

Strongly agree
Agree
Uncertain
Disagree
Strongly Disagree

I felt like the teacher was sitting next to me while I was listening to the feedback.

Strongly agree
Agree

Uncertain
Disagree
Strongly Disagree

I felt like there was a meaningful information exchange between me and the teacher while I was listening to the feedback.

Strongly agree
Agree
Uncertain
Disagree
Strongly Disagree

I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.

Strongly agree
Agree
Uncertain
Disagree
Strongly Disagree

I found myself thinking while I was listening to the video.

Strongly agree
Agree
Uncertain
Disagree
Strongly Disagree

If you were thinking while you were listening to the videofeedback, what language were you thinking in?

English
Norwegian
Both English and Norwegian
Uncertain

I found myself talking to myself out loud when I was listening to the video.

Strongly agree
Agree
Uncertain
Disagree

Strongly Disagree

If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?

English

Norwegian

Both English and Norwegian

Uncertain

I found myself mumbling to myself when I was listening to the video.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

If you were mumbling to yourself while you were listening to the videofeedback, what language were you doing that in?

English

Norwegian

Both English and Norwegian

Uncertain

I tried to repeat in my mind what the teacher was saying.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

I paused the recording sometimes to think and process (bearbeide) the feedback the teacher have me.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

I evaluated my own writing while I was listening to the video.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

I think it is good that teachers use meta language (technical terms/grammatical terms) to explain my errors.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task.

Strongly agree

Agree

Uncertain

Disagree

Strongly Disagree

You were asked to write reflective notes while you listened to the video feedback. In what language did you take your notes in?

English

Norwegian

Both English and Norwegian

You were supposed to present your reflective notes orally to a co-student. In what language did you present your notes in?

English

Norwegian

Both English and Norwegian

Open Questions:

What are the qualities you want to see in your feedback? Would you say you found these qualities in the video feedback you got? What could have been better? (Please answer all parts)

What, in your opinion, are the advantages and disadvantages of receiving feedback through the video?

Did you have any questions after you got the feedback on the video? Did you ask your teacher to clarify things? Why? Why not?

Would you say that there was meaningful information exchange between you and your teacher as you got your feedback on the video?

Is it useful if teachers use meta language (technical terms/grammatical terms to explain what your errors are called)? Why or why not?

The feedback was given to you using the criteria you got before you wrote the task. How important do you think that is for getting a clear feedback and why?

Could you please describe what you were thinking about as you listened to your teacher's voice? Which language did you think in? Why do you think that you thought in that language? (Please answer all parts)

Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?

When you wrote down notes while listening to the video, did you write them in English? Why and why not?

What in your opinion can be the advantages of writing notes down in English?

Could you please write in detail what you exactly presented to/discussed with your co-student when you were done listening to your video? Which language did you speak in? (Please answer both parts)

Would you say that you could see how you thought you had answered the task was different from how your teacher thought you had answered the task?

In what way would you say that this way of giving feedback can also be helpful in learning the English language?

In what way would you say that presenting and discussing what you have learnt using the reflective notes (refleksjonsnotat) about the feedback is a helpful way of learning the English language?

What have you done with the video files?

Were there any problems accessing the files?

Please summarize your experience with the video feedback.

Again, thank you so much for your time 😊

Questions to the teachers who gave the feedback on video:

Could you please answer the following questions about the feedback you gave? Thank you so much for helping me in my research 😊

Please comment in detail about how you experienced screencasting. Was it easy/difficult to use the program? Was it easy/difficult to find a quiet place? Was it easy/difficult to get started with the feedback? Did you find this way of giving feedback to be more time consuming than other ways you are used to giving feedback? (Please answer all questions)

You were supposed to give feedback to learners on texts they had written using the following four caveats:

- Make learners aware of the learning intentions/goals of the task, and give them clear criteria about how the given task will be assessed
- Give using the three principles of: a) *feed up* b) *feed back* and 3) *feed forward*.
- Use meta language and/or technical terms to talk about the language

- Make the learners write down their reflections about what they need to work on further, and their plan on how they will achieve this and present this to a co-student.

In which way did you find these caveats helpful and/or constructive? In which way did you find that these hindered you from giving feedback in a more constructive way? Please answer this question in detail commenting on each caveat.

What were your observations about how your pupils experienced the feedback? Did it seem to you that they understood the feedback? Did they have many questions afterwards? Was the response positive, negative or were they indifferent?

One purpose of this study is to extend the Communicative Language Teaching as an approach to not just activities in class but assessment as well. What are your thoughts about that? Do you think that screencasting and using the reflective notes (refleksjonsnotat) afterwards can be considered an activity which allows for exchange of meaningful information in the target language?

What are the advantages of using Screencasting as a way of giving feedback?

Would you be using this method of giving feedback again?

Are there any other thoughts about screencasting you would like to share?

Thank you so much for taking your time to participate in this study ☺

Appendix D: Response from Group 1



Video Feedback – Questionnaire – Group 1

[← Tilbake til Velg resultat](#)

Antall svarpersoner: 25

1. Flervalgsspørsmål	Prosent
When I was listening to the video, I made an effort to understand what was being said.	
Strongly Agree	84%
Agree	16%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%
2. Flervalgsspørsmål	Prosent
I paid close attention to the information I was receiving.	
Strongly Agree	84%
Agree	16%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%
3. Flervalgsspørsmål	Prosent

I know what I need to work with in future to improve my writing.

Strongly Agree	52%
Agree	44%
Uncertain	4%
Disagree	0%
Strongly Disagree	0%

4. Flervalgsspørsmål **Prosent**

I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it.

Strongly Agree	28%
Agree	60%
Uncertain	12%
Disagree	0%
Strongly Disagree	0%

5. Flervalgsspørsmål **Prosent**

I agreed with the teacher's observations about the text I had written.

Strongly Agree	60%
Agree	40%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

6. Flervalgsspørsmål **Prosent**

There were times I felt my teacher had misunderstood what I had written.

Strongly Agree	4%
Agree	12%
Uncertain	12%
Disagree	32%
Strongly Disagree	40%

7. Flervalgsspørsmål **Procentsats**

(Please answer the following only if you felt that your teacher had misunderstood what you had written)

I talked to my teacher afterwards to clear the misunderstanding.

Strongly Agree	0%
Agree	0%
Uncertain	8%
Disagree	8%
Strongly Disagree	0%
Ikke besvart	84%

8. Flervalgsspørsmål **Procentsats**

I could do with some more feedback on the work.

Strongly Agree	0%
Agree	16%
Uncertain	20%
Disagree	48%
Strongly Disagree	12%
Ikke besvart	4%

9. Flervalgsspørsmål **Procentsats**

The feedback was thorough and detailed.

Strongly Agree	76%
Agree	24%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

10. Flervalgsspørsmål **Prosent**

I felt like the teacher was sitting next to me while I was listening to the feedback.

Strongly Agree	36%
Agree	32%
Uncertain	16%
Disagree	12%
Strongly Disagree	4%

11. Flervalgsspørsmål **Prosent**

I felt like there was a meaningful information exchange between me and the teacher while I was listening to the feedback.

Strongly Agree	48%
Agree	44%
Uncertain	4%
Disagree	4%
Strongly Disagree	0%

12. Flervalgsspørsmål **Prosent**

I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.

Strongly Agree	48%
Agree	40%
Uncertain	4%
Disagree	4%
Strongly Disagree	0%
Ikke besvart	4%

13. Flervalgsspørsmål **Prosentats**

I found myself thinking while I was listening to the video.

Strongly Agree	56%
Agree	36%
Uncertain	0%
Disagree	4%
Strongly Disagree	4%

14. Flervalgsspørsmål **Prosentats**

If you were thinking while you were listening to the videofeedback, what language were you thinking in?

English	28%
Norwegian	12%
Both English and Norwegian	48%
Uncertain	12%

15. Flervalgsspørsmål **Prosentats**

I found myself talking to myself out loud when I was listening to the video.

Strongly Agree	8%
Agree	12%
Uncertain	4%
Disagree	32%
Strongly Disagree	44%

16. Flervalgsspørsmål **Prosent**

If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?

English	4%
Norwegian	12%
Both English and Norwegian	8%
Uncertain	24%
Ikke besvart	52%

17. Flervalgsspørsmål **Prosent**

I found myself mumbling to myself when I was listening to the video.

Strongly Agree	4%
Agree	24%
Uncertain	8%
Disagree	32%
Strongly Disagree	32%

18. Flervalgsspørsmål **Prosent**

If you were mumbling to yourself while you were listening to the video feedback, what language were you doing that in?

English	12%
---------	-----

Norwegian	12%
Both English and Norwegian	4%
Uncertain	20%
Ikke besvart	52%

19. Flervalgsspørsmål **Prosent**

I tried to repeat in my mind what the teacher was saying.

Strongly Agree	16%
Agree	60%
Uncertain	12%
Disagree	8%
Strongly Disagree	0%
Ikke besvart	4%

20. Flervalgsspørsmål **Prosent**

I paused the recording sometimes to think and process (bearbeide) the feedback the teacher gave me.

Strongly Agree	32%
Agree	20%
Uncertain	0%
Disagree	32%
Strongly Disagree	8%
Ikke besvart	8%

21. Flervalgsspørsmål **Prosent**

I evaluated my own writing while I was listening to the video.

Strongly Agree	24%
----------------	-----

Agree	60%
Uncertain	12%
Disagree	4%
Strongly Disagree	0%

22. Flervalgsspørsmål **Prosent**

I think it is good that teachers use meta language (technical terms/grammatical terms) to explain my errors.

Strongly Agree	60%
Agree	28%
Uncertain	12%
Disagree	0%
Strongly Disagree	0%

23. Flervalgsspørsmål **Prosent**

I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task.

Strongly Agree	44%
Agree	52%
Uncertain	4%
Disagree	0%
Strongly Disagree	0%

24. Flervalgsspørsmål **Prosent**

You were asked to write reflective notes while you listened to the video feedback. In what language did you take your notes in?

English	84%
---------	-----

Norwegian	12%
Both English and Norwegian	0%
Ikke besvart	4%

25. Flervalgsspørsmål **Prosent**

You were supposed to present your reflective notes orally to a co-student. In what language did you present your notes in?

English	20%
Norwegian	36%
Both English and Norwegian	32%
Ikke besvart	12%

26. Åpent spørsmål

What are the qualities you want to see in your feedback? Would you say you found these qualities in the video feedback you got? What could have been better? (Please answer all parts)

-
- The qualities I want to see are detail feedback, what can I do to improve my English, what I could have been better etc. I think these qualities are in the feedback I have got, but maybe it should say something more about how I can or what I can do to improve my English writing-skill.
- 1. What I did right, what is good about my text, what is not that good, what I did wrong, that the feedback is specific, that the feedback reflects what is written in the task we got
- 2. Yes, I would say so
- 3. I don't know actually
- I would say that I found these qualities like participate on grammatical errors in the video feedback. And you said what I did well good.

- i wanted to see what i had improved from my previous tasks i had handed ,my weakness and my strength and what i need to work on further and i would say i found these qualities in the video feedback i got .
- I have never gotten a video feedback before so I have no kind of expectations.
- I want to see what I can do better, what i did well, and some improvements from the last text. I definetly found these qualities in the feedback i got. I think you did an exceptional job on the feedback, it was the best feedback i have ever gotten! Grade 6 ;)
- -I found the qualities I wanted to see in the video feedback.
- I want to see both positive and negative feedback, and i found these in the video feedback. Nothing could have been better, i think.
- In my feedback I want to see my strength; the mistakes that I made and what I need to work on further.
Yes, I would say that I found these qualities in the video feedback that I got.
The thing is that the sound of the video was a bit low so it would be nice if the teacher could speak a little bit more louder.
- the qualities i want to see in the feedback is what I should work with and improve until next time . I would say that i found them in the feedback. The audio int the video could have been better.
- I just want to know what I did well, and what I could work on. You did say both, but I would like a simple, straight to the point answer first.
- I want to see my strengths and what I have to work with some more. If I have made mistakes and if you have tips for me.
- I felt I got the answer i wanted.
- good
- I liked this type of feedback very good and this is really something we should use more. I found all the qualities i wanted to see. I dont think there could be done something better. The feedback was more "real" and it felt like the teacher was speaking directly to me. When we get written feedback it is more "boring" to read and I dont prosess it the same way as if it is said to me
- I think this feedback was perfect. I found all the qualities I wished to see in the feedback. Qualities such as criticism and praise.
- i want them to tell me both what i did good and what i did wrong. in my oppinion teachers tend to focus on the negative. you didnt do that this time. i also liked that you pointed out one spesific thing for me to work on, instead of rambling on about everything i could do better.
im not sure what i think could be better.
- I want to know if i have answered the task correctly and in a good way. I also want to know what I have done well and what I need to work on. The feedback was very thorough and easy to understand, and I felt like it answered all of my questions.
- I want to see good qualities. I found some of them. I think it was good
- I wanted to know what I can improve on, and it was very well explained. The sound on the video was a bit low.
- I want my feedback to be constructive and honest, but I do like that you do not mention all my errors, because then I would probably think it was a bad text, when I first looked at it and saw many marked words or sentences.

When someone is giving me an advice, I need them to say something nice first and afterwards, they can say what I could have done better. In this way, it is easier to understand that you are trying to help me and do not have bad intentions. I think you did this and it was easier for me to take the corrections more serious.

I can not come up with something you could do better. This way of assessment is new for me, so I do not have anything else to compare it with.

- Jeg vill vise at jeg hadde forstått oppgaven. Det hadde jeg til en viss grad. Og jeg kan jobbe med å se ekstra godt gjennom oppgaven.
- I liked the video feedback because I felt like the you communicated with me and where not just talking about my text and that is something I think is important to think about as a teacher when you give a video feedback.
- The qualities that I was expecting to see in my feedback were good explanations to the mistakes (can be grammatical and other types ,for instance using formal and informal text) students make when writing. In my opinion and depending on my video feedback, I could say I found the qualities I was looking for.

27. Åpent spørsmål

What, in your opinion, are the advantages and disadvantages of receiving feedback through the video?

-
- Advantages:
 - Easier to understand the feedback
 - Get more details feedback
- Disadvantages:
 - I think it's more difficult to remember these feedback.
 - More difficult to remember these feedback for the exam, since I don't have time to listen the feedback while exam, but if it was in a paper, I could take it with me on the exam.
- The advantages:
 - * We get a more specific feedback (the teacher can explain what she means)
 - * We can watch the video again if we want to
 - * We have to actually here the feedback before we get our grade

Disadvantages:

- * Others may hear what the teacher says (if the sound is too high)
- * The teacher has to put more effort in it (faster to write a short feedback)

- I liked the way you evaluated me in.
- advantages: easy and clear to understand
disadvantages: I don't think there are any disadvantages with receiving feedback through the video
- It is way more easy to pay attention.
- There are many advantages of receiving feedback through a video because you can describe my errors with details, and I understood what you meant, which I often don't. I can't really see any disadvantages about using a video for feedback. I am pleased.
- Advantages:
 - I have the feedbacks on my computer so I can listen to them when I feel for it, and to memorize which errors I did.
 - It's a lot easier to understand what you really mean. Especially when you are showing what I did wrong in the text and explaining me why.
 - I do not have so many questions to ask you as from a written feedback.

Disadvantages:

- I don't know.
- The advantages is: if I don't understand what you say in the video, I can ask you or search it up. I actually don't know any disadvantages of receiving feedback through the video.
- The advantages are that I got to understand more of the feedback orally through the video than the feedback on papers. The disadvantages: the sound was a bit too low so it was a little hard to hear what the teacher said.
- I think it is an effective way to get the feedback to all of the students without taking them out.
- It takes less time for both parts to do it this way, but it seemed like you forgot to talk sometimes and instead started writing correcting my mistakes in the text when you had already said what was wrong.
- It is more personal and I get more feedback than I would get on a piece of paper. A disadvantage is perhaps that it takes you some time to do it, but for me it is a very good option.
- I thought it was very useful to get the feedback on a video. Because it was easier to understand what I did good or bad. I prefer a feedback through out a video instead of a written feedback.
-

- Advantages: the feedback was personal and straight on point. I can't think of any disadvantages :-) The only disadvantages I can think of is that the teacher had to spend a lot of time preparing and recording our videos.
- Advantages: It was more personal and straightforward.
Disadvantages: I can't think of any disadvantages. :-) The only disadvantage I can come up with, is that the teacher has to put a lot of time and effort into making and completing these feedbacks.
- the advantages is that it gets more personal, and that it's easier to understand what you emphasize and what you think I need to work on the most.

the first problem I could think of is that bringing this kind of feedback to an exam is not even close to as practical then having it on paper. if I just want to quickly look over what I did wrong in my last text, before handing in the exam I would have to look at a 15 min video and I don't even know if I am allowed to do that. instead of just reading on paragraph.

- The advantages are that you will get a very in-depth feedback and you will maybe take it more seriously in a way. I feel like I will remember it better. I think good feedback is very important in order to improve and we do not often receive very detailed feedback, at least not verbally.

I don't feel like there are a lot of disadvantages, the only thing could be if you need to look back on what you need to improve it won't be written down anywhere (Unless you have done it yourself previously). With that being said I can barely call it a disadvantage.

- Advantages: It is easier for the teacher to communicate for a good while with every student, it is also much easier to understand than if she gives you a note with feedback
Disadvantages: I do not see any disadvantages
- Advantages are that I get to know exactly what I need to work on.
- I think this method of assessment was good. It was easy to keep up, and if I did not understand something I could just repeat it.

The disadvantage is that you can not ask any direct questions.

- Jeg følte at vi fikk godt bedre gjennom når videoen vises. I stedet for at jeg får en generell tilbakemelding.
- I can look back at what the teacher said later, and I feel like I learn more when I get to look at the text when I get the feedback. a disadvantage for the teacher might be that you do not know if your students actually listen to the feedback.
- Advantages: 1. discover or know your weaknesses and strengths
2. helps the teacher as well as the student can take their time to go through text, find mistakes, get or give better explanation about the mistakes.

Disadvantages: - if there many mistakes, there is a a chance that a student might just focus on the assessment and ignore the video feedback as the feedback is through a video.

28. Åpent spørsmål

Did you have any questions after you got the feedback on the video? Did you ask your teacher to clarify things? Why? Why not?

- - actually not.
 - No, I did not have any questions after I got the feedback on video.
- No, I did not ask my teacher to clarify things. That is because I understood the feedback.
- No, i was agree with you.
 - No,i did not have any questions after i got the feedback on the video
 - No I did not.
 - I actually don't have any questions...
 - I feel like I got all the feedbacks that I needed on this video and everything was clare to me. Therefor I did not asked you to clarify things.
 - I did not have any questions.
 - No, I did not have any questions after I got my feedback on the video.
 - I did not have any questions, I think I got it all down.
 - No, not really.
 - Some places I see that I think something else than the teacher, but I see that it is me that have made a mistake so it it fine.
 - I had one question after i got the feedback. Yes, i ask the teacher after.
 - no, because it vas a good video.
 - No I did not have any questions after the video because I agreed with the grade you gave me and the video was so clear
 - No, I did not have any questions. The teacher completed the feedback well and I had no trouble understanding.
 - i didnt have any questions because the feedback and grade that i got was very close to what i expected.
 - No, I understood everything and didn't have any more questions.
 - No, i did not have any. The feedback had everything
 - No, I did not because everything was explained well in the video.
 - No, I did not have any questions.

- Nei, alt var lett forståelig og jeg innså at jeg kunne ha løst ting annerledes.
- No, I had no questions. everything in the video was clear to me.
- No, I did not have. There was nothing unclear in the feedback.

29. Åpent spørsmål

Would you say that there was meaningful information exchange between you and your teacher as you got your feedback on the video?
How? Please explain.

-
- I would say that there was meaningful information exchange between me and my teacher, because I feel like it's easier to understand what the teacher expect from me on the next task. It makes easier for me to get better.
- Yes, because in that way she could explain what she really meant, and that made it easier for me to understand.
- Yes, you sad it like it would be face to face.
- there might was a meaningful information exchange between us but i dont know what it is .
- I don't know.
- Yes, i already know that I have punctuation errors, but you explained it in an understandable way. I did not know how to correct these errors before now!
- Yes, because you showed me on the video exactly how you should have the dialog in the story. You also showed me how I should have conjugated the verbs correct, and that was very helpful.
- Yes, i felt that you expressed yourself a bit more on the video, between if i was talking to you face to face. Because you did not talked slowly nd it was very easy to understand you!
- I think that there might be some meaningful information but I don't know how to explain it.
- The information given showed me what I should work with more and the errors I would not have seen myself.
- No, I really dislike conversing in this way, hearing people talk without it being face-to-face. It would be better if I had something else to do while listening, besides writing notes. It is almost like listening to a soundbook, but you have to pay close attention to what is really being said.
- yes it was. I got some good tips on how to make the story clearer. Not better, but clearer and that was very useful to me. of course I had some mistakes, but when I look at them I see that I know this and that I just forgot myself for a minute
- Yes, it was a meaningful information. Because i heard you telling me the feedback and also at the same time i got a change to see it in the text to.
- I understood what I hav don wrong when she showed me ter erros at the computer.

- Yes. I felt like the teacher was talking directly to me, like sitting beside me.
- Yes. I felt like the teacher was right beside me going through the feedback. I often just look at the grade and skim through the feedback. But this time I really understood the feedback and felt the feedback was more meaningful.
- the information from my teacher got handed to my in a rapid and effective way. I can imagine that in the future there will be times when I would like to ask questions back during the video but there won't be any ways for me to do that. The same problem goes for paper.
- Yes. I got more information than I usually do. It was very easy to understand what I had done well and should continue doing, and the same goes for what I should work on.
- Yes, maybe in some ways. She was kind of answering all of my questions
- Yes because I got to know my strengths and weaknesses.
- Yes, I think there was a meaningful information exchange. You made it easy to understand what I should work on.
- Jeg fikk se hvordan hun tenker og jeg får en større forståelse hvorfor jeg fikk karakteren jeg fikk.
- I did not get to say anything to my teacher, but I felt like everything she said to me was meaningful and educating.
-

30. Åpent spørsmål

Is it useful if teachers use meta language (technical terms/grammatical terms to explain what your errors are called)? Why or why not?

-
- I actually do not have any opinion on the use of meta language, because it's ok to use it, but you must explain what those words mean. But I also think it's ok without.
- Yes, because in that way I know exactly what I have to work with. It also makes it easier for me to search on the internet to find exercises and rules that I need to work with.
- Yes, they describe more in depth.
- yes, it is useful because it improves my English language
- I don't know.
- Hmm, I believe so, because I can put a word on what I can and can't
- Yes, it is useful. It makes it a lot easier to know what to work on when you know the right word for your errors in the text. It makes it a lot easier to look up your errors later.
- Yes it is useful. I think more teachers should begin with that because I feel the teacher says more about the task/test on the video (more information), compare to talk face to face with the teacher.

- Yes, I think so because it can help me to improve my English by listening to the teacher when she is talking.
- It is more on point when the teacher use meta language and helps the student understand what the teacher means.
- I don't really have an opinion on this; both work perfectly fine for me, and I don't really care about what is used.
- Yes it is because then we get used to using the words, but I think I would had understood it eater way.
- Yes, it help me to understand exact what i should work more with.
- yes because i understod more.
- Yes the teacher used technical language and this is useful because the student understands what the teacher is meaning and nothing is unclear
- Yes, this is useful because the student understands what the teacher is trying to convey.
- i think its useful aslong as i understand it. it makes me understand what you are speaking off alot quicker.
- Yes, in that way I know exactly what I need to work on.
- Yes it is! But it is probably more work for the teacher.
- Yes, because she explains what the terms mean if I do not understand and that can be helpful to expand my vocabulary.
- It is a little difficult to understand sometimes, because I do not know well enough what the different words actually means.
- Ja, for da kan jeg huske på dette når jeg leser ordene seinere og forstå hva de innebærer
- Yes, but I might not always know what every word means, so I think a mix of using meta language and more understanding words would be great.
- Yes, it is. It is useful because it helps students to be familiar with the mistakes and maybe explain them to others which indirectly leads to helping others.

31. Åpent spørsmål

The feedback was given to you using the criteria you got before you wrote the task. How important do you think that is for getting a clear feedback and why?

-
- In my opinion, it's very important that I get cleary feedback, because it will help me a lot to improve my skills, but it will be a lot harder to work with the feedback isnt clear enough.
- I think that it is very important that the feedback uses the criteria I got before I wrote the task, because in that way it is easier for me to understand why I got the grade.
- Because we need to know what we have do to better next time, and if the teachers tells you what you need to do it is easier to do the following task.

- i think it is important for getting a clear feedback so that i know what to expect since i used it to write the task
- Then I can see what you were evaluating.
- It is very important because it is easier for the teacher to evaluate our text in a fair and proper way. The students can complain about something when everything stood in the criteria. I think its important because we (the students) know what you expect from us.
- It is important to remember what the teacher actually was expecting from you.
- I think this is very important to avoid misunderstandings for what is wrong or right. It is also important so the students can write the text based on the criteria.
- I think it is important to give feedback by usiing the criteria that I got before I wrote the task because it will make it clear about what the teacher expect form me and it can help me to see what was missing or forgotten.
- It helps me show what I have improved upon and what I still should work with. Learning from mistakes.
- I think it is pretty important. It let us know whether or not we actually answered the task.
- I think it is good to get a clear feedback because we need to do it this way for practice to exam. It might be a little complicated, but we need to learn it and with proper feedback we can see our mistakes and correct them so we do not do the same mistake again.
- I think it is very important to get a clear feedback. Because that is helping me understand it better.
- than i now what to work with.
- It helped and was important that we got the criteria before writing the task because we knew how and what we was going to write about. And also what the teacher would use to grade us
- It was important that we got the criteria before writing the task because we knew how the text should look like and what we should look for in the feedback.
- its important that i know that i anwered the task correct. and you going over it step by step would make me aware if there was something wrong.
- I think it is important because when answering the text you follow the recipe given in the criteria of the task. This is the information and criteria you are given beforehand, and is what the teacher should relate to.
- Because we have all read the criterias, and we were wondering if we had answered them correctly
- Yes, for example if I had written a good text but did not follow the criterias I would have understood if I a bad grade.
- I think it makes it easier to understand what you want from us and it also gives us the chance to check if we did follow the task.
- Jeg tror at desto bedre jeg forstår hvorfor jeg får en karakter desto bedre kan jeg bruke dette seinere.
- I think that is important so you can learn how to understand a task for later when we are having exams.

- It is important to use the criteria if it is given. This is because having a criteria helps you to find out what the teacher is expecting from you or what you are supposed to learn. Secondly, it helps the students to stick to the subject they are expected to work with.

32. Åpent spørsmål

Could you please describe what you were thinking about as you listened to your teacher's voice? Which language did you think in?

Why do you think that you thought in that language? (Please answer all parts)

- I think in Norwegian because that is the only language I know well.
- During the video feedback, I think a lot what I have done, think about why I did those mistake and how I can fix the, I actually think in English and Norwegian, since the feedback was in English, so it influenced me to think in English. however, sometime I just change to think in English automatically.
- I thought about my text and what I can do to get rid of the mistakes I made (in the next text I write). I also thought about what the teacher liked about the text, so I can continue to do that.

To be honest, I can't remember which language I thought in. I think that I may have thought in English, because I know that I've done that before when I was listening to someone talk in English, but I'm not sure.

- I was thinking in English and Norwegian. I understood what You said and at that moment I was thinking in English, but when I was memorizing I was thinking in Norwegian.
- I was thinking about what I had improved from my previous task I had handed in. I thought in XXX because it is my first language.
- I was obviously thinking about the task, and I was thinking in English, and that's because the feedback was in English.
- I thought in English because it seemed sensible to think in the same language you spoke, but I did think in Norwegian sometimes, because it is my mother tongue.
- I was thinking about how I could have written the sentence in an other way, and how I could have chosen a more relevant title to the story. I was also thinking about the conjugating errors of the verbs, and that I need to work on conjugating.
- I was thinking in English because you talked in English. It is easier for me to think and understand in English than to translate what you say to Norwegian.
- I thought about the mistakes I did when I wrote the text and nodded as I agreed with what being said. I think that I think in Norwegian and XXX. Maybe because it is easier or that is a habit of mine.

- I was thinking about the text and what i should do better next time. I switched between English and Norwegian sometimes. I think i thought in Norwegian because it felt more natural than thinking in English, and then switched to English because I was supposed to think English.
- I got bored really fast and started nitpicking on everything you could have done faster or better. I was thinking in both Norwegian and English. English when it was related to the task, and Norwegian when I got caught up in something I didn't really understand at first.
- was thinking of when I wrote the text.
I was thinking in English, I always do, even at home. It is good practice.
- When I was listning to the teacher's voice i though on english. I also repeated what she was saying in my toughts. I think i thought on English because the teacher were talking in English and I also were reading English from my text.
- I was thinking in Norwegian.
- I dont know what language i thought in. I really cant remember. Maybe the teacher could have mentioned to remember the language I was thinking in, even though the teacher mentionen to remeber our mumbling, breahrt and feeling
- I was suprised to hear the positive feedback, and when the teacher went through errors i thought i could do better. I am not sure what language i thought in, maybe both Norwegian and English.
- i thought that i agreed with what you said, and that i had seen it comming when i handed in the text. i thought in english. i actualy speak alot of english everyday because i use microfone when i am playing videogames. therefor everytime i read english my brain automaticly starts thinking in english.
- I was thinking in English. That was what came the most natural to me when I had an English text in front of me and someone speaking to me in English.
- I was going through how I could write it with no mistake. I was thinking in English and Norwegian
- Beforehand I thought it would be wierd, but I found it really helpful. When I was thinking I thought on English and Norwegian but that is something I normally do for some reason..
- I thought in both English and Norwegian. I do not have a good explanation why, it just falls natural for me.
- Jeg tenker på engelsk når jeg blir snakket til på engelsk, unntatt når jeg ikke forstår det helt. Da tenker jeg på norsk.
- I mostly thought in Norwegian, but I also thought a bit in English. The only thing that was a little dumb was that it was hard to hear what you said because the volume was low even when I turned it all the way up.
- I was thinking about what types of mistakes the teacher found in the text, what was missing and how good the usage of words (vocabulary) was. I was thinking in English and the reason is that thinking in English in my opinion, plays a enormous role in analyzing the subject or the text and improving your English well as long as it is written in English.

33. Åpent spørsmål

Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?

-
- I did mumble to myself, but I really dont know why, maybe it help me to understand the feedback?
- No, I did not talk out loud to myself while I was listening to the video.
- No, I did not mumble to myself.
- No, because it was silence in the classroom.
- No
- I think I did that to make myself understand the feedback better.
- I actually laughed a bit when you mentioned the problem about my symbol (the black crow) because i knew i wasn't puting it in the right spot, but i thought it was very difficult to place it in the right spot, with the right meaning....
- No, I did not mumbled or talked out loud to myself.
- i did not talk to myself, but i mumbled. I feel i understand the information better if i mumble(talk silent) to myself because i get the information inside me through my headphones(your voice on the video) and through my voice when i mumble.
- I did not talk out loud to myself while I was listening to the video. I just mumble to myself because I agreed with what the teacher said and that I just saw my own mistakes.
- No
- Nope, sorry. Nothing.
- No I spoke to myself in my head. I do not talk to myself out loud.
-
- now
- No I did not mumble or talk to myself
- No, I did not.
- no i didnt. i think that it could be i connection to the fact, that i am used to looking at videos of people speaking of me. so it feels weird answering.
- No.
- I did not talk out loud, or mumbled
- No.
- I mumbled. I think it is easier for me to understand how you are thinking when I say it out loud.
- Nei

- I think I did it to go through what you said so it was clear to me, and so I could remember it and learn from it.
- Yes, I did. I did because I did simple and unexpected mistakes.

34. Åpent spørsmål

When you wrote down notes while listening to the video, did you write them in English? Why and why not?

-
- yeah, I wrote it down in English, because it's alot easier to write in English, when you are already thinking in English, since the video affected me.
- Yes, I wrote the notes in English. I wrote them in English because I think that it is easier to just write in English when my mind is set in English. (That's why I probably thought in English as well)
- i began to write in english, but i found out that it was easier to write in Norwegian because i felt i could explain more precisely.
- i wrote down the notes in english because the questions was in english .
- Yes, because the video was in English, and it just felt natural to both think and write English.
- I wrote them in English because i thought we had to, but it was not a problem :)
- I wrote them in English, because the teacher was giving me feedbacks in English. This made me found it natural to write in English.
- Yes i did, because i think it is more effective to write them in the language you speak in, so i avoid to translate what i am going to write
- Yes, I did write them in English because the quetions were in English.
- I wrote them in English because i should do that when the feedback is in English.
- I wrote in English so I could better listen to what was said by the teacher and so I would not make half-assed translations.
- yes I did. It is good practice and by hand I am not that good writing English. on the computer it is no problem because you can always use the internet if you are wondering about a word. when you write with your hand you have to know.
- I did write them in Norwegian, because it felt more natural to me to write it on Norwegian. Because then i was easiere to be clair on what I need to work on.
- yes I write them in English because it felt natural.
- Yes I wrote them in English because we had English class
- I did write them in English. I think this is because I was hearing English and thinking in English and therefore I automatically wrote in English.
- i wrote them in english because that was the way my brain thought at that moment

- I wrote them in English. It felt the most natural to do as all the terms were given to me in English.
- Yes I did. Because I think that helps me getting better in English
- I wrote them in English because when I read and hear English I automatically write my notes in English
- I wrote in English because it falls natural and I want to expand my vocabulary and I think writing to my self in English makes it easier to accomplish my goal.
- Nei jeg skriver fortere norsk.
- Yes, because the subject is english and therefor that felt natural.
- Yes. Refer Q.32

35. Åpent spørsmål

What in your opinion can be the advantages of writing notes down in English?

-
- As I said, it's difficult to remember these feedback in the oral form, so by writing it down, it will help me to remember them.
- *That I have to think in English
- *That I practice English
- explain in deep.
- it helps you to improve your english .
- It may be easier to remember, because you have to think a lot more through what you're writing.
- I get used to write English, and I dont forget how to write it. I might get better in the language, because when i dont know a certain word, I look it up and then i remeber it!
- *Getting better in writing English.
- *Better in formulating English sentences.
-
- It can be use to correct my mistakes or to improve in writing English by hands.
- It helps remembering what you should say when you present it in English, rather than translating it from Norwegian.
- Small details will not be lost in translations.
- You get to know the language better by writing it by hand.
- You get better in English.
- I understand what i need to work with.
- The advanteges of writing notes in English is because you learn to think and write English more automatically

- You get used to writing English.
- I don't really think of advantages; it just comes naturally to me to write notes in English during English classes.
- If you are looking back at those notes while writing another text in the future, you will have all the terms in English.
- You are teaching English at the same time.
- My advantage would be that I have the notes on what I can improve on.
- If you really want to learn the English language, I think it is smart to write English often. So, when you write your notes in English it is a part of the learning process.
- du bruker samme språk sånn at du slepper å bytte.
- Then I learn more English. The more I write, the better I will get.
- Improving your English vocabulary is one big advantage. Other advantage is that it helps in being flexible in your language use.

36. Åpent spørsmål

Could you please write in detail what you exactly presented to/discussed with your co-student when you were done listening to your video? Which language did you speak in? (Please answer both parts)

- I told her I had concord errors.
- I start with what is my strengths, afterward I explain to my co-student what mistake I have done, and what I can do to get better.
- I presented what my teacher liked about my short story, what I have to work with and how I'm going to achieve all that I need to work on

Both of us spoke in English

- The grade was one of the things I was discussing with my co-student. We did also talk about what we did wrong and what we can do better.
- 1, I presented about how I answered the task, my strengths and weakness and what I need to work on further
- 2, We spoke in Norwegian because my co-student suggested it.
- I presented my errors, and my strength in English.
- I presented the positive things you said, and what I could do better.

Positive:

Creative story

Almost any concord errors

Good plot element description

Negative:

Punctuation errors

Direct speech (only one person can speak in on paragraph)

And some other errors like: "I did not noticed..." The correct: "I did not notice..."

- *I spoke in English and in Norwegian when it was not so easy to explain what you meant with having the dialog splitted up.

*We discussed our strengths and what we needed to work on.
- We spoke in Norwegian because it was natural. We talked about our own texts about all the positive and negative feedbacks,
- After I was done listening to the video I discussed my errors with my co-student. We just discussed about how it went and how we are going to improve writing in English.
- I presented what went well in the text and what did not. I also talked about how i could improve the errors and usage errors. We presented to each other in Norwegian.
- I told him what I did well, what I could have done better, and what I could do to improve. We talked both in English and Norwegian.
- we said both what we did good, what we did not do so good and what improvements we had since last hand-in. We spoke both in English and Norwegian. it is easier to express ourselves in Norwegian.
- We did speak on Norwegian.
We discussed what terms we were good at and what terms we need to work more with.
- I presented what I need to work with and what I did good. Norwegian.
- We presentet our reflection on the feedback, what we were thinking and if we liked this type of feedback, and why, and we also talked about how we were going to ashiev our goals in this class. We also talked about that we liked that the teacher compared this text to our previuos text
- We presented our reflective notes about how we answered the task and talked about what our plan for achieving all that we need to work is. We also talked about how this type of feedback was very good and it created a more "real" feedback. We talked about how we thought it was great that the teacher compared our previous texts with this text. We learned that we actually have improved a lot since we started.
- we discussed what went right and what went wrong
we spoke norwegian, because even though i thought in english i tend to translate it to norwegian, because it feels naturaly for me.
- We talked in Norwegian but did mix in some English terms. We talked about what we needed to improve and also about our strengths.
- I presented to him what I could work with in English, and how I had to work with it. I spoke English

- I told her I had some concord errors and that I needed to expand my vocabulary (and gave examples of how I can do that) so I can write creative language etc.
-
-
-
- -----

37. Åpent spørsmål

Would you say that you could see how you thought you had answered the task was different from how your teacher thought you had answered the task?

-
- I do not think so, it seems like i have the same thought as my teacher.
- Actually I think that we had quite the same opinion about how I answered the task. Of course, I didn't know about my concord mistakes when I wrote the text, but I fully understood what I had done wrong when the teacher pointed them out for me.
- No, it was more or less the same as i thought.
- no it was not different .
- The story looks different now compared to when i wrote it. At least it that is how it feels.
- No, i do not.
- No.
- I think me and the teacher had the same thoughts.
- I am uncertain of it.
- Some places in the text were thought different than the teacher had seen and thought.
- Yeah.
- No I think I solved the task the way the teacher wanted it.
- I felt the teacher understood what thoughts I had when i answered the task.
-
- The teacher understood my text
- No, I think my teacher and I thought the task was answered the way it should have been answered.
- we thought the same way for the most
- I feel like my teacher understood the story I was trying to tell.

- Yes. Absolutely
- When I wrote the text I wrote in between the lines so I understood why she thought it was a bit confusing.
- No, I think you understood what I was trying to tell.
- Nei, svarte på oppgaven men glemte en det. Neste gang kan jeg få det med og
- yes
- No

38. Åpent spørsmål

In what way would you say that this way of giving feedback can also be helpful in learning the English language?

- I can play the video again. Then maybe I could understand more.
- It can also be helpful in learning the English language, since the video affected me to think in english, it "train" me to listen in English
- *We have to actually understand what the teacher is saying, because we can't just copy the feedback and paste it in Google Translate.
*It may make us think in English
*The teacher explains the grammatical words by showing us how we used for example concord right or wrong in the text.
- Because we get pushed to try and we shows that we can write and talk and understand more than we think.
- it was easy and clear to understand
- Listening to English that you have to pay attention to, is good. It kind of makes you think in English.
- When i listen to you i notice how you say something, in addition to how i would say it :)
- * Because the teacher explains to you in English what you need to work on and your strengths. If it is something you do not understand when she is talking you need to look up the words to found out what they mean. In this way it can also be helpful in learning the English language.
*Also because you are listening to the teacher speaking English.
- I think that this helps me to understand difficult English words a bit more. I also learn to think in English
- I get to hear more in details of how the teacher evaluated me than the written feedback.
- It helps us using our ears and not just our eyes to understand English.
- You're pointing out my flaws and my strenghts in a very short time.
- The teacher speaks English and explains it in a clear way that we understand and therefor learn some English.

- It can be helpful to learning English with the feedback because we were listen to English, and also at the same time we were reading English.
- it was a good way to remember
- Because the teacher is speaking English and you listen very carefully baccuse this is the feedback on a text you spent a lot of time writing so you. And you learn English by hearing other talk English
- Because you learn English by hearing others speak English.
- now i can hear the english, making me better understand how to speak it for myself.
- It is hard to explain, but I think hearing and reading English is in it self a way of learning the language better.
- Because we are kind of talking English to eachother
- I feel like it was very helpful, because I got to know what my strengths and weaknesses are.
-
- Ja fordi det hjelper deg med å forstå hvordan engelsk er skrevet og snakket.
- Getting your feedback in English is obviously more educating than getting it in Norwegian, but Im not sure what the difference is makes getting it through a video instead of face to face.
- refer Q27, Q.30,Q.32 and Q.35.

39. Åpent spørsmål

In what way would you say that presenting and discussing what you have learnt using the reflective notes (refleksjonsnotat) about the feedback is a helpful way of learning the English language?

-
-
- *We have to understand what the teacher is saying
- *We have to pay attention to the feedback
- take it with me to the next task, and prepare for next time.
- it helps me to remember the mistakes i did while writing the task and not to do it again
- Makes you remember.
- I really dont know how to explain it...
- Because you wrote down short words and sentences and when discussing you needed to add more information in English.
- By discussing in English is a helpful way to be better to speak in English.
- I don't know.

- It helps us to improve and maintain both our dialog and writing skills in English.
- I do not think it is. I already know by then whats wrong and whats right, it doesn't help hearing another student tell me what (s)he could do better.
- Telling someone else our errors is good because that is like admitting that you were wrong and admitting you are wrong is the first step towards improvement.
- It is helpful because we was first reflecting the notes and then we were tring to explain what this thoughts and reflective were,
- it is helpful
- Because you have to create you're own phrases
- It was helpful beacuse you got to hear others opinions and thoughts.
- presenting and discussing it helps me remember it. and i can learn from what the other person did wrong and right.
- I think that by using the language more, it will improve or English. This can also help us while writing texts.
- Writing Englsih helps me getting better language
- I did not find it that helpful because I already got my answeres in the video.
-
-
-
- -----

40. Åpent spørsmål

What have you done with the video files?

-
- Save.
- I saved it in a folder on my computer.
- It is still on my computer.
- nothing ,but i think i will save it later inorder see the mistakes i have done in task when writing another task next time and not do the mistakes again
- Nothing so far, I have it on my computer...
- I saved the video file on my computer.
- I saved it so I can listen to it the next time I am going to write a text so I can avoid doing the same mistakes again.
- I have downloaded it to my computer and saved it.

- I have not done anything with the video files.
- I downloaded it, then I opened it, then I watched it and when i was done i closed it.
- Closed it without saving it.
- Nothing. I watched it and then I have not done anything with it. I was planing to save it so I can look closer into it or perhaps have it on another task as a little help.
- I will save the video file so i can look back on it when i am writing another text.
- nothing
- I did not do anything with the file, I only watched
- I did not do anything with the video file. I only watched it.
- its still up in the pc but i havent saved it.
- It is saved on my computer.
- Saved it
- I have saved it to my computer and dropbox so I can watch it if I ever feel the need to.
- I saved it on my computer
- Jeg lagret den.
- nothing
- I have saved it.

41. Åpent spørsmål

Were there any problems accessing the files?

-
- Nope.
- No, except that the internet was slow, so the dowloading took some time.
- Now, it was great :)
- No
- No.
- Nope
- No, it just took a while downloading it, but it was nothing wrong with the file.
- No, it wasn't
- No, there was none.

- Not at all.
- No
- I had to download it twice, but I blame bad internet for that. the sound was a little bit low perhaps.
- No
- no
- I did not have sound on my file. But I think it was my PC because when I got another PC it worked
- No, accessing the file went well.
- no but the file was quited large.
- No.
- No
- No.
- No
- No
- no
- No.

42. Åpent spørsmål

Please summarize your experience with the video feedback. Again, thank you so much for your time 😊

- I think I learned what concord errors is and that I need to work with it.
- I think the vedio feedback was suscessfull, it's easier for me to understand the feedback, what I can do better and more. well done :)
- I had a great experience with the video feedback. To be quite honest, I thought that I wouldn't like it, but happily I was wrong. I actually hope that I'll get more video feedbacks in the future.
- I like it and i think it was a good way to learn english on. You was precisely and clear with the text, and i understand my mistake, and I will try to not do it next time I am writing a text.
- i think that it was good
- My summarised experience of this video feedback is that this form of feedback is much better than normal feedback. Very good project.

- I loved the experience with the video feedback, you explained what i can do better with details, so i understood what you ment. If we just got it back, without the video, i would not understand how i should improve my writing, but when you explain it with oral speech i understand it better. I loved the feedback i got, thank you!
- It was a good experience because you explained to me why you did not found my title relevant, and this actually made me agree with what you told me.. why it was not relevant.
I also liked that you said that my concord errors was a lot better from my last text. This actually gave me motivation because now I know it is not to late to remove errors in my English language. For example this gave me motivation to try to remove a lot of my conjugating errors or maybe tell the story in first person next time.
I also liked how you introduced me in the beginning to the video.
For example: First i will tell you this, so this so this etc..
- I think this was a very good way to get back my feedbacks. I feel that you say much more about the text in details, and you also marked out some words and sentence that you liked and not liked. I liked that. I think this is much work for you and it takes time to make a video to everyone in class, but i hope we can get a video feedback too, later. I really like your effort.
- I think it was good.
- It showed me what i need to work on and gave me not only the negative feedback, but also positive feedback about how good the text was. The audio was a bit low, and some minor parts were a little lower, but it was possible to hear it all. It was a different and a good way to give feedback, and you can open it anytime and listen to it again, so you get all the parts you felt were unclear.
- I think it was alright at best. I have trouble listening to people talking without it being directly to me, so it was really hard for me to pay attention. You got too much in depth on the subjects I wanted to know very little of. When I can't control the time something takes I prefer to have it thrown at me, being told why it is as it is, and then move on to the next subject. The notes may have helped, but the presentation to a co-student was a waste of time in my end.
- I was useful. I got more info about how I write this time and I liked that. and I liked that it was more personal.
No problem, you are very welcome and thank you for the brownie :)
- I found it very useful to get the feedback on video. Because it mad it easier to understand what i did good, and what i did wrong. That is because the teacher was clair on the feedback i got. It was easier to understand it when you can hear the teacher explain while you are reading what she is explaining.
- it was very good an helpfol for me.
- I liked it very much. It was helpful and much more interesting than a paperhandout. I learnt much from it. The feedback was more "real" and it felt like the teacher was speaking directly to me.

- This type of feedback was very good and it created a more "real" feedback. I felt like the teacher was right beside me going through the feedback. It was more personal and straightforward. The teacher completed the feedback well and I had no trouble understanding.
- it felt better than text feedback.
- I think I learned a lot more by this type of feedback. It confirmed to me that my teacher understood my text and pointed out the things I should continue doing. I also know exactly what I need to work more on. I also took the feedback more seriously. Normally I am more focused on the grade than the feedback, but now I know exactly why I got the grade.
- I had a really good experience with the video feedback. I think it helped me in many ways, and I got a 15 minutes feedback which is really good for my language
- I thought the video feedback was a very good idea. I feel like I learned more about how I can improve. It was also good that I can pause if I need to think or rewind if there was something that I did not hear properly.
- I think this was a good way of giving feedback :)
- Det var den beste måten jeg har fått tilbakemelding på.
- I really liked it! I feel more comfortable that way and feel like I can concentrate on the feedback better than if it was written down or if you came and talked to me.
- This way of giving feedback (video feedback) is something all the other teachers should introduce and use often to give feedback to students as the advantages of using it are relatively very astonishing.

Appendix E: Response from Group 2

Video Feedback – Questionnaire – Group 2

[← Tilbake til Velg resultat](#)

Antall svarpersoner: 28

1. Flervalgsspørsmål	Prosent
When I was listening to the video, I made an effort to understand what was being said.	
Strongly Agree	53,6%
Agree	35,7%
Uncertain	3,6%
Disagree	3,6%
Strongly Disagree	0%
Ikke besvart	3,6%
2. Flervalgsspørsmål	Prosent
I paid close attention to the information I was receiving.	
Strongly Agree	82,1%
Agree	14,3%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%
Ikke besvart	3,6%

3. Flervalgsspørsmål Prosent

I know what I need to work with in future to improve my writing.

Strongly Agree	46,4%
Agree	46,4%
Uncertain	3,6%
Disagree	0%
Strongly Disagree	0%
Ikke besvart	3,6%

4. Flervalgsspørsmål Prosent

I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it.

Strongly Agree	39,3%
Agree	42,9%
Uncertain	7,1%
Disagree	3,6%
Strongly Disagree	0%
Ikke besvart	7,1%

5. Flervalgsspørsmål Prosent

I agreed with the teacher's observations about the text I had written.

Strongly Agree	39,3%
Agree	39,3%
Uncertain	7,1%
Disagree	10,7%
Strongly Disagree	0%

Ikke besvart 3,6%

6. Flervalgsspørsmål **Prosent**

There were times I felt my teacher had misunderstood what I had written.

Strongly Agree 7,1%

Agree 17,9%

Uncertain 17,9%

Disagree 42,9%

Strongly Disagree 10,7%

Ikke besvart 3,6%

7. Flervalgsspørsmål **Prosent**

(Please answer the following only if you felt that your teacher had misunderstood what you had written)

I talked to my teacher afterwards to clear the misunderstanding.

Strongly Agree 7,1%

Agree 0%

Uncertain 7,1%

Disagree 17,9%

Strongly Disagree 14,3%

Ikke besvart 53,6%

8. Flervalgsspørsmål **Prosent**

I could do with some more feedback on the work.

Strongly Agree 7,1%

Agree 25%

Uncertain	42,9%
Disagree	17,9%
Strongly Disagree	3,6%
Ikke besvart	3,6%

9. Flervalgsspørsmål **Procentsats**

The feedback was thorough and detailed.

Strongly Agree	53,6%
Agree	42,9%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%
Ikke besvart	3,6%

10. Flervalgsspørsmål **Procentsats**

I felt like the teacher was sitting next to me while I was listening to the feedback.

Strongly Agree	28,6%
Agree	35,7%
Uncertain	7,1%
Disagree	14,3%
Strongly Disagree	10,7%
Ikke besvart	3,6%

11. Flervalgsspørsmål **Procentsats**

I felt like there was a meaningful information exchange between me and the teacher while I was listening to the feedback.

Strongly Agree	32,1%
Agree	53,6%
Uncertain	7,1%
Disagree	3,6%
Strongly Disagree	0%
Ikke besvart	3,6%

12. Flervalgsspørsmål **Proentsats**

I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.

Strongly Agree	53,6%
Agree	35,7%
Uncertain	0%
Disagree	3,6%
Strongly Disagree	3,6%
Ikke besvart	3,6%

13. Flervalgsspørsmål **Proentsats**

I found myself thinking while I was listening to the video.

Strongly Agree	60,7%
Agree	32,1%
Uncertain	3,6%
Disagree	0%
Strongly Disagree	0%
Ikke besvart	3,6%

14. Flervalgsspørsmål **Proentsats**

If you were thinking while you were listening to the videofeedback, what language were you thinking in?

English	14,3%
Norwegian	17,9%
Both English and Norwegian	60,7%
Uncertain	3,6%
Ikke besvart	3,6%

15. Flervalgsspørsmål **Prosentats**

I found myself talking to myself out loud when I was listening to the video.

Strongly Agree	7,1%
Agree	7,1%
Uncertain	3,6%
Disagree	14,3%
Strongly Disagree	64,3%
Ikke besvart	3,6%

16. Flervalgsspørsmål **Prosentats**

If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?

English	14,3%
Norwegian	0%
Both English and Norwegian	10,7%
Uncertain	17,9%
Ikke besvart	57,1%

17. Flervalgsspørsmål **Prosentats**

I found myself mumbling to myself when I was listening to the video.

Strongly Agree	0%
Agree	25%
Uncertain	17,9%
Disagree	14,3%
Strongly Disagree	39,3%
Ikke besvart	3,6%

18. Flervalgsspørsmål

Prosent

If you were mumbling to yourself while you were listening to the videofeedback, what language were you doing that in?

English	10,7%
Norwegian	7,1%
Both English and Norwegian	14,3%
Uncertain	21,4%
Ikke besvart	46,4%

19. Flervalgsspørsmål

Prosent

I tried to repeat in my mind what the teacher was saying.

Strongly Agree	28,6%
Agree	42,9%
Uncertain	17,9%
Disagree	0%
Strongly Disagree	7,1%
Ikke besvart	3,6%

20. Flervalgsspørsmål	Prosent
I paused the recording sometimes to think and process (bearbeide) the feedback the teacher gave me.	
Strongly Agree	28,6%
Agree	32,1%
Uncertain	3,6%
Disagree	17,9%
Strongly Disagree	14,3%
Ikke besvart	3,6%
21. Flervalgsspørsmål	Prosent
I evaluated my own writing while I was listening to the video.	
Strongly Agree	25%
Agree	39,3%
Uncertain	25%
Disagree	3,6%
Strongly Disagree	3,6%
Ikke besvart	3,6%
22. Flervalgsspørsmål	Prosent
I think it is good that teachers use meta language (technical terms/grammatical terms) to explain my errors.	
Strongly Agree	28,6%
Agree	50%
Uncertain	14,3%
Disagree	3,6%
Strongly Disagree	0%

Ikke besvart 3,6%

23. Flervalgsspørsmål **Prosent**

I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task.

Strongly Agree 32,1%

Agree 32,1%

Uncertain 28,6%

Disagree 3,6%

Strongly Disagree 0%

Ikke besvart 3,6%

24. Flervalgsspørsmål **Prosent**

You were asked to write reflective notes while you listened to the video feedback. In what language did you take your notes in?

English 96,4%

Norwegian 0%

Both English and Norwegian 0%

Ikke besvart 3,6%

25. Flervalgsspørsmål **Prosent**

You were supposed to present your reflective notes orally to a co-student. In what language did you present your notes in?

English 46,4%

Norwegian 17,9%

Both English and Norwegian 32,1%

26. Åpent spørsmål

What are the qualities you want to see in your feedback? Would you say you found these qualities in the video feedback you got? What could have been better? (Please answer all parts)

- I wanted to know how good or bad my text was. The feedback was very good, I got the answers that I was looking for. I can't think of something that could be better, since this is the first time I have ever had a feedback on video.
- yes, i felt i got feedback on everything and it was very detailed. This way of getting feedback was way more effective than the usual were the teacher has written everything on paper og the teacher tells you what was wrong/correct because XXX had much more time to go through the whole essay. I also know that if i would have gotten this on paper i would have put it in my bag, forget it and eventually i would have threw it in the garbage, because it was so long since we wrote it. The reason i probably wouldnt have done more than read fast through it is because theres only a short explanation on what i did wrong and it's not interesting to get it on paper so i dont bother looking through it for real.
- The qualities I want to see in my feedback is that the teacher explains why XXX graded the text the way XXX did, and to tell me what I can improve.
Yes. In the video feedback I felt that I got the explanation I needed. I understod why I got the grade that I got, and what I have to work on in the future.
I think that the video feedback can stay as it is.
- When I get feedback like this I think of it as an oppotunity for the teacher to give the student a much or thorough feedback than when we get it on paper. Therefore I expect a much more detailed explanation than I normally would have.

I think this was a great way to get feedback. Often, when we get feedback on paper, I don't really feel like I'm learning anything from my mistakes, and what I could have done better. I like oral feedback a lot more, beacuse it explains things better and it is much more detailed.

I don't really see a way that things could have been done better. I think it was perfect.

-
- I liked the feedback, but I think it would be better if you could point out some more positive things about my text, because now, after this feedback I am giving up. This was the first time we ever wrote an argumentative essay, so I think it would be better to point out more positive things. I was actually very dissapointet when the video ended.

- I want to see what the teacher is talking about, i want the teacher to talk all the time, only talk about the text and the bad and good thngs. XXX speaked so I could understand her, XXX always showed me what XXX was talking about so i could see it in the text. XXX was showing me both the negative and the positive things. XXX could have marked all the wrong things a wrote with yellow, so i could see it all together afterwards.
- - I want to know what I have to work on, to be better.
- Yes, I think so, XXX said what I needed to do better to make a better text.
- I liked to feedback. When I heard XXX speak and watching my paper while XXX gave me the grade, I understood more.
- I think this was a good way of telling the grade, and explain the wrong things. It was better than i expected, because i got to know how my teacher thinks when XXX is correcting my text.
- Qualities I want in my feedback: I want to see what I have done wrong and how I can improve this. I also want to know what I have done correct and what I should continue with.

Qualities in my feedback: In the feedback I got, I found nearly all the qualities I wanted.

Improvement in my feedback: The only quality I feel is missing, is how to improve my mistakes. I would like specific goals of what I need to work on and how I can do this (read a book, read about grammar, etc.).

- In my feedback I want to see the parts where I can work much more with. Thinks I forgotten to write down, things that are wrong and things that could be done better.
The feedback I got from the essay was pretty good. I feel like I got the most important ones, that I know I have to work much more with because I know I'm not doing it right.
I missed the positive feedback in the text. It was nothing like "this is something you do well or keep on with this part". So that was a little sad to not getting any positive feedback, only the wrong ones.
- I want to see my grammar mistakes, and I want an explanation to why I got the grade that I got, and what wrong/right I did to get that grade. I also want to know if I need to use more difficult words, or if my vocabulary is good enough. I feel like I found most of these qualities, and that I got more feedback that I had expected to get.
What could have been better in the feedback was that in the beginning, I felt like I had wrote a good text because I got all the good feedback in the beginning, and then suddenly all the wrong things that I had wrote in my text were discussed. I think XXX should have said the grade at the beginning, and then explain why I got that grade through the feedback.
- I want that my teacher tells me part by part what and where I did wrong and discuss that so I understand what i did wrong. Yes, I found these qualities in the video feedback I got.
- The qualities I want to see is an explanation on my mistakes and maybe how I can improve. I
In the video there was a nice structure and my mistakes was explained very well and it was also shown how I could improve. It

was easier to understand what I did wrong and also to see what the teacher thought about my text.

It might have been nice with a concrete list of things I could improve. Other than that the quality was really good.

- The qualities i wanted to see the most were if i argumended well and waht the teacher were thinking about the hedline and the text in generell. And all of thees qualities were i to find in the video feedback, i was also glad to see that my conclutision summed up the text well.
Things that i need to work more was:
 - See if i have uncomplite sentences
 - Use of teses statmant
 - Use a more widely vocabalary
 - Need to use sources more.
 - Not use small hedlins within the text.
- I'm not really sure what other to answer then that I felt like I got a good response to my text and what I more I have to work on to better myself. i also liked the video feedback more than feedback on paper
- I wanted the video feedback to be clear and be easy to follow. I wanted to feel like XXX was talking besides me. I feel like I have found all the qualities I wanted to see, in my feedback. It was very nice receiving this type of feedback. I believe it is easier to really learn something from my strenghts and mistakes, with the use of video feedback. I can honestly not think of anything that could be better.
- language. yes. no
- i want the teacher to evaluate my text detailed, grammar and other errors/ good things, wich XXX did. i liked that i could pause and replay as many times i wanted to. i Think this method of getting feedback is great, i got all the information i wanted and needed and undertood things better then if it was written. The things that could hv been better, if XXX summaried more at the end, the structure of the video was a bit messy.
- Explanations and examples. I would say i found these qualities yes.

What could have been better: More examples

- The qualities I want to see is something I learn can learn something of. I want to see what and where I do something wrong and how I could do it better. I feel that I get all that qualities in my feedback. Something who could be better is that the teatcher maybe could go around in the class after we had watch the video and ask us about what we think. I am not cool anought to say my meaning so it could be much easyer if the teatcher had come to me and ask me about how I react to the feedback and if it was something I misunderstand.

- the qualities i want to see in my feedback is the better qualities. i did only find two of them, and lots of negative feedback. there could have been more positive feedback. i do not mean that you have to stop saying what is negative but also focus on more than 1-2 positive feedbacks.
- I want the teacher to go trough the text in an order. Start with the beginning, and stop at the end. This makes it easier to follow up and learn what the teacher says. I also want an explanation of what I did was wrong, and a short explanation of what I can do to get better.

I would say I found these qualities in the video feedback, yes.

What could have been better is if I got a sum up at the end of the video, where the teacher told me exactly what I need to work on.

- I want to know a precise version on what i need to work on and maybe an example of it as well. yes i would absolutely say i got these qualities in the video feedback. the microphone quality could have been better (schools should invest). there could be a clearer ending of what i should work on in the future at the end
- I did not find my qualities as a part of the feedback. One of my strenghts are being able to discuss things thoroughly backed up with good arguments. The feedback seems very negative when none of my strenghts are mentioned.
- I think that my teacher did a good job explaining to me what I could have done better. I was hoping to hear examples and her ideas which I got, and I was happy about that. I do not think that anything could have been better because it was explained in a solid way. It was easy to understand and it was said in a way that made me feel like XXX was telling me face to face. If I had just read it, I would have been more disapointed but hearing how calm XXX was made me feel calm too. I am pleased.
- The qualities I want to see in my feedback is that I understand what the teaching is pointing out as incorrect or good. The more information about were I can improve I get, the more I can work on improving, so I can deal with a great lot of feedback with details. A short written paragraph is not always very helpful.

I think this was a nice way for me to understand what my weak spots are and were I am better. I got a fairly deep explanation when something was wrong and when I could jump back and listen to it again and again I could get lots of material to work with and how to improve. The teacher also pointed out to me what I did in a good way and XXX explained why this was a good way to do it.

For me it will never be to much feedback to process really, so even more to work on would have been great for me.

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27. Åpent spørsmål

What, in your opinion, are the advantages and disadvantages of receiving feedback through the video?

- One of the advantages of receiving feedback through video is that it is more exciting to listen to a voice than reading. Because we are quite used to reading a written feedback. It is good to do something else.
- advantages:
 - more detailed
 - more interesting
 - learn a lot more while watching the video
 - the teacher had time to look through the whole essay

I can't think of any disadvantages.

- The advantages of the video feedback is of course that you get an oral "presentation" where your flaws and strengths are told to you in an oral and understandable way. The teacher can use the words they want to use. And you watch the whole video, which means that you get the feedback. Often we don't look at the feedback, just the grade. The disadvantages might be that you don't hear what the teacher said, or that you disagree with the teacher.
- Advantages:
 - more detailed feedback
 - more feedback in general
 - it's easier to understand what the teacher means by his or her comments when they explain it verbally than when they write them on papers
 - the video takes you through your whole essay, part by part, and goes into detail about each of the different parts and shows you what is good about each one of them.

Disadvantages:

- it takes more time, both for the teacher and the student. The teacher has to spend more time on giving feedback, and it takes longer for the student to receive the feedback.
- Well... we don't get to look over the text in specific details. If we want to look at something specific, we have to go through the whole video.
- The advantages of receiving feedback through video is that it is carefully reviewed and it is easier to see what I need to do better. Because otherwise you see the grade and you do not mind reading the comments about your text. The disadvantages of receiving feedback through video is that it took really long time before we got it. We wrote this text a long, long time ago. I can not even remember when we did it. It also takes a lot of time to watch the video.
- The advantages is that you use more time on seeing what is wrong with the things you wrote, you have to see the whole video. The disadvantages is that you do not always pay attention, when it is so long it is easy to look away for a moment.

- I think from video is good. I felt that XXX was talking right to me, and then I saw, if XXX did something else with the text and XXX said why XXX did it.
- it was much better than receiving the text with the feedback on. because it was more detailed.
- The advantages of receiving video-feedback is that I can go back and listen to it later, and that the video is very clear and easy to understand.

There are no disadvantages that I can think of.

- The advantage of receiving feedback through the video is that you can see and listening to her while XXX is writing the essay. I feel like I got a better overview and much more detailed answers.
The disadvantages must be that I felt the teacher went a little too fast with the writing. Sometimes XXX just chanced a part whiteout telling me or explain why XXX did it.
- In my opinion, I liked the video feedback better than when you get your paper back with a lots of red marks. I felt that it was easier to focus on going through the text, step by step, and receiving the feedback when it was on a video, because its easier to explain in a deeper way when you do it speaking. If I get a paper back with a lots of red marks, it does not motivate me to read through the text and find out how much wrong I had in my text.

The disadvantages can be that it takes more time to go through a feedback video, than it would for me to get back my text on paper.

- I really liked this kind of feedback, because when I get feedback on paper I really don't read them, but when I get video feedback I can hear the teachers voice, and I feel its more personal when the teacher talks to me rather than just write something on the paper.
- The advantage is that it might be easier to understand what you have done wrong, which will lead to it becoming easier to correct and work on them.

A disadvantage might be that I at least loose my interest rather quickly, and if the video goes on for a long time it makes it harder to get what the teacher is saying

- The advantages of the use of videofeedback is that i can esayer understand waht is wrong an way.
- it is esayer to see waht i have done wrong.

I dont see any disatvantages of getting video feedback.

- Advantages could be that you actually get to hear what your teacher is thinking while XXX is going through your text. it's like more personal you could say maybe? I liked it a lot. I can't really see any disadvantages to this

- I can only think of one disadvantage; the fact that some students may be having troubles with problems such as headaches etc. The use of video feedback might be a problem for them. The advantage of video feedback is the way it is experienced by the vast majority of students. I believe it will be easier to pay attention to the videos rather than feedback on paper.
- hvis jeg får tilbakemelding skriftlig er det ikke alltid jeg leser det, mens nå må jeg nesten høre. så det er helt klart en fordel. ser egentlig ikke så mange ulemper med det.
- Advantages, I get more time to get the feedback, and XXX can give a more detailed feedback, the negative things is that i cant ask XXX if i need to do that.
- advantages:
 - more interesting than written feedback.
 - I think it's easier to understand what should have been different

disadvantages:
uncertain

- Advantages: I could see where and what I did wrong. I could see what my teacher would write instead. It was like the teacher was sitting next to me and it feel that we were together.
Disadvantages: After we had watch the feedback, the teacher had to came around to us and ask us if we had misunderstanding something.
- well, i do want to make a better result next time in front of a written feedback so it kind of helps but at the same time i kind of feel a little angry over this kind of feedback.
- Advantages:
 - The video feedback is more likely to be heard and leard from, than from a paper feedback.
 - In the video feedback the teacher can explain in her/his own word, and point out exactly what she/he means. In paper feedbacks there is often misunderstandings because it is harder to express what you feel on paper.

Disadvantages:

- Some teachers might not know how to make the feedback as good and informative as possible.
- Some students might like to have the feedback on paper, so that they easily can find the feedback again, and do not have to seek through the entire video to find the information again.
- in video feedback the teacher is talking to you, so it's a lot easier to understand what the teacher is actually meaning and it gets a lot more precise as well as you see what they would have wrote.

I can't find a remarkable disadvantage except that it would take time for the teacher to give all the feedback to all the students

- Advantage: I find it easier to understand what my teacher thinks about my text when I hear XXX say it, instead of reading what XXX wrote about my text. The feedback is also more thoroughly done, and in-depth.

Disadvantage: Big file-size, and I assume video feedback requires more time for the teacher

- I really believe that the best advantage with feedback through video is that you can hear the teacher's voice and how she/he is acting towards the paper. You could hear if XXX was disappointed or not which is very nice. You get a better understanding, I would say.

Actually, there is nothing negative about the feedback videos, that I can think of right now. Today was the first time I used it, and I am happy with it and how it worked. This is something that I would like to use more in the future.

- To be honest I do not think there is any disadvantages of receiving the feedback through the video. The teacher can go deeper into an explanation of why this and this is an area where I can improve and how. When you get I feedback on a sheet I it will be a lot less there for me to work with, at least that is my experience.
-

28. Åpent spørsmål

Did you have any questions after you got the feedback on the video? Did you ask your teacher to clarify things? Why? Why not?

- I had only one question. The blue lines was gone when I was writing the text. That means that many language fails could have been avoided.
- i didnt ask about anything becaue i got everything through the video.
- I did not have any questions after the feedback video.
- I did not have any questions after I got the feedback on the video. I felt as though everything had been explained well enough to me during the video.

If I had had any questions I would of course have asked the teacher.

- no. no. no. no.
I didnt feel like asking XXX anything, i was to mad because of my grade.

- I did not have any questions after I got the feedback on the video, things were really good explained and I felt that I learned from my mistakes. It was also easier to see what the problems in my text were.
- i did not have any questions, everything XXX said was very precise.
- No, I do not think so. XXX was clear in the video feedback.
- i did not have any questions. Because i felt XXX answered my questions with this video, by telling why XXX colored some words yellow. It was like XXX was telling her thoughts about my text.
- I didn't have any specific questions right away, but I'll maybe have some later. The only thing I needed to clarify was which sentence I intended to be the thesis statement.
- In the end I didn't have any kind of questions. I was mostly pissed off by myself of all the faults I had done in the text. So I didn't really get the chance to think about some questions I may wanted to ask her.
- The only thing I was thinking when I was done with watching the video, was that I was not happy with my grade, but through the video, XXX explained what I did to get that grade, and I understand now that I should work more on those things XXX told me to work on.
- No, I think everything was clear
- I didn't really have any questions. All that was pointed out was things I do know, but never really think of when I'm writing a text.
- I only asked the teacher about what Conkord was, i asked more to get what i new confirmed.
- I don't have any questions about this
-
- nei. nei. fordi jeg ikke hadde noen spørsmål. tilbakemeldingen var tydelig nok for min del.
- I don't have any questions.
- No questions. My teacher explained the issues well
- Yes, I had a question because I feel that my teacher had misunderstood me. I did not ask XXX about it because I thought that the grade would be the same then.
- yes i did have some questions but i did not ask about anything because i just want to forget it, and i know that i have been away from school very much the last weeks and that affects my grade (or how much i have learnt).
- No, I felt that I got the information I need. While I was watching the video a few things popped up in my mind that I wanted to ask my teacher about, but at the end of the video I had forgotten most of the things. To find those things again I will have to watch the video all over again. I could pause it, ask, clarify it, and then watch on. But if I were watching this at home, I would not be able to do that.
- No questions because it was so clear.
- The feedback was as in-depth as I hoped for, and therefore I was left with nothing to ask my teacher.

- No, I did not have any questions. My teacher told me all the things I needed to know and the most important and relevant things.
- I felt I had got a good feedback and understood my faults in a much better way. I did not feel like asking my teacher anything.
-

29. Åpent spørsmål

Would you say that there was meaningful information exchange between you and your teacher as you got your feedback on the video?
How? Please explain.

- I would say that I understood what my teacher was thinking and explaining. There was nothing that I felt was unclear.
- it was meaningful because i got to know everything i should work on.
- When I got the video feedback form my teacher, I understood why XXX gave me the grade XXX gave me, and what I need to do differently in the future.
- I feel like i recieved a lot of meaningful information during the video. Being given such detailed feedback gives me a better understanding of what my strenghts are, and what I need to work on.
- I felt like it was easier to get the information like this, than XXX standing besides me explaining.
- There weren't any information exchange between me and my teacher. It was her telling me what XXX liked and mostly did not like about my text.
- yes, XXX said things that were meaningful to me on what not to do and what to keep on doing when i write texts.
- Yes, I would said so. It was like we had a converstation. I feel that the Things XXX said I need to work, is something I can do, I think I can make it.
- the information from the teacher was meaningful. I learned more.
- I felt the information exchange was meaningful in the way that I properly understood everything I had done wrong/correct. I also learned what I need to work on further.
- I felt like it was meaningful information between us. Even thought it was over a video where XXX was explaining my text while I was listening. I still felt like XXX was talking to me. XXX wanted me to understand what I have done wrong, so XXX often ended a sentence with "you see or do you understand?". Then I caught me self saying "yes" in my head to answer her.
- I felt that the teacher was sitting right next to me and presenting the text to me. I found myself nodding when I was listening to the video.
- Yes, because I felt like my teacher was sitting next to me and told me what I did wrong and right and thats more personal than handwrite and it makes me wanna do it better next time.

- I didn't really feel like it was meaningful. It was all mistakes that I have made before. It was nice however that the video showed how to correct them and such.
- Yes, because i was able to see the text from another viwe, becuse i got to see wath was my strehngts and waht i needed to worke more on in the future.
- I understood a lot more now with the video feedback, I was a lot more interested in listening to what XXX had to say about my text. it's really boring to read my feedback on a piece of paper and I'm just not really as interested to read it on there. on a piece of paper, I only tend to look at my grade and put the piece of paper in my backpack without really looking at anything more.
-
- ja. jeg forstod hva jeg gjør feil, og hvordan jeg kan unngå det.
- i think the information the teacher gave me was very good and detailed. this is one of the best feedbacks i have ever got. i understood everything XXX said and it was very clear what i needed to work more at.
There was not so many positive things.
- Yes
- Yes, it was a eaningful information.
- some of it was
- I do not know. I want the information exchange to be formal, and I want to recieve the same feedback from a teacher I know, than from a teacher I do not know.
- It's absolutely more meaningful. The information is clearer and more precise
- Hearing someone telling a story is something else than reading a story. Another sense is being used. It is the same way with feedback. You can listen to the tone of voice, and hear what XXX says and understand better what XXX thinks of the text.
- Yes, what my teacher told me, I needed to hear and it was meaningful information that I can use in the future.
- As mentioned earlier, I felt XXX (teacher) could go deeper into explaining why something where not as proper as it could have been, my experience is that I often what I should improve but I do not know how to improve when getting the feedback written.
-

30. Åpent spørsmål

Is it useful if teachers use meta language (technical terms/grammatical terms to explain what your errors are called)? Why or why not?

-
-

- Yes, I believe this is a great way for students to understand why they get the grade that they got in an "modern" way. To listen to the feedback makes it easier to understand and remember. This is also something I think is useful for the teachers. Here they can explain the reason behind the feedback in an oral way they know the student will understand.
- I think it is useful. It helps me better understand my errors and sort them out. That way I will always know what the teacher is talking about.
-
- Yes, it is useful. Then we need to watch it and hear our feedback to get our grade, and it is easier to see what is good and not.
- It is useful, because then we get used to hearing them and that may be important to know in the future. We also know how to use them ourselves.
- I think so, because then you know exactly what you have done wrong, and what you have to do next time.
- It is very useful. It would have been much better if all teachers used this meta language, because it was more detailed.
- It is useful if I understand everything my teacher talks about in the meta language. Some terms are more difficult than others, so it would be nice with a short oral explanation about them.
- I think that is useful. Then you can see your facts much better and the teacher explain them better, that's something I felt I learned more from.
- Sometimes it can be difficult to both focus on the feedback and let that sync in, and also remembering the grammatical terms that the teacher uses. It can take time for me to remember what the different grammatical terms mean, so I think that it is better to just explain what they mean, instead of using some terms that some students may not know or remember what is, because they will not bother to listen that carefully to the feedback if they do not understand it anyway.
- No, because I don't understand many of the terms
- It really is useful because we are supposed to know these terms by now. So using meta language might cause a few students to ask, but they should know this
- Yes and no because some of the terms is hard to understand but yes because I know the meaning behind most of the terms. If I don't understand the terms or am unsure I will ask my teacher to explain.
-
-
- ja. da forstår jeg det bedre.
- I think this is a bad idea, because it confused me very much and I did not really get what XXX said. If this meta language is used, we should learn about what it means first. But I think the whole thing about this was a bad idea.
- Yes, I want to learn the grammatical terms
- Yes, because it is so nice to see where and what we do wrong. It was nice to see what the teacher would write and it was great to hear what XXX had to say about my work.

- what?
- Sometimes it is, and sometimes it is not. If the teacher only uses meta language the student might not understand what the teacher is saying. At some times, if the errors are big, and the teacher wants you to look them up, the teacher should first explain the problem, and then tell the student what the errors are called. This will help the student more than if the teacher just said for example; "here you have a ___ error. Fix it". Because if the teacher explains the error, the student will more likely understand that better than a simple word of what the error is called.
- It's useful when the teacher uses meta language because they can explain more precise and easily what they mean as well as we can teach it easier
- It is useful, because if they use it, you learn what it is called, and you can Google search it and get better at it.
- Well, I would say that it is useful because then I can really get to know my strenghts.
- This makes it easier to use these terms elsewhere and I learn what they mean, so why not?
-

31. Åpent spørsmål

The feedback was given to you using the criteria you got before you wrote the task. How important do you think that is for getting a clear feedback and why?

- I think it was good to know the criteria before I wrote the text.
- i think its important to know the criteria because then you can practise on beforehand what your not so good at (if you want to).
- I think it is very important that the students get the criteria before, so they know what they have as point of departure. When the teacher gives the video feedback and explaines the reason of the grade, they explain how your text was set up against the criteria. This makes the reason more understanding.
- I think it is important for the teacher to give the student the criteria before the student has to write the task. Then the student will know what the teacher will be looking at when he or XXX corrects the paper.
-
- I do not know.
- Because when we use criteria, everyone has the same, and no one get junged any harder than others and we get juged og about the same things.
- I think that is very important, because if we get some criteria, and when the teacher shall grade the text XXX puts in new criteria, it will be wrong. That will not be fair.
- sure, i think.

- I think that knowing what the criteria is before I write the essay is very helpful. I often use the criteria as a guideline when I am writing. In the sense of the feedback, I think it is important that the feedback builds on the criteria - instead of being something completely different.
- I think it's important for our grades. Then the teacher knows better what we got in the text or what we missed.
-
- Because then the teacher can go back and forth and that makes it easier to follow
- The criteria I got on before hand is kind of what I have been working after, thus it makes it easier for me to understand when used in the video. Since the criteria was set up nice and easy it made the video much easier to understand
- I think this is important because then you and the teacher have something to start with. It is important that the feedback is based on the criteria because it is the criteria most people base what they right on.
- it is very important to get a clear feedback on the work you have done to see what you have to work with to improve yourself
-
- det er ikke så veldig viktig for meg ihvertfall.
- i think that this is very important that i get my criteria first so i know what XXX is looking for and what i need to learn and practise.
- When i wrote the text i used the criteria, therefore i think it is important for a clear feedback
-
- well, it makes my feedback giving meaning in front of if we had not gotten them
- This is important because you have written your text using the criteria, and therefore you should get a feedback that is based on that criteria. You can not use other criterias than what the students have been given before they wrote the task.
- because then you knew beforehand what to focus on so you could test yourself in the criteria and see how good you personally actually is on the topic or form of writing
- Because then you know what the teacher thinks is important to focus on, and XXX can tell you how you have been able to focus on it.
- I think that it is important to be mentioned what the task and criteria is because when the teacher is telling you what you could have done better, you agree because you know that both you and the teacher are following the criteria " rules ". It gives you an insight on what your main idea was with the whole paper, which can be a good reminder, I would say.
- When you get some criteria before you write the task it is simpler to find out what where good and what where right, because it stands on a paper that this is how you should do it in a proper way to get the best grades.
-

32. Åpent spørsmål

Could you please describe what you were thinking about as you listened to your teacher's voice? Which language did you think in?

Why do you think that you thought in that language? (Please answer all parts)

- I was thinking that this was a cool way to receive feedback on. I was thinking in both English and Norwegian as I was listening. I felt that it was normal to think in both languages.
- I was thinking that the teacher was right and it was easier to understand what I did wrong and right. I thought in both Norwegian and English, English because I was getting feedback on English and Norwegian because it's what I've been taught since I was little and I know the language better.
- I was thinking about the text I had written, and what my teacher said. I thought in English and Norwegian. I think I thought in English because my teacher talked English, because the text was written in English and because I often think in English at a daily basis.
- When I listened to my teacher I paid close attention, and tried to understand everything the teacher was saying. I remember thinking that this was a much better way of getting feedback, and it was much easier to understand what the teacher meant. When listening to my teacher, I thought in English. I often think in English when I'm reading texts in English, watching English movies, listening to English songs, speaking English, etc. I find it easier to just do everything in one language instead of mixing Norwegian and English together.
-
- I can not remember exactly what I was thinking, but I got really disappointed. I thought in Norwegian because I am from Norway, I speak Norwegian and I also dream and think in Norwegian.
- When I was listening to the teacher I was thinking mostly on the bad things that I did, where they were and how to correct them. I always think in Norwegian, I'm not able to think in any other language yet. But I hope I will be able to think in English soon. Maybe I will be able to do it if I concentrate, but before you asked me this question I did not think about it. So now I will be more aware of it, and try thinking in English. Thinking in Norwegian just comes natural for me because it's what I have done all my life.
- - I was thinking on what XXX said, and how I could do it in another way.
- I'm not sure, I think I was thinking in Norwegian, or both.
- The reason of that may be that Norwegian because that is my language, and then I was trying to translate what XXX was saying.
English, because it is the English language, and easier to write an English text if you think in English.
- I was paying attention to the teacher. I tried to understand what I did wrong.

- I was basically thinking about the things my teacher was saying and processing it. I thought in English; mostly because my teacher was talking in English and then I do the same, but also because thinking in English is a common thing for me to do because I'm bilingual (English and Norwegian).
- When my teacher talked over the video, I thought in English language. I think that happens without me even recognizing that I think or speak in English. It happens when the people around me speak it.
-
- Sometimes, when the teacher used terms I got in my own world and thought about what I'm going to do in the weekend. I was thinking in Norwegian, and I don't know why.
- I thought I knew this and that I had made a lot of stupid mistakes! I also thought XXX needs a new microphone.

I thought mainly in English. I thought in English because I usually do that. It just sort of happens and I just go along with it.

- I was thinking about what the teacher said and reflected about it, I was thinking about that I often saw what kind of mistake I had done before the teacher said anything. The language I was thinking in was mostly English I think, this was because I was listening to a language voice/text, because it is easier to think in the language you are listening to sometimes.
- I was just a lot more interested in what XXX had to say about my work when I actually got to hear her voice and with her going through my work. I was thinking different things in both English and Norwegian. I thought about it in both languages to just make sure that I understood what XXX had to say.
-
- jeg følte kanskje at vi hadde en slags samtale, der jeg svarte på tingene hun sa til meg i tilbakemeldingen. jeg tenkte på norsk fordi jeg er norsk og dermed blir det naturlig for meg å tenke på det språket.
- I thought about what XXX said and tried to remember all, I thought in Norwegian and I wrote down things in English.
- I was thinking about what I could have done differently. I was thinking in both English and Norwegian. I thought in English because the feedback was in English.
- I "translated" it to Norwegian when XXX talked, but I understand all XXX said. So I think in Norwegian when people talk English. I think that the reason that I think in Norwegian is because I tried to translate it the whole time. I think English is a difficult language, so I think Norwegian all the time.
- I thought about that I actually knew what was wrong in some places and that XXX was kind of wrong in some places too. I think I thought in Norwegian because I just wanted. I felt like protesting a little more on what I thought was a wrong decision by her.
- I was thinking about what the teacher said. I understood every single word, and I felt that it was much easier to understand what the teacher meant, when I got a video feedback, rather than a paper feedback, where there is often misunderstandings. I thought in both English and Norwegian. I think the reason why I thought in both of the languages is because when I was repeating what the teacher said I said it the way the teacher said it. When I was asking questions to myself, I asked in Norwegian.

- I focused on what XXX said and what i needed to work on. not thinking about much else. i thought in english since it's easier than skipping back and forward between to languages.
- I was thinking in English about how I could improve a certain part of my text in my next text. I believe I thought in English because I listened to someone speak in that certain language.
- At first, I was a little disapointed in myself for making mistakes that I learned that I cannot make, years ago. When my teaches was telling me about the paper and just going through it, I was thinking and repeating what XXX was saying. At the beginning, I was thinking in Norwegian, but listening to XXX American language, I switched to English. I think that is was good that XXX was speaking English. English is a language that is very close to me, therefore sometimes I think in English and that is what happened here.
- I concentrated on listening to her voice, understanding what XXX said and what XXX meant by certain things XXX pointed out. This made me think and in both Norwegian and English. I thought of what XXX meant by that and sometimes I thought: "Oh of course, that's embarrassing".
-

33. Åpent spørsmål

Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?

- No
- i mumbled because it felt as if the teacher was sitting and explaining what i did wrong and right.
- No, I did not.
- I did not.
-
- I did not talk out loud to myself og mumble anything.
- I did not talk to myself or mumble, because there are other people inn the classroom and that would just sound weird. But I did think to myself though.
- No.
- i don't talk out loud, but i talk to myself while my lips are moving.
- I do recall that I mumbled to myself. I do this a lot when I am thinking, learning, rehearsing, or prosessing things.
- I only talked inside my head to answer the questions XXX asked. Because I felt like we had an conversation over the video, also like a Skype conversation.

-
- No
- No, I prefer to be quiet.
- No i didnt, i was onely thinking about wath the teacher was talking about.
-
-
- nei. nei.
- i did not talk out loud.
- No
-
- no, no and no
- No.
- I did not speak or mumble to myself
- I did not do any of the above.
- Yes, my lips were moving a bit, I guess. I think that I have done that for a while. Listening to music or watching movies is a scenario where I mumble to myself and repeat. If my teacher had spoken to me about the paper, I would not mumble because that would be rude. Therefore, I mumbled while listening to my teacher.
- Nope
-

34. Åpent spørsmål

When you wrote down notes while listening to the video, did you write them in English? Why and why not?

- I wrote them in English. Because I though it felt right
- i worte them in english becaue thats what i thought we were wuppose to write in.
- Yes. I wrote the notes in English because it felt natural.
- I wrote them in english, simply because this is an english class, our assignment was in english, and the teacher spoke english in the video.
-
- Yes, I wrote them in English. I did that because when the questions are asked in english I answer them in the same language. I also did not know that I could answer them in Norwegian, since this is an english class.

- I wrote them in English because this is an English lesson and that is natural, and it did come natural to me since XXX talked English too. I could have written it in Norwegian, but the more I write in English the better I get so I do it when I can.
- I wrote them in English, one of the reasons is because it is English we have, but it is easier to think in English if I read the notes on English, if I take the note with me on an exam for example.
- I wrote them in English, like I am doing now. Because we have English, and I always think that we have to.
- I wrote my notes in English because that was the most natural thing for me to do.
- I wrote them in English because what I heard on was on English.
-
- I wrote in English, because the questions were in English.
- I wrote in English because it came natural with the whole listening to English and all. It was not really something I was aware of until I got the question.
- I did right the notes in English because some things that the teacher mentioned were English grammar words. Another reason why I did right in English was because I thought I was supposed to.
- I didn't really write anything down while I was listening to the video.. but I should have done that though instead of waiting until XXX was done to write my notes. I wrote them in English because all my work and her responses were all done in English.
-
- jeg skrev dem på engelsk. fordi jeg trodde vi skulle gjøre det.
- I wrote them in English because this is an English lesson.
- English, because the feedback was in English.
- I did write them in English, because I feel that I was in "English-mode" :)
- yes because I thought we had to, and it just made sense doing it.
- I did not write down notes while listening. I did it after.
- I wrote them in English because they are a lot clearer if I keep them in the same language.
- I wrote in English, because I want to get better at writing English.
- Yes, I wrote my notes in English. Well, it was an English class. In English class, I only write in English.
- I wrote them in English, because it felt more natural in that kind of setting, where you are spoken to in English and the paper is in English.
-

35. Åpent spørsmål

What in your opinion can be the advantages of writing notes down in English?

- It helps you to improve your language
- i think some advantages is that you learn thngs easier and remember it better.
- The advantage can be that we get better at writing English.
- I don't think there are any particular advantages or disadvantages of writng notes in english, I just did it automatically. However, It might be useful to write your notes in english if you are to use them later i your english class.
-
- When you only hear the words, it can be hard to know how to spell them. it is also more difficult writing english because we are more used to writing norwegian.
- Everytime I write in english i get better. I get used to writing English, which is important. And probably as you can see i need to practice on writing english.
- I think the advantages of writing notes in English is that, how to explain exacly what I have to do, or to be better. That do not find the Words in English.
- because then i think in english, and that can improve my english.
- Advantages of writing notes in English is of course that I subconsciously learn more English vocabulary and grammar.
- Maby to understand all of what you wrote on the paper afterwards.
-
-
- It makes it easier to search for help online and such. It also makes it easier to think when you're writing
- The advantages can be that you get the more corect mening (example, the use of gramma thecnitical words).
- I think that you should write your notes in whatever language you have your assignment in so you can really focus on the language and improve your language
-
- man blir kanskje mer flytende i engelsk og forbedrer skriveevnen.
- the advantages if i write in english is that i become a better english writer, and i also know what i need to remember to the next time.
- Easier to use them when writing at a later time.
- We can learn more of it.
- i know it my head but i dont know how to write it down
- It helps you learn more english. Thinking, writing and talking English in any way is helpful.
- The meaning does not change at all
- The main advantage is that the more you write a language, the better you become writing it.

- I think that writing down notes in English instead of Norwegian or whatever, can be a smart thing and very helpful as well. You learn how to be critical in English and how to give advices to yourself or someone else.
- This can improve your English skills and make your mind more open to English language. You also have a better foundation to remember what you have just been told.
-

36. Åpent spørsmål

Could you please write in detail what you exactly presented to/discussed with your co-student when you were done listening to your video? Which language did you speak in? (Please answer both parts)

- We talked about how it was to hear our teacher's voice. We spoke in both Norwegian and English
- we spoke about what grade we got, what was good and what we could do better next time. We spoke in Norwegian.
- What I presented to my co-student was that I needed to work on sources and to stick to my topic through the whole text. We spoke in English.
- Me and my co-student both spoke English while discussing our feedback.
We discussed our strengths, what we need to work on, and how we will work on it.
-
- We talked about our grade, and that we thought that our teacher has been a little rough this time. And that we wanted to give up. We told each other what we had written down, and how to achieve all the things that we need to work on.
- I started and talked about the notes I had written, and around them. I said that I need to learn to capitalize words in the title, I need sources to every argument that is facts in the text. I can not use "I", like "I think". I have to have the thesis statement at the very end of the interjection, at least that's the most normal. I have to write more formal, and do not use words like "pay off". Think about whether I need it when I put an "s" behind a word, like lives or live. Be more careful on how I argue, do not say things that is at the edge of right. Write more easier sentences to understand, and more precise arguments... I spoke in English.
- We talked about what XXX said to us, and what we think was good with the video feedback and if there was anything bad.
- We talked in English and Norwegian.
- We just said to each other what we need to improve
- I presented my strengths and my weaknesses, and then we both discussed how I could improve myself. Both of us spoke in English.
- We talked about the feedback we got from XXX. What we could work more with, the fault we did and what we thought was bad XXX didn't have in the video.

-
- We used English.
We just told each other what we had wrote in the reflective notes.
- I presented what was in my notes and we discussed it together. We spoke English.
- Me and my co student were first to talk about waht grade we were given befor presiding to talk about waht strehngts and waht we needed to work more on.
- we were just talking about the things we had to work on. not really a very long talk, but we got to say whatever we had to work on. we said most of our things in English but also some in Norwegian just so we were sure we both understood
-
- jeg snakket Engelsk med Texasdialekt. jeg snakket vel egentlig helt vanlig bortsett fra dialekten. hadde armene i kryss og satt sidelengs på stolen.
- we spoke norwegian, we talked about what feedback each of us got and looked at what we needed to be better at. we got much of the same thing on the list, and talked about how we an improve these deatails.
- Question: What do you learn through this feedback about how you answered the task, your strengths and what you need to work on further?

I had good grammar, good language and good sentence structure.

- proper use of sources
- some sentences were to long.
- I include my personal meaning to much, this makes it look more like a personal essay
- I need to use more facts and statistics, or maybe qoutes from experts.
- I had good use of topic sentences in paragraphs.

Question: What is your plan for achieving all that you need to work on?

- Write down my mistakes and look at them when im going to write at a later time.

I spoke in English

- We speak Norwegian then. We had so much to say about the feedback so the norwegian language just came.
- we actually discussed how irritated we were while getting our grades and what we learned and what was good and not so good we spoke in both languages
-

- We talked about the microphone quality and how it could be better. and how the video feedback was a lot clearer than the normal type of feedback. we talked in Norwegian
- I presented my mistakes in my text, and how I am planning to correct them in my future texts. We spoke in English.
- This is what I wrote down and told my co-student:

" I should have done more with the title. I was writing about the death penalty in the USA but I did not mention the USA in my title which I should have done to prepare the reader. "

" I should have discussed the arguments instead of writing them down and not explain my own thoughts. "

Both I and my co-student spoke in English. It was a English class.

- I told him what my grade was, I told him that from what XXX had said I had to improve on my formal use of language, and that I had to start make more statements and not ask to many questions. I also said that I would use this video as a tool when improving, because it is easier to listen than to read, in my opinion. I used most Norwegian language, but with a great deal of English word and sentences blended in with it.
-

37. Åpent spørsmål

Would you say that you could see how you thought you had answered the task was different from how your teacher thought you had answered the task?

-
-
- Yes. Now I can see and understand how my teacher thought I had answered the task.
- Yes, I think this type of feedback was a good way to show the student how the teacher thought you had answered the task, and how the teacher looks at the paper when he or XXX is going to correct it.
-
- No, not really.
- I see the mistakes that i did when XXX said them, but i couldnt see them when i wrote the text.
- Yes.
- yes, i understand more now how the teacher thinks, about how the text should be.

- Yes.
- XXX understand what I had written in the text
-
- not really
- Yes! XXX made it very clear as to what my mistakes were and how I had not properly answered the task.
-
-
-
- ja, jeg hadde misforstått sjangeren vi skulle skrive på. jeg trodde det var en "personal essay". derfor svarte jeg egentlig feil. det kan hende læreren min ikke visste at jeg trodde at jeg svarte slik jeg svarte med vilje, men at jeg faktisk trodde det jeg skrev var en "argumentative essay".
- i think i agreed to my teacher way of seeing this text, maybe i had accepted punishment instead of penelty because it is the same, just a different word.
- Yes
- Yes, it was very different.
- yes
-
- No, that was hard to see
- No, I would not say that.
- Yes, I could really see the differences and what XXX would have done if XXX was the one to write the paper. By giving me examples and changing them for me, I got to see what I could have done better.
- Yes in a much better way than if the feedback was written, and you could go for days and wonder why the teacher thought this was wrong and why that was not good enough.
-

38. Åpent spørsmål

In what way would you say that this way of giving feedback can also be helpful in learning the English language?

- You could learn more English by listening to English

- 1. The teacher uses English and I learn from listening.
- 2. XXX correct on what you wrote and explain what you could have written and then XXX may use words or sentences you usually wouldn't use.
- Here we get an oral feedback, which means that we hear how to pronounce different words. This is helpful in learning the English language.
- When your teacher talks about your paper, he or XXX will most likely show you how he or XXX think's you could have phrased things instead of how you actually phrased it. This might give you the opportunity to adopt new and useful words for later use.
-
- You learn to use more words. How to pronounce it and how to write them. It also gets more personal getting your feedback in this way.
- it's the best.
- The text is Word that you have wrote and Your text, then we can learn more English, by her talking about Our text.
- because you suddenly think in english how your text could be better. You saying what the teacher said
- Listening to others speaking English is a very helpful way of learning the English language.
- Then you could learn better english while XXX is talking english to you under the writing in the video.
-
- Because when we hear someone speak english, we repeat the sentences in our heads
- You might learn more when the teacher was talking and correcting your mistakes.
-
- because you get to hear someone that is obviously used to English talk and that makes you used to it and you just get to understand more
-
- jeg hører etter på hva som blir sagt. dermed vil jeg lære mye mer grundig og raskt.
- if i hear english my vocabulary will be better.
- We learn how to pronounce words.
- We can learn much of it, I think! Just that little thing that to listen to your teacher is somethin we can learn about.
- i do not know, it just helped a little
-
- because the teacher speaks in English you get more accustomed to the language and the feedback gets clearer since the text was in English
- It teaches you what you did wrong, and how to correct it. Correcting errors is what makes someone good at whatever it is.

- Well, the teacher is speaking English which is helpful.
- It is helpful in learning the English language in a way because you get lots more detailed views on how you express yourself in English.
-

39. Åpent spørsmål

In what way would you say that presenting and discussing what you have learnt using the reflective notes (refleksjonsnotat) about the feedback is a helpful way of learning the English language?

- I don't think it is so helpful.
- i remember the eassay better and when we work so much with it i also remember better what i did right.
- I did not feel that presenting and discussing what I learnt in the feedback was helpful. I usually dont tell others about my grades and my feedback. Here I felt that I HAD to do this, something I personaly do not feel comfortable with. Mabye it works for someone, but not for me.
- The more you speak english, the better you wil get at it.
-
- I do not think it is an helpful way of learning English.
- it is
-
- i don't have a good answer at this
- If I write and speak English about the feedback, I will subconsciously learn more English.
-
-
- Because we speak english to each other and we learn english better by talkning
- It makes it easier to admit you have a problem and you might see that there are others have the same problems as you.
-
- because this is something you could look back on to whenever you have to do a similar task and it could help you to not make the same mistakes as you did with the previous task you had
-
- jeg føler egentlig ikke at jeg lærer så mye av det, bortsett fra å skrive refleksjonsnotat bedre.
- i did not learn anything from my reflection note, all i learned was in the video.

- It's helpful because you both write and speak English
-
- i dont think it helped so much
-
- You get to think and write in english. it helps on the general writing skills
- Writing English makes you better at writing in English. It also makes me remember what I need to work on.
- It is a good way of learning more English.
-
-

40. Åpent spørsmål

What have you done with the video files?

- Downloaded the file
- i havent done anything with it.
- I have it on Itslearning.
- I saved it on my computer, and I will probably watch it later before writing similar assignments.
-
- I have not done anything with the video file yet, and I probably won't do anything with it. I will just keep it on my computer I think.
- its on it learning
- I will bring it up when I shall have a new writing text, and hear it again.
- nothing yet
- I saved it.
-
-
- I saved it
- Saved it for later
- I havent done anything special with the video file yet, but i think i will save it on my pc.
- haven't really done anything with it, but it could be something I would want to go back on later and hear
-

- jeg har det på pc'en.
- i have watched it two times and then replayed some of the difficult things. i did not saved it or anything.
- Nothing
- I did not do something with it.
- opened it, listened to it and then crossed it out
-
- i will keep it and bring it up once in a while so i can see what i am bad at and what i am good at
- I saved it in my folder for English documents on my computer.
- I have saved them. It will be a good thing to have in the future. In this way I can look back at them.
- I have saved them, to use them in the future.
- I downloaded it haha

41. Åpent spørsmål

Were there any problems accessing the files?

- No
- There was no problems accessing the files.
- No, there were not any problems accessing the file.
- Not at all.
-
- No, I did not have any problems accessing the files.
- no
- no.
- it took time
- No.
-
-
- no
- Nope. It worked better than expected.
-
- nope, all was good

-
- nei.
- nope
- No
- No.
- no- should it be?
-
- no problems
- No.
- No, everything was fine.
- No
- No

42. Åpent spørsmål

Please summarize your experience with the video feedback. Again, thank you so much for your time 😊

- I think it was fun and a good experience. I would like to have more feedbacks like this
- The video feedback was a great way of getting feedback. I learned a lot more than i usualy would and i will probably remmeber it much better.
- My experience with the video feedback was good. I learned a lot by getting my feedback this way.
-
- Great in many ways, but it also has its downsides.
- I got really dissapointet. I watched a video for 15 minutes, and have waited for, I do not know, a month, to get this grade. I would much rather like to get it the normal way.
- its was good
-
- This was much better than normal feedback. Understand more of my english problems now.
- I think video feedback is a great way of getting feedback. I liked it a lot much better than getting my feedback in writing. The only thing that is missing is what I can do to improve my errors (what I should practice on).
-
-

- I like this kind of feedback because many students don't read the handwritten feedback, so having a video feedback where we can hear our teacher's voice makes it more personal and makes us want to do it better the next time
- It was unusual but kind of fun. I lost interest really quickly though so it might not be the best way of feedback for me.
- I think the video idea was great, I learned so much more from that than a written feedback
- basically, I just think that this was a better way of receiving feedback and I would like to continue getting feedback like this
-
- jeg synes det var positivt for min læring å få høre hva jeg gjør feil, istedenfor å lese det. var veldig greit å få se teksten min samtidig som læreren min rettet.
- I liked it, good time to get feedback, but I think the structure was a bit messy. but I liked that we got so much time to get feedback, then it is much more detailed.
- It was a good experience because I found it more interesting than written feedback.
- The video was good!!! :D
- I did like it in one way but in another I didn't like it
-
- The video feedback was clear and great. bad microphone quality. everything else was just great
- My experience was very good, I liked it. I learned more than I usually do with written feedback, which is very positive. Would like to have more video feedbacks.
- I liked it very much.
- I really like this way of feedback, you get lots more to work with and it is easier to improve because you get an explanation on how you should do it.
- Really helpful, I enjoyed this method.

Appendix F: Response from Group 3



Video Feedback – Questionnaire – Group 3

[← Tilbake til Velg resultat](#)

Antall svarpersoner: 27

1. Flervalgsspørsmål	Prosent
When I was listening to the video, I made an effort to understand what was being said.	
Strongly Agree	70,4%
Agree	25,9%
Uncertain	3,7%
Disagree	0%
Strongly Disagree	0%
2. Flervalgsspørsmål	Prosent
I paid close attention to the information I was receiving.	
Strongly Agree	77,8%
Agree	18,5%
Uncertain	3,7%
Disagree	0%
Strongly Disagree	0%
3. Flervalgsspørsmål	Prosent

I know what I need to work with in future to improve my writing.

Strongly Agree	51,9%
Agree	48,1%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

4. Flervalgsspørsmål **Prosent**

I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it.

Strongly Agree	37%
Agree	40,7%
Uncertain	7,4%
Disagree	7,4%
Strongly Disagree	7,4%

5. Flervalgsspørsmål **Prosent**

I agreed with the teacher's observations about the text I had written.

Strongly Agree	40,7%
Agree	51,9%
Uncertain	3,7%
Disagree	0%
Strongly Disagree	3,7%

6. Flervalgsspørsmål **Prosent**

There were times I felt my teacher had misunderstood what I had written.

Strongly Agree	3,7%
Agree	0%
Uncertain	29,6%
Disagree	44,4%
Strongly Disagree	22,2%

7. Flervalgsspørsmål **Procentsats**

(Please answer the following only if you felt that your teacher had misunderstood what you had written)

I talked to my teacher afterwards to clear the misunderstanding.

Strongly Agree	0%
Agree	3,7%
Uncertain	14,8%
Disagree	11,1%
Strongly Disagree	0%
Ikke besvart	70,4%

8. Flervalgsspørsmål **Procentsats**

I could do with some more feedback on the work.

Strongly Agree	11,1%
Agree	25,9%
Uncertain	22,2%
Disagree	33,3%
Strongly Disagree	7,4%

9. Flervalgsspørsmål **Procentsats**

The feedback was thorough and detailed.

Strongly Agree	18,5%
Agree	70,4%
Uncertain	7,4%
Disagree	0%
Strongly Disagree	0%
Ikke besvart	3,7%

10. Flervalgsspørsmål **Procentsats**

I felt like the teacher was sitting next to me while I was listening to the feedback.

Strongly Agree	7,4%
Agree	74,1%
Uncertain	11,1%
Disagree	3,7%
Strongly Disagree	3,7%

11. Flervalgsspørsmål **Procentsats**

I felt like there was a meaningful information exchange between me and the teacher while I was listening to the feedback.

Strongly Agree	22,2%
Agree	63%
Uncertain	14,8%
Disagree	0%
Strongly Disagree	0%

12. Flervalgsspørsmål **Procentsats**

I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.

Strongly Agree	18,5%
Agree	59,3%
Uncertain	22,2%
Disagree	0%
Strongly Disagree	0%

13. Flervalgsspørsmål **Prosent**

I found myself thinking while I was listening to the video.

Strongly Agree	18,5%
Agree	70,4%
Uncertain	11,1%
Disagree	0%
Strongly Disagree	0%

14. Flervalgsspørsmål **Prosent**

If you were thinking while you were listening to the videofeedback, what language were you thinking in?

English	33,3%
Norwegian	18,5%
Both English and Norwegian	48,1%
Uncertain	0%

15. Flervalgsspørsmål **Prosent**

I found myself talking to myself out loud when I was listening to the video.

Strongly Agree	3,7%
----------------	------

Agree	7,4%
Uncertain	14,8%
Disagree	40,7%
Strongly Disagree	33,3%

16. Flervalgsspørsmål **Prosent**

If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?

English	11,1%
Norwegian	7,4%
Both English and Norwegian	11,1%
Uncertain	14,8%
Ikke besvart	55,6%

17. Flervalgsspørsmål **Prosent**

I found myself mumbling to myself when I was listening to the video.

Strongly Agree	7,4%
Agree	7,4%
Uncertain	18,5%
Disagree	29,6%
Strongly Disagree	33,3%
Ikke besvart	3,7%

18. Flervalgsspørsmål **Prosent**

If you were mumbling to yourself while you were listening to the videofeedback, what language were you doing that in?

English	0%
---------	----

Norwegian	7,4%
Both English and Norwegian	14,8%
Uncertain	18,5%
Ikke besvart	59,3%

19. Flervalgsspørsmål **Prosent**

I tried to repeat in my mind what the teacher was saying.

Strongly Agree	22,2%
Agree	37%
Uncertain	14,8%
Disagree	11,1%
Strongly Disagree	14,8%

20. Flervalgsspørsmål **Prosent**

I paused the recording sometimes to think and process (bearbeide) the feedback the teacher gave me.

Strongly Agree	11,1%
Agree	44,4%
Uncertain	7,4%
Disagree	18,5%
Strongly Disagree	18,5%

21. Flervalgsspørsmål **Prosent**

I evaluated my own writing while I was listening to the video.

Strongly Agree	22,2%
Agree	70,4%
Uncertain	7,4%

Disagree	0%
----------	----

Strongly Disagree	0%
-------------------	----

22. Flervalgsspørsmål	Prosent
------------------------------	----------------

I think it is good that teachers use meta language (technical terms/grammatical terms) to explain my errors.

Strongly Agree	25,9%
----------------	-------

Agree	74,1%
-------	-------

Uncertain	0%
-----------	----

Disagree	0%
----------	----

Strongly Disagree	0%
-------------------	----

23. Flervalgsspørsmål	Prosent
------------------------------	----------------

I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task.

Strongly Agree	29,6%
----------------	-------

Agree	63%
-------	-----

Uncertain	3,7%
-----------	------

Disagree	3,7%
----------	------

Strongly Disagree	0%
-------------------	----

24. Flervalgsspørsmål	Prosent
------------------------------	----------------

You were asked to write reflective notes while you listened to the video feedback. In what language did you take your notes in?

English	66,7%
---------	-------

Norwegian	25,9%
-----------	-------

Both English and Norwegian	7,4%
----------------------------	------

25. Flervalgsspørsmål

Prosentats

You were supposed to present your reflective notes orally to a co-student. In what language did you present your notes in?

English	37%
Norwegian	44,4%
Both English and Norwegian	18,5%

26. Åpent spørsmål

What are the qualities you want to see in your feedback? Would you say you found these qualities in the video feedback you got? What could have been better? (Please answer all parts)

- I want feedback on what my strenghts are in the language, what my errors are, where I can find them and an explanation of them. I felt that the video feedback gave me all of those qualities, however I felt that it was somewhat short.
- I want good easy information and clear answers. I found it a little hard to understand, but the information was good. It could have been a little more clear and louder so it was easier to understand.
- The quality of the feedback, I think that the feedback was more indepth then a texxt feedback.
- Qualities:
What I want to see is not that my story was bad, but what I did wrong grammartically and if my formulations was good or bad. The stories most likely will always be decent at best purely by the fact that students really do not like to fantasize an entire story and then write it down in an grammrtically correct way.

Did I find these qualities?:

I found some of them. I got feedback on sentences that were not formulated properly and I got feedback on where I used my grammar in a manner that did not work. Still some of the feedback was f.ex that my characters were not developed in an interesting way and that my story lacked symbols and foreshadowing. That in my opinion should not be the focus in English classes.

What I could have done better?:

I could have done a lot more and I will list some reasons here.

-Better grammar

- More proofreading to check for these kinds of mistakes
- More advanced words and formulations.
- More comitment to the story.
- To not write the story the last day before the hand-in.
- Better useage of my time at school so that I use the time a lot more efficently.
- I want the teacher to compare the text to the criteria. I want XXX to point out grammar mistakes. I also want XXX to say what i did good and what i could have done better. I think XXX pointed out the mistakes, thats good so I can be aware of them next time. The teacher did a good job telling me what was good in the text. I felt that it was easier to know how good XXX thought the text was when I could listen to XXX voice.
- I want to know what i did well, but also what i did wrong and what i can work with further. Yes, i found these qualities in the video feedback i got. I think it was a great feedback. It could maybe have more details to be even better.
- I thought the format with video feedback had the qualities i was prepared for. It gave a more personal and direct feedback that I appreciated. The video helped me better understand what I have to work on.
- In my feedback i want to hear about how my writing, grammar and spelling is, I think this was something i got a lot of comments on and that is good.
- I want to see that I do not have many concord mistakes. I want English to be a language which I restrain. I also want to be able to use a varied language and to describe thing. Yes, I would say that i found these qualities in the video feedback. I need to work on adjectives and verbs. I also have to write a little slower so that i get all the letters in words.
- A detailed description of why I got the grade that I got, what my errors where and how I can improve myself. I feel that most of these qualities were present in the feedback that I got. I can't think of anything that could make the feedback better, I feel like I got all the information that I wanted in this feedback.
- I want to see realistic feedback with what I did well in the text, and what I have to focus on in the future. Yes, i found these qualities in the feedback. I do not know what could have been better...
- The qualities i expected and wanted in this video feedback was fulfilled. The only thing i think could have been a little bit better is the microphone XXX used.
- I want to find out what i can do better to improve my grade, but also what im already doing good.
- In my feedback I want to see what I did wrong, or could have done diferently, and what parts I did good at.

I did find these qualities in the feedback

-
- I want to see good explanations to what is wrong and the things that are good in the text. I also want see an evaluation that is cohesive with the criteria list we got given along with the task. I would say i found these qualities in this video. The text was

evaluated by the criteria list and good explanations were given. I am happy with the feedback i got, but i would like to have it written down as well. I like to read what my mistake was, but I think this method along with a few text comment on the biggest mistakes would be good.

- I liked how i got my feedback. It was easier to now what i had done wrong when the teacher showed me on a video
-
- -without spelling errors
-more information in the text
fullfilling story(more interesting)

no, the only thing in the video was about my story, it was long and good.

it could have been better if i had payd attention to my grammar and capital letters, i have more wrong because i didn´t care much if i worte wrong

- i think that the feedback was good. i liked that it felt like XXX was sitting right besides me. it was easyer to understand why i got the graid i got. i wish we had this in more klasses because it was so much better explained in the feedback, than in the written feedbacks we uasyly get.
- I want to see what i did correct/wrong, all of it.
I think i found all the qualities in the video, maybe except if the actual plot was good/bad. That is the only thing that could be better.
- in my feedback I want to clearly see my mistakes/errors and what I have done right. Yes, I found these qualities in the video feedback. I really liked this type of feedback, but in the end the teacher could maybe sum up in norwegian and if XXX/he uses some diffecult words, they could translate them into norwegian.
- More information of why I got that grade I got
- I want to see what I have done wrong and right + I want to see it written down and hear it orally. I found these qualities in the video feedback.
-
- I want to hear both what i did wrong and right. I found those qualities all through this video.
- I want the feedback to be thorough and that the things the teacher says match and are reflected in the grade I receive. This is something I felt the feedback I received had. I can´t think of anything that could have been better. I am happy with my feedback.

27. Åpent spørsmål

What, in your opinion, are the advantages and disadvantages of receiving feedback through the video?

- I felt more obligated to listen and go through the comments, instead of jumping straight to the grade. If I were to come with a disadvantage, it would be that it is more of a monolog contra a dialog.
- The advantages is that you feel the teacher
- sit beside you and its easier to understand what you have to work on, and what was good. The disadvantages is that it sometimes is a little hard to understand everything, and to hear every word the teacher says.
- I learned more from this rather than a text feedback cause you feel like the teacher is there and you listen to the teacher.
- The advantage is that some students does not like to read what they did wrong as some students just does not like reading at all, especially in English. The video feedbacks are short which fits most teenagers who normally have short timespan of attention. Remember to use some examples where the students did well in their text. This may motivate them more to work on getting better as they may not feel useless in English.
- The advantages is that there are less misunderstandings. It is easier to understand what the teacher is trying to tell me when XXX can explain and show me in my text. It is also easier to see what I have done right and what I need to work on. I do not think it is as easy to use on an exam as receiving feedback on paper is.
- The advantages of receiving feedback through the video is that i can hear it while i look at the mistakes i have done in the task. I learn better when someone explains it, and when i hear it. The disadvantages is that XXX does not point out all of the grammar mistakes. I want to know all the mistakes, because then i can do better next time.
- What I thought was advantages, was the fact that the comments the teacher had made became clearer to me as a student. This is one of the most important goals for feedback, and the video achieved that goal. I can not find anything disadvantages with the video, as far as I can see.
- I think the advantages is that you have the text in front of you and you can go back and listen to it over again. The disadvantages is that it could easily get misunderstandings .
- I don't think that there are any disadvantages of receiving feedback through the video. I felt that I got so much more positive feedback in the video than I would usually get if we got the feedback on paper.
- It feels more personal and it's more direct. I can't think of any disadvantages at the moment.
- I felt I better understood what mistakes i had made in the text when XXX showed me were the mistakes was, and at the same time were talking in the background.
- The advantages of using video feedback is that it feels more personal and direct. It was easier to pick up what i did wrong in the text.

The disadvantage is that it probably takes a bit more time than just writing a feedback.

- You can look through it as many times as you like, but you don't get to have a discussion about the text.
- Advantages:
It might be easier to understand the feedback when receiving it through a video.
You get to see in real time what's being discussed in the text.
Easier to understand what the teacher is saying or trying to show.

Disadvantages:

Can't communicate with teacher and ask.

- I liked this way to give feedback. I understood it well and I could see what I did wrong and right
- The advantage is that you often get a bigger understanding for how your teacher evaluated the text. What he or she actually thought about the text. You also get comments on your mistakes that is showing you and telling you at the same time. That results in a better understanding. The disadvantage with feedback through video is that it is often hard to understand what is being said. Text is often better to understand because if there is something you did not understand you can just translate it in to your own language. When it is orally you can often miss certain bits and you do not understand.
- I think that my advantage was that we had about a week to work on. I feel I get better results when I can use longer time than only a day.
I do not have so many typos.

I think that my disadvantage is a exciting action. Sometimes I don't have so good imagination.

- I liked to have a feedback through a video. It was so much better.
- advantage : you get to see more what you have done wrong and why the teacher did it like that.

disadvantages: (?)

- advantages:
I understand better why I got the grade I got
I can listen to it as many times as I want

Disadvantages:

there can be problems with computers.

if the sound is not good, it can be hard to hear what XXX is saying.

- I only think there are positive sides by this, because you get the feedback orally and more detailed.

- the advantages of receiving feedback through the video was that it was much easier to understand what the teacher ment, instead of receiving it on a paper and hand it out to us.
the disadvantages of receiving feedback through the video is that you can not ask your teacher if you have any questions.
- I did not understand why I got that grade I got after the movie. I did not think the feedback got responded with the grade.
- advantages: feel that teacher sitting next to me and explains. (more personal)
disadvantages: there were somting understandable in the video
- I think it was better on video, because then the teacher is actually talking and not only write lines on the side. It is easier to understand what XXX is meaning, and XXX is explaining more and we get more information.
- The biggest advantage is that you can explain more than with text, and you dont have to pull everyone out of class.
Biggest disadvantage is that you cant explain yourself to the teacher right away.
- An advantage with video feedback is that at least I saw what I had written, and the mistakes I had done much clearer. With a video I also got a stronger feeling of that the teacher really had read my text, and it felt more personal, which is something i enjoyed. I can ´t think of any disadvantages.

28. Åpent spørsmål

Did you have any questions after you got the feedback on the video? Did you ask your teacher to clarify things? Why? Why not?

- I felt that most of my questions were answered, but I did not feel that I got as much feedback on the story itself, although I did get feedback on grammar, errors and structure.
- I had some questions but I didnt ask the teacher because I dont think its so important.
- I didn't really have any questions cause my teacher explained all my errors properly so I understood them.
- I do not really have any questions as I fully understand and agree to what the teacher pointed out in my text. So there were no need to clarify what I did wrong in the text or what I did right. I might have asked if XXX would have put an better grade on it as the text it self was pretty bad.
- I did not have any questions after the video because XXX showed me what I had did wrong and XXX used Ifinger to explain it better to me.
- No, I did not have questions.
- I did not have any questions to ask.
- Not really

- I did not have any questions after the feedback on the video. I felt what XXX said was fair and I could see that I had some faults here and there. I could see them before XXX pointed them out. When you are working for a long time on a text, you can get blind and not see the mistakes.
- No. I didn't have any questions after watching the video. I understood what the teacher said in the video.
- No, i think i got all the information i needed in the movie
- It was pretty clear what was good and what that could have been done better, so i did not ask my teacher any questions after i saw the video.
- I had only a few things, but i didnt clarify it with my teacher the reasson being that i did'nt find the problems to be big enough.
- No, there wasn't any need for clarification, the video gave quite clear feedback.
- no i didn't have any questions. i got them all answered in the text
- No i did not have any questions after i got the feedback. It was clear and presise, so i did not need to ask my teacher anything. I know what I did good and what i need to work on.
- I did not have any questions. I understood what i could have done better and the feedback was really good. If I had questions, then I would ask my teacher
- No, because i did not have any questions.
- no, i did not have any questions.
- i felt like XXX said it al, and gave a good reason for why i got the graid i did. so i did not have anny questions.
- i did not have any questions afterwards
- no, i did not have any questions after i got the feedback on the video.
- Yes, why I got that grade I got. I did not talk to my teacher after the video, no reasons of why I didn't.
- no
- i didn't had any questions after, i got all information I needed
- no.. Clear enough
- No I didn't really have any questions. I think XXX did a good job when it comes to clarifying all XXX needed in the video, so I didn't feel a need to do this afterwards.

29. Åpent spørsmål

Would you say that there was meaningful information exchange between you and your teacher as you got your feedback on the video?
How? Please explain.

- Yes, I felt that my teacher understood my intention and my conscient use of literary devices, and I felt that I learned from the video despite few errors.
- Yes I felt the information was good and meaningful and I learend a lot.
- We didnt really exchange information, it was really just me getting the information I needed to correct my errors.
- There were some meaningful information in the videos. They are short so there arent much information. I think they fit students who are not really doing well in the English subject because of the lenght of the video. I got some feedback as I mentioned earlier that I had bad formulations and story development needed more work, other than that it was nothing new there for me.
- I could not ask questions or comment on the feedback the same way I could if we were talking to eachother. But I think it was much more communication than it would have been if I had gotten the feedback on paper. I also felt that XXX had tooked the time to evaluate my text and that XXX cared. It is much more personal when I can listen to XXX voice.
- Yes, it was meaningful information between me and my teacher. XXX explained what i did well and what I have to work with, and it was a very personal way to do it. I found it easier to pay attention to the feedback because XXX was talking while showing the mistakes on the paper.
- Yes, I would say that there was meaningful information exchanged. The information given my the teacher became more meaningful when I could hear the person talking. The information given by the teacher was relevant and helpful.
- Yes i think so, because you get to hear in details what the teacher thinks about the text.
- Yes, I would say that because XXX explained whatIi had done right and what I had done wrong. When XXX criticized, XXX also gave me positive feedbacks after.
- Yes.
- Yes, XXX pointed out my mistakes and explained them for me. I think that the things XXX pointed at, are things i can do something with and work on.
- Yes, XXX commented on exactly the things i thought XXX would so i would say that the information XXX gave was meaningful.
-
- I did recieve information about my text in the feedback, but there wasn't much of an exchange as the communication only goes one way.
- i understood it all and it was e nice way to give feesback because the teacher could show us what was wrong and right
- Yes in a way, but at the same time it was a one way conversation. I just sat and listened to what was said to me. I feel like a actual conversation with the teacher would be better if i had any questions to ask, but this was a good number two. Since i had commented on the side of the text i felt that my oppinion was given already. If i had not done that i think i would feel a bigger need to explain my oppinion and my intencions.

- Yes i do. When i listened to the video I felt the communicating with my text and my teacher. It was like my teacher were beside me and showed me what I could had done better and what was good
- Yes, it was a meningsful information.
- I got to see what i had done wrong, at the same time i saw what i had to work on
- yes, i could understand wath XXX ment and ther was no misinterpretation. XXX was wery clear.
- it's much easier to wanting to get the feedback when it's in a video, and not on a piece of paper or in a text you have to read yourself
- yes. i understood what XXX said and ment clearly.
- Yes, I think it was great and meaningful to get feeding through a video instead of reading a lot of text.
- yes, it was. XXX explained it verbally and in orual to me what I did wrong by giving examples
- Yes
- Yes. All the info that came trough the speakers were meaningfull. It wasn't just all jiberish.
- I can't really say I felt there was any really meaningful information exchanged, but it was nice to hear what XXX had to say about my text. It is good to know what you are good at, and what you could work on, so in that way it was meaningful.

30. Åpent spørsmål

Is it useful if teachers use meta language (technical terms/grammatical terms to explain what your errors are called)? Why or why not?

- Yes, I feel that the teachers have a greater understanding of the language, and I feel more motivated to learn from them.
- I would like if the teacher could explain the technical words.
- I mean as long as I understand what the teacher means he or XXX could use whichever meta lanuage they want.
- It is useful as long as the student understands it, if they do not understand the teacher might need to clarify what they mean. This could be useful for students with low knowledge of the English language. Students who do well in the subject will of course most likely understand them.
- I understood all the word the teacher used and I think it is easier to use this meta language than explain it all over again every mistake
- Yes, it is useful because then i can know exactly what kinds of mistakes i do, and it will be easier to work with it.
- Yes, because the terminology gives a better explanation of the text then everyday speech gives. It better describes the situation.
- I dont think that effect me, but maybe for others.

- Sometimes, if they explain the words. Some of the words I do not understand which make it a little bit difficult to understand. Some teachers think that if one of the student know what one word means, than the rest of the students also know it. It is not always like that.
- I don't know if it is useful for me, but I don't mind it.
- Yes and no. i think it is good because then i can search on them on the internet. but it would have been nice if XXX had transelated them to norwegian, for example concord.
- As long XXX has said them and explained them before at some point.
If we never have heard the term before it could be difficult to understand what XXX means.
- Yes it is useful for me to fully understand my errors.
- Yes, I understand the technical terms which is used to explain mu errors.
-
- Yes i think this is useful. I like to think that it expands our vocabulary and our understanding for difficult words. If we dont understand them we could just google them or ask our teacher and most likley we will remember them later on. I do not think we should be spoken to in an simplified language, we learn nothing from that.
- Yes I think it was useful because i learned a lot.
-
- its useful because then they dont need to meet you and talk about the story before you have more questions. its an easy way of explaining.
- yes, i think so.
it gave me a better idea of why i got the graid i got, and what i had to work with to improve my score.
- yes, because then you can learn the meta language yourself too.
- yes, i think it is. it is a quicker way to give feedbacks and the teacher explained it well.
- Yes, I think the teacher should use meta language, because then I learn how to avoid my errors.
- yes because I learn the words for it
- Yes, it helps me see what XXX means
- yes. But it could make some students confused if they dont understand that kinda language.
- Yes, I think this is useful. I have learnt more of correct terms now, and this is something that could be useful later.

31. Åpent spørsmål

The feedback was given to you using the criteria you got before you wrote the task. How important do you think that is for getting a clear feedback and why?

- I am certain that it gives more communicative feedback, due to the fact that the student and the teacher are working on the same page.
- I think its important because it shows me what I thinks I was missing and what I have to remember next time.
- I think its important for the student to get a clear feedback cause it helps them to know what they did wrong and what they could work better on to improve their writing ability.
- it is important to get clear and good feedback as you get to know exactly what to work on to improve your English and to understand things you feel is hard. The feedback must of course be fit for the student (an A+ student should not be taught easy grammar as he clearly understands the language while an C student would probably need to be taught some easy grammar.)
- Since we wrote or story so it would answer the criteria list it is important that the teacher use this in our feedback. That way we will see that the teacher do not have any other demands that XXX not has told us about.
- It is important to get a clear feedback because we got the criteria and made the task based on the criteria. I want the feedback to be based on the criteria too because we worked a lot with it.
- I believe the this is important to give a clear feedback, because it gives the teacher and the student a common ground for discussing the text.
- Because we used the criteria to write the short story and then we get to know if we used it right
- I think it's important. I kind of gives you a reason for hearing the feedbacks you are given. It makes it easier to understand what you have done wrong.
- Don't know how to answer this
- I think it is very important to have criteria in a task. then the student know what to think of when he/XXX write the text. we know what the teacher will look at in the text
- I think it is important to get a clear feedback because you can then correct your mistakes next time.
- I think that is very important that we get it so we know what to focus on when writing the text, although some might not read it.
- It gives me an idea of what you are looking for in my text. It also helps with understanding the feedback better when it's recieved.
-
- It is really important to me to get clear feedback about what I have done wrong and right. I need cler feedback to know what i need to work on and what I am doing good. It is hard to improve with unclear feedback. First of all when you get unclear feedback you do not understand it propably and then you often do not care to work with it. So i think a clear feedback is important for everybody to improve their English.

- The teachers use the criteria to see what you have remembered to have in the text. If you missing something from the criteria, they can see it. It is important to get a criteria before you are going to write because then you know what you must have in your text
-
- many do forget the criterias to a text they have to write, so when the teacher brings it up, then up, then you realise if you have done it the way it should be
- i think it is important. than if XXX sets some criterias and i dont follow them i get why XXX dont give me a full score for it. when we have criterias i have something to look at for ideas to the text.
- very important, because then its easier to know what to work on later
- i think it is important to get clear feedback because then you understands your mistakes and corrects better.
- I think that is important that we now the criteria so we can follow them. It makes it easier for me as a student to know how I should write my text.
- it is important because I want to know what I have done wrong, so I can be better
- Yes, because XXX can compare to what i did and what had been right/wrong
- This helped me understand what i did much better. I worked my text around the criteria, and hearing how i did according to them was helpfull.
- I think that this is very important. That way there is a much smaller chance of it happening a misunderstanding, and as long as the teacher follows all the criterias that was set for the task in the evaluation, and is clear in what XXX says, then there isn't really much the student can complain about, and the grade is most likely like it is supposed to be.

32. Åpent spørsmål

Could you please describe what you were thinking about as you listened to your teacher's voice? Which language did you think in?

Why do you think that you thought in that language? (Please answer all parts)

- I felt that the feedback was more personal. I thought in English, but that is because English, quite often, falls naturally for to think in when ever i am not speaking norwegian, mainly because I enjoy the language.
- I first think this was a little wierd, but later i liked it a lot. I was thinking about the time when I was writing the text. I was thinking in bouth English, and Norwegian.
- I thought about what XXX said, I thought in Norwegian. The reason I thought in Norwegian is when I try to understand a text or a feedback I usually translate the text over to Norwegian and that makes it easier.

- What was I thinking?:

My first thought was that I'm curious to what XXX thought I did wrong and if it meXXXd with my thoughts. I saw very early we had focus on the same things, but I did have my own points that XXX did not really bring up at all.

What language I was thinking in:?

I was thinking in English.

Why that language?:

For me its simple to answer. Most of my thoughts are in English as I feel English is a much more interesting and useful language than Norwegian probably ever will be.

- It felt more personal it it was entertaining to listen to the techers voice. It wa also easy to understand the things XXX told me. I thought both in norwegian and english. I used english to reflect over the feedback and norwegian when I thought of me writing the short story. I also thought in norwegian when i got negative feedback. I thought things like "åånei"
- I thought about what XXX said while I was listening. I thought in english. I thought in english because XXX was speaking english and the text i was reading was also in english.
- I did not really think that much, but occasionally i thought about what the teacher mentioned in my text. My thought were only in english and i think it is because the teacher spoke english.
- I did think in english when i read the text while XXX was correcting, but when i was just listening i was thinking in norwegian
- I imagined the teacher as XXX spoke. I was wondering what XXX felt about my work and me as a person. I was thinking in both English and Norwegian. I think the reason for thinking both English and Norwegian is because my language is Norwegian and English because the teacher was speaking English in the feedback.
- I was thinking about what grade the teacher had given me. I didn't really think about anything, I just focused on what the teacher said.
- I tried to focus on what XXX was talking about and look for my mistakes. all the time i was switching between english and norwegian. i herad english, so therefor i thought in english, but i repeted the information to myself in norwegian.
- At first i thought it was a bit awkward but after a while i got used to it.
I was thinking in english.
I guess i was influenced by the video and started to think in english myself.
- I was just thinking about what the teacher said and if i agreed or disargeed. I was thinking mostly in english probably because the teacher was speaking in english.
- I wasn't thinking about much, I thought a bit about what I could have done diferently on that speciffic part. My thoughts were in English.

- i was thinking in Norwegian. i thought off what i could do better and that kind of things.
- When i listened to the video i was thinking in English. I always think in English when i am in an English setting. I have always loved English so that might be some of the reason for that. It is also easy to get influenced by the language that is spoken to you when you are paying attention. It is easier to get sidetracked and think in your own language when you do not pay attention.
- I was thinking about what XXX said and showed me and saw what i had done right and wrong. I was thinking in english and norwegian.
- I was thinking about this video. That video is better than getting the text in paper. I was thinking on norwegian and english. I like to use norwegian, so i use norwegian most.
- i wasn't thinking anything spessific.
spanish
because i understood what i had dojne wrong
- first i that that this is a little bitt awkward, but then i felt like it was helping me to understand wath XXX liked and dissliked about my text.
in english
because XXX spook to me in that language and than i just automaticly thought in that language. but it was a bit hard, because i am dyslexic and i dont like to write in english so i wrote in norwegian, but i that in english so some times it was hard to express my selfe
- i was thinking that i did better than i thought, actually. It was easier to understand what i had done right/wrong. I thought in norwegian. Because it was just natural, especially when im not having a conversation with the teacher, but just listening to XXX voice.
- i did not think it would go this well when XXX went trough my mistakes. it was funny to just hear XXX voice and not being able to see her, but it was a good way to give us feedback. i was thinking in norwegian because that is my first language and that felt natural.
- While I was listening to the video I was thinking of what I could do better in my text next time. I was thinking in English, which I felt fall naturally.
- I thought I was better when XXX said only positive things to me at the beginning. I was thinking in norwegian, because thats my mother thong
- I translated to norwegian so I could understand. It was some words and sentences i didnt understood, and I tried to translate them but i couldn't, it was to difficult for me. If it is something that should have been different i think it that the teacher should use even easer language.
- I thought in english since i could hear english.

- I was thinking about my text, that I was happy about the things I was told was good, and also about my mistakes. That I easily could have avoided them if I had read through my text better after I was finiXXXd. And also that I didn't have the time to do this, because I finiXXXd my text just before the time limit, so I didn't get to go through it as thorough as I wanted to. I think I thought both in Norwegian and English. Probably Norwegian some because it is my mother tongue, and English because it felt natural when both the voice I was listening to was in English, and I wrote in English.

33. Åpent spørsmål

Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?

- I did nether, however I did mumble a bit to myself whilst doing this survey, i think that was because I was concentrating
- I did not mumble or talk to myself when I watched the video.
- No
- No I did not mumble or talk to myself, but I would if I were in my room alone in my own room as if you do that you might rethink your orginial thoughts as you get an actual perspective on it. You might realize that actually the feedback you got was good then.
- I think i sat quiet while listening to the video
- No, i didnt.
- No, i did not mumble.
- I think i mumbled a bit, but i dont know why
- I did not speak out loud, but I was mumbling to myself. I did mumble because i saw faults in the text which should not be there. Sometimes when I write, I write so fast that not all the letters comes with the word. If i for example am to write "was", i can write "wa" because I don't press the s-button hard enough.
- No.
-
- I did not talk loud or mumbled to myself.
- i sort of mumbled a few times. The reasson is probably because im used to being able to have a conversation when hearing about my texts.
- No
- no
- No i did not talk out loud og mumble to myself during this video.

- No i do not think so. Maybe I mumbled. If i did that, i think it was because i was reading on my text and try to see what XXX meant when I had done something wrong
- I was mumble to myself. I did that beacuse i needed to focus and it is much better to mumble.
- no
- no
- i did not
- no, not really
- no, i did not talk out loud or mumble to myself.
- I did not talk out load to myself, but I did it in my brain.
- no i did not... but in the start I laughed, because I thought it was funny to hear the teacher speak
- I did not.
- No, i did not.
- I laughed a few times because I thought the mistakes I had done was kind of funny. I had a few concord errors, and found it funny only because I know that I know how to use those things correctly, and when I read the sentences over again, it was so obvious that they were wrong. That is why I laughed.

34. Åpent spørsmål

When you wrote down notes while listening to the video, did you write them in English? Why and why not?

- I wrote the notes in English, because it felt natural, and I do not like Norwegian all too much.
- Yes I wrote them in English because I thought I had to do it. But I think I would have done it anyway.
- I wrote them in English because I feel its natural that if I'm going to write notes from someone that speaks English I should write English.
- Yes I wrote them in English and the reason for that is that I simply prefer the English language above the Norwegian language. it also helps for just simple practice in English really.
- I wrote down the notes after i had watched the video. I wrote them in English because it felt most natural.
- Yes, i wrote them in english. It was natural to write them in english because everything else was in english.
- Yes, i wrote my notes in english. Again it is because the teacher, who was spaeking, spoke in english.
- I wrote them in norwegian, because i find it a little bit hard to express myself good in English
- I wrote my notes in Norwegian, because then I don't need to think about grammar. It is happening automatically.
- I wrote them in English. I guess it was because the video was in English.

- No, because I am more comfortable writing norwegian. it was easier for me writing my thoughts in norwegian.
- I wrote them in english. I wrote them in english because i was thinking in english. The sound of an english voice made me think in english which then made me write in english.
- English because it's just easier.
- Yes,I started in English, but I didn't write any notes. I wrote them in English because everything else is in English, so there's no reason for me to not write in English. And also it doesn't matter to me wether I write in English or Norwegian.
- i wrote them in norwewgian and english. it was easier for me to write norwegian but i tried to write some english to.
- I wrote my notes in English. That is because i like English and feel comfortable writing in English. So i do not pass up a chance to write English when i got one. Because i was thinking in English it is also easier to write in English.
- No I wrote them in Norwegian. I do not know why I did that, maybe because I heard it on english and i wanted to wrote down in my own language what I can do better
- No. I used norwegian, because i like that more than english.
- i did write them in english because the text we had to write where in english, and then i feel like i do have to write in english because we have english
- no i worte them in norwegian, because i write so much wrong in english
- i wrote them in english, because its just natural in english class
- yes, i did. it felt natural since XXX was talking english to me.
- Yes, I write my notes in English, because i felt it fell naturally to me. I write my notes after I had seen the video.
- No, I write in Norwegian. Because it is me mother thong.
- yes, because i was kind of already "in" the language, and continued with it. And i thought we should present it in english afterwards, so that would be much easier
- I wrote in english so i didnt have to transelate and listen.
- I wrote in English. Partly because this felt most natural because It was an English text and video feedback, but also because I enjoy writing in English.

35. Åpent spørsmål

What in your opinion can be the advantages of writing notes down in English?

- You get more practice in the language, and you become more aware of what you are thinking, but in the English language.
- It helps my spelling and grammar.
- I dont really know, it could probably help you train up your English skills.

- -It can help you learn how to write words properly.
- -Can be of help when it comes to grammar.
- -You get more used to change language when needed.
- I will learn to think and write better in English. The more I speak and write in English the more I think in English instead of translate my thoughts from Norwegian to English while I am speaking or writing.
- the advantages of taking down notes in English is that you will develop your language and get used to write in English.
- You better learn the spelling and pronunciation of the individual words, as the teacher talks. You will also better remember the feedback.
- When you write notes in English you make your English better
- The advantages may be that you write English more often which makes you better in writing.
- You learn to use the language
- I get more correct information because you use the English words. words can be translated wrong to Norwegian.
- I do not see any big advantages about it, but it just felt natural.
- You can improve your English.
- There are more ways to express yourself, more words to choose from.
- You don't have to translate anything in the text you are making notes of from English to Norwegian.
- Some can learn more by writing in English instead of Norwegian.
- to learn more?
- You learn the language in a different way. You also get practise in writing without a autocorrect program. You create a better understanding for the language when you use your hearing to hear English and think in English as well as you write it.
- You can get better in English
- We can remember what XXX was saying in the video.
- it doesn't get messed up, you know why you wrote them in that place
- you can get better in English
- when you write more in English, you learn to use English correctly over time
- you can clearly see what you have to work on.
- The fact that you automatically write English, even if you are allowed to write Norwegian, just show that you feel good and okay about writing (and speak) English.
- ? I did not write in English
-
- One advantage is that you can translate later, and that you can rewatch it as much as you want.

- You practise your writing.

36. Åpent spørsmål

Could you please write in detail what you exactly presented to/discussed with your co-student when you were done listening to your video? Which language did you speak in? (Please answer both parts)

- I discussed how my grammar was, structure, title, task, the story and at the end we discussed what our opinions of the video feedback were. We spoke in English.
- I was presenting all my mistakes in my text, and what my plan is for getting better.
- We discussed our errors and such and we both spoke in English.
- Unfortunately he did not get to write anything at all. So we ended up talking a bit about mine. I talked about the mistakes I did and I justify that my teacher was right with some examples. I also told him how I can improve in the subject.

Which language did we speak in?:

We spoke in Norwegian as I felt it would be done quicker then and it would be easier to understand for the both of us.

- We spoke in Norwegian. We told each other what we had done right and what we needed to do better. Also we talked a bit about why we thought this kind of feedback is better than feedback on paper.
- I told my co-student what I should work with and what I had done well in my text. We talked about the response the teacher gave our texts. We spoke in Norwegian.
- We both discussed the feedback we got on the text. Our feedback was very similar and we both presented our grades. We talked in English because we both master it well. After we had presented our notes we talked about the other tasks we are working on, such as a movie task in Norwegian.
- I spoke a little bit about how I liked the video method and I discussed what the teacher liked and what I could be better on. We discussed what we can do to make the mistakes better. We spoke Norwegian.
- When I spoke to my co-student I said that I am good to describe people. That I felt like I got a lot of positive feedback. That I need to be aware of what is adjective and what is a noun. I need to work with verbs and subjects. And that I am good at taking notes on the side.

I spoke Norwegian.

- I said that I had answered the task well, and said the strengths that my teacher had pointed out, I also mentioned the things that I needed to work on. Then I said what I am going to do in order to improve. We spoke in English.
- I told my co-students the most important parts of the feedback my teacher gave me. I spoke Norwegian, so did my co-partner.

- I just read to him what i had written down on the notes. He did the same. We talked about what we did good and what we did not so good. We both talked in english.
- We presented to each other what we did good in the texts and what we could improve on. We also talked about what our plans were for us to improve. We were speaking in English.
- I didn't have much content to discuss, I started out in English but told him in Norwegian that I didn't have much to discuss and that he could just read uphis notes instead.
- i spoke in norwegian and english. because i had written it in norwegian and english
- We spoke about what we did good and what we could to better. We also discussed our grade. We discussed our mistakes and how ridicoulus they were. We spoke in English.
- - En litt mer spennende overskrift
- Markert flere adjektiv
- Flere merknader
- Litt mer spennende handling
- Mer indirekte objekt
- We was talking about what we have to work on. We speaked both language.
- learning about what you need to focus on when writing a story.
what to do and what not.
capital letters.
spelling mistakes.

english/norwegian

- we just read what we worte on the paiper and everybody siad that they liked this feedback. we spoke in english
- i did not really discuss with my co-student, but i read what i had written down in my notes:
it's so much easier to understand what you have done wrong/correctly by watching the video-feedback rather than it just says so in a piece of paper! It makes the feedback clearer too.
- we were talking about what we thought about the feedback and then we told each other what we have to work on and how we are going to do it.
we liked getting our results back like this, it was easier to understand what you have done wrong/correct. i have to wok with the difference between eas and were, comma in dialogue, my structure in my texts and the difference between adjectives and adverbs.
now that i know my mistakes, i can focus on them for the next time.

- Me and my co-student spoke in norwegian because we do that more often then speaking english. XXX told me XXX "missings" and what XXX could do better and I did the same afterwards.
- it was a nice experience, I learned what the other person had to work with in the further... ect

I speak in Norwegian.

- - need more notes
- i need to work on the language, gramar
he, XXX, it was
we, you, they were

- little to long text
- need to mark more adjectives

i need to go the link, and practice on my english language and the gramar

- I just told him what i was told i did good/bad on and how i would work on those things.
- I presented what I had written on my paper. The things I had done correctly, like answering the task well, had an intriguing title, good structure, well developed characters, the use of symbols, and that I was able to write my text in present tense, which can be difficult. I also presented that I needed to work with some concord errors, and that I had mistaken some adverbs for adjectives. In the end I said that the concord errors was something I knew how to use, and that I in future texts just had to be more careful when writing, so that I avoid those mistakes. We talked in English.

37. Åpent spørsmål

Would you say that you could see how you thought you had answered the task was different from how your teacher thought you had answered the task?

- I felt that my teacher had understood my text well, however I do not know if XXX understood the story itself, I think so, but I did not get as much information on that area as I would like.
- Yes
- I think we had a mutual understanding when it comes to the text, I was trying to rush this task and that made it to become sloppy.

- Yeah I definitely saw that. My teacher put focus on both story and grammar while I did not care for the content of the story and only about grammar when I got my feedback. I'm pretty sure XXX was very lenient when XXX talked about grammar mistakes as I felt I did way more mistakes than XXX pointed out.
- I think that I have answered the task the way the teacher expected me to answer it.
- I did answer the task correctly.
- Surprisingly, the way I saw it and the way my teacher saw it was quite alike. We both agreed upon the grade and the language use.
- Yes, but there was not a big difference
- Yes, I could see that.
- I don't know.
- no, i don't think so..
- My teacher commented on exactly the things i thought XXX would, so i wasn't suprised . So no, it wasn't different.
- Not a really great difference, but there were a few parts.
- There was some minor differences, but then again I didn't have a very long story.
-
- No i did not, the teacher read the text like i wanted XXX to.
- yes I would say that
-
- a bit
- XXX interpreted it how i hoped XXX would.
- no not really, i think we had the same perception
- no
- No, I did not..
- yes
- yes
- Yes. I thought i did much worse than i actually did.
- No, I think the teacher and I had pretty similar perceptions of my text.

38. Åpent spørsmål

In what way would you say that this way of giving feedback can also be helpful in learning the English language?

- I felt that it was more personal, that I actually read the comments, and I got a greater understanding of what the teacher ment with the feedback.
- It gives you practise for understanding english better.
- Cause we could learn some of the technical words the teacher is using in our feedbacks.
- -You get to know exactly what to work on.
-Its feedback for your English and nothing else.
-It helps you to practice your English.
- We listen to our teacher speak and pronounse words.
- This way of giving feedback can be helping in learning english because you get to listen and read in the same time. Some learns better when they read and others when they listen. It will be helpful for almost everybody.
- As I mentioned before, taking notes while listening is very halpful. It helps you learn both the spelling and pronunciation.
- In my opinion i think my english gets better when you are listening to english
- Because you can hear how the teacher speak and you can hear how XXX pronounces words.
- You get to hear someone speaking english while observing what they are talking about.
- I can focuse working on my mistakes.
- Because XXX speaks in English
- Yes, i would say so.
- It helps learning the English language because you are spoken to in English and you are hearing English words.
- the teacher can help us find our mistakes and show us how to do right. and XXX can show us some tasks on internet that we can work with
- The hearing part is and important thing of learning the English language. To understand what is being said is just as important as speaking the language.
- You learning english better when you listening to it and trying to understand
-
- you understand and learn the words you have to use to get understood. and XXX uses different words,so you collect them and learn them aswell
- if XXX use words i dont know, i can aske here afther and than i can get a wider vocabulary
- when you hear english, it helps my english language in my opinion
- it was easy to understand what the teacher ment, and XXX explained your mistakes.
- I think this way of giving feedback is an perfect way to learn more english. You have to pay full attention while you are listening, something that I thinks does that you learn new word and maybe extend your language.
- so that I can learn from my mistakes

- because i can hear english talking ininstead of only reading it
- You do listen to english while the teacher tells you what you did good/bad and tells language mistakes you had.
- When the video is in English, you are forced to listen to and English, and hopefully you understand what is said. If there is something you don't understand you can always pause, go back and listen to it one more time. I also think that many wrote their notes afterwards in English as well, which can help improve their English.

39. Åpent spørsmål

In what way would you say that presenting and discussing what you have learnt using the reflective notes (refleksjonsnotat) about the feedback is a helpful way of learning the English language?

- It makes you remember a bit better what you just saw in the video feedback, and one can talk about ones opinions.
- It helped me practise on my mistakes, and made me see clear what I had to practise on.
- Because if I discuss my errors with someone else I feel that I get to understand what Im doing wrong, if I only get a feedback on a piece of paper I wont learn anything.
- This is an 50/50. Discussing it can either be that you have wrote a lot and want to talk about it while the other really does not want at all to talk about it. I feel like discussing only helps if you're in a group that are dedicated or likes the subject. I personally did not get to learn much as my co-partner did not write anything down.
- we need to reflect over the text and write down our thoughts. We might learn some new complicated words. We will learn the difference between the buildup f a norwegian and an English sentence with the same content
- It is helpful because we have to think about what I wrote down, what the teacher liked and what I could do better.
- It forces you to express yourself and talk about your feedback: This becomes easy because you just heard the correct pronunciation of the words.
- When we discuss what we have learnt, we are thinking about it and how it can get better
- Because you get more aware of what you need to work with. When you hear what other need to work with, you can also ask yourself if that is something you need to work with.
- You get to speak English.
- I don't know...
- It helps me understand what i have done good and not so good much easier. And when i understand my mistakes i can learn form it.
- Because you're getting more aware about what you need to get better at.
- It helps learning by correcting errors in grammar, spelling and how to make sentences.

- so we do not just see at our grade but remember what we have to work with to.
- It helps in the way that you have to retell something you have been told and reformulate it. You have to think in English.
- You can hear what other people have done wrong and you can help each other
-
- you know what to make a story, and what you need of experience with words.
- I didn't think that it was that helpful, but I didn't mind doing it
- it's helpful because than your not just thinking it, but you're also writing it down
- it shows clearer what I have to work on in a good way.
- I think the discussing with my co-student made me realize what I need to do better next time I shall write an essay.
- so I can take the notes with me in the future and use the notes to write a better text next time.
- It's helping to talk English and have a conversation
- Well then two partners that maybe did some similar mistakes can compare how they did, or they could get help from someone better.
- I think it is also a good idea, because not only do you listen, and write in English, but you also get to talk it. That way you learn all the ways you can.

40. Åpent spørsmål

What have you done with the video files?

- I saved it and watched it.
- I have saved it
- I still have them on my computer
- The video files are getting placed into my folder where I keep everything related to the English subject that I have at school. This way I can easily find it if I ever need it for another assignment.
- I have watched it and listen to it
- I saved the video file to my computer so I can keep the feedback and look at it if I need to know what to work with.
- I have stored it on my computer's hard drive.
- I have saved it to my computer, in case I am struggling with English later
- I am going to save it, so that I use it later.
- I have saved it in the "English" folder on my computer.
- I have saved it on my computer, so I can use it later for help.

- it is saved in my English folder.
- Stored it into my computer.
- Nothing?
- i have looked at it a few times and saved it
- I looked through it a few times and have it saved on my computer.
- saved it
- The file is saved on the computer.
- i have stored it on the computer
- listend to it
- i have listened/watched it
- i have watched it clearly.
- Saved it.
- nothing
- saved it in my documents
- I have it in my downloads file.
- Saved it on my computer, so that if I want to I can listen to it again.

41. Åpent spørsmål

Were there any problems accessing the files?

- No, it was rather easy.
- No
- No
- I had no problems at all with the file. As long as the file keeps the standard mp3 or mp4 format (as it did this time) there should be no problem for the students to open it.
- No
- No.
- No.
- No
- No, everything was fine!
- No

- No
- No
- Nope
- No
- no
- No there was not
- No
- No
- no
- no
- no
- no
- No, no problems
- no
- it exited onces
- No, no problems.
- No.

42. Åpent spørsmål

Please summarize your experience with the video feedback. Again, thank you so much for your time 😊

- I really enjoyed the video feedback, I felt that I learned more from this than any other written feedback i ever gotten. I would really like to have this as a standard way of getting feedback in actually all of my subjects. However I would like if I could get a bit more feedback on the story itself, but all in all for me it was a success.
- I really like the idea, and would like to have more of it. It really felt like my teacher sat beside me. It could have been more clear, but there was really good information there.
- I think it was a good experience, I learned some errors that are easy to fix only through this program which I havent known before because I got a vocal feedback.
- It was an interesting way to get feedback and it was relatively short which helps most students to finish it without checking Facebook or whatever else they want to check. They pinpoint what the teacher feels is the most important which helps students

quickly realize what they need to work on. They can be useful for anyone, but most likely the most useful for students who are not A+ grade students in it. There were no problems with opening the file. All in all this is an useful way of giving feedback.

- I think this was a very good way to receive feedback. It was fun with something new and different. I paid more attention than I would have done to a paper feedback. I think I will remember the things I have done wrong better this way. I also liked the way XXX gave me the positive feedback and XXX made me feel like I have done a good job
- I liked this kind of feedback. I learned a lot, and I found it a lot more easier to pay attention to what I can work with and what I am good at. It would be nice to use this type of feedback more often!
- My experience with this type of feedback was positive. The video format achieved its goals in an efficient and helpful way.
- I think this was a great method to give feedback to us, I learned a lot and was thinking more about my mistakes, than I would do if the feedback came on paper
- I loved it! I think it was a really good way to get feedback in. I felt that the teacher gave much more positive comments now than when XXX have been giving the feedback on paper. I hope that this is something that we can continue with ! :)
- I feel it was a good way to receive feedback on my text. I feel that it's been a good experience, and it's been nice to try something new.
- I think this was a nice way of getting feedback. I think it helped me realize my mistakes, and XXX also pointed them out and corrected my language. I think it was better getting feedback this way, than a comment under the text.
- I think this form of giving feedback is much more personal and insightful than just writing some text. I liked it very much.
- I feel like a video feedback has its pros and cons. The positive sides are that you can see the feedback as many times as you'd like to also that the teacher doesn't have to use as much time as if XXX needed to have a discussion with each student. The only negative part is that you don't get to say what you really feel about what's being said.
- It's a good way to give feedback, I felt like I understood what was being said and it was probably better than getting feedback in form of a text.
- My experience was good. I understood a lot and I could see what I did wrong
- I liked this experience and it was a good way of getting feedback. I wish it would have written feedback as well, but all round a good way to get feedback.
- It was much better, because the teacher showed exactly what I had done wrong
- The video feedback was much better.
- It's good to see a text from another's perspective mistakes are easier to spot.
- I think it was good, and I hope that we do this other times
- Very helpful. So easy to understand what I have done wrong/right in my text. I would want this feedback solution every time I have written a text. both in English and Norwegian :)

- i really liked to get the feedback on video. my teacher explained my mistakes and pointed on what i have done right. this method made me see clear what i have to work on and how.
- I think it was a good and interesting way to get feedback on. I learned new words and I will like to get feedback on video next time to.
- I think this was a good way to get feedback on. to see it writhing down an hear it orally was a god way to understand it and learn from it
- it was good helping and i liked this way much better then on paper
- It was a new experience. I think it worked out well, and i would like to use this kind of method again.
- I think this is a very good idea, and I hope that we get more feedbacks like this in the future. I felt I learnt more of what I did right and wrong in my text, than I usually do.

Appendix G: Response from Group 4



Video Feedback – Questionnaire – Group 4

[← Tilbake til Velg resultat](#)

Antall svarpersoner: 23

1. Flervalgsspørsmål

Prosent

When I was listening to the video, I made an effort to understand what was being said.

Strongly Agree	87%
Agree	13%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

2. Flervalgsspørsmål

Prosent

I paid close attention to the information I was receiving.

Strongly Agree	73,9%
Agree	26,1%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

3. Flervalgsspørsmål

Prosent

I know what I need to work with in future to improve my writing.

Strongly Agree	30,4%
Agree	69,6%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

4. Flervalgsspørsmål

Prosent

I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it.

Strongly Agree	21,7%
Agree	65,2%

Uncertain	13%
Disagree	0%
Strongly Disagree	0%

5. Flervalgsspørsmål

Prosentats

I agreed with the teacher's observations about the text I had written.

Strongly Agree	39,1%
Agree	52,2%
Uncertain	8,7%
Disagree	0%
Strongly Disagree	0%

6. Flervalgsspørsmål

Prosentats

There were times I felt my teacher had misunderstood what I had written.

Strongly Agree	0%
Agree	21,7%
Uncertain	17,4%
Disagree	34,8%
Strongly Disagree	26,1%

7. Flervalgsspørsmål

Prosentats

(Please answer the following only if you felt that your teacher had misunderstood what you had written)

I talked to my teacher afterwards to clear the misunderstanding.

Strongly Agree	0%
Agree	0%
Uncertain	0%
Disagree	17,4%
Strongly Disagree	13%
Ikke besvart	69,6%

8. Flervalgsspørsmål

Prosentats

I could do with some more feedback on the work.

Strongly Agree	4,3%
Agree	8,7%
Uncertain	21,7%
Disagree	60,9%

Strongly Disagree 4,3%

9. Flervalgsspørsmål Procentsats

The feedback was thorough and detailed.

Strongly Agree 56,5%

Agree 43,5%

Uncertain 0%

Disagree 0%

Strongly Disagree 0%

10. Flervalgsspørsmål Procentsats

I felt like the teacher was sitting next to me while I was listening to the feedback.

Strongly Agree 47,8%

Agree 17,4%

Uncertain 17,4%

Disagree 17,4%

Strongly Disagree 0%

11. Flervalgsspørsmål Procentsats

I felt like there was a meaningful information exchange between me and the teacher while I was listening to the feedback.

Strongly Agree 43,5%

Agree 52,2%

Uncertain 4,3%

Disagree 0%

Strongly Disagree 0%

12. Flervalgsspørsmål Procentsats

I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.

Strongly Agree 56,5%

Agree 39,1%

Uncertain 4,3%

Disagree 0%

Strongly Disagree 0%

13. Flervalgsspørsmål Procentsats

I found myself thinking while I was listening to the video.

Strongly Agree	47,8%
Agree	39,1%
Uncertain	8,7%
Disagree	4,3%
Strongly Disagree	0%

14. Flervalgsspørsmål

Prosentats

If you were thinking while you were listening to the videofeedback, what language were you thinking in?

English	21,7%
Norwegian	17,4%
Both English and Norwegian	43,5%
Uncertain	17,4%

15. Flervalgsspørsmål

Prosentats

I found myself talking to myself out loud when I was listening to the video.

Strongly Agree	4,3%
Agree	0%
Uncertain	21,7%
Disagree	30,4%
Strongly Disagree	43,5%

16. Flervalgsspørsmål

Prosentats

If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?

English	4,3%
Norwegian	8,7%
Both English and Norwegian	4,3%
Uncertain	34,8%
Ikke besvart	47,8%

17. Flervalgsspørsmål

Prosentats

I found myself mumbling to myself when I was listening to the video.

Strongly Agree	4,3%
Agree	17,4%
Uncertain	21,7%
Disagree	39,1%
Strongly Disagree	17,4%

18. Flervalgsspørsmål**Prosent**

If you were mumbling to yourself while you were listening to the videofeedback, what language were you doing that in?

English	13%
Norwegian	13%
Both English and Norwegian	0%
Uncertain	39,1%
Ikke besvart	34,8%

19. Flervalgsspørsmål**Prosent**

I tried to repeat in my mind what the teacher was saying.

Strongly Agree	17,4%
Agree	43,5%
Uncertain	17,4%
Disagree	17,4%
Strongly Disagree	4,3%

20. Flervalgsspørsmål**Prosent**

I paused the recording sometimes to think and process (bearbeide) the feedback the teacher gave me.

Strongly Agree	4,3%
Agree	52,2%
Uncertain	8,7%
Disagree	21,7%
Strongly Disagree	13%

21. Flervalgsspørsmål**Prosent**

I evaluated my own writing while I was listening to the video.

Strongly Agree	17,4%
Agree	73,9%
Uncertain	8,7%
Disagree	0%
Strongly Disagree	0%

22. Flervalgsspørsmål**Prosent**

I think it is good that teachers use meta language (technical terms/grammatical terms) to explain my errors.

Strongly Agree	30,4%
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Agree	52,2%
Uncertain	8,7%
Disagree	8,7%
Strongly Disagree	0%

23. Flervalgsspørsmål

Prosent

I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task.

Strongly Agree	13%
Agree	65,2%
Uncertain	8,7%
Disagree	8,7%
Strongly Disagree	0%

Ikke besvart

4,3%

24. Flervalgsspørsmål

Prosent

You were asked to write reflective notes while you listened to the video feedback. In what language did you take your notes in?

English	91,3%
Norwegian	4,3%
Both English and Norwegian	4,3%

25. Flervalgsspørsmål

Prosent

You were supposed to present your reflective notes orally to a co-student. In what language did you present your notes in?

English	78,3%
Norwegian	0%
Both English and Norwegian	21,7%

26. Åpent spørsmål

What are the qualities you want to see in your feedback? Would you say you found these qualities in the video feedback you got? What could have been better? (Please answer all parts)

- I want to see the teacher explaining my strength and my errors, and how I can get them right.

Yes, and I like that the feedback came in three parts. That made it easier to pay attention and it was clearer to see my errors.

I don't know what could have been better.. haha

- I want to see that the teacher gives an understanding explanation, describes in detail what you did wrong or need to work on, and shows it in a structured way.

Yes, I found this qualities in the video feedback.

I can't think of anything in particular to improve. I really liked it, and i think it was a good way to give feedback. I think it is easier to process it when you hear it and the teacher at the same time shows it to you and gives you examples from the text.

- I want to see my structure and my Language. I found these qualities in the feedback I got. What could have been a little better was the structure of the feedback. I got a little confused with the feedback "back-and-forth" in the text.
- i found these qualities in the video, but i think i got to much critic.
- In my feedback I want to see an understanding explantation, a structured feedback and a detailed description of the positive and negative things in my text.

I found almost all the qualities in the video feedback. What could have been more spesific is the detailed description of the positive and negative sides. A more clear and explained way of the erros would be great.

I dont know what could have been better..

- I found these feedback really useful, because I got the answer on what I was expecting, so I can learn my faults and fix it.
- I want to know if the content was good or not. I liked how XXX devided the feedback into three.
- The feedback needs to be thorough and explain all my errors, while also commenting on my strenghts. I thought the feedback I was given did quite well on this, although I would have wiXXXd it to comment on all parts of my text, rather than just parts of it.
- I want to see what my strengths are, and what/how I can improve.

I found this information in the feedback.

- I find the qualites quite good, and I think the qualities are correct.
- I want to see the criteria, and comment on the content and how i have answered the text according to the taks, also what was good/not good. All of this qualities were founded in th feedback.

I don't know what could have been better

- I want to see how XXX corrected my paper, and what the laid much weight on. I liked that XXX parted the evaluation into three parts, because it gave me a view over how XXX corrected my paper; so I could see that it was done properly. I would like some clearer lines between the three, so I am sure of which of the three XXX was talking about.

- I want to see the teacher going through the whole text and giving response to most parts of the text. This I was very happy with, because I got that.
- I found these qualities very good and I cannot think of anything that could have been better.
- Detailed feedback of the text. Yes, I found this in my feedback. It was OK.
- I found the qualities very useful and I could not think of anything else I would like a feedback on. I felt like even though there very not many mistakes on use of prepositions, I got very nice feedback and a tips on how to prepare my self for the next test.
- I felt like XXX told me all the things that i have to work with, so i think that the feedback was really good.
- I found it very good and I didn't expect anything else. I am very pleased and can't think of anything that could have been better.
- in the feedback i want to see why my errors are wrong and what the correct answer is.

i would say that I found these qualities in the video feedback.

i still had more errors when the video was done, so I would like to know all the correct answers so that i can see why it is wrong.

- in my feedback i want to see what i can improve, both gramatically, and how the text is built. From the video i felt that i got what i needed to improve my text. But if i had gotten XXXet of paper it might be easier to correct all of the smaller errors that is not shown in the vid.
- I want to see all my errors and have them explained in a way so i can understand. them I know what to do next time to get it right. I found all these qualities in the video feedback i got.
- First of all, I think this was a good system because I got a full and structured explanation about my text. I think it is necessary to include both the things you do well, and the things you could to better. Both which were included. XXX explained well what the mistakes were, and sometimes included a website or document that could help me do better. I would have liked if XXX would have included examples to help rewrite some sentences.
- I want good and precise feedback on what i need to work on. I think XXX gave gave me these qualities. I think that the video was a little bit too long.

27. Åpent spørsmål

What, in your opinion, are the advantages and disadvantages of receiving feedback through the video?

- The advantages:
easy to pay attention

the three "parts" gave me a clearer picture of my errors and in which "field" I need to work most on it made me think, and I could easier see what the teacher saw and was thinking

The disadvantages:

that I didn't have the document myself

- It is easier to understand what the teacher means in this feedback. They have to show you exactly where in the text you have made a mistake. This makes it easier to understand, and easier to see. It also feels like the teacher is putting time and effort into the video and each student. It is easier to get the teacher's perspective, and it is more understandable when you hear it, than when you read it as a paragraph in the end of the text.
- The advantage is that you get an explanation to your mistakes or especially good parts of the text. You also get a better understanding of what the teacher means when pointing out your mistakes or good parts.

Personally I do not see any disadvantages in this kind of feedback, because you can speak with the teacher after getting feedback from the video. This means that you still have a good communication with your teacher.

- I understood my errors much better than I usually do, I can't think of any disadvantages.
- In my opinion the feedback through the video made a more clear and better feedback on my text. I saw the errors more clearly and the positive sides in the text. This feedback made me think of my text while I heard the feedback.

A disadvantage is that I can't bring the feedback to the mock exam.

- The advantages are that I got more into my head. It is like talking to someone beside you. There are very few disadvantages, but one of them could be the length of the video.
- I liked that there was a video and XXX showed me where the errors were, instead of writing it. It is easier to understand.
- The option to pause and rewind is obviously very handy. It's also great that you get to see the teacher's "live" evaluation of your work, rather than just text on a XXXet of paper.

The only downside I can think of is that it relies on technology. It requires that every single one of the students has got a computer and headphones at hand. Computers can easily stop working, which of course is a problem.

- I feel like the teacher has the opportunity to focus on all of the students, therefore explain things in a more detailed manner. I also find it easier to understand and remember what they are saying.
- I think there are only advantages. I liked it a lot, and I would like to do it again. It was easier to pay attention, and I learned much more when it was told to me, and not just written down.

- The advantages is that the student is forced to go through the whole text and could not just look at the grade and skip the rest of the feedback. The teacher could also explain more precisely what XXX ment. The disadvantages is that it take a lots of time and some might prefer to download the text to look at for example at the mock exam, because that is easier to go back to than to start a video.
- The advantages is that you can see what your teacher has corrected, and you can hear what the teacher means. When you get papers you often just notice what has been marked in red, but here you saw an overview over the entire text.

A disadvantage could be if you don't understand what the teacher say and mean.

- Advantages:

Learn more from your mistakes.

Better understanding of what you did wrong.

Disadvantages:

Takes a bit of time to go through the whole response

- I think an advantage is that you focus more when it is a video. For me, when I get feedback written, it is often easy to just put it away, but when it is a video it was really easy for me to concentrate. A disadvantage may be that someone doesn't really understand what the teacher means.
- I paid more attention to what the teacher was saying and I got a longer feedback. I could not talk to the teacher right there when I listened to this video and could not explain why I wrote what I wrote
- The advantages of video is that it is very easy to see your mistakes. You get to go through the text with the teacher and they point out what you can do better and what you did good. I learned more from this.

The disadvantages of this is that it maybe takes more time for the teacher to go through and some students may have problems with understanding every word and may have issues paying attention.

- I actually think it is better to receive it on video, because I have to listen to the feedbacks. when I get it usually, I don't read the whole feedback.
- The advantages in of receiving feedback through the video is that I learned from my own mistakes and it is very easy to see the mistakes

the disadvantages of receiving feedback through the video is that for someone it can be difficult to understand, and maybe easy to fall out.

- Advantages:

- you get to know why it is wrong and how you can correct it

- the teacher explains what you should do next time

- the teacher explains the good and the bad things about your text

- the teacher shows how you can avoid your errors, like internet-sites and tasks

i don't find any disadvantages

- the advantages is that it is easier to focus. And sometimes its easier to understand errors when hearing them at the same time as they are shown in a video.

The disadvantages is that smaller errors cant be focused on. Thats why it is important to get a corrected test in paper form too.

And if the video had been shorter our teacher would not be able to go through all the errors.

- i think the advantages are that you get to go through the text with the teacher and XXX gets to explain all your mistakes.

I do not really know come up with any disadvantages right now. I was really happy with the video feedback.

- The advantage is you get a well explanation of your text and its flaws, and understand better because the mistakes are being pointed out on film. Still, it is not the same as doing it face to face since I could not stop XXX and ask for help or a better explanation.
- I absorbed the feedback better when it was shown to me virtually.

When you get the feedback on a video format, you might not keep your concentration on the video, but this might involve everyone.

28. Åpent spørsmål

Did you have any questions after you got the feedback on the video? Did you ask your teacher to clarify things? Why? Why not?

- nope
- No I did not have any questions. I felt like the feedback was good. When I did something wrong, the mistake was described very well, and I did not need to clarify anything after watching the video.
- I did not have any questions, because everything was explained thoroughly to me.
- i am not sure
- I did not have any questions after I got the feedback on the video.
- No, because everything was clearly and precise
- I hade some questions, but not many. They were not important so I chose not to ask the teacher
- I did not have any questions. The video covered everything really well.
- None that I could think of.
- No, because everything was very clear.
- No, I do not have any questions after looking at the video.
- I don't agree to everything, or think that some of my errors should have puXXXXd my grade down so much, but except of that I do not have any questions. I have not asked my teacher to clarify, because I don't like to complain and talk to teachers in general.

- I got most of the answers from the video, and I did not have any more questions to the teacher
- I did not have any questions. It was all clear to me
- I did not ask the teacher anything because XXX did not made it clear that we could ask her questions about the text right now.
- I did not feel like I had any questions. I felt like when XXX gave me the feedback XXX also said why XXX did it and why XXX felt it that way. I think if I had any more questions I would have asked her.
- No not really
- No I did not have any questions after i got the feedback on the video because i felt that the video covered everything.
- I did not have any questions after the feedback on the video, because the teacher clarified thengs very well.
- i dont have any questions
- No, I did not have any questions after i had seen the video feedback. I did not feel like talking to my teacher to clarify anything bacause i did not have anything to clarify.
- I did not have any questions that came to my mind, but I think I would have asked her if I did.
-

29. Åpent spørsmål

Would you say that there was meaningful information exchange between you and your teacher as you got your feedback on the video? How? Please explain.

- Yes, because I felt that I could see my essay through the teacher's eyes and then I could better understand why something pulled me down or up. The questions I had were answered in the video because the feedback was my teachers thoughts and meanings about the text. Usually when I get my texts back I don't get that much feedback. This way of giving feedback gave me a much better understanding of why I got the grade I did
- Yes, there was meaningful information. It was described more in detail that usual, and that was very helpful.
- I would say so.
The teacher pointed out my + and -, and explained why.
XXX told me what I did good, and what I need to improve, which is meaningful no matter how you look at it.
- yes, becuase XXX didn't just wrote "Concord errors", but XXX explained what Concord errors meant, and as a result i know what to work with
- Yes, the vido feedback was more personal that the earlier feedbacks. It was a clear feedback that made me aware of my negative and positive sides.
- Yes, because it was more direct and personal to you

- Yes, XXX found important errors I need to work on. It was good that XXX found pages for me to work on them
- Definitely. The information I was given was without a doubt meaningful, and will help me improve my texts further in the future.
- Yes, as I often seem to read through written feedback quickly, and then forgetting all of the points mentioned afterwards. Here, I really reflect on what the teacher is saying.
- I think there was much meaningful information exchange, and during the video I learned very much about the genre and how to write a better text.
- Yess: because XXX explained very precisely what I did wrong and what I need to work on. Also what I did good, and why it was good. This information I find very useful to improve and to understand the genre better.
- I would say that it was meaningful information exchange, because everything was very relative. Don't really know to explain it.
- Did not ask
- I think that this was a great way and it was very meaningful because I understood everything that XXX said to me and it was easy to find my errors.
- I got many tips about how to write my next text and the feedback on how to write a good text was good.
- I felt like the information I got was very useful, and I think I can learn a lot from it.
- Yes
- Yes because I understood everything XXX said and I enjoyed watching it
- yes, because I felt I got like an "aha"-experience and understood my errors.
- yes there was a meaningful information exchange where I got information of my strengths and weaknesses in the text.
- I really liked the information exchange between me and the teacher. When I got the feedback on the text in the video, I felt like XXX could say what XXX needed to say, without getting distracted or interrupted.

when we get the feedback on a paper, I feel like it is hard to read through your own text several times. therefore I liked this method because it is easier to concentrate.

- Yes, I got good explanations and information about my text, and how to get better.
- Yes, I felt that I understood her feedback.

30. Åpent spørsmål

Is it useful if teachers use meta language (technical terms/grammatical terms to explain what your errors are called)? Why or why not?

- Yes I think it is because then I know what type of tasks I should focus on before a test or the mock exam.
- Yes it is useful is the student understand the term. The teacher can say the technical term so the student can learn it, and at the same time tell the student the meaning of the word.
- I would say so.
It makes you realize your own mistakes, and it gives you ideas of how you could have written that sentence, or that paragraph etc...
I think it is a good idea as long as a teacher keeps the communication between himself/herself and the pupil.
- Yes it is because it is more fun to listen, then Reading and often I just look at my grade, when I watched the video I found it very learningful.
- Yes! It is more useful for me. I see the errors and what I have done wrong easily.
- Yes, because I can learn new words and concepts.
- Yes, it is important to know.
When we work with a theme in class and I know what it is, I maybe know that I really need to pay attention
- Yes, I think it is important to be familiar with technical terms, as this will, for example, help expand one's vocabulary. I don't see how it could be a bad thing.
- Yes, as I understand what they mean when they point it out in the text. This way, I can get more used to the terms.
- Not so much, but in some cases, it can be useful. I don't understand and learn more if XXX using meta language.
- It is useful because then you learn the meta language which might be useful in the future.
- I think it is useful, and I know what many of them mean. But if I had not known the meaning, I probably would've disliked it. When you don't understand what the feedback mean, it is easy to "fall out", and stop to pay attention. Therefore the grammatical terms should be explained.
- Yes, because then you can go home and look them up on the internet and take some practise on them
- This is useful because it is an easier way to keep you focused and understand what XXX is saying.
- it could be useful if they explain right after what it is. if they use one of these terms, they should not automatically presume that the student know what it is.
- Yes, I felt like it was useful because I learned what my errors are called so that when I need to learn it I can search on the internet. This also made it easier to understand.
- Yes, when XXX does that XXX can use examples to explain.
- Yes because it is easier to understand and I became more focused.
-

- It is useful in the sense that you know what to improve in English and can look it up.
On the otherhand some expressions can be hard to understand and then you might not understand what your teacher are trying to say.
- yes, that is easier because then you learn new words.
Also, when you attend an uneverity, you need to know these words.
- Yes, it can be valid information which can be helpful in the future, and help with further studies. I learn what they are called.
- If you struggle with understanding some parts of the grammer, i think that the language should not contain words which are hard to understand.

31. Åpent spørsmål

The feedback was given to you using the criteria you got before you wrote the task. How important do you think that is for getting a clear feedback and why?

- I think it is really important because then I can see what I included and what I missed from the criteria. And also what the feedback was based on.
- I think it was important. In this way you can easily see which criteria you manage well, and which you need to work more on. This gives the student a perspective on what criteria he or XXX needs to improve. That can be helpful when trying to improve for the next assignment.
- Because then you know what you need to do to get a good, - or even top grade. Then, the teacher compares what you wrote and the criteria.
- I think it is importante becuase then the teacher shows you what you should do before you start writing a text.
- Important. Fordi jeg kan da se på kriteriene før, da jeg skrev teksten, og nå etter at jeg er ferdig.
- I think it is important because it shows what you need to work on and what mistakes you are making.
- I think it is important to get clear feedback so that I know what to work on before our next paper
- It's really important. If you get unclear feedback and have to ask the teacher about it afterwards, then the whole point of the video is lost (and also the teacher wouldn't have done a very great job).
- I think it is important in order to make shure that your text is in fact relevant.
- It is clearly important, because thats what the teacher evaluates after. The criteria things you need to have in your text, and that tells the teacher and the student, how the text should be written.
- I think using the criteria is very important for the feedback because then I understand on which background XXX think I do good/bad.
- In many subjects we recieve a criteria paper, but students are not using this very much. Therefore I think it is important to connect the feedback with the criteria, so that we can see that it is useful. It is also great to back up the feedback.
- Makes me understand what I did wrong, and what criterias that I need to work on

- This was very important because then I could read through them so I understood how I was gonna be valued.
- I do not think it was very important because I don't give it much attention.
- This gives the teacher a good reason to say what XXX says. I think it is very important because then XXX can go back and show that "here it stands that this should be included in the text". I also think I learned that I need to read the criteria clearer next time.
- Very important.
- I think it gives a good statement to the feedback, and it makes easier to understand what the teacher thinks.
- It is very important, because that is the criteria my text is based on.
- It is important to get a clear feedback. If not you don't know what you have to improve and what you are good at. And therefore you can't improve your text.
- I think this is very important, because it was these criteria you followed when you wrote the text.
- It is important so you can learn to fulfill the criteria better the next time you write a text, and so you understand what you need to work on.
- I think it is important to be clear and precise when you give a feedback, to limit the confusion

32. Åpent spørsmål

Could you please describe what you were thinking about as you listened to your teacher's voice? Which language did you think in? Why do you think that you thought in that language? (Please answer all parts)

- I was thinking about why I wrote like I did, and how the teacher's suggestions were, compared to what I wrote. I think I was thinking in Norwegian. I think I was thinking in that language because I have spoken Norwegian the whole day and nothing in English haha, so my brain isn't used to English yet
- I thought about what XXX said compared to what I have gotten from earlier feedbacks. I compared my mistakes to my previous, and understood what I had improved from last time and what I still need to improve. I also tried to listen good to what XXX said if there were any other mistakes that I need to be aware of, and other things to improve.

I was thinking in English most of the time.

I think it is because it feels natural when you are hearing someone talking English. It is almost like talking to someone on English, but you never really say anything, you just listen.

- Let me start by saying that I thought in both English and XXX. (Actually)
I thought in English because it's natural for me to think in English when hearing English. I thought in XXX because it is a language I love and am learning. (It basically just comes to me).

I thought "how could I have done THAT mistake!?" and "I knew what I thought first was right, I just

KNEW it, so why did I not Write that??)

One thing I also thought was "Why did my classmate correct me on something that was already correct from the start? XXX made my grade drop!!"

- i thought in both Norwegian and English. i think i thought in boyth becuase it was Natural, but i am not sure.
- I was focused while listening to the feedback. I dindt think spesific thoughts.
- I were thinking that XXX was standing in front of me.
I were thinking on norwegian
I think it was because I used to think in norwegian in the everyday.
- I don't remember whitch language I thought in.
I thought it was funny, because my errors were idiotic. I know I can do better
- I wasn't thinking that much, to be honest. I guess the right word to use would be absorbing. I was just absorbing all this information, and didn't write on the XXXet of paper until after the video was done.
- I tried to take in all of the information, and how improve. I think I was thinking in both English and Norwegian. I was thinking in Norwegian because that is the language I usually speak. When listening and reading in English, I started thinking in English as well.
- I was thinking in Norwegian at the most of the time, but sometimes I thought in English. The reason why I think in Norwegian, is because I am pretty bad in English, and therefore I think in Norwegian.
- I was not acctually thinking so much because I was playing attention to the video. But I was thinking in english because XXX was talking in english and than my brain was swiched on english :)
- At first it was new, and I almost laughed. But after a few seconds I started to listen carefully, and I think that i thought in English. I think that I thought in English because I both read English and listened to the feedback in English.
- I was thinking about what I could have done better or different. I was thinking mostly in XXX , but I had some thoughts in Norwegian and English aswell.
XXX because that is my first language
- I thought most in English, and the reason for that is probably that XXX talked in English.
- it was funny at first but later i did not mind it. i was thinking in norwegian.
- I was thinking in both norwegian and english, because when I repeated it for myself I said it in English but while I was listening to what XXX was saying I was thinking in norwegian.
- I tried to understand my errors, and listen to how i can work with them. Because i usually think in norwegian usually.
- I felt that the teatcher was sitting next to me. I thought in English lanugage because I repeated what XXX said to myself.
- i was thinking on why my errors were wrong in english language.

I think i thought in english language, because the teacher was talking english.

- I thought about what XXX said, what i must improve. I did think in both english and norwegian, mostly english.
- When the teacher explained, i was thinking in a little bit norwegian and a little bit english.
- I thought about what XXX said, and wrote down key words. I wrote the words in English, so I guess I was thinking in English. I often think in English since it is a language I like and use, and I used it in this setting because XXX was talking English and my text was in English.
- I was reflecting over the feedback that XXX gave me.
I was mostly thinking in Norwegian.
I think that i was thinking in norwegian, because it is my main language.

33. Åpent spørsmål

Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?

- I did mumble, like "Åja" and "Okei" or "Yes". Because I felt like the teacher was sitting next to me and I just responded to the feedback I got. Also, I think I did that because I usually talk to myself when I'm alone :)
- I did not talk out loud, but I mumbled a few times. I think I did that as a reaction. I was mumbling so I would remember it better and hears myself think the same so it would be easier to remember another time.
- I did not speak, but I nodded.
- no i did not, but i would have if i had been alone.
- No.
- Yes, I did talk and mumble to myself while listeing to the video. I think I did that to repeat importants thing that I should keep in my mind.
- No, I did not
- I did not.
- No, not really.
- I didnt talk or mumble to myself.
- I was not talking or mumbling while listening to the video
- I did not.
- I do that sometimes, and I am pretty sure that I did that this time aswell. I am not sure why I am doing it.
- I mumbled a little bit, and I think this is because I felt like XXX was talking to me. I felt like XXX was there in person
- i mumbeled abit to my self but it was in norwegian. i did that because i was suprired and sometimes because i understood what XXX ment.
- I didn't do that, because I was paying to much attention to what XXX was saying.

- No
- I didn't talk out loud but I did mumble. I think I did that because I was repeating it to myself.
-
- no
- i did not do any mumbling or talking while i was listening to the video. i do not know why.
-
-

34. Åpent spørsmål

When you wrote down notes while listening to the video, did you write them in English? Why and why not?

- English, because it was easier to write the words XXX said than translate them to norwegian
- Yes I wrote in english. After listening to a long video on english, it felt natural to write it down in english.
- I wrote them in English because I thought that was what I was supposed to do.
- i wrote them in English, because i thought we had to Write in English.
- Norwegian, because that was the first that came. I could of course have wrote it in english, but it just happend.
- Yes, because my teacher was talking in english, somethings which means it is easier to write in english.
- Yes, I did, because I feel like it improves my english, when I write in English more often and when I am practicing
- Yes, obviously. Writing it in Norwegian would make no sense at all. Not to me anyway. When you're in English class it would only make sense to write in English.
- Yes. It felt natural to write in the same language as I was listening to.
- I wrote in English, because I thought everyone were supposed to do that.
- I wrote in english because my brain was swiched on english
- I wrote them in English because I thought them in English, and it is logical to write in the language you think in.
- Wrote them in English because this was an English class
- I wrote them in English because that felt natural, and since XXX talked in English I felt that this was the best way to do it.
- i waited until after the video with writing notes.
- Yes, I wrote them in English. It felt natural and I think I learned more when I wrote them down in English.
- Yes, because you spoke to us in English.
- Yes i wrote them in English. because it felt natural
- yes, because i had heard them in english.
- I wrote them in english, because we had english class.

- i wrote them in english because it was easier as i heard the teacher talking english.
- Yes, I wrote them in English, because my text was in English and XXX talked English.
- I wrote them in English and i did this, because it is a habit.

35. Åpent spørsmål

What in your opinion can be the advantages of writing notes down in English?

- It is a good practice, it is multitasking between listening and writing
- It is easier to remember. Also when i write a text later, it can be easier to hear those things in your head. It is then both in my head and my hand.
- Since we know Norwegian more than English, it's easier for us to Express ourselves in a more wide perspective.
No matter how much English we have learned through the years, it's still Limited.
- practice makes Perfect.
- Same language that the feedback and the text I wrote
- You practise how to write it and you it helps visualising
- I feel like it improves my english, when I write in English more often and when I am practicing it would be nice if I had learned the meta language better
- I don't think writing notes down in any other than English would help to improve your English writing skills at all (which is one of the main reasons have English as a subject in school).
- You probably get more used to the English grammar.
- It is a great way to learn English, because you have to think about all you write, and then you learn.
- You might learn the meta language
- I think that you have to use a lot of English to get better in it, and it is no point in mixing between Norwegian and English.
- Practice
- The advantages is that since we are writing in English, you can understand it better.
- for me it is good to remember and i always take notes in english if we are having an english lesson
- It's one thing to listen to what XXX says in English, but it is another thing to write it down. I think you learn more from that and you remember it better.
- Getting used to the language.
- I learn more
-
- if you are writing in english you get used to use the english language.
- you can practice your language and different grammar words.
- It is good exercise for the future when I might take classes in English. And especially for my exchange year.

- I think that i learn more when i note it down.

36. Åpent spørsmål

Could you please write in detail what you exactly presented to/discussed with your co-student when you were done listening to your video? Which language did you speak in? (Please answer both parts)

- I represented the strengths and what I had to work on when it comes to structure, alnquage and content
I spoke in English
- I presented the feedback I had gotten. I wrote down key sentences, and explained them in more detail to my partner, to make sure I remembered all of it.
I spoke in english. It was an english text, with an english feedback, so it felt natural to talk about it in english.
- I talked about what was good, bad and what I will do in order to become better. (I spoke in English.)

This is what I presented:

Good:

- * Nice Structure
- * Good introduction and conclusion sentence
- * Logical thread going through each paragraph
- * Nice introduction - With the background of the issue
- * A good conclusion
- * Good use of linking Words

Work on further:

- * Work on including a transition sentence from one paragraph to the Next
- * The conclusion could be a little more reflective, a bit more length, and try not to include New information
- * Even more use of linking Words
- * Write a little more specific sentences
- * Careful With the Concords
- * Careful With using the correct terms.

How to improve:

- * I need to keep these Things in mind in future texts (but also in general, of course)

(I wrote something more not Worth mentioning here)

- we spoke in both English and Norwegian, First we started to talk in English, but then we swiched Language mainly becuase it some Words were difficult.
- We just precented what we hade wrote down on the paper. In English.

- I read from my notes and I presented the flaws in my text and how I can improve it next time.
I were thinking both english and norwegian
- We spoke in both English and Norwegian. We were discussing the thesis statement. The teacher had not found her thesis statment, and we both got effected negativily by it
- I explained to Olav that I thought the video gave me a lot of useful information about the mistakes I made, as well as my strengths. I told him that I thought it was a very effective method for giving and recieving feedback.
- I presented my strengths (structure, formal language etc.) and what I need to work on (prepositions, longer conclution etc.) in English.
- We talked about what we both had to work with and discussed our good and bad things in the text. First we presented for each other, and then we discussed.
- We spoke english. We discussed in which way the teacher had interpreted the texts in the same way as us. And our main errors and the grade.
- I said my strenghts and what I need to work on further. I also said that I liked this way of getting feedback, because we can see clearly what XXX means when XXX is correcting our paper. We discussed whether it was necessary or not, and concluded that it was not necessary, but still very useful. We spoke Norwegian at first, but when we read of our scrabbling on the papers we spoke English.
- I presented what I did wrong, and what I did good. Presented it in English, again because this was an english class
- I speaked in English because I had written in English and I enjoy speaking english with my co-student. I wrote what I need to work on, and what I did good
- we spoke in english and we spoke about what we learnt from this feedback, mostly what we must work with.
- I spoke in English. I said to the other person what I had writed down on my paper. All my mistakes, and what I did good. I also say what I could do better, and what I needed to work on.
- We discussed about our errors and how we could become better.
- I presented a lot about that I need to pay more attantion to concords. I also talked about witch sites that is useful when you work on grammar. I said a little bit about how I had put up my sources and what I did wrong. I also talked about the pharagrafs in my text. And then I talked about what I could do to achieve my goals. we spoke in English
- We discussed what we did good and what errors we had. we both needed to use more sources. we spoke in english, but if we did not know how to say it in english we spoke norwegian.
- We did speak in English and we presented what we had written and our strengths and weaknesses. we also discussed if it was a goo metod or not. i thought it was good but a corrected task in paper form should be given out too.
- we talked to eachother in english.
we talked about all our mistakes in the text.

- I just read my notes and explained what I meant, and how I plan to do better. I talked English.
- I had good structure.
Clear introduction and conclusion.
Should have used more linking words.
I had no contraction of words.
i used the word "you".
I argued well for my thesis statement.
I had some concord errors.

We spoke in English.

37. Åpent spørsmål

Would you say that you could see how you thought you had answered the task was different from how your teacher thought you had answered the task?

- yes a little
- Yes. I thought some of the things I wrote was good, but realized that it was not ideal for this genre. It was described very well, so it was very helpful.
- A little bit. I thought the grammar was better than that, and I thought that I used the Sources right.
- yes I would say so, but I think it is difficult to explain why.
- Yes, the feedback was more personal this time.
- Yes, a big difference
- Yes, I could clearly see what was wrong and I agreed with most of what XXX said
- I thought the teacher understood my intentions quite well. I was agreeing to what was being said the whole way through, and I now see the mistakes I have made while writing.
- I felt that XXX understood what I was trying to get across, so there wasn't really much of a difference.
- I think we saw it in the same way, maybe a small difference.
- Yes, I could see how the teacher had understood my text differently.
- In some parts of the text I could see that something I wrote was ambiguous (=tvetydig på norsk), and understand what XXX meant.
- I do not disagree on what the teacher said.
- Yes, everything was clear
- yes, I thought I had more structure to it, but when the teacher explained why it was like this, I understood.
- Yes, I could see and understand everything XXX pointed out. There was no place where I felt like XXX had misunderstood me.
- No
- Everything was clear

-
- Yes, I could see how our teacher think different than me how i have answerd the task.
-
- Yes, I think we thought the same about the text, and I agree with her.
-

38. Åpent spørsmål

In what way would you say that this way of giving feedback can also be helpful in learning the English language?

- Because you have to pay attention to listening and also writing down notes at the same time
- It can be very helpful in the way that you hear the feedback. Also i think you see the text in a different way, and you see the more obvious mistakes when someone points them out in a text. I think this can help you later.
- You learn how you could have written something, and it gives you a sort of common mindset to the teacher.
It can also help you fix mistakes you've been doing over and over again before.
- It can be helpful becuase we kind of have to og through the text, and in the process the teacher is explaining what we can to to improve.
- It is a oral feedback with colored errors and strenghts. The errors where explained and showed.
- You can learn how your teacher is pronouncing and how XXX talk
- Because we need to listen to XXX speaking english, and understand it. I think that if I was used to it, i also would have thought in English, which also helps improve my english.
- It definitely strengthens your ability to listen to and understand the English language, which is obviously very important.
- You get to hear the language, while listening closely.
- I learned how to learn, and thats very useful.
- You might also learn the meta language
- I think the best way of learning the language is to have a large amount of English; reading, hearing and talking. Giving feedback orally is therefore helpful in learning the language.
- Becuase you learn the english language though listening.
- It is very helpful because you listen to what the teacher says and this is a much better way than just reading a text. If you listen, you learn more.
- i would have gotten the feedback in english anyway, so this does not make me learn more english
- While listening to this kind of feedback, you learn more of the language. When you write down notes and discuss it with a partner you also learn a lot.
- Because i can learn from what i listen.
- Because XXX pointed out my wrongs, and therefore I will focus extra on them

- we learn new words, because the teacher explains in english
- Im not really sure. you might learn pronunciation.
- i think this is a good way to learn english because you learn when you hear others talk that language.
- Writing your thoughts in English is good exercise for the future, and is good for learning, as you have to explain your thoughts.
-

39. Åpent spørsmål

In what way would you say that presenting and discussing what you have learnt using the reflective notes (refleksjonsnotat) about the feedback is a helpful way of learning the English language?

- Because I had to speak about what I had written and listened to
- I wrote key sentences, so when I was talking to my partner I had to describe it better, and that made me repeat it, so I will remember it better.
- The more you speak and Write English, the more experienced you get! It will feel more and more Natural as you do it.
- again practice makes Perfect, if you talk/read English you become better in the Language.
- Repeat your errors and strenghts.
- Because by discussing in english helps get new perspectives and new ideas and thinking
- It helps to speak and to listen to english
- It helped me collect my thoughts. I found it quite useful.
- You are forced, in a way, to listen more closely, and reflect.
- Its a good way to learn English, because you sum up what you hear, and then you have to think a lot of what you choose to write.
- we also learned the meta language
- We did not do it too properly, and probably did not learnt too much from it. But my coworker said something that I had not thought of, and I learned and agreed in XXX point of view.
- Dont think that it will help me
- Helpful because you write yourself what you can do better.
- Writing always makes me remember more. but i have not learnt more about the english language
- Because this helped me understand more of my mistakes and it is good to have.
- It made me focused on the notes.
- I thought it was good that we wrote it down and I rememerd it
- you have to make sentences in english and that is good training to learn the english language
- im not sure
-
- Discussions in English is a good way to learn and understand the language.

-

40. Åpent spørsmål

What have you done with the video files?

- nothing.. downloaded it haha
- Nothing yet. I will save it on my computer so that I can re-watch it before my next assignment.
- They are on my deskop, and I will probably keep them for future texts. (If that's ok.)
- i have it on itslearning, save and sound.
- Nothing..(?)
- I download it and save it for the future help
- Saved it
- Nothing at the moment, but after seeing this question, think it may be wise to save it, which I will definitely do.
- It is still open on my computer.
- Nothing.
- I have saved it
- I saved it on my computer.
- Dowloaded it, opened it, and then closed it when I was done.
- I have saved it in a secure location
- downloaded it to my computer and listened to it once.
- I have it on my itslearning so I can use it when I need it.
- Saved it in my computer so that i can use it for later.
- saved it on my computer
- i saved it
- i have saved them
-
- I have downloaded the video, and watched it once.
-

41. Åpent spørsmål

Were there any problems accessing the files?

- nope
- No
- Nope!
- no

- No.
- No, it was easy
- No
- At first, yes, but it was fixed quickly. I don't think it will happen again.
- It was hard to find where it was located on it's,
- No.
- no :)
- No.
- Nope :)
- No
- not accessing the files
- No
- nopp
- no
- no
- nope
-
- No
-

42. Åpent spørsmål

Please summarize your experience with the video feedback. Again, thank you so much for your time 😊

- I think it was a very helpful and concrete way of giving feedback. I got a much clearer picture of my errors and what the teacher is looking for
- It was a very good way of getting a feedback. it felt more personal and real. It is easier to remember, and it shows you what you need to improve with examples from your own text. That can make it easier to understand what the teacher actually means. It was a very positive experience, and you can re-watch it whenever you want. It was also helpful in the way of showing you documents you could read to improve your writing skills even more. This was very good :)
- I liked it very much, and I would very much like to continue With it! I learned more from this than just looking at my paper and seeing "wrong term". (I would not LEARN anything from it!)

Thank you as well!

I hope this will be useful to you, and that it will be something that the teachers could start using.

- i liked it and hope XXX will continue using video feedback, but i think i takes longer time for the teacher to make a video, then just writing.
- I summarized it on the paper we wrote notes on (with an accident).

- I found it very interesting, because it was a new and useful methods that I think every teacher should use. It is like talking to somebody beside you, something that make you must listening to what the teacher are saying.
- It was nice. I liked it
- All in all, it was a new and refreshing experience. I am positive that this method will be used more in the future.

You're very welcome. And also, thank you. It was great.

(the brownies were top notch!!)

- I think it was great, and I learned more about my writing than I would have if the feedback was written.
- Very good.
- I felt sitting besides the teacher and I understanded the feedback in a better way.
- I think that video feedback was clever and useful, and I would like to continue with it.
- Was a great experience, think that it would actually be usefull and that the students might learn more from the video responce than from just a few line comment in the end of text. It was a bit long, but you get more from it. I personally would like if I got a video responce every time
- Fantastic experience. I really want this to be a reality. :)
- it was an interesting experience, but i prefer having it back orally.
- I liked this very much. I think I learned more about how to improve my writing and such things as that. I feel like I understand more of what I did wrong than I would of if I got it in writing.
- I think this way of getting feedback was really good and i could focus more on the feedback and not anything else.
- I learned alot and it was a new and fun way to achieve the feedback. I liked it
- i think this was an exelent method to correct the text, i felt i learned a lot more with the video instead of getting it on the paper
- i think it was good and i was focused during the video
-
- I think it was a good experience, and it worked well. I was pleased with the video and XXX's comments.
-

Appendix H1: Response from Group 5 (1 of 2)

Video Feedback – Questionnaire – Group 5 (1 of 2)

[← Tilbake til Velg resultat](#)

Antall svarpersoner: 9

1. Flervalgsspørsmål	Prosent
When I was listening to the video, I made an effort to understand what was being said.	
Strongly Agree	100%
Agree	0%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%
2. Flervalgsspørsmål	Prosent
I paid close attention to the information I was receiving.	
Strongly Agree	88,9%
Agree	11,1%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%
3. Flervalgsspørsmål	Prosent
I know what I need to work with in future to improve my writing.	

Strongly Agree	77,8%
Agree	22,2%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

4. Flervalgsspørsmål **Prosent**

I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it.

Strongly Agree	33,3%
Agree	55,6%
Uncertain	11,1%
Disagree	0%
Strongly Disagree	0%

5. Flervalgsspørsmål **Prosent**

I agreed with the teacher's observations about the text I had written.

Strongly Agree	44,4%
Agree	44,4%
Uncertain	11,1%
Disagree	0%
Strongly Disagree	0%

6. Flervalgsspørsmål **Prosent**

There were times I felt my teacher had misunderstood what I had written.

Strongly Agree	0%
----------------	----

Agree	22,2%
Uncertain	33,3%
Disagree	22,2%
Strongly Disagree	22,2%

7. Flervalgsspørsmål **Prosent**

(Please answer the following only if you felt that your teacher had misunderstood what you had written)

I talked to my teacher afterwards to clear the misunderstanding.

Strongly Agree	11,1%
Agree	22,2%
Uncertain	11,1%
Disagree	11,1%
Strongly Disagree	0%
Ikke besvart	44,4%

8. Flervalgsspørsmål **Prosent**

I could do with some more feedback on the work.

Strongly Agree	0%
Agree	22,2%
Uncertain	11,1%
Disagree	55,6%
Strongly Disagree	11,1%

9. Flervalgsspørsmål **Prosent**

The feedback was thorough and detailed.

Strongly Agree	77,8%
Agree	22,2%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

10. Flervalgsspørsmål **Prosent**

I felt like the teacher was sitting next to me while I was listening to the feedback.

Strongly Agree	44,4%
Agree	44,4%
Uncertain	11,1%
Disagree	0%
Strongly Disagree	0%

11. Flervalgsspørsmål **Prosent**

I felt like there was a meaningful information exchange between me and the teacher while I was listening to the feedback.

Strongly Agree	66,7%
Agree	33,3%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

12. Flervalgsspørsmål **Prosent**

I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.

Strongly Agree	44,4%
----------------	-------

Agree	55,6%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

13. Flervalgsspørsmål **Prosent**

I found myself thinking while I was listening to the video.

Strongly Agree	44,4%
Agree	55,6%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

14. Flervalgsspørsmål **Prosent**

If you were thinking while you were listening to the videofeedback, what language were you thinking in?

English	44,4%
Norwegian	0%
Both English and Norwegian	44,4%
Uncertain	11,1%

15. Flervalgsspørsmål **Prosent**

I found myself talking to myself out loud when I was listening to the video.

Strongly Agree	0%
Agree	11,1%
Uncertain	0%
Disagree	55,6%

Strongly Disagree	33,3%
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16. Flervalgsspørsmål	Prosent
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If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?

English	11,1%
---------	-------

Norwegian	0%
-----------	----

Both English and Norwegian	0%
----------------------------	----

Uncertain	55,6%
-----------	-------

Ikke besvart	33,3%
---------------------	-------

17. Flervalgsspørsmål	Prosent
------------------------------	----------------

I tried to repeat in my mind what the teacher was saying.

Strongly Agree	11,1%
----------------	-------

Agree	66,7%
-------	-------

Uncertain	0%
-----------	----

Disagree	11,1%
----------	-------

Strongly Disagree	11,1%
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18. Flervalgsspørsmål	Prosent
------------------------------	----------------

I paused the recording sometimes to think and process (bearbeide) the feedback the teacher have me.

Strongly Agree	11,1%
----------------	-------

Agree	44,4%
-------	-------

Uncertain	11,1%
-----------	-------

Disagree	33,3%
----------	-------

Strongly Disagree	0%
-------------------	----

19. Flervalgsspørsmål	Prosent
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I evaluated my own writing while I was listening to the video.

Strongly Agree	22,2%
Agree	77,8%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

20. Flervalgsspørsmål **Prosent**

I think it is good that teachers use meta language (technical terms/grammatical terms) to explain my errors.

Strongly Agree	55,6%
Agree	22,2%
Uncertain	22,2%
Disagree	0%
Strongly Disagree	0%

21. Flervalgsspørsmål **Prosent**

I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task.

Strongly Agree	22,2%
Agree	55,6%
Uncertain	22,2%
Disagree	0%
Strongly Disagree	0%

22. Flervalgsspørsmål **Prosent**

You were asked to write reflective notes while you listened to the video feedback. In what language did you take your notes in?

English	88,9%
Norwegian	0%
Both English and Norwegian	11,1%

23. Flervalgsspørsmål

Prosentats

You were supposed to present your reflective notes orally to a co-student. In what language did you present your notes in?

English	66,7%
Norwegian	0%
Both English and Norwegian	33,3%

24. Åpent spørsmål

What are the qualities you want to see in your feedback? Would you say you found these qualities in the video feedback you got? What could have been better? (Please answer all parts)

- The feedback was precise and clear and gave me a good reflection of what i need to work on to improve my writing. My text was thoroughly examined and i got an insight in how the teacher had interpret and evaluated my text and XXX observation was well explained. this is all qualities i want to see in my feedback. She also commented on the strenghts of the text, wich rarely is given in a written feedback. This is good because the student then get aware of the things worth keeping up with. So in my opinion, not much could be better on the feedback because it more or less covered all aspects of the text, and at the same time commented on invidual strenghts and weaknesses. Sometimes after a feedback i disagree with the teacher or maybe feel insecure of why i was giving that spesific grade, but this video feedback got in depth and gave the teacher a chance to argue the given grade though the feedback.
- Yes, I found the qualities in the feeback I got, and I got positive feeback on qualities that I was not aware of were good. I learnt that qualities I should keep up with and what I should work. (The video presentet it very vell to me through the video.) Therefor I though it was very useful, and I felt that it was satisfying.

- I think this method of feedback worked very well. Because when you are presented your mistakes orally it becomes more personal. Also it shows that the teacher has spent more time on each text individually. The only thing i think could have been better is the microphone recorder that the teacher used, at some point the sound was a little bit low and unclear, but not in such a way that it took any negative part of the video feedback.
- How i write my text, the structure and what i can do to write a better text. I got feedback from the video on how to achieve this, so i will try to work on thqt. The feedback was very helpful, i can't imagine it being any better than it was.
- I think this was a perfect way to give feedback.
I want to see what i have done well and what that were not that good.
Positive and negative feedback.
And i found this feedback satisfying, because of the negative and positive feedback
- in my feedback i want to see that the teacher tried very vell to describe the thing i did wrong, and what i did good. i will say i did found these qualities, from time to time. but most of the times i was good. What i think could have been better is that you could have given me more examples, so i can learn form it, and reamember the examples.
- I want to see an troughout explanation in my feedback when the teacher comments something, I want them to underline why the commented what they did etc. Yes, I would say I found these qualities in the video. The thing that could have been better was the part where you mention all the good things I've done and make it seem like it's REALLY good, before you give me my grade which makes no sense (makes a little sense, but only a little) compared to the things you said was good and great, you should either tone the whole "good/great" part down a bit when you give a grade like this or make the negative more prominent, because then I understand more where you're coming from. I'm not saying you should drop giving me positive feedback, I just feel like sometimes it seems a bit "påttatt".
- I wanted it to be truthfull, and i wanted to know exactly what was bad and how i could improve it. This will help me avoid the same mistakes later.
- The qualities I look for is that the teacher actually take XXX time to tell me what I did right and wrong in my text. She spoke truthfully and did not shadow my mistakes to spare me the feeling of defeat. She gave me several options on how I could improve my text, and what surprised and pleased me the most was a new chance to hand in my task.

I found all these qualities in the video and personally I don't think It could be better.

25. Åpent spørsmål

What, in your opinion, are the advantages and disadvantages of receiving feedback through the video?

- advantage:
- personal feedback (the teacher focuses on your individually strenghts and weaknesses)
- the depth of the feedback (the teacher give an indepth feedback and covers more or less all sides of the text)
- clear feedback (the feedback is clear. U get to see how the teacher interpret and analyse ur text, and observations are argued)
- it's possible to

 show examples of how it could be done (the teacher can type in better solutions or examples) - it's oral which helps you remember the feedback even more and you feel close to the teacher and XXX reflections are argued - the grade is better argued - It also comments on your strengths and this makes you more aware of your weaknesses and helps you to focus on the things you need to work on - disadvantages: - same problem as in written feedback; students can choose to not listen to the teacher's feedback

- The advantages are that the students get a better understanding on how the teacher is correcting the assessment. The student is given a good feedback on their text, and it is easier to understand how the teacher wants you to write. It is also very helpful to listen to the video later, if you forget what the teacher meant. The disadvantages may be that you have to have focus when listening to the video, and when the teacher tells you the grade, it should have been written down as well. (To avoid misunderstandings, when you listen)
- advantages: - More personal - Less time consuming (in class at least) - Better explanation on errors - Disadvantages: - Requires headphones, not like that's a major disadvantage though
- The advantages are that everyone gets feedback at the same time without using more time than necessary. It was very effective and on the next written task we can just look through the video feedback to see what we need to improve. There are no disadvantages that I could think of, the video feedback worked very well.
- I don't think there are any disadvantages by using this type of feedback. You get a decent feedback, and if you have any questions about the feedback you can just ask your teacher. I hope you can use this type of feedback more often.
- the advantages is that you could go through it several times, and listen to it the next time we have an essay to write. the disadvantages could be that, you had to remember all the questions you have to do.
- Advantages: - I can listen to the feedback multiple times to fully understand what the teacher means - I'm more concentrated when I can listen to the feedback with earplugs in, in that way I don't give attention to the rest of the class - It's more casual, it's more relaxing to listen to it like this because it doesn't stress me out as much as if the teacher would sit right next to me and point out the mistakes etc. - Disadvantages: - I can't question your decision then and there, I'll have to e-mail you my question or ask you in class
- Advantage: - It's truthful. (you don't hold back on the negative) - You were able to show where I could find links that are helpful in my case. - I find oral feedbacks more encouraging and helpful. - Disadvantages: - I can't think of any disadvantages in my case, because I agree with your opinion of my text. But I can imagine that the ones who disagree with your opinion will hesitate to ask you for a more detailed description of what they did wrong.
- Two of the greatest advantages are definitely that you can pause whenever you feel like it, and re-watch the video. If you don't catch something when it's said, maybe because you're writing, you can pause or go back and hear it again. - If

you have a question when the video is done, you can't ask your teacher right away, unless you see the video in class, and that is a minor disadvantage compared to what you gain through the use of video feedback.

26. Åpent spørsmål

Did you have any questions after you got the feedback on the video? Did you ask your teacher to clarify things? Why? Why not?

- no i did not have many questions after the feedback, because most of my questions were covered in the video feedback. I did not ask the teacher to clarify things because it was all made clear in the feedback.
- No not really, but if I had questions, I would ask my teacher anyway. I felt that the teacher was very precise and understandable in the video, more than what I have experienced before. (Without having a video.)
- Yes i had some questions regarding my thesis statement where i felt that my teacher had misunderstood my introduction, but when confronted Mrs. Gloppen answered the concerns she had prevailed in the video.
- The only thing that surprised me was the grade, i was first being presented on what i did good and it seemed that i did good. Then i got the grade and i feel like it didn't make sense with the feedback that i got.
- Yes, I had some. I did ask my teacher and she gave me the information i needed. So my questions were answered and it helped.
- yes i had a question after, but it was not that important, and my question was not that relevant.
- I had some, but I didn't ask my teacher straight away. I didn't ask because it wouldn't have changed my grade (which is what I want), when I know the outcome I don't see the point in asking in the first place.
- - I did not have any questions
- I had one question after the video, and yes my teacher answered right away.

27. Åpent spørsmål

Would you say that there was meaningful information exchange between you and your teacher as you got your feedback on the video?

- Yes. you got to see how the teacher analysed your text and XXX thoughts regarding you and your work are made clear.
- Yes, I felt it was very satisfying, and the teacher pointed out specific details in the text which I probably would not notice if I read it on a paper.
- Yes i would most definitely say so. It's a way of feedback that I believed worked very well, although I can not help but wonder that it must have taken a lot of time to make each video.
- It felt like having a conversation with the teacher after a presentation, only we got to see the mistakes we've made and how we can improve. So i think it worked really good.

- Yes, we understood each other and I learned from it as well.
- yes.
- Yes it was. She explained what she meant by the different "påstander".
- - It was very meaningful, I was guided through my own text where you could point at the places where i did something wrong, and tell me exactly what i should have done.
- There was a lot of meaningful information. Now I know what to do better and if I'm ever in doubt i can re-watch it as many times as I want.

28. Åpent spørsmål

Is it useful if teachers use meta language (technical terms/grammatical terms to explain what your errors are called)? Why or why not?

- Yes, because it helps u to improve ur language. it is a good supervisor when you are going to write new texts.
- Yes, than I can understand the competence aims better, so it was helpful.
- Yes it is useful because meta language is a part of this class, and it is important that we as students learn them, as it might help us on exams and so on.
- It's the same for me if the teacher uses it or not. It's up to the teacher.
- Maybe. Sometimes it can be useful, but it is also a good idea to use simpler words when you give me feedback
- yes, almost every time, but sometimes i would like examples to the terms so i cn learn more form them.
- Sometimes, but mostly not. I have a hard time remembering all the terms and when they use them in the feedback it often just confuses me.. I like it better when they say things straight-forward, without using the terms.
- - I don't know
- It is very useful. While writing a task at our level, we should be able to use a more technical language. When the teacher use them while explaining, it is easier to understand and learn what the terms and words are used for and when.

29. Åpent spørsmål

The feedback was given to you using the criteria you got before you wrote the task. How important do you think that is for getting a clear feedback and why?

- because it shows a template on how to get a good grade and it makes you aware of where you are placed in the grading system.
- It was very important because then the student undestand the errors and can easily improve them.

- I believe that is important because it gives the teacher an opportunity to back XXX claims, and that takes away the doubts that might occur whether or not the teacher's likings of a text is based on a personal matter/opinion or a backed claim.
- If I had followed the criteria better and thought about the criteria as I wrote, I would've gotten a better grade.
- Because the feedback gives us an idea of what we did well and what we need to work on. When explaining the grade it is easier for us to understand why we got that certain grade of you have a criteria.
- it is good so we can learn from our mistakes
- Then we know what the teacher "vektlegger" which makes it easier to see our own mistakes when she can point to one of the criteria and say "This is no where to be found in your text" instead of using it after, when grading, without us having a chance to look at it beforehand.
- - I don't know
- It is important because it helps the student see the mistakes he/she made while writing, and most likely help them to never do those mistakes again.

30. Åpent spørsmål

Could you please describe what you were thinking about as you listened to your teacher's voice? Which language did you think in?

Why do you think that you thought in that language? (Please answer all parts)

- I was thinking in English, because my teacher was talking in English. I was thinking of the things the teacher said when the teacher was talking.
- I was thinking in English, and was nodding and smiling when I saw some errors that I had not corrected when turning in the paper.
- I am not really sure but I believe that I was thinking in English, probably because my teacher was speaking in English.
- I was thinking in both English and Norwegian. It's sometimes easier to think in the same language as you are speaking at the moment, or at least for me, so it makes more sense. If I think in Norwegian when I'm going to talk English, I could mix those two up. It is easier for me to think in English.
- I thought that this was nice, and that she could do this more often.
Norwegian, because it is my mother tongue.
- through the feedback I was thinking about the text I wrote, and what you the teacher said. My thoughts were most in English but sometimes I have a few words in Norwegian. I do not know why I was thinking in Norwegian, I guess it is because, Norwegian is my language and I speak Norwegian all day.
- I was focusing on what she was saying, trying to remember my text and connecting the dots. I think I used both English and Norwegian.. Probably more Norwegian because it's my mother language and it's easier (?).

- I was thinking in English, because the teacher was speaking English. I was focused about writing everything down so that I was prepared for my next task.
- I thought in both Norwegian and English while I listened. I believe I did so because I do that all the time. English comes just as natural to my mind, if not more, as Norwegian. This is because I read and write English every single day, while I speak Norwegian. I thought of what I could do better, what mistakes I had and what I had done right.

31. Åpent spørsmål

When you wrote down notes while listening to the video, did you write them in English? Why and why not?

- I wrote them in English, because my brain and thinking was set in English.
- Yes, because it was said in English and then it was easier to write them down when I wrote them in English. I felt that it was important to write in English to understand the English terms.
- Yes I did indeed write them in English. I can not give any reason to why, other than it just felt like a natural thing to do.
- I wrote them in English because then it's easier to remember for me. If I used Norwegian I would easily forget the notes.
- Yes, in English. I thought that this was a good idea since we are in an English class.
- Yes, I wrote them down in English. I think it was because it is difficult to switch between two different languages at the same time as I am supposed to think about the feedback.
- Yes, I wrote them in English. Not sure why, but I think it helps me writing it in English later on when I look back at the notes I've done.
- I wrote them in English because I find it easier to write in English while I was listening to you speaking English.
- I wrote them in English because it came more natural to me than Norwegian. This might be because the video was in English, or the fact that I write more English than Norwegian on a daily basis.

32. Åpent spørsmål

What in your opinion can be the advantages of writing notes down in English?

- It helps you to improve your English because you reflect on English.
- The student learns the terms in English and expands their vocabulary.
- You get practice in spelling, for example the spelling of vocabulary terms that you might not have known how to spell before.
- It's easier to understand what's been said and remember it when it is in English.
- My writing will improve. I have checked my spellings at my own since Word is not available when writing by hand.

- that i learn more, i reamember it better.
- See the answer to Q 31.
- - I can have it with me on the next task.
- I will forget if i don't write it down.
- It's easier to link the notes with the video.

33. Åpent spørsmål

Could you please write in detail what you exactly presented to/discussed with your co-student when you were done listening to your video? Which language did you speak in? (Please answer both parts)

- we spoke in english when we talked together.
i talked about improving my topical sentences and repeat important words more , like for example ideal. moreover i mentioned improving the structure of paragraph, and check my uses and concord errors. And finally i have to refer to my sources better.
- Both in norwegian and english, to make my self clear what I felt and meant. Of course I tried to speak english.
- We spoke in English. And i presented to him that i need to work on my conclusive sentences, sources, then/than, grammatical errors and have a clearer thesis statement.
- I presented what i needed to work on and i spoke english.
- i presented what I had done well and what i need to work on. We spoke English.
- i told my co-student what i had written down, the good part and the things i had to work on. and my co-student did the same
- I presented ALL the notes I did when listening to the feedback-video. We did it in both Norwegian and English; I read the notes (which i wrote in English) in English and commented on them in Norwegian.
- I presented my notes in English.
- She started of the discussion by telling me what she did write and wrong, than she told me of what she could have done better. she proceeded to tell me what her plants to achieve what she needs to work on, and at the end she told me her grade.
I did the same to her, in the same order.
We spoke in English

34. Åpent spørsmål

Would you say that you could see how you thought you had answered the task was different from how your teacher thought you had answered the task?

- No.

- Yes, because the teacher showed it very clearly when pointing and referring to my text.
- Yes I do see that, though I am satisfied with the way my text turned out.
- I often get tired of working with the tasks so I just finish it quick and don't even bother to look through it. I knew it wasn't great but I thought it was better than the grade I got.
- No.
- yes a bit, but not much
- Yes.
- Yes, first of all I didn't think I would get such a high grade. I was afraid that I had misunderstood the text and that I didn't argue well enough.
- Can't answer this task because I did not answer the task correctly

35. Åpent spørsmål

In what way would you say that this way of giving feedback can also be helpful in learning the English language?

- because it sets ur mind in english due of getting a english feedback.
- It was very helpful because the student both listens and hears the english language which can improve the vocabulary.
- It is helpful because you get feedback in English while you are reading your own text, which also is written in English, so I believe it works very well.
- We get to see what we did wrong and what we have to change/improve to do better. And we can look at it when working on another task to remember what we needed to work on.
- I can hear you talking English, which could be helpful when learning the English language
-
- You hear your teacher talk in English, giving feedback that's relevant to your text and this helps. Maybe they use words that you wouldn't use.
- - Because you use proper terms.
- You present it orally while you point at the mistake/the good part of the text.
- It's an easy way to pick up terms and more "complicated " words for your vocabulary.

36. Åpent spørsmål

In what way would you say that presenting and discussing what you have learnt using the reflective notes (refleksjonsnotat) about the feedback is a helpful way of learning the English language?

- because it makes you use the english language.
- It was very helpful to remember what the teacher said in the video.
- It is helpful because the grade is presented in the end of the feedback, often students, including myself, just look at the grade and then throw away the paper.
- Because we have to present to others what we need to work on, so using english in notes is helpful if you wanna get better.
- Because I wrote the notes in English, and I discussed it in English as well.
-
- I use terms I don't usually use (words/phrases like: thesis statement, content, discussion paragraphs) which helps me understand the meaing of them.
-
- Don't know.

37. Åpent spørsmål

What have you done with the video files?

- nothing
- I have saved it on my computer so that I can listen to it later before mocking exam.
- The video file is stored on my computer under "downloads" so i would have the opportunity to go back and listen to it if needed before/under another similar task.
- Saved it on my computer
- I stored it into my English folder on my computer
- my video files disappeard when it was done, and i can not find it, so i have to download it again.
- I haven't done anything with it, I figured it would be available on It's Learning so I didn't download it.
-
- I saved it for further use.

38. Åpent spørsmål

Were there any problems accessing the files?

- no
- No, I did not experience that.

- No it worked very well.
- It took a while to download but other than that it worked as it should
- nope
- yes, just the first download
- No.
- There were no problems
- no.

39. Åpent spørsmål

Please summarize your experience with the video feedback. Again, thank you so much for your time 😊

- It is a precise and in-depth way to give feedback, where the teacher's observations and thoughts are made clear, and through the text she is arguing and showing why you are given that grade.
- Overall a very good feedback method and I would like to have more of this type of feedback further on. :-)
- I believe the video feedback worked very well. It was an easy, but good way of grading and I would definitely like to be graded like this again.
- It was a very helpful tool and a great way to give feedback. It's easier to understand what we need to improve when we are shown examples of what we are doing wrong and what we should do to get better.
- I had a good experience and I thought it was fun to hear your voice. All in all you can do this more often and it is something I could recommend to other teachers.
- The experience was good, I liked it that it was different, and I think it is a good idea to give feedback like this from time to time.
- I thought it was a good way of giving us feedback on our texts. I liked it.
- I prefer video feedback because we get the best of two worlds. By using video you are able to give us both an oral and a written feedback because while you speak you make sure to point at the mistake (or what we did well).
- I enjoyed the video feedback. It was an easy way for me to see the mistakes I had made, and at the same time "keep my head in the game." When your teacher is presenting something to you, face to face, it might be overwhelming sometimes and you fall off, or you get too focused on one particular error. Most of the times this would be a great mistake, or the one little thing you did wrong not to get up one grade.
It was great to be able to stop the video, and re-watch it from where I wanted to.
Personally I now prefer this way of feedback.

Video Feedback - Questionnaire 3 extra questions

[← Tilbake til Velg resultat](#)

Antall svarpersoner: 6

1. Flervalgsspørsmål Prosent

I found myself mumbling to myself when I was listening to the video

Strongly Agree	0%
Agree	33,3%
Uncertain	33,3%
Disagree	16,7%
Strongly Disagree	16,7%

2. Flervalgsspørsmål Prosent

If you were mumbling to yourself while you were listening to the videofeedback, what language were you doing that in?

English	33,3%
Norwegian	0%
Both English and Norwegian	0%
Uncertain	66,7%

3. Åpent spørsmål

Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?

- I listen to my feedback at school and thus i did not talk out to myself loud, but i think i probably would have done so if I had watched it alone at home.
- Yes I mumble yes several times because I understood the feedback and I agreed. I was thinking out loud, and I thought about a sentence that had been misunderstood by the teacher because of a misspelling.

- no.
- I mumbled a bit to myself (not much, just a little bit). I think I did it to help me understand what i was doing and remember things when i wrote it down.
-
- I do not believe so. I can not really remember.

Appendix H2: Response from Group 5 (2 of 2)



Video Feedback - Questionnaire 3 extra questions

[← Tilbake til Velg resultat](#)

Antall svarpersoner: 6

1. Flervalgsspørsmål

Prosent

I found myself mumbling to myself when I was listening to the video

Strongly Agree	0%
Agree	33,3%
Uncertain	33,3%
Disagree	16,7%
Strongly Disagree	16,7%

2. Flervalgsspørsmål

Prosent

If you were mumbling to yourself while you were listening to the videofeedback, what language were you doing that in?

English	33,3%
Norwegian	0%
Both English and Norwegian	0%
Uncertain	66,7%

3. Åpent spørsmål

Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?

- I listen to my feedback at school and thus i did not talk out to myself loud, but i think i probably would have done so if I had watched it alone at home.
- Yes I mumble yes several times because I understood the feedback and I agreed. I was thinking out loud, and I thought about a sentence that had been misunderstood by the teacher because of a misspelling.
- no.
- I mumbled a bit to myself (not much, just a little bit). I think I did it to help me understand what i was doing and remember things when i wrote it down.
-
- I do not believe so. I can not really remember.

Appendix I: Response from Group 6

Video Feedback – Questionnaire – Group 6

[← Tilbake til Velg resultat](#)

Antall svarpersoner: 13

1. Flervalgsspørsmål	Prosent
When I was listening to the video, I made an effort to understand what was being said.	
Strongly Agree	76,9%
Agree	23,1%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%
2. Flervalgsspørsmål	Prosent
I paid close attention to the information I was receiving.	
Strongly Agree	76,9%
Agree	23,1%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%
3. Flervalgsspørsmål	Prosent
I know what I need to work with in future to improve my writing.	

Strongly Agree	69,2%
Agree	23,1%
Uncertain	7,7%
Disagree	0%
Strongly Disagree	0%

4. Flervalgsspørsmål **Prosent**

I could see the difference between how I thought I had written the text and how the teacher had perceived (oppfattet) it.

Strongly Agree	38,5%
Agree	53,8%
Uncertain	7,7%
Disagree	0%
Strongly Disagree	0%

5. Flervalgsspørsmål **Prosent**

I agreed with the teacher's observations about the text I had written.

Strongly Agree	61,5%
Agree	38,5%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

6. Flervalgsspørsmål **Prosent**

There were times I felt my teacher had misunderstood what I had written.

Strongly Agree	0%
----------------	----

Agree	15,4%
Uncertain	7,7%
Disagree	38,5%
Strongly Disagree	38,5%

7. Flervalgsspørsmål **Prosent**

(Please answer the following only if you felt that your teacher had misunderstood what you had written)

I talked to my teacher afterwards to clear the misunderstanding.

Strongly Agree	7,7%
Agree	7,7%
Uncertain	0%
Disagree	7,7%
Strongly Disagree	0%
Ikke besvart	76,9%

8. Flervalgsspørsmål **Prosent**

I could do with some more feedback on the work.

Strongly Agree	0%
Agree	0%
Uncertain	30,8%
Disagree	53,8%
Strongly Disagree	15,4%

9. Flervalgsspørsmål **Prosent**

The feedback was thorough and detailed.

Strongly Agree	53,8%
Agree	46,2%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

10. Flervalgsspørsmål **Prosent**

I felt like the teacher was sitting next to me while I was listening to the feedback.

Strongly Agree	38,5%
Agree	38,5%
Uncertain	7,7%
Disagree	15,4%
Strongly Disagree	0%

11. Flervalgsspørsmål **Prosent**

I felt like there was a meaningful information exchange between me and the teacher while I was listening to the feedback.

Strongly Agree	38,5%
Agree	38,5%
Uncertain	23,1%
Disagree	0%
Strongly Disagree	0%

12. Flervalgsspørsmål **Prosent**

I found myself trying to process (bearbeide) the information I was receiving while I was listening to the video.

Strongly Agree	46,2%
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Agree	38,5%
Uncertain	15,4%
Disagree	0%
Strongly Disagree	0%

13. Flervalgsspørsmål **Prosent**

I found myself thinking while I was listening to the video.

Strongly Agree	53,8%
Agree	46,2%
Uncertain	0%
Disagree	0%
Strongly Disagree	0%

14. Flervalgsspørsmål **Prosent**

If you were thinking while you were listening to the videofeedback, what language were you thinking in?

English	23,1%
Norwegian	0%
Both English and Norwegian	53,8%
Uncertain	23,1%

15. Flervalgsspørsmål **Prosent**

I found myself talking to myself out loud when I was listening to the video.

Strongly Agree	0%
Agree	0%
Uncertain	15,4%
Disagree	38,5%

Strongly Disagree 46,2%

16. Flervalgsspørsmål Procentsats

If you were talking to yourself while you were listening to the video feedback, what language were you doing that in?

English 7,7%

Norwegian 0%

Both English and Norwegian 7,7%

Uncertain 53,8%

Ikke besvart 30,8%

17. Flervalgsspørsmål Procentsats

I found myself mumbling to myself when I was listening to the video.

Strongly Agree 0%

Agree 15,4%

Uncertain 7,7%

Disagree 46,2%

Strongly Disagree 30,8%

18. Flervalgsspørsmål Procentsats

If you were mumbling to yourself while you were listening to the videofeedback, what language were you doing that in?

English 7,7%

Norwegian 0%

Both English and Norwegian 7,7%

Uncertain 38,5%

Ikke besvart 46,2%

19. Flervalgsspørsmål **Prosent**

I tried to repeat in my mind what the teacher was saying.

Strongly Agree	30,8%
Agree	38,5%
Uncertain	23,1%
Disagree	7,7%
Strongly Disagree	0%

20. Flervalgsspørsmål **Prosent**

I paused the recording sometimes to think and process (bearbeide) the feedback the teacher gave me.

Strongly Agree	23,1%
Agree	46,2%
Uncertain	7,7%
Disagree	23,1%
Strongly Disagree	0%

21. Flervalgsspørsmål **Prosent**

I evaluated my own writing while I was listening to the video.

Strongly Agree	38,5%
Agree	53,8%
Uncertain	0%
Disagree	7,7%
Strongly Disagree	0%

22. Flervalgsspørsmål **Prosent**

I think it is good that teachers use meta language (technical terms/grammatical terms) to explain my errors.

Strongly Agree	46,2%
Agree	46,2%
Uncertain	7,7%
Disagree	0%
Strongly Disagree	0%

23. Flervalgsspørsmål **Prosentats**

I understand the feedback better when the feedback is given to me using the criteria that I was given together with the task.

Strongly Agree	38,5%
Agree	46,2%
Uncertain	15,4%
Disagree	0%
Strongly Disagree	0%

24. Flervalgsspørsmål **Prosentats**

You were asked to write reflective notes while you listened to the video feedback. In what language did you take your notes in?

English	84,6%
Norwegian	0%
Both English and Norwegian	15,4%

25. Flervalgsspørsmål **Prosentats**

You were supposed to present your reflective notes orally to a co-student. In what language did you present your notes in?

English	84,6%
Norwegian	0%
Both English and Norwegian	15,4%

26. Åpent spørsmål

What are the qualities you want to see in your feedback? Would you say you found these qualities in the video feedback you got? What could have been better? (Please answer all parts)

- I want the teacher to talk about both my positive and negative sides in the text, so that I know what to work with and what I am good at. I'd like if the teacher showed some good tips and tricks that I can use later, which you did. I also want to be able to understand what the teacher are saying. I think that you covered everything I wrote above, I received a good feedback.
- I want the feedback to comment on every aspect in the text, which is what I got in the video. There's only one thing that I miss, and that is that you could comment on how I can write more in depth or be more specific when you comment on the content in the text.
- The feedback was good. I want to see the good and the bad parts, and these qualities were given to me in the feedback
- The qualities I want to see in my feedback is that you point out what I need to work on, and what I need to continue doing. I think this "video feedback" is a very good way to show the student the mistakes that he\or XXX has made, and like I said in the questions above, I sort of feel like you are sitting right next to me and talking about my texts. It is good that you speak so clearly, because then I hear and understand everything. But all in all, the most important qualities that I want in my feedback is what I am doing wrong, and what I can do to improve it, and of course what I need to continue doing.
- you don't need to do anything else, the way you present it was very good. I liked it because, it made me aware of my mistake and you explain them to me.
- I would like to get feedback on both my strengths and my weaknesses. I want to be told what I could have done better and how I could do it better.
I would say that I found these qualities in this video feedback! The balance between the comments on my strengths and my weaknesses was good, and I could clearly understand what I needed to work on and how I could improve my writing skills.

- I want to see structured feedback for easier navigation of the tasks, and clear information of what is wrong and that is good work.
I do feel that i found the qualities i was looking for.
I do not feel that it could have been any better for me.
- as long as the feedback gives me a look at how I am doing, and what I am doing good and bad, so is it good enough to me atleast. I like to see what I am doing wrong with an explanation to what I am looking at. this way so am I able to take the informatin better.
- In my feedback I request a clear evaluation of my assignment, thats is well-argued. I feel that it is very important that the teacher argue why the things I have done is wrong or not working, in order for me to understand and take them seriously. I feel that the same way the teacher asks us to argue all our arguments thoroughly, that they should do the same. I also appreciate if I am given examples and suggestions of how I could do it better. The teacher is supposed to be better than me, have something to teach me. And if the teacher only points out your mistakes, but don't give you any clues of how to improve it is sort of hard to have credibility in the competence of the teacher.
I would say that in this feedback I receive everything I want in a feedback. I felt that it the assignment has been a continuously learning process where you learn from the assigment is given, through-out the evaluation as well.
- The qualities I want to see in the feedback is that the teacher spent time working with the text. The teacher should point out where mistakes has been made, and also mentioned the good things about the text.
In this feedback, XXXet really gave me the feeling that XXX cares, XXX wants everyone to be their best and XXX has worked a lot with each text, and spent much time to make it as easy as it can be for the student to understand what XXX is talking about. It can be hard hearing "all" of your mistakes, so when the teacher also mentions the good things about your text it makes it easier to be interested in what XXX says.
I really did like this kind of feed back, and it is easier to remember (and you can watch it more than once).
- There where some parts where the teacher said " I don't get what you mean" and I feel like that should be marked and talk about after the video..
- I want to see the mistakes i have made in my texts, and what the teacher thinks about the text. I think i found all of the qualities, although i think the mistakes could have been more pointed out.
- Jeg vil at læreren skal være konstruktiv og gi tilbakemelding på det jeg gjorde bra, og det jeg gjorde dårlig. I min feedback fikk jeg disse tingene, læreren var konstruktiv med tilbakemeldingene hun ga, og jeg fikk vite hva jeg gjorde bra, hva jeg kunne gjøre bedre, og hva som ikke var så bra. Jeg er veldig fornøyd med tilbakemeldingen.

27. Åpent spørsmål

What, in your opinion, are the advantages and disadvantages of receiving feedback through the video?

- The advantages is that it saves a lot of time in school, instead of talking to the students one by one and waste a lot of time. It must be easier to focus more and give proper feedback, instead of rushing through everyone to make it in time. The disadvantages must be that it can feel less personal because you don't have contact with the teacher and you can't respond immediately and explain why you did your mistakes.
- The advantages of receiving feedback through a video is that I think feedback was a lot more specific, than when we get feedback in the classroom. I also think it's beneficial for the teacher, because they get a lot more time to think about what they want to say in the feedback.
- The advantages is that you get to hear it. If it was written I'm not certain that I would have understood it as much as I did when it was in video. Disadvantages is that you can't say anything back. But that's not really a problem, because I can say it after receiving the feedback.
- In my opinion, there are no disadvantages of receiving feedback through video. I think it is a very good idea, and the feedback really helped me. I wish that all of my teachers did this, because I liked it. The advantages is that you get to actually show me your screen, and I can see my text, and you sort of "mark out" what is wrong and what is very good. And instead of talking to each and everyone of the student in the hallway, we can all sit and watch our feedbacks in class together. So in my opinion, there are many advantages of receiving feedback through video.
- advantages: I felt you were only talking to me, that you had only focus on me.
disadvantage: I don't think it was any disadvantage with this feedback video.
- The advantages: I can pause the video whenever I want. In that way I can make sure I get what you are saying and also make sure that I understand the comments. I can see my mistakes and
The disadvantage: The only disadvantage I could think of are the one wa
- Disadvantages of the feedback through the video is of course not being able to talk to the teacher as you are receiving the information.
Advantages by receiving feedback through video is that the teacher now have no distractions that take their focus off the feedback, now the teacher just have to say the feedback, and the student can talk to the teacher after they have the information.
- it's often easier to remember the information you are given if it is given oral and not written. Myself at least, feel that information given through pictures, video, and a voice is a better way to learn than reading information. and the feedback is information to me as a student to learn what I need to do better and what I am doing well.
- I think the advantages of video feedback is that the teacher has time to go through your assignment, evaluate and choose an educational and structured way to pass the teacher's observations over to the student. It is important to make the students want to work with the mistakes that they have made, and make them aware of their strengths. I feel that in the ordinary feedback you understand what you have done wrong, but usually lacking a suggested progress in order for you to get better. It is easy to not really work with the mistakes. I feel this is different in this type of feedback though, I am eager to actually do something about

my mistakes as it is made very clear to me what my mistakes are and how to do it.
It is more effective as well, as you can give all the students their feedback at the same time. Equally as thoroughly. The disadvantages I suppose could be that it takes a lot of time for the teacher.

- Advantages; You can watch the feedback-video more than once, so you can listen to what you need to work with. You can also see very clearly what XXX is talking about, since XXX is pointing with XXX computer mouse on the screen.
Disadvantages; You can't really ask questions while listening to this feedback, but it is not that much of a disadvantage anyway, because you can just ask your teacher the next time you see her/him.
- It's better to work with your own work then with some common faults. But this also takes a long time.
- I think the advantage is that you get to pause the video, so that you can think about what the teacher said, and you also have the possibility to listen to it again as many times as you want.
The disadvantage is that you don't get the feeling that the teacher is talking straight to you, and you don't get the opportunity to ask the teacher straight away if it's something you don't understand.
- Fordelene med å få det på en video er jo det at du kan repetere, spole, stoppe og gå tilbake igjen på det hun sier. Hvis du ikke får med deg noe, eller trenger å høre noe på nytt, så kan du bare spole tilbake igjen til det du vil høre om igjen. Ulempen med det er vell det at du ikke kan si noe tilbake der og da, eventuelt hvis man ville forklare hva man hadde skrevet eller gjort i enkelte tilfeller.

28. Åpent spørsmål

Did you have any questions after you got the feedback on the video? Did you ask your teacher to clarify things? Why? Why not?

- I wanted to explain two things that I did wrong in the text; I often write the norwegian words if I forget them in English, and I come back later to correct them if I remember what word it is. I also misused my time so I couldn't finish the last task, and I just wanted to explain why. I didn't have any other questions, I understood everything on the feedback.
- I did not have any questions.
- I had some question, but it was early in the feedback and I did not take notes on that. So I forgot the question
- I did not have any questions after I got the feedback on the video. I think that everything is very clear, and I understood everything, including what I need to work on, and what I need to continue doing. And what I can do to improve myself, which is very good. So I was pleased with the feedback, and I did not really need to ask any questions.
- I didn't have any questions, because you explain yourself very good to me.
- I did not have any questions, but I would have asked if something was not clear.

- I did not have any questions after i had received the feedback. I did not ask my teacher to clarify things. There was no need to ask any questions or clarify things because of the quality of the work that was put in the feedback.
- I had no questions since everything I was wondering about was in the video. I know what I am doing well and bad and waht I need to fix. that is all I need to know.
- I didn't really have any questions after the feedback. There were some places in my essay I felt that I had been misunderstood, but I felt that it just sort of emphasized the facts that due to my poor structure my ideas had become unfocused and messy.
- No, I did not. The teacher made everything very clear in the video, and I also saw what XXX meant about different things, so I did not feel like I needed to talk to the teacher afterwards.
- I had some, but i forgot to writt them down.
- I did not have any questions
- Jeg fikk egentlig en ganske god kontroll på hva jeg måtte forbedre meg på, så jeg hadde ikke noe spørsmål til læreren etter at jeg fikk tilbakemeldingen.

29. Åpent spørsmål

Would you say that there was meaningful information exchange between you and your teacher as you got your feedback on the video?
How? Please explain.

- I think it was meaningful information, I feel like I am being in focus and the feedback is detailed and the tips that are given will help me with my challenges when I write.
- Yes. I feel that there was meaningful information exchange because you both commented and showed me the text at the same time. It was very easy for me to understand what you ment, because I saw it on the screen.
- Yes, the feedback was clear.
- Yes, I would definitely say that there was a meaningful information exchange between us. Because I understood everything you said clearly, and like I also said ealier, I sort of felt like you were in the room talking to me, and it was very helpful. It is very helpful when you can actually show me on your screen, and point out things in my text that were either good or bad.
- yes, i would said there was meaningful information exchange between me and the teacher. i dont know how to explain this, hahah
- Yes, because I wrote my answer and the teacher did not have any opportunities to ask me about my texts and my writing, and when I get video feedback I can clearly see how the teacher have interpreted my answers.
- I do feel the information i was receiving had meaning, and i feel that my teacher did understand the text i had written.

My teacher understood the text i had written, and i understood what my teacher was saying in the feedback i was receiving.

- I was wondering how good I was doing or bad. and in the video so could I see just that. I saw my mistakes and what was good. and with the speaker in the background, made it so that I got the information I needed. I was suddenly looking at my own work with someone else's eyes.
- Absolutely! It made me realize what I had done wrong, how to work on it, and the reflective notes afterwards made me even more aware of what I needed to work with. I think that the essence of why this is a good feedback form is that it made me want to work with my assignment in order to improve.
- Yes, I would say that there was meaningful information that was given to me. The teacher explained what the problem was, and how I could work with it. (For example, Concord. That there was a PowerPoint about it on its learning).
- Not so much, mostly me listening
- I think the information I got was meaningful, and I thought the teacher explained very well how I did in the video
- Ja. Den var meningsfull og jeg fikk mye ut av det.

30. Åpent spørsmål

Is it useful if teachers use meta language (technical terms/grammatical terms to explain what your errors are called)? Why or why not?

- I think it is useful because the more you hear meta language the more you understand and get familiar with it. It makes it easier to see connections and it makes you smarter.
- I don't know.
- Yes. Easy to understand
- Yes, I think it is useful when teachers use meta language to explain what your errors are called because sometimes I do not know I make these mistakes. And when you make the same mistakes over and over again, it is maybe wise to know what it is called. If I take concord for example, before I did not know what that meant, and I always got feedbacks like: You need to work with concord, and I was like "okey, I will do that" But in reality I did not know what it was, so it is smart to know what it is called, and to know what it is because you won't make any progress if you don't know what it is called or what it is.
- I mean so, I felt it was more close between the teacher and the student.
- It is useful because it feels more academic and important.
- Yes, makes it easier for me to find the correct meta language to use when I am looking for information that will help me with future texts.
- I have issues with grammar. I have had problems with this since I first started at school, and am therefore a bit behind. but I like to see how others use them or explain where they should be used so that I can get a better understanding of why I did a grammatical mistake.

- I think it is useful as it creates a greater understanding of the terms relevant to this very subject. It makes you learn terms through your own examples, and it makes it even clearer if you have misunderstood a term from earlier.
- I think it is, so if you have an exam you understand what they are asking for maybe, and you understand what you have to point out to. The teacher is preparing you for the next step, because at some point you will meet Teachers etc who use meta language.
- idk
- I think it's usefull, as long as they explain what the words mean. That way, we get to learn the technical terms, and we might be able to use them ourselves in future texts.
- Jeg syntes det er bra. Man lærer på en måte ting underveis. For eksempel så er det ikke alltid jeg er sikker på hva de feilene jeg gjør er, og da er det greit at det blir brukt sånn at man lærer det underveis.

31. Åpent spørsmål

The feedback was given to you using the criteria you got before you wrote the task. How important do you think that is for getting a clear feedback and why?

- Because if you are writing something by the criteria from a task, then it would make more sense if the teacher used it as a base. It would be annoying and unnecessary if the criteria from the task you were given didn't matter on the feedback.
- I think that it was important for understanding exactly what the comments were directed at, because then I got reminded of the task and what the criteria for the text was.
- it's clear to me what i need to do in the task, so i think its very important
- I think it is very useful to have the criteria because you know what it expected of you, and what you need to include in your texts. I think it is important because "du har noe å gå etter", you sort of look at the criteria, and you go back to my text and see if I have done that, and what I should have included or what I might had forgotten.
- it was very important for me, it help me understand better
- It is very important to use the criteria to get a clear feedback to understand what exactly went wrong, and what was good. The criteria is like a checklist so it is easy to follow the criteria and focus on, and comment on the task.
- By getting a clear feedback i think that you can more easily see what you have done wrong.
-
- It made me aware of and refreXXX d my mind on what we in the first place was asked to do in the task. It clarifies what the teacher will be commenting on and why.
- I liked that a lot. You get to see exacly what XXX misses and what XXX notice you remembered.
- idk

- I don't think the criteria is very important to get a clear feedback because the teacher explained the mistakes and errors without having to use the criteria to much
- Man følger jo kriteriene, så det er veldig greit å få tilbakemelding på den oppskriften man har brukt. Det er jo ikke alltid man forstår alle kriteriene, eller kanskje man misforstår dem. Derfor er det greit at man får oppklart hva man eventuelt gjorde feil, eller riktig, via en tilbakemelding fra læreren.

32. Åpent spørsmål

Could you please describe what you were thinking about as you listened to your teacher's voice? Which language did you think in?

Why do you think that you thought in that language? (Please answer all parts)

- I thought about what you said and I commented to myself on what I did wrong, because if I correct it in my head I will (hopefully) remember my mistakes next time. I think in both Norwegian and English, but most English in this class, that is because I prefer thinking in English, I dont really know why.
- I actually can't remember what language I thought in.
- I was thinking about what i could have done to improve my text. i was thinking in norwegian, because it comes more naturally.
- While I was listening to the feedback, I sometimes thought that I agreed with you, and sometimes it was like "oh no, I cant believe I made that mistake", and I was actually suprised sometimes, because something that I thought went bad, then you were like "I am really impressed". I was thinking in both english and norwegian, most english because you were speaking in english, and everything was written in english. And because when you were correcting my mistakes, I kind of rewrite them in my head.
- while i was listening to the teacher, i didnt really think, just listening.
not sure on what language i was thinking in. i dont know
- I was thinking about the things the teacher was saying about my work and how I could improve it. I was thinking in both English and Norwegian. I do not know why I was thinking in both language. But I think I "answered" my teacher in english and then when I started to think how I could improve my writing and language I was thinking in Norwegian.
- I did not really think while i was listening to the teacher's voice, i was processing the information i was receiving. After i was done listening i started to thinking about what had been said, and at that time i was thinking in english. I dont really know why i was thinking in english, i just think that it gives us a edge in learning english if we also think and speak english as often as we can.
- I mostly used Norwegian and English

- I was reflecting over which mistakes I hade made, how I can work with them, what my strengths are and so on. I was thinking in English as the text was english, the teacher was speaking english and it is natural for me to think in english as I have english classes.
- While I was thinking during the feedback, I thought about what I can do to work with the things the teacher are mentioning, and "what did I mean when I wrote that?" I was thinking in the English Language. I do not know
- Mostly music, but for the video i was translating it to norwegian but thats normal i guess. I heard the voice in english but understood it in norwegian.
- I thought about the text i wrote, and i focused about what the teacher was saying, so that i could understand my own mistakes. I thought in English, as i found it easier to listen to the teacher speaking english and think about it in the same language.
- Jeg tenker godt over det hun sa. Jeg var også litt irritert når jeg satt der, fordi det viste seg at jeg hadde en del teite feil som jeg lett kunne vært foruten. Men jeg tenkte på engelsk, og jeg tror at det bare falt meg inn at man skulle tenke på engelsk, fordi læreren snakket på det språket.

33. Åpent spørsmål

Did you talk out loud to yourself while you were listening to the video? Did you mumble to yourself? If you did any of those, why do you think you did that?

- No, instead I paid more attention to what was being said. I like to watch the video without pause, and then see it again so I can pause and see more in depth what I just went through.
- I did not.
- No, I did not. Maybe because it was a full classroom. Maybe i would have if i was alone. i don't know
- I could not talk or mumble because I was in class, and we were supposed to be quiet. But I think if I was all by myself, I would probably talk to myself, or most likely mumble. I think I would do that because I would probably go like "omg, I cant believe I made that mistake!" and just like nodding my head because I agree with you, or say "yes I understand", I think the reason why I would do that is probably because I would feel like you were in the room with me, and sort of feel like you could hear me, it is hard to explain, but I would definitely mumble to myself.
- maybe i mumble to myself, not sure why, hahah.
- No I did not talk or humble to myself. I did not do it because I was sitting in class. If I had watched this at home I probably would have talked to myself, and maybe repeated some of the things my teacher was saying to make sure I completely understand them.
- No, i did not do any of those things.

- I did not, but I sometimes talk to myself to get the perspective out in the open.
- I didn't talk to myself out loud or mumble, as far as I noticed at least.
- No, I did neither mumble or talk out loud.
- nah
- I did not talk loudly or mumble to myself.
- No, I did not.

34. Åpent spørsmål

When you wrote down notes while listening to the video, did you write them in English? Why and why not?

- I wrote them in English because it makes it easier to get use to English words that may be difficult.
- I wrote the notes in English because I felt that it was totally relevant. Why would I write them in Norwegian? If I had written them in Norwegian it's not sure that I would get the words right and it would just have been more exhausting to write in Norwegian, because the feedback was given in English.
- Yes. I wrote down some of the things that were said in the feedback. And they were explained in English. Also I thought we were supposed to write in English.
- I wrote them in English because that felt right. The feedback was given to me in English, so when I heard what I needed to work with, and what my strengths were, then I automatically wrote them down in English.
- I wrote mine in English, why I did that is because this is an English class.
- I wrote them in English because the teacher was speaking in English and therefore I automatically wrote English. Also this is an English class so I think that writing in English is the right thing to do.
- Yes, I did write my notes in English. I think the reason why I wrote my notes in English is that it gives me the edge I need to improve my English in this class.
- I did write them in English. But that is mostly because I was English focused.
- I did write notes, in order to get as much as possible out of the feedback. I wrote them in English.
- I wrote them in English, mostly because I was listening to someone speak English, but also because it will be easier to work with, and understand what I need to work with.
- Both English and Norwegian, most because I didn't know what we were supposed to do.
- I wrote the notes in English, as I wrote mostly what the teacher said in the videos.

- Jeg skrev dem ned på engelsk. Jeg tror at jeg gjorde dette var fordi jeg på en måte kopierte det læreren sa, og hun snakket på engelsk, så derfor falt det meg inn å skrive dem på engelsk.

35. Åpent spørsmål

What in your opinion can be the advantages of writing notes down in English?

- It will be easier and you will understand more because you will use it more often. If you are used to writing English then it will be easier for you to write more difficult texts.
- The advantages of writing notes in English I think is that when we are to look at them for example the next time we are going to write a text, we know exactly what we need to work on. I would not need to translate the words to English.
- It's a english subject. So we should write in english
- You learn when you write things down in English. It would have been much more different if I were to write everything in norwegian.
- get better in writing, anything helps
- I can improve my writing, and I also thinks in English when I write English. So the advantage is that it helps me to learn English.
- Edge in class and in the learning of the language.
-
- The advantages is that you work with language through out the feedback, and it gives you knowledge of how to evaluate yourself with the correct language and terms. I think this will make you better further on in new assignments.
- Maybe you understand your notes better, because everything is in English. It will be easier to link it to the feedback, or else you need to translate all your notes to work with it, linked up to the feedback.
- Most of the things i writt down is recipes for how to writt thing like how to writt sourses. So then i have that when Im not so sure how to do it.
- I think the advantage of writing in English is that we learn to think and write better English.
- Du lærer ting underveis. Noen av ordene læreren brukte var mindre kjent for meg enn andre. Derfor var det lurt for meg å skrive dem ned på engelsk.

36. Åpent spørsmål

Could you please write in detail what you exactly presented to/discussed with your co-student when you were done listening to your video? Which language did you speak in? (Please answer both parts)

- We spoke in both Norwegian and English, and we talked about what we did wrong and what we were good at, and also what we needed to work more with. We also talked about what we wished we did better if we could do the task again.
- I told her what I needed to work on, and what my plan was to achieve what I needed to work on. I spoke in English.
- I answered in English. I said that I need to work further on explaining what I mean in the text. One example was that I didn't explain what hyperbole was in my text. That should have been clear. I also explained my plan to improve
- We discussed what we had written down, and we said what we needed to work with, and what are strengths were, and we spoke in both English and Norwegian, mostly English. We had written it down in English, but sometimes if we wanted to add something we spoke in Norwegian.
- I presented to my co-student, what I should get better in, what I could do to prevent this not happen again and so on. I talked about what I should do with all this feedback that I got from the teacher.
- I told about my texts in chronological order. I talked about my mistakes and what I had done right. I pretty much summed up the comments I had gotten from my teacher and told them to my co-student. I also talked about what my plans for improving my English is. I spoke in English.
- I was talking about my mistakes and what I could do better.
- I presented in English about what I need to work better on and how I am going to try and improve some of the things.
- I presented to my co-student the notes that I had taken during I watched the feedback. I presented my feedback from task 1 and 2 first, which was pretty straightforward. And then I went in depth with task 3 which was where I had a lot to work with. We discussed which mistakes we shared, and gave suggestions on what the other person could do better, if XXX had trouble with something you are good at and the other way around. The whole discussion was in English.
- I did speak English when I presented my notes to my co-student. I explained how the teacher gave me feedback, the fact that XXX mentioned both the "good" and the "bad" with my text, and that made it easier for me to continue to be interested in what XXX was saying. I talked about what I needed to work with, like going more in depth about the things I mention in my text, and concord, something that kind of haunted my whole text.
- We spoke English, and we talk about our faults and what we need to improve. Like remember to read our notes from class and use them as well as taking time to write the part we forgot to include in the text.
- I presented to my co-student what I had written down on my paper. I talked about my language errors in one of the tasks, how I cited my sources, and concord.

- Vi diskuterte først hva vi hadde gjort riktig, deretter hva vi gjorde feil. Etter det diskuterte vi litt hvilke type tilbakemelding vi hadde fått, om det var mye positivt eller negativt. Vi snakket på engelsk og norsk.

37. Åpent spørsmål

Would you say that you could see how you thought you had answered the task was different from how your teacher thought you had answered the task?

- Yes, I understood if i had misunderstood the task or wrote something wierd on the exam. I was able to see from XXX point of view, and it helped me to see what I needed to work on to get better.
- Yes.
- Yes. In the feedback i get reminded of things i already know but have forgot to include in my text
- Yes definetly. I thought that my first task was going to be a distaster, but you were actually impressed. And my secound task I thought I did much better on, but then you said that it was good but it missed something, and I was kind of sceptical about my third task, but it went well!
- yes, when the teacher explain to me, it helped me to understand better
- Yes I feel like it is very important to get other peoples meanings and to see how they interpreters my words. When the teacher tells me how XXX understood it I could see how my text could be seen trough otter eyes.
- Yes, but it only shows that we have a higher view of our abilities, it is always ourself that see it last.
- I did not remember how I wrote the task, but I did see that what the teacher said was valid and that I need to work better at some parts of my texts.
- I would say that I might had thought I had answered the task in one way, but my thoughts had not came across which lead to the teacher experienced it differently. But the teacher made me realize why my ideas don ´t come across and it leaves a lot of room for misinterperations.
- I can, yes. Sometimes I have a plan about the text in my head, and when I write it down, not everything is "coming out" the way it is supposed to.
- Yes, I though I answered good and used enough Leaguage features and Literary devices = Literary techniques. But i had to use more to get my point. I also thought the program I was using was to trust on but it sold me out by not telling me my easy mistakes.
- Yes, i saw that i had thought i had ok structure in my text, but my teacher thought i had poor structure, and now i feel like i agree with XXX.

- Vi hadde ganske lik tankegang på hvordan jeg hadde besvart oppgaven. Hun forsto og tolket det jeg hadde skrevet riktig, så jeg følte at begge to forsto teksten.

38. Åpent spørsmål

In what way would you say that this way of giving feedback can also be helpful in learning the English language?

- It can be easy to turn the language over to Norwegian if you try to explain something with the teacher in dialouge, but here you have to use your English skills to understand, and it will help you with getting used to Egnlish.
- It was helpful in learning the english language because I wrote down what you said I had to work on, and in that way I sort of understood better the words and therms.
- understanding. Learning what i need to work on
- Because everything is on english, and of course you learn much when you listen to english, when you think in english, and when you speak\write it.
-
- It can be helpful because the teacher speaks english and it makes me think in english
- This way of giving feedback helps me understand my errors and how to improve the problems i am having.
- I feel that the power of sosical interactions is much greater then just books. so if someone is talking to you so is it much easier to remember what that person said instead of what was writen in the big ugly of nice fat book.
- The whole feedback is in english, which makes you think, write and reflect in english. I would say this helps a lot with improving your english.
- You listen to others say words, which is always a good thing. You get to know about different meta langauge, and that is something that can help you later.
- You can see word you writt wrong with only on letter thats easy to fix
- I would say that this way of giving feedback can be helpful is that we have to listen to someone speaking English, aswell as writing our own notes and talking to eachother, so that we get to practice both speaking and writing English.
- Fordi man hører på engelsk mens man tenker.

39. Åpent spørsmål

In what way would you say that presenting and discussing what you have learnt using the reflective notes (refleksjonsnotat) about the feedback is a helpful way of learning the English language?

- You get to see another point of view, you can relate to others or disagree. I think it's important to share experiences with others because it gives you an input.
- I thought it was helpful because I had to repeat it to my self, so I got more aware of what I needed to work on.
- Then i can also learn what others have to work with. and what it a "common" problem.
- Because we can speak in english, and we get to discuss what we need to work with.
- to make awarness on what i need to work more on
- It is helpful because I talk in english when i present and therefor i also think in english
- Yes, i do think that using the reflective notes help me in learning English.
- since we was comunicating in english so would we need to speak english that agein help us to be better at the oral part. When someone talks to you so do you also have the opertunity to hear how the prenonce thier words.
- It makes you reflect even more on your strenghts and weaknesses. As well as it gives an opportunity to help and get help from a co-student. And you have to speak in english during your presentation, which makes you evaluate your work in english.
- You see that other students may struggle with the same thing as you, and maybe they have some ways of helping you to understand something, or maybe they can teach you the right way to do something, like how to use Sources right.
- idk
- i would say that presenting my reflective notes have given me a helpful lesson in presenting without a manuscript, as i only had some notes to talk from.
-

40. Åpent spørsmål

What have you done with the video files?

- I downloded it so I can see it again any time I want to, I have use for it later when the exams are coming.
- I downloaded it, so it's on my computer now so that I can look back at it.
- downloaded it to my computer. Learned from it
- The video file is saved on my computer.
- i am keeping it
- I have saved the video on my computer.
- I've downloaded the video for easier access to the feedback.
- I have it downloaded in the pc. I might oic it up agein close to en exam of some sort
- I have saved it, and watched it.

- (I am borrowing a PC now).
I will download the video on my computer, and watch it before I have written tasks so I know what I should focus on, and what I "sort of" have Control over.
- seen it?
- i saved them on my computer after i downloaded it
- Jeg har den innpå det som heter nedlastninger på pcen og har tilgang til den.

41. Åpent spørsmål

Were there any problems accessing the files?

- No
- No.
- No
- No, there was no problems.
- no, only mine computer, mine is broken so the sound is terrible
- No, I did not have any problems accessing the video file.
- There were no problems accessing the files.
- not realy
- I had some problems with the internet. But the file worked just fine!
- No, it was very easy to both find it and listen to it.
- no
- No problems at all
- Nei.

42. Åpent spørsmål

Please summarize your experience with the video feedback. Again, thank you so much for your time 😊

- I think it was a good idea, I like to experiense other ways of learning, and I found this method very helpful and I got tips that suited what I had trouble with. I also think that it was a good focus on me and my skills, and I would be happy to continue with this from time to time. The only bad thing about it is that you have to explain your mistakes to the teacher after you've seen the video, so if you're not on school you'll have to send an email or a message and write why you did something in the exam.

- I really enjoyed the video feedback, because I got specific comments on what i need to work on and because of the video I could always see what you were talking about. I also think that the video, including the notes I wrote down made me think and reflect more than i would have done if I got the feedback directly from the teacher.
- It was a good way to receive feedback. Easy to understand.
- I think this is a great feedback, and I hope that more teachers will do this in the future, because it is very helpful, and it is one of the best feedbacks I have ever gotten. I got to learn what I need to work with, and what i need to continue doing, and what I can do to improve myself.
- i really liked this way of feedback, it was a way that it was only between the teacher and the student, i liked that :)
- I really like the video feedback! I like that I can take my time to understand the feedback by pausing the video and processing the feedback.
- My experience with the video feedback have been nothing but positive, i feel that by having the video available all the time i have the possibility to improve my language and writing when i can, not just when i can get a hold of my teacher.
- I think the video feedback is extremely good. it all depends on the person, Myself so do I learn better when I get it orally presented then reading.
- It was all in all a very good experience. It was really educational, and I really feel that I learn a lot from this type of feedback. It is definitely a favorite.
- I like this kind of feedback. I think it was really helpful, and maybe easier to process and understand what is being said and what the teacher really mean when XXX /he mentions different things about the text.
- All good but I want the parts that the teacher dont get marked so we could talk about them to see if they are wrong or just written wrong.
- I think the video feedback was a great way of getting feedback, because we could use as long time on it as we needed, and we could also skip forward or go back in case we missed something. We also got to see exactly what the teacher saw, as XXX was talking about it, and that made it a lot easier to understand what sort of mistakes we make
- Jeg hadde en positiv opplevelse med tilbakemeldinger. Sett bort ifra at jeg ikke var fornøyd med resultatet og karakteren, så var opplevelsen veldig grei.

Appendix J: Responses from the Teachers

RESPONSE FROM TEACHER 1

Questions to the teachers who gave the feedback on video:

Could you please answer the following questions about the feedback you gave? Thank you so much for helping me in my research ☺

Please comment in detail about how you experienced screencasting. Was it easy/difficult to use the program? Was it easy/difficult to find a quiet place? Was it easy/difficult to get started with the feedback? Did you find this way of giving feedback to be more time consuming than other ways you are used to giving feedback? (Please answer all questions)

Your answer:

The program is very easy to use, but then again – I have used it before so being familiar with this particular program had it's advantages.

I have grown children so most of the time I made the videos at home. I was also allowed to borrow an office in a quite area one day.

I found it was difficult to try to stay with one way of providing feedback for all of the students. It was easy to go off on a tangent about something particular that I felt was important and then I had to sometimes give very brief comments in other areas to avoid speaking for more than 15 minutes.

In the beginning, I spent more time than I normally do, but after about 5 or 6 videos I could cut the time down slightly. I don't think I saved time, but I was able to point out specific things related to language, structure and content that it is difficult to go otherwise.

You were supposed to give feedback to learners on texts they had written using the following four caveats:

- Make learners aware of the learning intentions/goals of the task, and give them clear criteria about how the given task will be assessed
- Give using the three principles of: a) *feed up* b) *feed back* and 3) *feed forward*.
- Use meta language and/or technical terms to talk about the language
- Make the learners write down their reflections about what they need to work on further and their plan on how they will achieve this and present this to a co-student.

In which way did you find these caveats helpful and/or constructive? In which way did you find that these hindered you from giving feedback in a more constructive way? Please answer this question in detail commenting on each caveat.

Your answer:

These caveats are pretty much what I do anyway so it wasn't difficult to do. I am not always good at remembering to remind the students what the task set out to accomplish so it was good to have a reminder of this. I actually wrote down an introduction that I read for each student as a start to the video. In this I said what task they were getting feedback on and what the main goals for the task had been. I felt that this introduction helped me make a good start on the videos.

I did get comments from some students that felt they did not get enough positive feedback so I could have done this part of the videos more precisely. Like I said, I sometimes spent too much time explaining some things with the paper and not enough on what was done well.

I try to use meta language all of the time and felt it was natural to continue with this.

The time spent in class working on the videos I felt was time well spent. The students seemed to be concentrated during the tasks and I was pleased that all of them felt it was natural to write the evaluations in English.

There wasn't anything related to the caveats that hindered me in giving feedback.

What were your observations about how your pupils experienced the feedback? Did it seem to you that they understood the feedback? Did they have many questions afterwards? Was the response positive, negative or were they indifferent?

Your answer:

I think most of the students felt this was a positive way of receiving feedback. They were quiet and worked with the task for a long period of time (ca. 45 min.), though a few struggled to concentrate enough. Around 90 minutes was spent on the task – including time for discussions in pairs.

I didn't experience that any of the students said they had problems understanding and none of them had any questions related to the video feedback. One of the students had difficulties with the sound.

A majority of the students were positive to the video feedback and some were very engaged during and after the tasks. Some were disappointed that they didn't get more positive feedback and some didn't seem to really care much about the feedback that they got.

One purpose of this study is to extend the Communicative Language Teaching as an approach to not just activities in class but assessment as well. What are your thoughts about that? Do you think that screencasting and using the reflective notes (refleksjonsnotat) afterwards can be considered an activity which allows for exchange of meaningful information in the target language?

Your answer:

I think it can be a good tool that can improve personal assessment – since this is something many students struggle with. I am not sure if it will help them be able to give themselves a grade – if that is one of the goals of personal assessment. By making them listen to the feedback in English and encouraging them to write the reflective notes in English they will use the target language more. Unfortunately, many students begin to discuss their own findings in Norwegian during this segment of the task. Those that manage to continue the discussion in English will benefit. Since this was the first time my students did this type of task, the activity was novel and thus more interesting perhaps. If video feedback became something that was common for them to experience their enthusiasm might diminish.

What are the advantages of using Screencasting as a way of giving feedback? Your answer: It was nice to be able to really go into depth with each task and “show” each student ways to improve their language. We as teachers are able to provide very specific feedback and at the same time control that they at least listen to our suggestions once. This is also something the students can review several times, and might be especially helpful if they have to do the exam in this subject.
Would you be using this method of giving feedback again? Your answer: Yes, I have used it in other classes now.
Are there any other thoughts about screencasting you would like to share? Your answer: The process is very time consuming (at least in the beginning when you need to get used to how to say things in a concise manner) and I often felt that I was looking for words too often during the feedback. It is easier to use screencasting for short tasks and perhaps easier to get the students to use the videos if they are also shorter. I think that it would be good to use this type of method for homework that isn't graded, but includes tasks that are very important for their language development such as sentence and paragraph structure, formulating thesis statements and outlines for essays etc.

Thank you so much for taking your time to participate in this study ☺

RESPONSE FROM TEACHER 2

Questions to the teachers who gave the feedback on video:
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Could you please answer the following questions about the feedback you gave? Thank you so much for helping me in my research 😊

Please comment in detail about how you experienced screencasting. Was it easy/difficult to use the program? Was it easy/difficult to find a quiet place? Was it easy/difficult to get started with the feedback? Did you find this way of giving feedback to be more time consuming than other ways you are used to giving feedback? (Please answer all questions)

I found it easy to use the program. It was at times difficult to find a quiet place to record. I found it most challenging to get started with the feedback, as I was unsure what to focus on and I wanted to establish a system I could use throughout all the corrections so I didn't have to go back and change anything. The feedback was definitely the most time-consuming evaluation work I have done, especially because I had to not down to myself on paper as I read through the text as well as marking parts of the text or highlighting it so that I would remember what to comment on when I was recording.

You were supposed to give feedback to learners on texts they had written using the following four caveats:

- Make learners aware of the learning intentions/goals of the task, and give them clear criteria about how the given task will be assessed
- Give using the three principles of: a) *feed up* b) *feed back* and 3) *feed forward*.
- Use meta language and/or technical terms to talk about the language
- Make the learners write down their reflections about what they need to work on further, and their plan on how they will achieve this and present this to a co-student.

In which way did you find these caveats helpful and/or constructive? In which way did you find that these hindered you from giving feedback in a more constructive way? Please answer this question in detail commenting on each caveat.

I found them mostly very useful. I found it gave students and myself a better global view on things as I kept pointing back to the learning intentions and the criteria as I was explaining

the corrections. I think this made it very easy for them to understand their product in comparison to the criteria they were given – they could easily see where they had been successful and where they had not.

Using meta-language is a great way to make students aware of what type of errors they make, as it enables them to access tasks and information online on the topics they find challenging. It is of course totally dependent on what the students have been taught before the feedback using meta-language. E.g. using the term concord is very helpful if the student knows what this means, otherwise not. In any case, the form of video-feedback enabled me to remind them briefly what concord is and I could show them some examples from the text where incorrect or correct concord had been used.

Reflecting on their work and how to improve by first writing it down and then presenting it to a co-student I think made the students learn a lot and become more aware of what they needed to do to do better next time. It also made them realize what they are doing well, which is very motivating.

What were your observations about how your pupils experienced the feedback? Did it seem to you that they understood the feedback? Did they have many questions afterwards? Was the response positive, negative or were they indifferent?

There was only one student who did not prefer this type of feedback to written feedback, so I would say it was a total success in my group. I did not receive any questions afterwards and all the students reported that they understood the feedback and most of them agreed on the grade they were given. All students reported that they now understood completely what they did well, what they had to improve on and how to improve. Most students reported that they would like video-feedback again.

One purpose of this study is to extend the Communicative Language Teaching as an approach to not just activities in class but assessment as well. What are your thoughts about that? Do you think that screencasting and using the reflective notes (refleksjonsnotat) afterwards can be considered an activity which allows for exchange of meaningful information in the target language?

Yes, definitely. Some of the students reported that they were thinking in the target language as they were listening to the feedback and also when they had to report to the other student.

The feedback in itself became a point of learning the communication of the target language – and especially because the language was used in an authentic manner.

What are the advantages of using Screencasting as a way of giving feedback?

You are able to give a much more personal type of feedback to the students, and you can pack more information and details into the feedback by showing things on the screen and using your tone of voice. This type of feedback leaves less room for misunderstanding the teacher's feedback. Also, by giving the grade at the end of the video, it forces the student to listen and pay attention to all comments until the grade is given. Students report that they don't always read the written comments and feedback; they go straight to the grade and then forget about the rest. This means that video-feedback is much more successful when it comes to learning, and it also makes the teacher's time much more worthwhile.

Would you be using this method of giving feedback again?

Yes, absolutely. However, it is a very time-consuming method especially in the beginning, and therefore I feel I cannot use it very often.

Are there any other thoughts about screencasting you would like to share?

I definitely think it is the future of feedback and learning and it has absolutely opened my eyes and revolutionized the way I look at evaluation.

I am very glad I decided to participate as I have learnt so much! 😊

Thank you so much for taking your time to participate in this study 😊

RESPONSE FROM TEACHER 3

Questions to the teachers who gave the feedback on video:

Could you please answer the following questions about the feedback you gave? Thank you so much for helping me in my research 😊

Please comment in detail about how you experienced screencasting. Was it easy/difficult to use the program? Was it easy/difficult to find a quiet place? Was it easy/difficult to get started with the feedback? Did you find this way of giving feedback to be more time consuming than other ways you are used to giving feedback? (Please answer all questions)

Your answer:

It was quite easy to use the program. I struggled a bit with the editing tools in the beginning, but managed to use them after trying a few times. One of the feedbacks failed because I used editing tools, but I am not sure what went wrong.

It was a bit difficult to find a quiet place. I had to spend some afternoons/evenings at work when everyone else had gone home. This was a challenge for me – difficult to do when the children were awake and making noises. I also do not have an office at home. That is why I chose to go back to work in order to record feedback.

It was difficult mentally, just because it was something new I think. I also spent quite a lot of time on the first feedback because I did not have a clear plan on the structure of my feedback. I had a rough plan, but not a detailed plan. After a few texts, I started to get a hang of it, and found the pattern I wanted to use in all of the texts.

In the beginning, it was more time consuming. I spent about 45 minutes on the first feedback, but only about 15-20 minutes when I got into it. What I think could speed up the process even more is if I give feedback directly after reading the text. This time I read all the texts first. I marked some things in the texts that I wanted to comment on, but I found that I could not remember many of the texts and I ended up rereading them; doing the work twice you could say.

You were supposed to give feedback to learners on texts they had written using the following four caveats:

- Make learners aware of the learning intentions/goals of the task, and give them clear criteria about how the given task will be assessed
- Give using the three principles of: a) *feed up* b) *feed back* and 3) *feed forward*.
- Use meta language and/or technical terms to talk about the language
- Make the learners write down their reflections about what they need to work on further, and their plan on how they will achieve this and present this to a co-student.

In which way did you find these caveats helpful and/or constructive? In which way did you find that these hindered you from giving feedback in a more constructive way? Please answer this question in detail commenting on each caveat.

Your answer: They helped me a lot. It made me think through how I had to structure my evaluation of the text into these three categories. I have not focused on the first principle that much before (feed up), but I find it helpful to use feed up first to make the student focus on what the task actually asks the student to do. I also really think it is a good idea to make the learners write down their reflections after hearing/seeing the feedback. This whole model of how to evaluate a student text is something I will bring with me when I evaluate texts in the future.

What were your observations about how your pupils experienced the feedback? Did it seem to you that they understood the feedback? Did they have many questions afterwards? Was the response positive, negative or were they indifferent?

Your answer: They seemed to understand the feedback. There were not many questions afterwards (if any). I cannot remember any questions about the content of the feedback. I thought that perhaps it was because they were being observed and there was another teacher in the classroom, but they did not have questions to the feedback after this session either. I would say that the response was mainly positive. The only responses I have gotten after this feedback are positive. Maybe the ones who were not happy with this form of feedback just

remained quiet, or maybe they were all positive. I have not read the answers they gave on the questionnaire, so maybe you will find someone who was not positive to this kind of feedback there! To sum up, some seemed indifferent while others were very positive.

One purpose of this study is to extend the Communicative Language Teaching as an approach to not just activities in class but assessment as well. What are your thoughts about that? Do you think that screencasting and using the reflective notes (refleksjonsnotat) afterwards can be considered an activity which allows for exchange of meaningful information in the target language?

Your answer:

I absolutely think that this is an exchange of meaningful information (in English). They hear the language and they can rewind and listen several times if they don't understand something. Now, some of the students chose to use Norwegian when they wrote their notes, and some spoke Norwegian when they had to talk about their feedback after listening to the screencasting. I observed that this was mostly something the weaker learners did (those who struggle with expressing themselves in English). I think that this is something we could work on as a class if we started to use this type of feedback at the beginning of the school year. Maybe some of the weaker learners would start to use English if they were asked to do so? Maybe not the first time, but the second or third. I want the learners to also express themselves in the target language and pass on the information they have received, and maybe learned something from, to someone else in class. But I'm not sure how I would get there...

What are the advantages of using Screencasting as a way of giving feedback?

Your answer:

Time saving (at least I think it will be time saving when I get used to use it + find the right strategy).

Most importantly: great for the students! I think they learn better what they have done well, what they can improve on and what they need to do in order to improve. I can show the student things in the text and explain why it is correct/incorrect while showing it. I cannot do that in a written feedback, and I don't have time to have a 5-10 minute conversation with each student in a class of 30 each time they get a feedback.

Would you be using this method of giving feedback again? Your answer: I will definitely use this method of giving feedback again!!
Are there any other thoughts about screencasting you would like to share? Your answer: I cannot think of any right now

Thank you so much for taking your time to participate in this study ☺

Appendix K: Observation Note Sample from a Teacher who is not the Researcher

pupil - frowning/smiling/nodding (2 times)

~~one pupil~~

quiet

one raising eyebrow/worried expression

Some taking notes right away (one side of the room)

↳ the others seem to listen through the whole feedback before taking notes.

Speaking to co-student (2 incidents)

Sigh of relief! ^{says out loud} (oh/.) + hands in the air

Appendix L: Learners in Different Groups and their Proficiency Levels

Group1	
Student	Grade
1	4
2	4
3	5
4	3
5	4
6	3
7	5
8	4
9	4
10	3
11	5
12	5
13	5
14	4
15	3
16	5
17	5
18	5
19	6
20	4
21	5
22	4
23	5
24	6
25	5

Group2	
Student	Grade
1	4
2	3
3	4
4	5
5	3
6	3
7	4
8	3
9	4
10	6
11	3
12	4
13	3
14	5
15	4
16	4
17	5
18	4
19	3
20	4
21	3
22	3
23	4
24	4
25	5
26	4
27	4
28	4

Group 3	
Student	Grade
1	6
2	4
3	3
4	4
5	6
6	5
7	6
8	4
9	5
10	5
11	4
12	5
13	5
14	4
15	3
16	6
17	4
18	3
19	3
20	4
21	5
22	4
23	3
24	5
25	3
26	4
27	6

Group 4	
Student	Grade
1	5
2	6
3	5
4	5
5	4
6	4
7	5
8	6
9	6
10	4
11	5
12	5
13	4
14	5
15	5
16	5
17	4
18	4
19	4
20	5
21	4
22	6
23	5

Group 5	
Student	Grade
1	5
2	5
3	6
4	5
5	3
6	3
7	4
8	4
9	5
Group 6	
Student	Grade
1	3
2	5
3	4
4	5
5	3
6	5
7	5
8	3
9	6
10	5
11	3
12	5
13	4

Appendix M: Approval from NSD

Aud Solbjørg Skulstad
Institutt for fremmedspråk Universitetet i
Bergen Sydneplassen 7
5007 BERGEN

Vår dato: 17.12.2014

Vår ref: 40800 / 3 / SSA

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 18.11.2014. Meldingen gjelder prosjektet:

40800	<i>Screencasting: Implications of Video Feedback for EFL Teachers and Learners</i>
<i>Behandlingsansvarlig</i>	<i>Universitetet i Bergen, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Aud Solbjørg Skulstad</i>
<i>Student</i>	<i>Jaspreet Gloppen</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 01.07.2016, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Sondre S. Arnesen

Kontaktperson: Sondre S. Arnesen tlf: 55 58 33 48

Vedlegg: Prosjektvurdering

Kopi: Jaspreet Gloppen Jaspreetgloppen@gmail.com

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Avdelingskontorer / District Offices:

OSLO: NSD, Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no

TRONDHEIM: NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. kyrre.svarva@svt.ntnu.no

TROMSØ: NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. nsdmaa@sv.uit.no



Personvernombudet for forskning

Prosjektvurdering - Kommentar

Prosjektnr: 40800

Utvalget informeres skriftlig om prosjektet og samtykker til deltakelse.

Ombudet vurderer bruken av It's Learning til å ikke være en anonym løsning da det vil bli registrert IP-adresse i forbindelse med pålogging og logging i tjenesten.

Informasjonsskriv og samtykkeerklæring er derfor noe mangelfullt utformet. Vi ber derfor om at følgende endres/tilføyes:

- fjerne referanser til at spørreundersøkelsen er anonym

Revidert informasjonsskriv skal sendes til personvernombudet@nsd.uib.no før utvalget kontaktes.

Personvernombudet legger til grunn at forsker etterfølger Universitetet i Bergen sine interne rutiner for datasikkerhet. Dersom personopplysninger skal sendes elektronisk eller lagres på mobile enheter, bør opplysningene krypteres tilstrekkelig.

Forventet prosjektslutt er 01.07.2016. Ifølge prosjektmeldingen skal innsamlede opplysninger da anonymiseres. Anonymisering innebærer å bearbeide datamaterialet slik at ingen enkeltpersoner kan gjenkjennes. Det gjøres ved å:

- slette direkte personopplysninger (som navn/koblingsnøkkel)

- slette/omskrive indirekte personopplysninger (identifiserende sammenstilling av bakgrunnsopplysninger som f.eks. bosted/arbeidssted, alder og kjønn)

Appendix N: Letters of Consent to the Students, Principal and the Teachers

Til elevene i klasse XX ved X videregående skole

Forespørsel om deltagelse i forskningsprosjektet "Screencasting: Implications of Video Feedback for EFL Learners and Teachers".

Bakgrunn og formål

Som masterstudent i utdanningsvitenskap med fordypning i engelsk didaktikk gjennomfører jeg i 2015 **et forskningsarbeid om bruk av videoretting i vurdering av engelske tekster på vgs**. I prosjektet vil jeg undersøke hvordan tilbakemelding gitt ved bruk av videoretting påvirker læring hos elever. Målet er også å se hvordan lærere opplever prosessen av å gi tilbakemelding på denne måten, og om de synes at det er en nyttig og effektiv måte å gi tilbakemelding på.

Hva innebærer deltagelse i studien?

Elevene skal få tilbakemelding gjennom en video på en oppgave de har levert. Oppgaven skal rettes ved bruk av et program som heter Screencast-O-Matic. Elevene skal først høre og se på videoen, deretter skrive et refleksjonsnotat om hva de trenger å jobbe videre med, samt hvordan de skal oppnå det. Dette skal de presentere muntlig til en medelev. Datamateriale samles inn gjennom:

- spørreundersøkelse (fra både lærere og elever) på Its Learning
- skriftlige refleksjonsnotater fra elever
- forskers og faglæreres notater fra klasseromsobservasjoner

Hva skjer med informasjonen fra deg?

Undersøkelsen skal besvares på Its Learning. Undersøkelsen er ikke anonym. Det er fordi det vil bli registrert IP-adresse iforbindelse med pålogging og logging i tjenesten. Alle personopplysninger vil bli behandlet konfidensielt, og **alle deltakere (både elever, læreren og skolen) vil bli anonymisert** i oppgaveteksten. **Alt datamateriale vil bli slettet** når prosjektet avsluttes i juni 2016. Prosjektet er meldt til Personvernombudet for forskning, norsk samfunnsvitenskapelig datatjeneste A/S.

Frivillig deltagelse

Jeg understreker at det er helt frivillig å være med på dette prosjektet, og du trenger ikke å gi noen begrunnelse om du ønsker å reservere deg. Du kan også trekke tilbake samtykket underveis.

Med dette håper jeg selvsagt at du ønsker å delta i prosjektet. Dersom du har ytterligere spørsmål om studien er du velkommen til å ta kontakt med meg, på tlf 41292347 eller via e-post: jaspreetgloppen@gmail.com.

Med vennlig hilsen

Jaspreet Gloppen

Samtykke til deltagelse i studien

Jeg har mottatt informasjon om studien, og er villig til å delta.

(Dato og signatur)

Til rektor ved X videregående skole,

Forespørsel om å utføre forskningsarbeid på skolen.

Bakgrunn og formål.

Som masterstudent i utdanningsvitenskap med fordypning i engelsk didaktikk gjennomfører jeg i 2015 **et forskningsarbeid om bruk av videoretting i vurdering av engelske tekster på vgs**. I prosjektet vil jeg undersøke hvordan tilbakemelding gitt ved bruk av videoretting påvirker læring hos elever. Målet er også å se hvordan lærere opplever prosessen av å gi tilbakemelding på denne måten, og om de synes at det er en nyttig og effektiv måte å gi tilbakemelding på.

Hva innebærer deltagelse i studien?

Elevene skal få tilbakemelding gjennom en video på en oppgave de har levert. Oppgaven skal rettes ved bruk av et program som heter Screencast-O-Matic. Denne tilbakemeldingen på videoen får de av sine faglærere (som også deltar i studien). Elevene skal først høre og se på videoen, deretter skrive et refleksjonsnotat om hva de trenger å jobbe videre med, samt hvordan de skal oppnå det. Dette skal de presentere muntlig til en medelev. Datamateriale samles inn gjennom:

- spørreundersøkelse (fra både lærere og elever) på Its Learning
- skriftlige refleksjonsnotater fra elever
- forskers og faglæreres notater fra klasseromsobservasjoner

Hva skjer med informasjonen fra elevene og lærere?

Undersøkelsen skal besvares på Its Learning. Undersøkelsen er ikke anonym. Det er fordi det vil bli registrert IP-adresse iforbindelse med pålogging og logging i tjenesten. Alle personopplysninger vil bli behandlet konfidensielt, og **alle deltakere (både elever, læreren**

og skolen) vil bli anonymisert i oppgaveteksten. **Alt datamateriale vil bli slettet** når prosjektet avsluttes i juni 2016. Prosjektet er meldt til Personvernombudet for forskning, norsk samfunnsvitenskapelig datatjeneste A/S.

Frivillig deltagelse

Jeg understreker at det er helt frivillig å være med på dette prosjektet, og elevene trenger ikke å gi noen begrunnelse om de ønsker å reservere deg. De kan også trekke tilbake samtykket underveis.

Med dette håper jeg selvsagt på positivt svar. Dersom du har ytterligere spørsmål om studien er du velkommen til å ta kontakt med meg, på tlf 41292347 eller via e-post: jaspreetgloppen@gmail.com.

Med vennlig hilsen

Jaspreet Gloppen

Tillatelse til forskningsarbeid ved X videregående skole,

Jeg gir med dette tillatelse til at Jaspreet Kaur Gloppen skal utføre forskningsarbeid i noen klasser i 2015.

(Dato, Signatur)

Til læreren i klasse XX ved X videregående skole

Forespørsel om deltagelse i forskningsprosjektet "Screencasting: Implications of Video Feedback for EFL Teachers and Learners".

Bakgrunn og formål

Som masterstudent i utdanningsvitenskap med fordypning i engelsk didaktikk gjennomfører jeg i 2015 **et forskningsarbeid om bruk av videoretting i vurdering av engelske tekster på vgs**. I prosjektet vil jeg undersøke hvordan tilbakemelding gitt ved bruk av videoretting påvirker læring hos elever. Målet er også å se hvordan lærere opplever prosessen av å gi tilbakemelding på denne måten, og om de synes at det er en nyttig og effektiv måte å gi tilbakemelding på.

Hva innebærer deltagelse i studien?

Elevene skal få tilbakemelding på en oppgave de har levert gjennom en video. Tilbakemelding skal gis av deg som faglærer ved bruk av et program som heter Screencast-O-Matic. Elevene skal først høre og se på videoen, deretter skrive et refleksjonsnotat om hva de trenger å jobbe videre med, samt hvordan de skal oppnå det. Dette skal de presentere muntlig til en medelev. Datamateriale samles inn gjennom:

- spørreundersøkelse (fra både lærere og elever) på Its Learning
- skriftlige refleksjonsnotater fra elever
- forskers og faglæreres notater fra klasseromsobservasjoner

Hva skjer med informasjonen fra deg og elevene?

Undersøkelsen skal besvares på Its Learning. Undersøkelsen er ikke anonym. Det er fordi det vil bli registrert IP-adresse iforbindelse med pålogging og logging i tjenesten. Alle personopplysninger vil bli behandlet konfidensielt, og **alle deltakere (både elever, læreren og skolen) vil bli anonymisert** i oppgaveteksten. **Alt datamateriale vil bli slettet** når prosjektet avsluttes i juni 2016. Prosjektet er meldt til Personvernombudet for forskning, norsk samfunnsvitenskapelig datatjeneste A/S.

Frivillig deltagelse.

Jeg understreker at det er helt frivillig å være med på dette prosjektet, og du trenger ikke å gi noen begrunnelse om du ønsker å reservere deg. Du kan også trekke tilbake samtykket underveis.

Med dette håper jeg selvsagt at du ønsker å delta i prosjektet. Dersom du har ytterligere spørsmål om studien, er du velkommen til å ta kontakt med meg, på tlf 41292347 eller via e-post: jaspreetgloppen@gmail.com.

Med vennlig hilsen

Jaspreet Gloppen

Samtykke til deltagelse i studien

Jeg har mottatt informasjon om studien, og er villig til å delta.

(Dato og signatur)