

Formative assessment in EFL writing: A case study of pupils'  
perceptions of their feedback practice and attitudes to  
receiving and using feedback



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## Preface with thanks

What a journey this has been! It has been a knowledgeable journey, both in shared experiences in the fellowship with other teachers studying, and in learning more about English language, literature, didactics, and educational research. The period of the latter subject has also been challenging in a rather busy period of life as a mother of three, a teacher and a student researcher. In other words it has been tough, yet the journey has been rewarding.

First and foremost, I would like to thank my two supervisors: David Newby for his guidance in the initial phase, and then Hild Hoff for her guidance in the final phase of writing this thesis. Their knowledge in the field and guidance throughout the process have been much appreciated. To my fellow students: Thank you for your support and useful inputs. I would also like to thank the lecturers in the master programme, as well as the teachers and the pupils who participated willingly in the research, and thereby made this study possible to realize. Finally, to my supportive family: thank you!

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## Abstract in Norwegian

Læreres tilbakemeldingspraksis på elevtekster er alltid aktuelt, og i løpet av det siste tiår har den norske skolen hatt et særlig fokus på formativ vurdering igjennom den statlige satsingen *Vurdering for Læring* (Utdanningsdirektoratet, 2014). Hensikten med denne studien i engelsk fagdidaktikk har vært å se nærmere på formativ vurdering i skriftlig engelsk gjennom å studere én spesifikk tilbakemeldingspraksis. Kort sammenfattet, innebærer tilbakemeldingspraksisen at elevene får skriftlig tilbakemelding på tekstskriving, der styrker og svakheter skal presiseres innenfor tre hovedområder: språk, innhold og struktur. Sentralt i praksisen er tekstrevisjon og videre utnyttelse med utgangspunkt i den skriftlige tilbakemeldingen.

Studien har benyttet et kvalitativt case- studie design, og det empiriske materialet består av dybdeintervju med åtte elever fra to engelskklasser på 10. trinn. Studiet tar utgangspunkt i hvordan elever oppfatter og opplever denne tilbakemeldingspraksisen, og undersøker hvordan elevene mener at de utnytter informasjonen de får fra de skriftlige tilbakemeldingene. Sentrale tema i tillegg til formativ vurdering er elevenes bruk av læringsstrategier og metakognisjon i læringsprosessen. Tidligere forskning innen fremmedspråksdidaktikk i Norge har i liten grad rettet fokus mot elevers bruk av informasjonen fra tilbakemeldinger, og studien bringer dermed et viktig tema til refleksjon og forbedret praksis.

Resultatene av studien viser at elevene har tro på tilbakemeldingspraksisen som hjelp i læringsprosessen, men et kriterium er at tilbakemeldingene må være spesifikke. Funnene uttrykker også et behov for mer tydelighet i kommunikasjon av fremovermeldinger. Funnene presiserer behov for tydelighet ikke bare i *hva* man skal forbedre, men også *hvordan* man bør gå frem for å klare det, og elevene uttrykker et ønske om økt lærerinvolvering i denne prosessen, et funn som igjen kan indikere mangler i deres metakognisjon.

Studiens funn antyder at elevene har fokus på sine svakheter i arbeid med tekstrevisjon, og at de hovedsakelig bearbeider tilbakemeldinger som er relatert til det lokale tekstnivå (Hoel, 2000). Disse funnene danner grunnlag for implikasjoner for praksis med hensyn til hvordan tekstskriving og tekstrevisjon blir praktisert. Der i blant er viktigheten av tydeligere kommunikasjon mellom lærer og elever med hensyn til hva skriving og tekstrevisjon innebærer, for å sikre at elevene tilegner seg en mer helhetlig forståelse av målet med tekstrevisjon og hvordan de kan dra nytte av alle aspektene i tilbakemeldingen i videre

tekstproduksjon. I tillegg antyder funnene at det er behov for økt fokus på språklæringsstrategier som et verktøy i videre utnyttelse av tilbakemeldinger og tekstskriving.

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## List of abbreviations

AfL – Assessment *for* learning

CEFR – Common European Framework of References for Languages

EFL – English as a Foreign Language

L1 – First Language

L2/SL – Second Language

LK06/13 – National Curriculum for Knowledge Promotion from 2006, revised 2013

NDET – The Norwegian Directorate for Education and Training

SLT – Sociocultural Learning Theory

ZPD – Zone of Proximal Development

# Chapter one: introduction

## 1.1 Aims and motivation

This thesis in English as a foreign language (EFL) didactics aims to investigate learners' perspectives in regards to their assessment practice in EFL writing. More precisely, the focus of the investigation is formative assessment in the English subject at the lower secondary level. The data constitutes of interviews with pupils. Consequently, it is the learners who are the most important source of information in this project. In the current assessment practice, written feedback is communicated through the formative feedback practice "two stars and a wish", and how pupils choose to utilize the information of one's strengths and weaknesses as EFL writers (in terms of choice of language learning strategies).

The learners' experiences in language learning are interesting for several reasons. First, both the Common European Framework of References for Languages (Council of Europe, 2007) and the Knowledge Promotion Curriculum (LK06/13) stress the language learner's awareness of the processes in own language learning. Hence, I am particularly interested in increased knowledge of whether and how the assessment practice contributes to language learners' awareness. Within this focus, terms such as language learning strategies and metacognition are central in this study, and terms will be discussed in the theory chapter.

There has been and still is a focus on improved practice of formative assessment in the Norwegian school, commonly referred to as Assessment for learning (see 1.2 for definitions and elaboration). This focus on formative assessment has also been central in my own teaching practice since 2010. Through participation in *Forsterket lærerutdanning*<sup>1</sup> in 2010, my awareness of formative assessment was raised and its importance was confirmed. The actual implementation of formative assessment in the everyday classroom is challenging, and thus plays an important part in my motivation for this study. What is more, the present study ought to be attractive to teachers since feedback to written work is always relevant.

In short, this study seeks to investigate pupils' experiences of one particular practice of formative assessment in EFL writing, which entails detailed descriptions of the assessment practice (see section 1.5), and the aim is to investigate possible negative aspects as well as

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<sup>1</sup> An extensive (50 hours) course in didactics provided to all newly employed teachers in "Osloskolen". Assessment for Learning was one of the main focus areas of the course.

positive aspects revealed through pupils' experiences. It is also my goal that the study will be an in-depth contribution for teachers to reflect on and improve formative assessment in their own practices.

## 1.2 Why formative assessment?

Assessment is one of the teacher's most important and also most time consuming tasks. Initially, two central types of educational assessment need to be distinguished: formative assessment and summative assessment. Geoff Brindley (in Carter and Nunan 2001, p.137) describes formative assessment as "assessment carried out by teachers during the learning process with the aim of using the results to improve instruction". On the contrary, summative assessment is final, for instance at the end of a term or a year (ibid). The purpose of formative assessment is often referred to as *for* learning while summative is *of* learning. However, Bennett (2011) claims the distinction *for* and *of* to be an oversimplification since every formative assessment has an element of a summative, as there is a need for information of where the students are in their learning in order to help them move forward.

It is primarily aspects of formative assessment of writing that are studied in this thesis, and Assessment for Learning (henceforth AfL) is the political term used in the Norwegian school. Gordon Stobart (2008) introduced the term AfL to clarify the function of formative assessment. As early as 2002 the Assessment Reform Group stated that AfL "is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there" (2002). Based on the work of the Assessment Reform Group, and further international research and experiences, the Norwegian Directorate for Education and Training (henceforth NDET) made AfL a four-year commitment from 2010 to 2014 (NDET, 2014). The commitment was then carried on from 2014 to 2017 (ibid.), consequently the implementation of AfL in Norwegian schools is still in progress.

In formative assessment feedback is central. Researchers Black and Wiliam (1998) have had great influence on our views of assessment. They stress what feedback should contain: "Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils" (Black and Wiliam 1998, p. 9). In other words, feedback should be thorough and

precise to promote pupils' EFL writing skills. Moreover, pupils' metacognition is relevant in formative assessment processes (elaborations in 2.2 and 2.5).

The correlation of time spent on correcting texts and preparing feedback versus pupils' learning effect has been discussed numerous times among teachers, but also among researchers. Danielle Guenette (2007) debates corrective feedback and asks "should teachers spend hours correcting their students' written productions?" (p.1). The background for her article is over 20 years of studies on corrective feedback, and she is concerned that teachers' workload and pupils' learning do not correlate. Do pupils actually learn from written feedback? Consequently, it becomes highly relevant to improve practices of assessment. My fear as a practitioner and researcher is that both teachers and pupils put a lot of work into something that does not necessarily contribute to pupils' progress as EFL writers. Therefore, I believe it is of great value to learn about formative assessment from the learner's perspective.

### 1.3 Previous research

Research on formative assessment has increased the last decades, having been an area that has undergone relatively little research in the past. Also, quite a lot of research has been conducted on feedback to writing and students' perceptions of it. However, there has been less research on pupils' experiences with uses of feedback to EFL writing in terms of language learning strategies and metacognition. I have chosen to limit this overview of previous research to a Norwegian context because it is most relevant in comparing similar practices of formative assessment. Also, I have chosen to present recent studies that are relevant in terms of various aspects of the practice of formative assessment including language learning strategies and metacognition.

Relevant research concerning formative assessment to EFL writing, especially at a lower secondary level, is limited. However, there has been an increasing interest in formative assessment and most recently Tony Burner has made a significant contribution to the field with his PhD dissertation *Formative Assessment of Writing in English* published in 2016 at NTNU. His findings are relevant in terms of this current study. The dissertation consists of three articles, of which article 2 is particularly relevant, exploring "teacher and student perceptions and practices of formative assessment in English as a foreign language writing class" (2016, p. 7). What is more, the research is carried out at the lower secondary level. The findings show that there are significant contradictions, both within the group of students and

between the students and their teachers, regarding how they perceive and act on formative assessment of writing (ibid.). The study implies that formative assessment practices are not clear for all the students, and that students are in need of more support and modelling from their teachers. Moreover, students appreciate text revision writing practice. Also, the study implies that teachers show good knowledge about formative assessment, but fail to practise it adequately, and large syllabus and lack of time are challenging for the teachers (2016, p. 61). To sum up, one of the main implications from the research is the need for more time and space to follow up formative assessment in writing classes (2016, p.8). The current study addresses this implication in its focus of a particular assessment practice that aims to follow up formative assessment in EFL writing (see presentation of the assessment practice in section 1.5). Consequently, the current study may add an interesting perspective.

In a doctoral dissertation at NTNU, Sandvik (2011) contributes to a deeper understanding of the connection between assessment and writing in second language learning, and particularly in assessment as a tool for pupils' progress in writing. The study has a teacher and pupil perspective, but reveals in particular the teacher's assessment competence and the impact on pupils' learning process. The study investigates how the teacher chooses to respond to pupils' texts, and how the pupils experience this response. The results of Sandvik's study imply that assessment is both functional and constructive as long as formative assessment follows the progression in a learning process. What is more, the information that is extracted from the assessment must be used to develop good teaching and to meet the students' needs (Sandvik 2011, p. 229).

Another recent PhD dissertation by Gamlem (2014) studied feedback to support students' learning in lower secondary classrooms. The study indicates that feedback is not experienced as precise enough, and that assessment lacks guidance in what to do next. This research however, refers to feedback in all subjects, not English in particular.

In an article by Agnete Bueie (2015) some aspects are relevant to this thesis. First, she claims how "the feedback works well in a summative function, but it has a weaker formative function because the assessment situations rarely require the pupils to make use of the feedback" (p.2). Second, her findings reveal how revising is limited to the local text level (p.17).

Moreover, a few theses on formative assessment have carried out research on the lower secondary level. Most recently, a study at UiB by Kristin Garnæs (2016) investigates how students use feedback to improve texts, and deals with the long-term effect of the feedback. The study found that pupils believe in the effect of feedback, but that this is not

always reflected in terms of improvements in their written texts (p 2). In Garnæs' study the pupils are also given feedback according to the "two stars and a wish" practice. The study however differs from the current study on several aspects. First, the focus of Garnæs' study is the effect of the feedback, while the current study opts for insight into pupils' attitudes to and perceived experiences with their assessment practice. Second, the studies rely on different data material and in the present study interviews will ensure a different perspective than Garnæs' observations, text analysis and questionnaires.

In another thesis published at Uib in 2016, Birthe Bjørstad looks at how students at a lower secondary level experience and understand written formative assessment of their written texts in EFL. One of the main findings is that students have problems understanding various aspects of the feedback comments. Hence, students need detailed explanations on the different issues that the teachers point out in the assessments. The study indicates that teachers tend to give advice and suggestions that are outside the students' Zone of Proximal Development (Vygotsky, 1978), in other words, the teachers' advice is given outside what the pupil can manage without guidance. The current study however, focuses on learners' uses of feedback and thus differs from Bjørstad's study.

Next, a few relevant master theses have been published at the University in Stavanger on EFL writing assessment in the upper secondary school (Vik, 2013 and Bø, 2014). First, Linda Vik's thesis contributes to the evaluation of the implementation of Assessment for Learning in Norwegian schools, through a comparative study of how two upper secondary schools have approached the assessment of English in the reform period (2013, p. 4). One of the main findings of the thesis is that there are large differences between the implementation of the national assessment guidelines. Moreover, the thesis searches for information on pupils' experiences, beliefs and attitudes to assessment, and findings reveal that the pupils did not 'feel' the change of assessment practices and its possible advantages to the same extent as their teachers, and mostly still thought in terms of grades (ibid). The second thesis written by Elisabeth Bø, is a case study which investigates both students' and teachers' experiences and attitudes to English writing and how students receive feedback (2014, p. 1). The findings reveal that teachers gave mostly post-product feedback, and only one of the three teachers interviewed asked the students to revise their texts after they had received feedback and their grades (ibid). A few studies within a Norwegian context indicate that pupils lack opportunities to revise their texts (Bø, 2014; Burner, 2016). With this in mind, it is highly relevant to conduct research on an assessment practice that aims to preserve the opportunity to revise and work with the feedback given. Furthermore, it is important to gain knowledge about the ways

in which learners relate to the feedback they are given, conveyed through an investigation of pupils' attitudes, perceptions and beliefs. There is a need for such insight, to enable teachers with the opportunity to evaluate their practices. Findings from one specific practice of formative assessment cannot be generalized to all practices of formative assessment. Still findings may have relevance for other practices, especially in a Norwegian context.

What seems to have undergone relatively little research is the role of language learning strategies and metacognition within the process of acting upon written feedback in EFL writing in Norwegian lower secondary classrooms. In focusing of the process of formative assessment, the pupils' thinking about own learning is central. I have not managed to find any research addressing that perspective in connection with formative assessment in Norwegian classrooms. However, in a general perspective, recent Norwegian research projects show that teaching pupils about metacognitive aspects of learning and learning strategies is important for developing self-regulated learners (Bugge, 2016). Bugge's PhD dissertation from UiS concerns constructing and testing out a model for instruction on metacognitive aspects of learning in foreign language. He focuses mainly on Spanish, French and German, but the principles are also relevant in EFL. It is discussed in the study that it is important to develop knowledge about one's own learning to be successful in language learning. Furthermore, Jensen (2008) has conducted a research project called *Læring og Vurdering* (Learning and assessment). The study shows that when pupils are asked about learning strategies, they assess their use of different strategies as very satisfying. However, when the pupils' use of learning strategies is measured against standards, the picture becomes more nuanced, and indicates that pupils' development of and use of learning strategies should be increasingly emphasized.

Previous research does not seem to have provided sufficient answers of language learners' beliefs and use of strategies in the process of learning from feedback on EFL writing. Consequently, this thesis may provide new insight into an important aspect of EFL teaching and writing. Then adding the perspective of the recent years' focus on formative assessment in Norwegian schools, I would suggest that my proposed research is a highly relevant topic of investigation.

## 1.4 Research questions



In this master thesis I will look into an aspect of formative assessment in teaching English as a foreign language (EFL)<sup>2</sup>. More precisely, I want to study pupils' attitudes to the practice of purposeful work with teacher feedback on writing. One overall research question is formulated for this paper:

### **How do 10th grade learners experience their formative assessment practice in EFL writing?**

Then, three sub questions is formulated for the purpose of further investigation of the learners' experiences:

- 1. To what extent and in what ways do they feel that the feedback promotes their text writing skills?**
- 2. What are pupils' attitudes to work (improving texts, exercises and activities) based on the teachers' feedback on EFL writing?**
- 3. How do pupils make use of the feedback?**

The overall aim for the research questions is to investigate pupils'<sup>3</sup> experiences with the assessment practice in light of theory on formative assessment, L2 writing, and also language learning strategies and metacognition as aspects of learning. The study also aims to investigate possible negative aspects as well as positive aspects revealed through pupils' experiences.

In the first research question it is relevant to search for information concerning pupils' belief in learning outcome from correcting and improving texts according to teachers' feedback. And perhaps most importantly, the question seeks information on what in particular promotes their text writing skills. Through raising this question, the aim is to gain a basic

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<sup>2</sup> English as a Foreign Language (EFL) and Second Language (L2) are related terms, and in this thesis I have chosen EFL as the main term, seeing that English has not been given the status as an official second language in Norway. However, English as L2 is used in some theory and research.

<sup>3</sup> The terms pupils, students and learners are synonyms frequently used in the thesis. I have chosen to primarily use 'pupils', but 'students' and 'learners' are used in an attempt to vary the vocabulary.

insight of pupils' attitudes and experiences connected to their feedback practice in EFL writing.

Through raising the second question, information is sought on different attitudes among the pupils concerning work based on feedback performed in and outside the classroom. In the assessment practice, the information provided through the written feedback serves as guidance to what the pupils ought to work with, and it is interesting to investigate the pupils' attitudes to such extensive work.

Finally, the third question seeks to explore pupils' individual ways of using the information provided through their feedback. The question is a continuation of the second research question in which it seeks not only information on attitudes, but answers on pupils' various uses of the feedback, both activities chosen by the pupils themselves, and activities imposed by the teachers. The pupils' answers may provide insight into use of language learning strategies, and also in particular their use of metacognitive strategies (Oxford, 1990), which is an aspect within language learning strategies. The aim of the research question is to provide insight into whether the feedback contributes to increased awareness of own EFL text writing skills.

## 1.5 Background of the study

This study focuses on one particular practice of formative assessment in EFL writing. Consequently, information about the background of the study is of utmost importance in understanding the research findings. In the following sub sections the pilot study and the assessment practice will be presented, and then international and national policy documents to EFL teaching and assessment will be presented.

### 1.5.1 The pilot study

In 2012 I wrote a research paper as a part of the masters' course ENGMAU 643. The research data was collected through 58 pupils answering a questionnaire. The research findings lay

grounds for the further choice of research questions in the master thesis. The research questions were as follows:

1. Do 8<sup>th</sup> graders believe that thorough work with feedback will help them improve?
2. Is there a difference between attitudes of 8<sup>th</sup> grade boys and 8<sup>th</sup> grade girls towards thorough work with feedback?

In 2012, the pupils were as 8<sup>th</sup> graders at a starting point both in EFL text writing and in receiving feedback. The research conveyed interesting information concerning the pupils' awareness and beliefs. Most important, findings revealed that a majority of the 8<sup>th</sup> grade EFL learners believed that the work of revising according to teachers' feedback would help them improve as EFL writers (Vågen, 2012, p. 16). On the other hand, the research revealed an obvious difference between attitudes of boys compared to girls. Generally, the majority of girls tend to be more positive to working with feedback, while the majority of the boys expressed negativity (Vågen 2012, p. 17). The pilot study also suggested that pupils' attitudes and awareness play an important part in their ability to process feedback and learn from it (Vågen, 2012).

In the research for the current thesis, the informants are chosen from the same group who participated in the pilot study. The pupils are 10<sup>th</sup> graders and naturally more experienced with the practice. I believe that it is interesting to study these pupils' attitudes after almost three years of receiving and using feedback on EFL writing.

### 1.5.2 The assessment practice

The school, where the present research has been carried out, was a part of the first group in the *Assessment for Learning* reform. The practice of formative assessment was one of many focus areas, and teachers developed new practices. In my year as a teacher at the school, I experienced the practice from both observing other teachers in action and using the procedures myself. These impressions connected to the practice have been an important motivation for this present research. Even though mostly positive impressions have led to this research, obviously there are challenges connected to most practices and the aim is to investigate possible negative aspects as well as positive aspects revealed through pupils'

experiences. For clarity, I use the term 'assessment practice' when referring to all the stages within the practice of receiving and using feedback, and 'feedback practice' is referring to the use of the feedback form. This presentation of the assessment practice builds on documents from the school (appendix 1-5) and background interviews with two teachers (appendix 16 and 18).

The teachers at the school have decided their own writing and assessment practices based on years of experience. The teachers in combination have university studies in assessment, experience from participating in a communal assessment group, experience from being an examiner in English written exams after 10<sup>th</sup> grade, and most importantly classroom experience throughout the years. Also the school's focus on AfL has been influential in shaping the assessment practice.

The school has made a brochure, which presents areas of focus within reading, learning and assessment (appendix 1-3). In relation to this study's topics, the two latter areas of focus are central. Moreover, within learning there is an emphasis on learning strategies, and within assessment there is an emphasis on AfL. The second page in the brochure (appendix 1) states in the heading: "Our goal: metacognitive pupils" (my translation), and continues by explaining metacognitive as being aware of own thinking, learning, reading and constantly reflecting and adjusting ones own behaviour in accordance (my translation). Next, on page 4 in the brochure, learning strategies are presented as all sorts of techniques in taking notes, making outlines and remembering. The strategies promote learning by activating previous learning and reflection, which is central in metacognition (appendix 2). Then on page 9, AfL is presented using a quotation from the Directorate of Education and Training: "When the assessment of performance, work or tasks is used as a basis for further learning, that is AfL" (my translation) (appendix 3). The focus areas presented through this brochure communicate what is the centre of attention at the research school.

In EFL writing at the research school, the aim is for the pupils to write and hand in at a minimum two longer texts during a semester (since time does normally not allow for more) on which they will receive written feedback. Both texts are to be written during school lessons. The first text is written in the middle of a semester, and the other text is the mock exam at the end of a semester. The aim is for the feedback and feed forward (see section 2.4.1) given on the first text to serve as an important help in order to prepare for the mock exam. The question is then if the students learn something from the feedback, and if they are able to utilise this new knowledge to improve their texts the next time they are writing.

When pupils write texts, they receive feedback and feed forward based on given criteria. However, all texts in secondary school, especially in 10<sup>th</sup> grade are evaluated and assessed in accordance with the national guideline for the written exam in English after year 10 (appendix 5). The pupils' texts are therefore assessed with 'content', 'structure' and 'language' in mind. Feedback is given by way of both corrections in the text, comments in the margin and a form with an overall feedback and feed forward (appendix 4). In the feedback form, success criteria are listed as follows:

### **Content**

- Do you answer the task? Is the content relevant?
- Do you use information from other texts and topics?
- Do you describe content and reason arguments?
- Are you independent?

### **Structure**

- Is your text adjusted to the writing aim and the receiver?
- Is the text well-structured and coherent?
- How is the text binding?

### **Language**

- To what degree do the language promote clarity of content and meaning? (do the text communicate?)
- Is your vocabulary varied and fitted for the receiver?
- How is the spelling and punctuation?
- How is the grammar and sentence structure in your text?

(My translation)

The written feedback would then, as already mentioned, look at the 'content', 'structure' and 'language', and communicate what the pupils did well (stars), and what needs to be improved (wishes). The two sections provided for written feedback in the feedback form are named "this you do well" and "this you need to work with" not 'stars' and 'wishes'. However, the two sections are most often communicated to the pupils as 'stars and wishes'. A ground rule in the feedback practice is for the wishes not to outnumber the stars. Examples of 'stars' might be: "you present many good arguments", "the introduction provides a good

presentation of the topic ”, “you use examples to reason your arguments, that is good!” , or “you have improved in your variation of how you start your sentences”. Further on, examples of ‘wishes’ might be: “You do not seem to answer the task, what does it ask for?” “You need more flow in your sentences. Check out connective words!”, “Correct use of vocabulary; use a dictionary to check that you are using the correct words”, or: “Genitive: read about genitive in the B-book on page 128-129”. Most often there is more information in the written text, than in the actual feedback form, in other words the pupils need to pay attention to the information in the text in order to fully understand the information in the feedback form.

When the pupils receive their texts with the feedback they have one lesson (60 - 90 minutes) at school where they are to revise their texts and use the feedback to improve the texts in order to be submitted again. Pupils are asked to identify and correct mistakes in grammar and language from corrections in the text. They are required to write the improvements using a different colour, so that the teacher will easily be able to identify what has been corrected. Additionally the pupils should try to improve at least one of the ‘wishes’ concerning either ‘language’, ‘structure’ or ‘content’.

The opportunity to revise texts in school hours allows the teachers to give oral feedback throughout the session. First, the teacher can point out important aspects that are frequent in pupils’ writing in front of the whole class. Then, the teacher has an opportunity to elaborate on written comments and sort out possible misunderstandings to the individual learners as they are revising in class.

The grade is not included in the written feedback, but it is published in *its learning*<sup>4</sup> after the text is revised and submitted again. Excluding the grade from the feedback form is a common practice at the research school and is done for two main reasons: First, to diminish the focus of the grade within the written feedback as previous research has stated that comments tend to be overshadowed by a grade (Black & William, Butler and others, see section 2.4.2) Second, it aims to reduce the competitive environment in the classroom.

Assignment cover sheets as used to communicate written feedback raise an issue concerning the relation between formative and summative assessment. As described by Brookhart: “the intention of feedback is to be formative, to help students learn. However, some excellent opportunities for providing feedback come after summative assessments” (2008, p.45). In the current assessment practice for instance, formative assessment is provided after summative assessments such as the Mock exam. Brookhart continues to argue that pupils

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<sup>4</sup> An online learning platform

can benefit from feedback on summative assignments if the teacher makes sure to provide an opportunity to incorporate the feedback (2008, p.45).

The intention of the practice is for the assessment to become a process. In some other practices concerning revising texts as a process (process oriented writing for instance), there will be a possibility to affect the result, as the teacher might give the pupils a higher grade if the text is improved. In this current practice however, there is not given the possibility to improve the grade within the same writing task. The revising is meant to bring about improvement in the next writing task. Possibly, pupils could have been given the opportunity to improve their grade through revising according to feedback on the first writing task (prior to the mock exam). Another option is proposed by Brookhart as she suggests that instead of resubmission of the same assignment, it might be better to provide opportunities for the pupils to use the feedback, by for instance giving similar assignments, and thereby extend their learning (2008, p. 45). Elaborations will be made on matters of grades and feedback in the theory chapter (section 2.4.2).

In the further process of formative assessment to EFL writing, the teacher should use the collected information on each pupils' strengths and weaknesses to prepare work for the pupils and to adjust further teaching (Assessment Reform Group, 2002). Then the teacher should encourage the pupils to actively make use of the new knowledge about strengths and weaknesses, as they prepare for future writing tasks. The pupils are encouraged to take notes, and to use "stars" and "wishes" from the feedback to create a document, which should ideally be used in future writing.

Finally, the school has also recently introduced IUP (individual progress plan in English): a new digital tool in goal setting. The pupils then have to set goals in a subject, plan how to reach that goal, and finally register whether the goal has been reached. The school aims for the pupils to become goal oriented, and there is a challenge in providing the pupils with tools to reach their goals.

### 1.5.3 Common European Framework of References (CEFR)

The teaching of English as a foreign language (EFL) has been increasingly linked to the international definitions of language skills that are expressed in the *Common European Framework of References to Language* (henceforth CEFR). The material from the CEFR "provides a common basis for the elaboration of language syllabus curriculum guidelines,

examinations, textbooks etc. across Europe” (2007 p. 10). That is to say, the CEFR has been influential throughout Europe, including Norway. For instance when working with the development of The Knowledge Promotion (LK06/13), the current national curriculum, the Norwegian Directorate for Education and Training used the CEFR as a basis. The CEFR is developed by the Council of Europe and is a framework of references for teaching, learning and assessment of foreign languages. For instance, the framework provides a wide range of tools that can be helpful in the teaching of EFL.

According to the CEFR, in foreign language learning pupils must learn or acquire “the necessary competences, the ability to put these competences into action, and the ability to employ the strategies necessary to bring the competences into action” (p. 140). In this current study, the focus is formative assessment to EFL text writing, and both in EFL writing and using feedback, pupils must learn or acquire necessary competences. Also relevant to this study, is what the CEFR refers to as study skills (see 2.5).

#### 1.5.4 The English subject curriculum of The Knowledge Promotion

The present curriculum in the Norwegian school is named *The Knowledge Promotion* (hereafter LK06/13). The curriculum presents competence aims from primary school to upper secondary school. In primary and lower secondary school the competence aims are set for the second, fourth, seventh and tenth year. The competence aims in the English subject are divided among four areas: *Language learning*, *Oral communication*, *Written communication*, and *Culture, society and literature*. Especially relevant for this thesis, is the first competence aim after year 10, under *Language learning* (NDET, 2013, p. 8):

The aims of the studies are to enable pupils to

- use different situations, working methods and learning strategies to develop one’s English-language skills

In the presentation of the main subject areas, it is described that language learning “covers (...) insight into one’s own language learning. The ability to evaluate own language usage and learning needs to select suitable learning strategies and working methods is useful when learning and using the English language” (NDET, 2013, p. 3). Moreover, the significance of strategies and metacognition is stressed in the purpose of the English subject curriculum:



When we are aware of the strategies that are used to learn a language, and strategies that help us to understand and be understood, the acquisition of knowledge and skills becomes easier and more meaningful. It is also important to establish our own goals for learning, to determine how these can be reached and to assess the way we use the language (NDET 2013, p. 1).

Elaborations of aspects within the curriculum connected to writing, assessment, language learning strategies and metacognition will be made in the theory chapter.

### 1.5.5 National assessment guidelines

Assessment for learning (AfL) is a starting point for this thesis (see 1.1 and 1.2). The reform was initiated by the Norwegian Directorate for Education and Training (NDET) from 2010 emphasizing formative assessment (NDET, 2014). Thus, AfL aims to develop a culture and practice within assessment where learning is the goal. Initially, the aim was to implement the reform 'Assessment for learning' in Norwegian schools through a four-year commitment from 2010 to 2014. Then, in 2013 the NDET decided to continue the reform. So far, the last group of schools to start with the reform is from 2016-2018. All participants are a part of a program of competence development that aims to increase the participants' awareness concerning their own assessment practice, share experiences with others and explore new assessment practices (NDET, 2014).

Four research-based principles are presented by the NDET (2016c) as good practice of formative assessment, and the principles are central in the assessment practice that this current study concerns. First, it is prerequisite that the pupils understand what they are supposed to learn and what is expected. Hence, it is reasonable for the teachers to present goals and criteria. Second, pupils need to receive feedback that gives information about the quality of their work. Third, pupils need to be given advice on how to improve. Fourth, through actively taking part in the assessment process, the pupils might be in possession of increased knowledge of what to learn and how they learn.

The principles of good practice of formative assessment are also reflected in the Law of Education chapter 3 (Ministry of Education and Research, 2006/2009). In August 1<sup>st</sup> 2009, regulations on individual assessment entered into force (Ministry of Education and Research, 2009). The changes that were made focused on assessment to promote learning. The Norwegian Law of Education (Ministry of Education and Research, 2009) paragraph 3-1

states that the pupils in the public school have the right to receive both formative and summative assessment. The pupils also have the right to know the goals for the education, and what the evaluation of his or her competence is based on. Further on, in paragraph 3-2 of the Law of Education, the purposes of assessment are stated, namely to promote continuous learning and to express the competence of the pupils through both formative and summative assessment. The assessment should provide good feedback and guidance to the pupils. In paragraph 3-11 of the Law of Education, formative assessment in a subject is described as a tool in the learning process, as a basis for adapted learning, and as a contribution to increased competence in the subject. The formative assessment is supposed to give information about the pupils' competence, and to give guidance on how to develop his or her competence in the subject (my translation from Ministry of Education and Research, 2009).

## 1.6 Outline of the thesis

The thesis consists of five chapters, and each chapter holds a various amount of sub chapters. Chapter 1 has introduced the topics and aims of the thesis', and presented background information of the study. Then, followed by a presentation and discussion of various aspects of the theoretical background of the study in chapter 2. In chapter 3, the research method and the material of the study will be presented and discussed, followed by the presentation and discussion of findings in chapter 4. Then coming to an end, chapter 5 will summarize the research findings and discuss implications for practice.

# Chapter two: theoretical background

## 2.1 Introduction

This chapter aims to present theory and research connected to language learning, L2 writing assessment, formative assessment, metacognition and language learning strategies. I will try to indicate how the theoretical perspectives presented will be relevant in terms of my investigation. The assessment practice presented in the introduction (section 1.5.2) is part of the background for this study, and will be a relevant aspect in the discussion of different theories. Then in the further analysis (chapter 4) lines will be drawn between the theory presented in this chapter and the empirical data.

## 2.2 Theoretical foundation

The CEFR (2007) and The Knowledge Promotion (LK06/13) (see 1.5) are built on a constructivist view of learning, and according to Richards and Rogers (2001) “constructivist learning theory holds that knowledge is socially constructed, rather than received or discovered” (p. 109). In other words, the focus of learning is through communication and interaction with others (Imsen, 2008). Then, cognitive constructivist theories focus on how people construct meaning. Similarly, Black and William (2012) stress that construction of knowledge is done through understanding and problem solving. Metacognition is an important dimension of learning in order to “scaffold their understanding of knowledge structures and to provide them with opportunities to apply concepts and strategies in novel situations” (Black and William 2012, p. 191). In this study, the formative assessment practice aims to close gaps between current understanding and new understanding. Therefore, formative assessment is often associated with cognitive constructivist theories.

Further on, social interaction plays a fundamental role in the development of cognition (Vygotsky, 1978). Thus, sociocultural theory state that “speaking and writing mediate thinking, which means that people can gain control over their mental processes as a consequence of internalizing what others say to them and what they say to others” (Lightbown and Spada, 2006, p. 47). From a sociocultural perspective, assessment is viewed

as intertwined with learning (Baird et al., 2014; Dysthe, 2003; Lund, 2008; Willis, 2011), which also is the core of formative assessment (Burner, 2016, p. 23). Assessment will be the most effective when pupils can receive feedback that is matched to their individual needs. Next, theories of Vygotsky and Bruner will be briefly presented, seeing that these theories are central in language learning, and thereby also in formative assessment.

### 2.2.1 Vygotsky and Bruner

Lev Vygotsky (1978) observed the importance of conversations that children have with both adults and other children, and with 'the zone of proximal development' (ZPD) he describes how language development primarily arises from social interaction:

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky 1978:86)

These two levels distinguish between what is known, and what is not known. The gap between these two levels is called the ZPD and the skills that the pupils need guidance in order to manage (as illustrated in figure 2- 1).

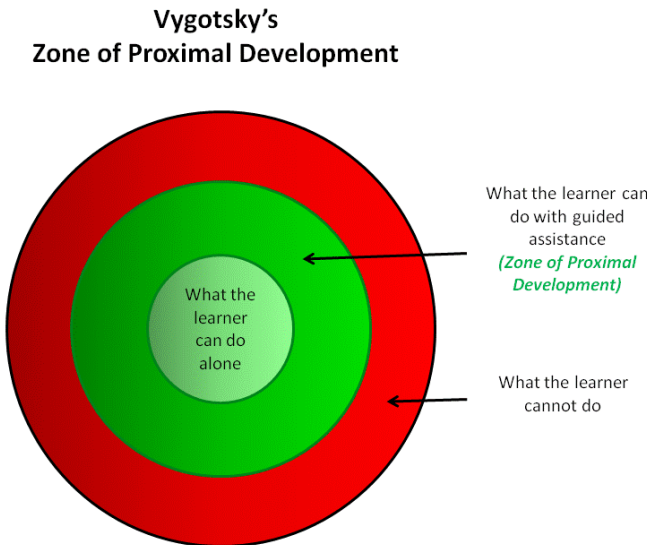


Figure 2 -1. Vygotsky's ZPD (Doyle, 2015)

After some time, the ZPD becomes the actual developmental level, or as stated by Vygotsky (1978, p. 87): “... what a child can do with assistance today, she will be able to do by herself tomorrow.”

Vygotsky’s theory on the ZPD is especially relevant in adherence to feedback as it may serve as guidance for the teacher in how to compose the feedback. The feedback must serve as a tool for the pupils in developing their writing. In other words, written feedback should strive to communicate understandably with the pupils. When pupils in this study are receiving written feedback in L2 text writing, it is accompanied with oral feedback, as the teacher provides assistance and help during the text revision. Also, in addition to teacher assistance, the pupils might ask other more knowledgeable pupils for guidance while revising. This type of teachers’ expert assistance or peers’ assistance is an example of how the ZPD may function in practice.

Grabe and Kaplan (1996) claim that students learn writing “in the process of the writing activity and through feedback on the writing” (p.243). In this process *scaffolding* is important as the teacher has a responsibility to give the pupils guided assistance within their individual needs (Dobson & Engh 2010, p. 91). The term *scaffolding* was first defined by Wood, Bruner, and Ross (1976) as an “adult controlling those elements of the task that are essentially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence” (p. 9).

Both theories of *ZPD* and *scaffolding* state that pupils need support in their learning process. Whenever a pupil manages a task, for instance through feedback, the scaffolding can then be removed and the pupil will be able to repeat the task on his own. When pupils are revising their texts there are often challenges too difficult to master on their own. However, with a little scaffolding from a more knowledgeable person, the pupils might get help to succeed with the challenges. Then as a result the pupils experience autonomy and the ZPD might continue to expand.

## 2.3 L2 Writing

According to the Norwegian Directorate of Education and Training (NDET), writing is considered a basic skill, and the curriculum (LK-06/13) describes what is implied in the ability to write in English (EFL):

*Being able to express oneself in writing in English means being able to express ideas and opinions in an understandable and purposeful manner using written English. It means planning, formulating and working with texts that communicates and that are well structured and coherent. Writing is also a tool for language learning.”* (NDET, 2013, p.2)

Historically, as late as the 1970s, L2 writing was not considered a language skill to be taught to learners. Instead it was used as a support skill in language learning, for instance to write answers in grammar and reading exercises (Reid 1998 in Carter and Nunan, 2001, p. 28). Today however, language programmes recognise the value of L2 writing competencies (ibid., p.32). Among other techniques and methods, strategy training is important in order to help students learn how to learn, and has proved successful in English L2 writing classes (ibid.). Strategy training in text writing processes is relevant in this thesis' study, and will be elaborated on in the discussion of findings.

L2 writing is a difficult skill to develop, and there are different approaches that might help explain the process of L2 writing. Hyland (2003) presents six approaches to L2 writing, in which she focuses on language structures, text functions, the creative expression of the writer, the process of writing, content and genre. All six approaches are relevant in giving feedback on writing. Still, especially relevant to this current study, is the focus on the process of writing. As previously mentioned in the abstract from the English subject curriculum (LK-06/13), the process of writing a text involves planning, formulating and working with texts. Accordingly, Hyland (2003, p.11) describes the process as *planning, writing and reviewing*. The response, or feedback, to the written text, can be given by teachers or peers and is a crucial factor in the writing process. When the pupil revises the text, the feedback is acted upon. In process writing these stages might be carried out repeatedly, before writing a final draft of the text. In the writing assessment practice that is central to this thesis, there are elements from process writing. The *planning* stage is voluntary, meaning the teachers encourage the pupils to use previous feedback to prepare for an upcoming writing session, and then the pupils have to locate previous feedback and decide for themselves what they need to practice and prepare, if they bother to do it at all. In the *writing* stage they can ask the teacher for guidance and they may have resources available at hand. Pupils are responsible for

bringing the resources, for instance text- and grammar books and useful documents. When *reviewing* the texts, pupils use written feedback provided by the teachers to try to correct spelling and grammar, and work on improving what else might be commented on within *language, structure and content* (see 2.3.1).

As mentioned in the above paragraph, process writing is a method where the stages of planning, writing and reviewing might be carried out repeatedly (Hyland, 2003). In other words, process writing includes a set of strategies that might help writers to improve their texts (Drew and Sørheim, 2006, p.76). Process writing has been used both in L1 and L2 classrooms, however it has been far more used in L1 text writing (ibid.). When reflecting on why this has been the case, it is difficult to understand why process writing has been less used in L2 classrooms, seeing that a pupil learning to write in a second language is most likely in need of even more help than a pupil learning to write in the first language (ibid). The following stages from the beginning to the end of a writing process are involved in process writing:

- Pre- writing (generating ideas)
- Writing a first draft (organising/structuring the ideas)
- Rewriting/revision (a second draft based on response to the first one)
- Editing (correcting/improving the grammar, spelling and punctuation (Drew and Sørheim, 2006, p. 76)

Another possibility in process writing might be to vary the focus of the different stages. If the learners are to keep the same attention to the text each time, then “writing might become too mechanical and pupils might lose their motivation to write” (Drew and Sørheim, 2006, p. 77). This current study focuses on the revision stage of a text written for a partly summative purpose (the pupils receive a grade after revising, but the revision does not affect the grade of that particular text).

There are many different ways of teaching L2 writing. As Raimes (1983, p. 5) states: “There is not one answer to the question of how to teach writing in ESL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles.” The importance lies in finding strategies that are effective in the development of pupils’ writing, an aspect this study seeks to explore.

### 2.3.1 L2 text writing assessment

Assessment of EFL text writing is performed on different levels. The Directorate of Education uses the terms *language*, *structure* and *content* in their exam assessment guidelines for examiners (appendix 5). Accordingly, when teachers assess their pupils' work the terms refers to the following (Dobson & Engh, 2010, p.90):

- **Language:** grammatical competence on sentence level.
- **Structure:** the red line/coherence in the text, cohesion and genre.
- **Content:** pupils' achievements according to the task (success criteria).

According to O'Donovan, Price & Rust (in Dobson & Engh 2010, p.90) the terms are a part of the teachers' silent knowledge, acquired through years of experience with assessment. If pupils and teachers shall be able to communicate through writing assessments, these terms must be defined, shared and discussed with the pupils in advance.

Hoel (2000) distinguishes between local and global levels of a text, and has developed a text triangle in which different aspects of writing are structured. The triangle illustrates writing on the local level, the global level, and the levels in between. Orthography and punctuation are placed at the local level, and then followed by choice of words, sentences, organization of the content, genre, and finally at the global level: writing situation in means of purpose, receiver, social and cultural context (ibid. p.34). With this text triangle in mind, the term *language* will be placed on a local level, *content* is more on a global level, and *structure* is placed in between.

Traditionally, writing assessment in EFL has tended to focus on grammar and vocabulary, such as the type of errors pupils make, choice of words, etc. In other words, there has been a focus on assessment of the local levels of the text triangle (Hoel, 2000). The effect of error correction in L2 writing assessments has been a common topic in research discussions, and the aim has been "to determine ways of dealing with L2 writers' texts that will help them become better writers" (Burner, 2016, p .16). Moreover, there have been disagreements as to the emphasis of error correction (Krashen, 1984; Zamel, 1985; Ferris, 1995, 1997). Cremin and Myhill (2012) suggest that feedback on *content* may be overlooked



because pupils find their texts personal and are reluctant to both receive feedback and make changes to that very aspect of the text. However, it is proposed beneficial for the pupils to both receive feedback and to reflect upon their own text by for instance informing the readers of which parts of the text they were most happy with and why (Grabe and Kaplan, 1996, in Drew and Sørheim, 2006, p.79). It is interesting to explore the emphasis of feedback on the local level compared to the global level of pupils' texts in this present study. In his research, Burner (2016) found that there are contradictions between teachers intended feedback practices and the perceived feedback. This contradiction is confirmed by Lee (2009), who reported that teachers tend to focus on local errors, but refuse to say that they do. Also, he found that teachers express a belief in process writing, and still they tend to adopt a product-oriented pedagogy (Lee 2009). These aspects of EFL writing assessment will be elaborated on in the discussion.

## 2.4 Feedback

Feedback is an important part of the formative assessment process, and also an extensive topic within L2 writing development. Grabe and Kaplan (1996) claim that students learn writing “in the process of the writing activity and *through feedback* on the writing” (p.243). Feedback is according to Black and Wiliam “about the particular qualities of the learners’s work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils” (1998, p. 9). In other words, feedback should be thorough and precise in order to help pupils improve their text writing skills.

Hattie and Timperley (2007) also stress the importance of feedback in their article “The power of feedback”: “Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative” (p. 81). In the same manner, the impact of feedback in the English subject is stressed by Chvala and Graedler (2010): “The teachers’ approach to the assessment of pupils’ work in English is a key factor positively or negatively affecting pupils’ interest and motivation in the subject, as well as affecting their potential future development in English” (p.75). In other words, how teachers choose to assess pupils can be a crucial factor in their development in the subject. According to Chvala and Graedler (2010) it is also important how teachers use feedback:

Their main concern is helping pupils to develop their language competence regardless of individual starting points or previous summative marks. Development is more likely ensured by teachers who help their pupils concentrate on improving their individual ability one step at a time (p. 89).

Previous research has suggested that L2 students overall treasure teacher feedback, and believe that teacher feedback is useful and can help them improve their writing (Ferris, 1995; Hyland, 1998; Leki, 1991). However, there are important factors in connection to feedback practices that will influence pupils' attitudes. As Brookhart (2008, p. 2) states: "feedback can be very powerful if done well". Hence, the term 'effective feedback' will be presented in the next section.

#### 2.4.1 Effective feedback

Hattie and Timperley claim in the article "The Power of Feedback" that in order to be effective feedback must be "clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections" (2007, p. 104). In other words, feedback is effective if it promotes learning. Research has revealed that feedback has different effects on pupils' learning, as 1/3 of the feedback provided is worthless and/or reduces learning (Black & Wiliam, 1998; Hattie & Timperley, 2007; Kluger & DeNisi, 1996). Grades, points and personified grace have less effect, while information on quality and how to improve have good effect. In the following, effective feedback within writing will be elaborated on.

##### 2.4.1.1 Effective written feedback

Hattie & Timperley (2007) suggest that an effective feedback can be divided into three main parts:

1. **Feed up:** is the first goal oriented part of the feedback, and should provide an answer to pupils' question of where they are going (success criteria).
2. **Feed back:** provides information about where the pupils are at in relation to the goal.
3. **Feed forward:** provides information about what the pupils need to do next in order to move forward in their learning. (p.86)

In the current assessment practice the written feedback is structured and presented in a form (appendix 4). The structure of the form is presented in sub chapter 1.5, and accordingly the 'feed up' presents the success criteria in terms of language, content and structure. The 'feed back' is given as "stars" and "wishes", in addition to corrections and comments in the pupils' texts. The 'feed forward' will also be communicated through the stars and wishes. Example of a comment as a "star" can be "your introduction is well written", which indicates that the introduction might serve as a model for future writing. An example of a "wish" that communicates both an area that needs to be improved and a suggestion on how to go about may be: "genitive (look for examples in your written text): Read about genitive in the B-book on page 128-129".

Brookhart (2008) discusses difficulties in deciding the amount of feedback to provide. She states that the amount of feedback should not be overwhelming, but enough in order to understand what to do (p.13). Brookhart also states the importance of giving feedback according to the success criteria, and to comment on at least as many strengths as weaknesses (ibid.). The method "two stars and a wish" indicates that the wishes should not outnumber the stars, supporting Brookhart (2008). This thinking also supports the choices made in providing comments on strengths and weaknesses in the current feedback practice. Moreover, research (Hyland and Hyland 2001, p.96) has found that praise must be specific in order to be effective.

Further on, Brookhart (2008) describes written feedback as a genre all its own, in which every detail in word choice and tone matters (p. 31). She presents three important factors in providing effective written feedback. First, *clarity* is stressed in order to "maximize the chances of students understanding the feedback" (ibid., p.32). In *clarity* lies use of simple vocabulary and simple sentence structure, comments according to students' developmental level, and also to check that students actually understand what the feedback is trying to convey. Second, *tone* is presented as an important factor in writing effective feedback. In other words, the tone in written comments should be respectful, positive and consider the students as active learners (2008, p. 33). Third, she mentions *specificity* as an important factor, that is to be descriptive and use specific vocabulary containing information on questions what and why (ibid.). In terms of specificity the feedback should not be too narrow, not too broad, but just right" (ibid.). Providing effective feedback is a skill for teachers to acquire, and like any other skills it requires practice. To do it "just right" is not easy, and as stressed by Brookhart: "applying this knowledge artfully and effectively to your own

classroom requires practice” (2008, p. 112).

According to Stobart (NDET, lecture 2011) there are several crucial factors in the attempt to provide effective feedback. First, the feedback is most effective when it is effectively timed, hence teachers’ feedback should be communicated to the pupils after as short a time as possible. What is more, Vik (2013, p. 26) suggests that one important factor regarding timing of feedback is that the pupils are given time in class to work with the feedback they are given. Second, the feedback is most effective when it is clearly linked to the learning intention. Third, the learner must understand the success criteria. Further on Stobart (2011) lists a few more factors in providing effective feedback, for instance the feedback should focus on the task rather than the learner, it offers strategies rather than solutions, and needs to be achievable. Different aspects of effective feedback will be elaborated on in the discussion of findings in chapter 4.

#### 2.4.2 The role of grades within feedback

As mentioned in a previous sub-chapter, the significance of feedback is stressed by Black and Wiliam (1998) as they in their pamphlet entitled *Inside the Black Box* made the case for using comments instead of, or before grades in classroom assessment (p. 6). What do previous researchers say about grades, feedback and a combination of the two? Stobart (2008) writes about the problem with grades and marks in his book *Testing Times – The uses and abuses of assessment*:

The logic is simple, i.e. that marks and grades do not convey enough information to move learning on (...) So why not have grades and comments? Because the evidence suggests that accompanying comments are largely ignored; it is the grade that matters (p.167).

The problem of grades within the written feedback is also described by Brookhart (2008): “descriptive comments have the best chance of being read as descriptive if they are not accompanied by a grade” (p.7). Furthermore, direct evidence of the negative effect of grades comes from research carried out by Butler (1988). Her key finding was that the combination of feedback and grades showed little more learning than the grade-only feedback. On the contrary, comments-only increased learning (ibid.). Hence, there is research to support the view that grades and comments should be separated. This makes the case in the present study interesting to explore, as the feedback of comments is handed back first, and then a grade is

handed back separately. The grade is still present in the assessment, but it should not remove the focus from the feedback during text revision. While the grade is not a primary focus in this study, it is relevant to how the pupils perceive the feedback practice. Also, the feedback practice is intended as a process in writing development, however pupils are not provided with the opportunity to improve their grade after revising a text. This might be problematic, owing to the fact that research indicates that pupils become increasingly motivated in revising when there is a possible change of outcome. For instance as stated by Wiggins (1998):

Students must have routine access to the criteria and standards for the task they need to master; they must have feedback in their attempts to master those tasks; and they must have opportunities to use the feedback to revise work and resubmit it for evaluation against the standard. Excellence is attained by such cycles of model-practice-perform-feedback-perform. (p. 64)

### 2.4.3 The use of feedback

In her book *How to give effective feedback to your students* (2008) Susan Brookhart presents a list of strategies to help students learn how to use feedback. The first strategy is for the teacher to model giving and using feedback. Brookhart states that “modelling is one of the best ways to teach” (p. 58). Burner (2016) also points out that students are in need of more teacher support and modelling (p. 61). Brookhart exemplifies whole-class feedback sessions as a perfect opportunity to teach students how to use feedback. The next proposed strategy relevant to this study is to prepare lessons in which students are to use previous feedback in an attempt to produce better work. In this, Brookhart suggests that pupils should get opportunities to redo assignments, and also get new assignments with the same aims. And finally, the teachers should make sure that the pupils are given opportunities to make the connection between the feedback and the improvement (Brookhart, 2008, p. 59).

In his PhD dissertation, Burner (2016) makes implications of change in formative practices in means of opportunities to follow up the written feedback:

there need to be a change of how teachers and students work with and think about formative written feedback, For example, teachers need to provide students with the opportunity to follow up written feedback (p. 65).

Moreover, Brookhart points out what lays the ground for this thesis: “feedback can lead to learning only if the students have opportunities to use it” (2008, p. 73). In the current assessment practice the text revision in class is central and thus, provides the pupils with an opportunity to use the feedback. Text revision and other aspects of how to follow up written feedback will be discussed in chapter 4.

## 2.5 Metacognition

This study focuses on pupils perceptions of formative assessment to EFL writing and uses of the feedback, and as mentioned in section 2.2, metacognition is an important dimension of learning (Black and William 2012, p. 191). A study by Wang, Haertel, and Walberg (1990) even revealed the significance of metacognition to be “the most powerful predictor of learning”. Metacognition was originally defined as “the knowledge about and regulations of one’s cognitive activities in the learning process” (Flavell, 1979; Brown, 1978). Later multiple related terms has unfolded, for instance metacognitive awareness and learning strategies (Veenman, Van Hout-Wolters, Afflerbach, 2006).

Metacognitive awareness is by the British Council (2008) described as being aware of how you think. Referring to the research school’s focus on metacognition (appendix 1), the pupils are encouraged to develop their metacognitive awareness by reflecting on matters of learning. For instance, pupils can remind themselves of what they can do, what they cannot do and what they need to do in order to learn it (appendix 1). In other words the metacognitive pupil is one who is aware of his or her own strengths and weaknesses, and what needs to be done in the continuous learning process. Then in an EFL classroom teachers can promote metacognitive awareness by for instance talking with the pupils about how to use their feedback. Accordingly Harmer (2001) suggests how teachers can promote awareness of own learning: “In the classroom we can help students to reflect on the way they learn, give them strategies for dealing with different kinds of activities and problems” (p. 336). Harmer

continues to stress the importance of pupils making reflections about their strengths and weaknesses with a view for future goals (ibid), which correlates with the aim of the current assessment practice (see 1.5).

Through feedback on texts pupils are provided with information on their strengths and weaknesses that should promote improvements in their text writing skills in the further learning process. However, pupils have to decide for themselves what to do with the feedback they are given. Stobart (2008, p. 168) describes feedback as a “gift” from the teacher, and the learner who receives the “gift” decides what to do with it. The teacher can encourage pupils to work with their feedback, but the teacher cannot “force” them into actually learning from it. Then the pupils will need what the *The Common European Framework for References for Languages* (CEFR) refers to as study skills: “ability to make effective use of the learning opportunities created by teaching situations” (2007, p. 107). Further on, some study skills are highly relevant in the situation of processing written feedback. For instance

to maintain attention to the presented information; ability to organize and use materials for self-directed learning; ability to identify one’s own needs and goals; ability to organize one’s own strategies and procedures to pursue these goals, in accordance with one’s own characteristics and resources; and awareness of one’s own strengths and weaknesses as a learner (p. 107-108).

Owing to this, it is clear that pupils’ metacognitive awareness is important in the learning process, including the ability to learn from their earlier choices, both good and bad. Moreover, pupils need to understand the purpose of why we do what we do in the classroom. Accordingly, “autonomous learning can be promoted if ‘learning to learn’ is regarded as an integral part of language learning” (CEFR, 2007, p.141).

This study concerns the learners’ use of provided information from feedback to writing (previous definition of formative assessment, see 1.2), and according to Black and Wiliam (1998) formative assessment consists of several classroom practices, for instance learning strategies and goal orientation. Learning strategies relate to both cognitive and metacognitive processes, and in the next sub section theory on language learning strategies will be presented.

## 2.6 Language learning strategies

Language learning strategies are defined by Carol Griffiths (2008) as “activities consciously chosen by learners for the purpose of regulating their own language learning” (p. 87). She explains *activities* as both mental and physical (ibid). In this thesis language learning strategies are central as the research questions seek information about pupils’ use of strategies in relation to the use of the feedback they are provided with – both mental and physical uses. Also, Griffiths (2008) stresses the importance of language learning strategies being chosen by the pupils: “Learners who unthinkingly accept activities imposed by others can hardly be considered strategic given the emphasis on active involvement in the learning process”(p. 86).

In language learning, the concept of language learning strategies has been given various definitions through the 1970s and 1980s, as the concept has been found difficult to define. Language learning strategies were first introduced to the L2 literature in 1975, with Joan Rubin’s article “What the good language learner can teach us”. Rubin then defined language learning strategies as “the techniques or devices which a learner may use to acquire knowledge” (1975, p. 43). Later, Rebecca Oxford defined foreign or second language learning strategies as “specific actions, behaviours, steps, or techniques students use -- often consciously -- to improve their progress in apprehending, internalizing, and using the L2” (1990). In other words, language learning strategies are what pupils *do* to improve their EFL text writing. Then, Oxford (1990) identified language learning strategies in six varieties:

- *Cognitive strategies* enable learners to make associations between new information and what the learner already knows. Examples may be to use techniques for memorizing and note-taking.
- *Mnemonic strategies* may also help learners in linking information with something known. By using sounds, body movement or by location on a page or blackboard, learners can relate one thing to another in a simplistic, stimulus-response manner.
- *Metacognitive strategies* help learners know themselves better as language learners, by identifying interests, needs, and learning styles. Pupils also use metacognitive learning strategies when they set goals and reflect upon how to improve in the language.



- *Compensatory strategies* for speaking and writing are used in order to compensate for limited knowledge. Examples may be using the dictionary or using synonyms and gesturing to suggest meaning.
- *Affective strategies* help learners deal with feelings in relation to learning, and the pupil uses the strategy when motivating oneself for language learning.
- *Social strategies* are used when the pupils make use of others to practice and communicate in the learning process. For instance asking questions for clarification is highly relevant in the learning situation where pupils use school hours to work with written feedback. Then, asking the teacher for help in working with the feedback is using a social strategy. (Oxford, 1990)

In the English subject curriculum (LK-06/13) we find that learning strategies are central in the purpose of the subject, and specified as an aim in language learning (see 1.5.4). Owing to this, learning strategies should be a focus in Norwegian classrooms, but the learning strategies do not always include strategies for language learning. Gausland and Haukås (2011, p.3) state that language learning strategies are relatively little focused on in Norwegian classrooms. Additionally, according to Gausland and Haukås (2011, p. 2) many Norwegian language learners are not aware of language learning strategies. Then, according to various studies, many factors influence strategy use, for instance motivation, the language-learning environment, gender, learning style and personality type (Oxford, in Carter and Nunan, 2012, p. 170). In the school where the data of this study was collected, the school leadership strongly recommend (appendix 2) the promotion of learning strategies in all subjects. The teachers however, must decide the extent of strategy instruction in their teaching. Naturally, variations will occur.

The terms *explicit* and *implicit* are used about strategy teaching in Haukås' article about language learning strategies (2011, p. 41). She states that the good language teacher cares about her pupils' language learning, and she makes sure that her pupils get varied tasks. Further on, Haukås states that the teacher teaches strategies implicitly (*ibid.*). That is to say, the teacher gives the pupils tasks to improve their learning, but she does not reason why one should work with the specific tasks. She does not show how one should work or discuss language learning with her pupils. Hence, there is less chance that her pupils recognize the tasks as language learning strategies to be used in other situations. In other words, the pupils

may need an explicit focus on learning strategies in order to be aware of their own language learning, and to be able to take a growing responsibility for their own language learning.

Strategy instruction has proved positive effects for proficiency in listening, speaking, reading and writing (Oxford in Carter and Nunan 2012, p.170), and Oxford recommends teachers to consider conducting strategy instruction in their classrooms, seeing that strategy instruction can be valuable to many students” (ibid.). Haukås (2011) suggests four phases of strategy instruction. In phase one, the teacher should try to raise pupils’ consciousness concerning what they do in order to learn. A classroom discussion might be starting point, or for some pupils it might be easier to talk about strategy use after finishing a task. Then the teacher might ask the pupils to write down what they did in order to manage the task. Phase two is about presenting strategies and then show the pupils how to use the strategies. Haukås (2011) states that modelling has proved to be particularly important to many pupils, seeing that they need to be taught how to use different strategies. Next, in phase three, the pupils should try out the strategy that has been modelled by the teacher. First, the strategies should be tested in the classroom with teacher support and guidance. And then the pupils should be able to test strategies in co-operation with other pupils. Finally, in phase four, the pupils should evaluate how the use of strategies has influenced their language learning. Haukås (2011) continues by informing that previous research has shown that strategy instruction has proved most effective when being a natural integrated part of the teaching throughout the year. Intensive courses however, have proved being less effective, since pupils tend to forget unless they experience the transfer value in different language learning situations. Hence, strategy instruction should be a cycle through the year, with a continuation of the four phases. In this current study, pupils are asked to describe their use of strategies, and implications of strategy instruction are made through the interviews. Thus, elaborations will be made in the discussion of the findings on strategy use in chapter 4.

# Chapter three: research method and material

## 3.1 Introduction

This chapter presents and discusses the research method and material that have been used in order to provide answers to the research questions (1.4). The present study is qualitative, as the aim is to acquire insight into a phenomenon: “How do 10<sup>th</sup> grade learners experience their assessment practice in EFL writing?” Aiming to answer the research questions sufficiently with the learners’ perspectives in focus, the chosen data collection method has been in-depth interviews with pupils.

This chapter begins with a presentation of qualitative research in general and the case study approach in particular (3.2). In section 3.3 there will be a more thorough description of the data material and the process of data collection and analysis. Then, issues pertaining to reliability and validity are discussed and reflected upon in section 3.4, followed by a section (3.5) discussing the ethical considerations that have been taken into account in this project. Finally, possible limitations of the method and material are discussed in section 3.6.

## 3.2 Methods

Research is according to Creswell (2014, p. 17) “ a process of steps used to collect and analyze information to increase our understanding of a topic or issue”. In this process, the researcher must choose a main track of either the qualitative or the quantitative method. That however, does not mean that the researcher have to choose only one of the methods. A research study might be qualitative and quantitative to various degrees, and it is also possible to combine both methods in the same research (mixed methods). One of the main differences between the qualitative and the quantitative method is the degree of flexibility, with the quantitative method being less flexible than the qualitative method (Bernard 2004 in Christoffersen & Johannessen 2012, p.17). Based on the nature of the research problem, the researcher must choose the method most suitable to be able to answer the research questions (Creswell, 2014, p.25). First, I will discuss the reasoning for choosing qualitative methods for

this particular study, and then I will continue to elaborate on some of the characteristics of qualitative methods. I will also briefly discuss the choices of qualitative data collection.

### 3.2.1 Qualitative research method

The research questions of the thesis are concerned with personal opinions, experiences, attitudes and reflections, and the research method is chosen accordingly. Qualitative methods have been used for this study, since this research perspective is concerned with “understanding individuals’ perceptions of the world” (Bell 2010, p. 6). According to Creswell (2014, p. 30): “qualitative research is best suited to address a research problem in which you do not know the variables and need to explore (...) and you need to learn more from participants through exploration”. Creswell explains the term *variables* as an attribute (for instance an attitude) or characteristics of individuals (gender for instance) that researchers study (2014, p. 27). In this study, the variables will be the pupils’ attributes such as their attitudes to the practice.

Qualitative methods are more flexible than quantitative methods and therefore allows for a larger degree of spontaneity and adjustments in the interaction between researcher and participants (Christoffersen & Johannessen 2012, p. 17). The nature of this research problem opts for pupils’ reflections and therefore demands flexibility. The relation between researcher and participants is less formal than in quantitative research, and the participants have the possibility to provide more detailed answers. The researcher also has the opportunity to instantly act upon an answer, and ask follow up questions in order to gain a broader understanding.

According to Creswell (2014, p. 30) qualitative research seeks detailed understanding of a phenomenon, and participants’ views are in focus. Thus, the qualitative data in the present study has shed light on how pupils’ perceive their practice of formative assessment in EFL writing. In order to allow for in-depth exploration of a phenomenon, I chose to carry out a small-scale research project, consisting of face-to-face interviews with pupils from the same school. I believe that it is difficult to express personal experiences adequately in a questionnaire. Consequently, seeking detailed descriptions, and flexibility in the interaction; the qualitative interview was the preferred data collection method. Creswell (2014, p. 231) states that “the number of people and sites sampled vary from one qualitative study to the

next.” Still, there are some general guidelines presented:

It is typical in a qualitative research to study a few individuals or a few cases. This is because the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site (...) In some cases you might study a single individual or a single site. In other the number may be several, ranging from 1 or 2 to 30 or 40.” (2014, p. 231)

Dörnyei (2007, p. 127) suggests that the number of six to ten interviewees would be sufficient in providing an in-depth picture of a phenomenon. This may seem like a small number in order to make the study representative<sup>5</sup>, but in qualitative methods the challenge does not lie in getting enough data, but to obtain purposeful data (ibid. p. 125). In other words, the importance is not on how representative the study is, but it focuses more on the insights of individuals (ibid. p. 126). In this study, the total number of interviewees is ten, of whom eight are pupils and two are teachers. The teachers’ interviews however, have only served the purpose of providing background information about the assessment practice in question, and are thus not part of the analyzed data material (elaborations will be made in 3.3.2).

There are of course limitations in connection with the choice of method. According to Creswell (2014, p. 283) “these limitations might address problems in data collection, unanswered questions by participants, or better selection of purposeful sampling of individuals or sites for the study”. The experienced limitations connected to this research will be discussed at the end of the methodology chapter.

To sum up my reasons for choosing a qualitative research method, I will quote Lynn P. Nygaard: “It is the most logical and fruitful approach under the circumstances” (2008, p.104). In order to answer the research questions in combination with available time to spend on the research, a qualitative approach is the most reasonable choice.

### 3.2.2 A case study approach

The research design of this thesis is a case study (Christoffersen and Johannessen 2012). Case studies are frequent in educational research providing the researcher with a wide range of

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<sup>5</sup> *Representative* is in the Oxford Advanced Learner’s Dictionary explained as ‘containing examples of all the different types of people or things in a large group.’ (2005, p. 1287)

possibilities in the process of data collection. In a case design *the specific* is studied in means of an in-depth study of one single case or a few cases (ibid. p. 109). According to Yin (2007) there are five components the researcher should consider in a case study:

1. Research problem: A relevant problem of general interest in practise is most often the starting point in a case study.
2. Theoretical assumptions/presumptions
3. Units of analysis
4. The logical connection between data and as/presumptions
5. Criteria to interpret the findings

The case study as a research design is all about investigating the specific within a unit or a few units, and in the context of the current project. The case was singled out for research in terms of place (one lower secondary school) and time (two days of interviews). What is more, the research comprises the study of one particular assessment practice. The present study is what is described by Yin (2007) as a simple case design: consisting of information from one unit of analysis (a group of 10th graders). According to Stake (1995, in Christoffersen & Johannessen, 2012) in a case study the researcher is not provided with a manual. However, the aim is for the analysis, interpretation and report to provide the readers with an understanding of the theme explored. The case study is analysed based on theoretical presumptions (Yin, 2007).

Furthermore, this study is framed within a socio cultural approach to research (Säljö, 2001; Vygotsky, 1978), as the knowledge is constructed socially (Burr 1995; Säljö, 2001) through interviews. The socio cultural approach is normally placed within social constructivism (Postholm, 2010). Social constructivism challenges the objective and unbiased view of the world, thus acknowledging that the world is highly complex (Burr, 1995). The focus of pupils' subjective experiences in this present study reflects social constructivist views. The study also employs aspects of a phenomenological approach, which seeks to explore and describe humans and their experiences with and understanding of a phenomenon (Christoffersen og Johannessen 2012, p.99). This present study aims to provide a description of how an assessment practice is experienced by those involved. Hence, a phenomenological approach as well as a socio cultural approach emphasize subjectivity rather than objectivity.

### 3.3 Material

In the following sub-sections the material of the thesis will be presented.

#### 3.3.1 The informants and the context

The informants included in the study are eight pupils from two 10<sup>th</sup> grade English classes at a lower secondary school in the western part of Norway. The school was purposively selected because I wanted to study their particular assessment practice in EFL writing. I taught English to these pupils in 8<sup>th</sup> grade, and the same pupils were also a part of my research in ENGMAU 643. I wanted the respondents to be 10<sup>th</sup> graders, as they are the most experienced learners in lower secondary school. They have been through almost three years of mock exams, and have received feedback on their written work multiple times. The eight interviews with pupils will hopefully prove to be a sufficient number for the purpose of this research, which is to investigate the learners' experiences related to a specific practice of receiving and using feedback in EFL writing.

When selecting students for the interviews, various sampling strategies were studied, and different strategies were considered in order to ensure sufficient data material to answer the research questions. According to Creswell (2014, p. 228) *purposeful sampling* is a qualitative sampling procedure in which “researchers intentionally select individuals and sites to learn or understand the central phenomenon.” In quantitative research however, random sampling is preferred to ensure that the research is representative and may be generalized (ibid).

Creswell (2014) presents several qualitative sampling strategies, for instance *Snowball Sampling*, which depends on participants recommending other individuals to be sampled, and *Homogeneous Sampling*, in which the researcher samples individuals with the same characteristics. In this study however, in order to ensure several perspectives, the type of purposeful sampling chosen was *Maximal Variation Sampling*. The researcher then “samples cases or individuals that differ on some characteristic or trait” (Creswell, 2014, p. 229-230). In the case of this research, the starting point was 58 pupils from two 10<sup>th</sup> grade classes, who had been working with the same feedback practice since 8<sup>th</sup> grade. Out of these 58, 8 pupils were to be selected for interviews. The first selection criterion was to choose an equal number from

both classes and an equal number of both genders. The next step in the sampling process was then discussed with their English teacher, functioning as a 'gatekeeper', which according to Creswell (2014, p. 5) is an individual who can help researchers at the site. Even though I had some knowledge about the pupils from year 8, it was important to get some advice from their current teacher concerning which informants were likely to provide rich information to the project. Some criteria were given: I would like the gatekeeper to recommend pupils who might represent different perspectives, as their abilities and motivation would presumably differ. Nevertheless, I stressed that I wanted respondents who were more likely to be talkative than others, preferably possessing the ability to reflect. All criteria were taken into consideration, and as a result two girls and two boys were selected from each class.

In providing a context for the research, two teachers have been interviewed about their assessment practice. The teachers' interviews (appendices 14 and 16) serve the purpose of providing background knowledge rather than being part of the research material, and the information provided through the interviews are mainly presented in the introduction (see 1.5.2). The two teachers are teaching the classes using a similar assessment practice, and therefore became a natural choice. However, only one of the teachers teaches EFL in both classes. The other teacher teaches L1, but in written feedback she is using the same practice as the EFL teacher, and by that contributes to pupils' common understanding of working with feedback on texts in both L1 and EFL. Owing to that, it was also relevant to ask for the L1 teacher's perspective on how the pupils work with their feedback. The initial plan was to use the teachers' and pupils' interviews intertwined as data material, but since one of the teachers is not teaching EFL writing, only L1 writing, I consider the two interviews secondary data with the purpose of providing background information. When asking the teachers for information, they did not hesitate to cooperate. The actual practice of feedback (in both L1 and EFL) at the school is relevant to this study. This procedure and the schools' overall focus is described in the introduction (see 1.5.2) and discussed in the theory chapter.

### 3.3.2 The interview

The qualitative research interview is a research instrument used when a researcher wishes for detailed descriptions of the informants' experiences and perceptions of a phenomenon (Christoffersen & Johannessen 2012, p. 85). The aim of the thesis is to gain knowledge about pupils' personal experience of and attitudes to a specific practice of giving and using



feedback; consequently the in-depth interview was the most appropriate choice of method to collect data.

Kvale and Brinkman (2012, p.175) list a few quality criteria for a research interview, which is important to focus on both while planning and conducting the interviews. First, one should seek spontaneous, specific and relevant answers from the interviewee. Then, it is favourable to have interviewees' answers longer than interviewers' questions, and follow up questions are important in order to clarify unclear answers. Also, and perhaps most important, the researcher should continuously analyze during the interview. The analysis is always present in the researcher's mind, and during an interview quite a few thoughts will appear. For instance, the researcher will interpret the interviewees' answers in connection with their body language, and also the certainty in their answering. Finally, the interview should play out like a story, which does not need extra comments or explanations.

Next, Kvale and Brinkmann (2012, p. 179) present ten standard objections against qualitative research interview: the interview's subjectivity, asking leading questions, the interview not being scientific, and not being credible are some of the ten mentioned. Kvale and Brinkmann express the view, however, that these standard objections can be turned around and interpreted as strengths in qualitative research. The strength of the interview is its privileged access to the world of the object. For instance the subjectivity of the interviewer and interviewees might give a unique, sensitive understanding, and controlled use of leading questions might lead to controlled knowledge (2012, p.181). Borg and Gall (1989, p.448) state that the flexible and dynamic nature of the interview is both its strength and weakness. Strength as the interview provides opportunities to immediately follow up on the information given by the interviewees' and weakness as to where the unpredictable dynamics may lead. As far as this study is concerned, the flexibility and dynamics of the interviews have hopefully contributed to provide an adequate understanding of the current feedback practice. Further identification of the potential weaknesses will be elaborated on in the final sub chapter.

In order to encourage the informants to reflect upon the topic, it was important to keep the interview relatively open, and the questions were not too detailed. It is also important for the researcher to control the situation to some extent in order to prevent the interview going off track, and also to keep the questions relevant in relation to the research questions. Owing to this, a semi-structured interview was chosen, and an interview guide was designed accordingly.

### 3.3.2.1 Designing the interview guide

According to Christoffersen and Johannessen (2012, p. 79) the semi-structured interview has an interview guide that consists of a list of themes and suggested questions as starting point for the interview. In other words, in a semi-structured interview the sequence of themes and questions may vary, and the researcher can go back and forth in order to follow up on what is told by the interviewees.

In designing the interview guide for this study, a model proposed by Christoffersen and Johannessen (2012, p. 80-81) was used. This model contains some detailed advice on what should be included throughout the interview: that is to say, before, during and after the interview. In addition, some advice from Creswell (2014, p. 247-248) on development and design of interview protocols were followed. A mix of these has made up what became the interview guide for this research (appendix 7).

The interview guide includes a briefing and a debriefing. The briefing is an introduction presented to the interviewee before the actual interview begins. The introduction gives information about the purpose of the research, how the data will be recorded, what will be done with the data to protect the confidentiality of the interviewee, and how long the interview will take (Creswell 2014, p 248). Also, the interviewee's right to end the interview at any time should be mentioned in order to secure the informants' rights as a volunteer in a research (Christoffersen & Johannessen 2012, p. 41). In addition to receiving information about the project, the interviewees were asked some low-key questions about school or spare time activities, in order to establish contact and trust between the interviewer and the interviewee (ibid. p. 80). The initial question coming into the interview also served the purpose of an icebreaker, which means with the purpose to relax the interviewees and motivate them to talk. According to Creswell, "this question should be easy to understand and cause the participants to reflect upon experiences that they can easily discuss, such as "please describe..." (2014, p. 247). Accordingly, the pupils were asked to start out by describing how they receive feedback in L2 writing.

Next, the interview guide proceeded with the core questions, which "address major research questions in the study" (ibid. 248). The questions were divided into three main themes from the three research questions, and relevant questions were asked to help provide

information on the themes. The number of questions asked within each major theme, were then depended on whether the interviewee understood the questions and also the degree of talkativeness of the interviewee. As stated by Creswell: “...the more questions you ask, the more you are examining what you seek to learn rather than learning from the participant. There is often a fine line between your questions being too detailed or too general (ibid.)” In addition, the researcher should encourage the interviewees to clarify and elaborate what they are saying (ibid.). The talkativeness of the pupils interviewed varied, and some pupils gave short answers, while others gave answers to many questions without being asked more than one question. Also, some of the pupils did not always understand the questions, and needed further explanation.

The debriefing should be tidy, consisting of closing comments. Christoffersen and Johannesen (2012, p. 81) recommend the researcher to inform the interviewee, that the interview is coming to an end, by for instance saying: “Now there are only two questions left.” In addition, the closing comments in the interview guide should remind the researcher to “thank the participants and assure them of the confidentiality of the responses (Creswell 2014, p. 249).” The informants were shown appreciation for their willingness to participate in the research.

The main questions of the interviews with the pupils will be presented and discussed in the following section. The interview guides (appendices 6 – 8) consist of bullet points of what to remember during the different stages of the interview. First, one interview guide consisting of general information was prepared (appendix 6), and then a detailed interview guide including the interview questions was prepared in both English (appendix 7) and Norwegian (appendix 8). The interview protocols (example in Creswell 2014, p. 248) were used for note taking during the interviews (appendices 9 and 10).

### 3.3.2.2 Designing the questions

The interview questions prepared for the pupils’ interviews (appendix 7) were based on the three research questions, with the aim of collecting as much relevant information as possible. Some additional specific questions were also prepared, but used to different extents depending on the talkativeness of the interviewees. The interview questions were prepared both in English and in Norwegian (appendices 7 and 8), since I decided to conduct the

interviews in Norwegian. According to Kvale and Brinkmann (2012, p. 158) it is important to adjust the questions to fit the age of the informants. One adjustment in interviews with children or youngsters would be concerning language. Even though the interviewees in this study are 10<sup>th</sup> graders with fairly good communication skills in English, I wanted to carry out all communication and interviews with the pupils in Norwegian (mother tongue). It can be difficult to express emotions and thoughts well enough in a second language. Also, some pupils might feel stressed in such a situation and feel more pressure to speak correctly instead of answering the questions as fully as possible. Another adjustment was to keep the questions short and simple, since lengthy questions with complicated sentence structure and difficult vocabulary will according to Christoffersen and Johannesen hardly provide good answers (2012, p. 84).

The first question in the interview was, as already mentioned in the previous sub chapter, an open question to introduce the topic, and motivate the interviewees to talk. In short, they were asked to describe how they receive feedback on written work in English.

The second question aimed to address the first research question: How do you feel that feedback helps your English writing? In order to ask short and concrete questions, some questions were for instance; what do you learn from feedback? What feedback do you find most helpful/useful? What do you think about getting the grade after working with your feedback? Do you manage to use concrete tips from your feedback, the next time you write? How does feedback help you in improving your English writing? The pupils' personal thoughts and reflection concerning the feedback practice and its value in the learning process are central to this research. Therefore, great emphasis was put on providing the interviewees with opportunities to reflect on this matter.

In relation to research question two, the pupils were asked about attitudes to different types of work based on teachers' feedback. Emphasis was put on attitudes, and asking questions both concerning what they do, and what they do not do, but would have found useful. First, a question was asked concerning what they are obliged to do: namely to improve their texts according to feedback. What are their thoughts concerning the value of that practice? Also they were asked about their interest in doing exercises and activities based on feedback. This question was to some extent hypothetical, since I did not know the extent and use of such a practice. Also a question was asked concerning which activity they find most useful in order to learn and improve from the feedback.

Finally, the third research question addressed the pupils' personal use of the feedback. By personal use, I mean what each and one of the pupils does in order to take advantage of the information about their EFL writing skills provided through the teachers' feedback. I wanted to ask questions concerning their strategy use, and divided the questions in two directions. First, the pupils were asked to explain how they make use of the feedback. Then, some questions were asked specifically in regards to their metacognitive strategies (see 2.6). For instance: "Do you know your strengths and weaknesses in English writing?" and "do you know what you have to work with, in order to improve?" Finally, the pupils were asked about the importance of feedback in order for them to know themselves as learners of English.

### 3.3.2.3 Conducting the interviews

The interviews were conducted in two days at the end of January 2015. The exact timing was planned ahead in cooperation with the pupils' teacher in order to cause as little inconvenience as possible in an already tight 10th year schedule. Also, interviewing 10<sup>th</sup> graders at the beginning of their final semester in the lower secondary school, and with exams coming up, it was possible that they had made some reflections and final goals concerning what they would like to achieve as EFL writers.

In the preparation process, different aspects connected to conducting the interviews were considered. First, the quality of information from an interview depends to some extent on the relation between researcher and informant (Christoffersen and Johannesen 2012, p. 81). As the interviewees' former teacher, I planned on using this relationship as a means of establishing trust and communication throughout the interview process. Of course, I also had to be aware of pitfalls in connection with personal relations to the respondents. For instance, the pupils' views of me as their former teacher could influence their honesty and openness. Also, my own perhaps subconscious views of the pupils could affect the interpretations of their answers. However, throughout the ten interviews, I found the former relations to the interviewees to be a means of strengthening communication and was therefore positive.

The start of the interviews became some sort of reunion, owing to the fact that I had not talked with the pupils in almost a year and a half. Therefore I started out with some "catching up", which I believe contributed to establishing trust and creating a more relaxed atmosphere. Accordingly, I got the impression that most of the interviewees were comfortable

in the situation, and wanted to participate with their stories. A rather interesting observation was that none of the pupils participating in the interviews conveyed any concerns about the confidentiality of the information they were giving. In fact, they did not seem to care. It may be that the use of social media, where their privacy is encroached on a regular basis, makes them less considerate of privacy in general.

Another aspect considered beforehand, was how the questions would be understood by the interviewees. In some of the interviews with the pupils, it proved to be difficult to keep questions short and simple, because the pupils did not always understand. Then I had to explain and rephrase and perhaps talked too much throughout the interview. Sometimes it was necessary for me to summarize what I had perceived through some rather vague statements (elaborations on validity will be made in section 3.4). Also, some of the interviewees were not as talkative as expected, and needed more specific questions throughout the interview. On the other hand, some of the interviewees were eager to talk, and did not need to be asked as many questions. These pupils both explained the practice and reflected on several aspects only within the first question. Of course talkativeness is a sign of good interview quality (Kvale and Brinkmann 2012, p. 175), but it also resulted in some of the prepared interview questions being asked, even though the interviewee had already talked about it. Then the repetition of a question might be viewed at either negative in repetition of an answer, or positive as a question asked to confirm information. I choose the latter.

Finally, the aspect of interview setting was considered as important for the interview. Christoffersen and Johannesen (2012, p. 82) state that it is important to find a location where the informant will be able to relax, and not be disturbed. In other words familiar surroundings could be an advantage. The interviews in this study were held in a classroom on the first day, and in an office the next day. Both rooms were in familiar surroundings at their school, but the classroom was more spacious than the office. Nevertheless, I got the impression that the pupils were comfortable in both rooms. Also, neither choice of rooms caused disturbance throughout the interviews. The interviewees were not interrupted by noise from the outside or people coming into the room.

### 3.3.3 Qualitative data analysis

The research employs aspects of the phenomenological approach, and according to Christoffersen and Johannessen, within a phenomenological analysis, the researcher will read the data aiming to understand the deeper meaning of individuals' experiences with a phenomenon (2012, p.107). The aim of this research was to understand how 10<sup>th</sup> graders in a Norwegian school experience the process of receiving and working with feedback. In other words, the aim of the analysis was to understand the phenomenon through their eyes.

Throughout the research process, it is important for the researcher to have a continuous analytical consciousness (Hanne Riese in UIB lecture, 2014). Similarly, Kvale and Brinkmann stress the importance of an ongoing analysis, in their description of six steps in the interview analysis (2012, p. 203). Step one to three concern the continuous analysis made by both interviewee and researcher during the interview, followed by steps concerning interpretations of transcriptions and analysis of meaning.

An important question in the interpretation of the results concerns how patterns and contexts in the data might be understood. Whether the analysis is performed in a way that contributes to highlight the meaning of the text, lays the ground for the interpretation of the data. Corbin and Strauss (2008, p. 195-199) stress the importance of the interpretation being anchored in the patterns and contexts the data represents. The researcher's understanding is influenced by the data and also from the literature she has read relevant to the project. In the process of analyzing and interpreting the data, I used the six steps presented by Creswell (2014, p. 285-286). These six steps will be referred to through the following two sub chapters.

### 3.3.3.1 Transcribing the interviews

The first step in the analysis is according to Creswell (2014) "to "prepare and organize the data for analysis" (p. 285). In this research, the data collected from interviews was converted to unstructured text data obtained from transcribing audiotapes of interviews. I transcribed 120 minutes of interviews, which resulted in 35 pages of transcription. The interviews were registered with numbers according to the file numbers in the tape recorder. Also, the data was transcribed by me, and not by using an automatic computer program. The interviewees have received pseudonyms in the transcriptions in which their gender is present. Gender is not considered a factor of significance in this study, but it was present in the criteria set for

sampling. The sound quality of the recordings was good; the voices were loud and clear. Owing to that, it was unproblematic to transcribe the communication.

The interviews were transcribed using various punctuation to mark pauses in speech. For instance a pause is marked using three full stop signs (Example: “I don’t know ... I usually don’t look at it that much.”). Also, full stop signs and commas were used as normal to show normal flow in sentences. Extra information such as the various moods expressed by the interviewee is marked with placing the relevant mood in a parenthesis, for instance (*laughs a little*) and (*hesitates somewhat*). To ensure validity and reliability of the data, the transcriptions are stressed to be identical to the speech in the recordings (see 3.4). What is more, the translated statements from the transcribed interviews are stressed to be as similar to the original oral communication. Naturally, the oral language is quite informal as the interviewees are young.

Carrying out the transcriptions almost immediately after the interviews enabled me to process the data as I was transcribing it. Opposed to using an automatic computer program, transcribing the interviews myself gave me a better understanding, as I had to listen to the recordings repeatedly. I wrote reflective notes in my research journal in the process of transcribing, and later on used these reflections to provide accurate description of the process of analysis. The audio files were stored in the tape recorder until the thesis was finished, then the files were deleted.

### 3.3.3.2 Coding and categorizing the data

After finishing the transcriptions, I went to step two in the process, which was to explore and code the data. First, I read through the transcripts multiple times, while highlighting interesting responses using different colours to sort out which responses were connected to the different research questions. I also made notes in the margins, for instance key words summing up statements of importance, and exclamation marks in front of interesting statements. For this particular step in the analysis Creswell (2014) uses the term *preliminary exploratory analysis*, which “consists of exploring the data to obtain a general sense of the data, memoing ideas, thinking about the organization of data, and considering whether you need more data (p. 267)”. In addition, I also wrote memos in the research journal, in the form of “short phrases, ideas, concepts, or hunches that occur to you (ibid)”. At this point, I was convinced that the data material would be sufficient in order to answer the research questions.



However, through the further process of interpreting and discussing the data, I have been asking that question repeatedly: Would I need more data? Elaborations on this aspect will be made in the final section of this chapter describing possible limitations.

In order to structure the data and make the answers more available, I used the process of coding, which according to Creswell “involves examining the text database line by line, asking oneself what the participant is saying, and then assigning a code label to the text segment (2014, p 285)”. The purpose of coding, is structuring the content and then to make categories from themes (ibid). The codes were marked in the transcriptions I had printed out, and then listed to look for similar and redundant codes. Then I found the codes most frequently used and made an overview in order to reduce the list of codes to a small number of themes (overview presented in appendix 17). Also an example of the coding is presented in the overview of categories below (table 1).

Further on, according to Creswell (2014, p. 285) step three in the analysis is to build descriptions and themes: an important step in presenting a broader abstraction than the codes. Accordingly, the identified codes were reduced to themes or sub-categories (appendix). When developing themes from the data, the research questions are answered and forms an in-depth understanding of the phenomenon (Creswell 2014, p 271). The themes were identified by examining codes that the participants discuss most frequently (example: teacher’s responsibilities), surprising codes (example: focus on weaknesses), or codes that have the most evidence to support them (example: specific feedback) (Creswell, 2014, p.269). I also used large sheets of paper to visualize each theme or category marking important ideas, phrases, and themes that were frequently referred to in the interview transcripts. The analysis of the pupils’ interviews resulted in three categories accompanied by ten sub-categories (table 1). Creswell (2001 in 2014, p. 267) describes the process of coding and categorizing as “an inductive process of narrowing data into few themes”. However, by using the research questions as main categories, one may say that they are deductively chosen, while the sub-categories emerged from codes, which again emerged from the data material. This is an example of how the process of analysis has been moving back and forth between inductive and deductive strategies. First, by using the data as a starting point (inductive) as the codes have appeared in the data material, and then switching to established theory as the starting point to test the data (deductive) (Christoffersen & Johannessen 2012, p. 3).

In step three of the analysis, it was also important to identify statements relevant to describe the categories. The statements had earlier been marked using different colours

depending on which research question they were responding to. Since the categories were linked to the research questions by colours, it was easier to locate important statements that conveyed something about each category. The material was then reviewed systematically by marking all statements, which were descriptive of the different sub-categories.

The presentation and discussion of findings in chapter 4 is structured in the order of the categories (table 3-1). The pupils' statements included for discussion in this thesis were selected according to the representativeness of their category.

Categories	Sub-categories	Statements from pupils' interviews (text segment)	Examples of coding
Assessment beliefs	Specific feedback	"Mari": What I find most useful is when the teacher have written –this you can practise, and this is how you can practise... for instance you get that you should vary your starting words, but no examples on different starting words... Does not give me any help.	What to practice How to practice  Examples needed for understanding feedback
	Improvements due to feedback	"Lisa": At least I feel that I have improved, as one tends to learn from ones mistakes. That is the point I think, and that you do. But it can still be pretty difficult to write a really good text.	Belief in improvement
Attitudes to work based on teachers' feedback	Learning from mistakes		Learns from mistakes
	Feedback and grades separated	"Emil": Sometimes it is annoying because you want to know your grade immediately. But you understand why because then you have to read through your feedback and correct it.	Engagement in the grade  Forces work with feedback
	Improving texts	"Kamilla": I think it is easier to do it at school since you get to ask the teacher, and also I think that it is easier to ask when you just got the text handed back.	Able to ask the teacher/oral feedback  Timing
	Exercises and activities	"Filip": I believe that individual exercises would have helped me	Individual exercises (ex: grammar) may

Use of feedback	Practical use	improve my grade, for instance if I had to work with verb tenses, or prepositions, or whatever.(...) but it would be difficult to find such exercises on my own. (p?) “Filip”: I keep the feedback form in a plastic folder or something, and bring it with me to the next writing session. Then I have stars and wishes to look at, and I get more observant of what I have done wrongly. (p. ?)	help improvement  Need of teacher’s help  Use feedback form - Bring it to look at
	Teachers’ and pupils’ responsibilities	“Anna”: As preparation for midterm, the teacher could have actually done something so we didn’t have to do it all on our own	Focus on weaknesses (mistakes)  Wish for teacher’s help  Pupils’ responsibilities
	Metacognitive use	“Mari”: I know that I am good at writing formal language, and therefore I often choose to write debate articles, and I also know that I am not that good at writing stories, so that makes me not pick such tasks that often.	Awareness of strength  Awareness of weakness  Acts upon it
	Focus on weaknesses	“Emil”: the wishes that the teacher gives make us in a way notice things that we didn’t see ourselves	Awareness of weaknesses

Table 3-1 Categorization

In the final steps of the analysis, I interpreted the findings and validated the accuracy of the findings (Creswell 2014, p. 286). In the discussion there will be references to literature and previous research, as well as personal interpretation of the data. As stated by Creswell (2014, p. 282): “qualitative researchers believe that your personal views can never be kept separate from interpretations”. The interpretation of findings is presented and discussed in chapter 4. Elaborations on validity and reliability will be made in the following section.

### 3.4 Reliability and validity

The question of reliability and validity refers to research quality and is important in relation to all research. In qualitative research methods the process throughout a project is comprehensive and it is important to be able to recall and present details from the process. Reliability concerns the preciseness of the data; how it is collected, and how it is adapted (analyzed). Validity relates to whether or not the collected data can give suitable answers to the research questions (Christoffersen & Johannessen 2012, p. 23-24). Also, Lund cited in Christoffersen and Johannessen (2012, p. 24) states that “validity must not be understood as something absolute, as if data are whether valid or not, but it is a demand of quality that can be approximately fulfilled (my translation)” (ibid.).

First, an attempt to ensure reliability has been made in the previous section (3.3) in presenting and discussing the material and procedures of the data collection in this study. The procedures of both how the data has been collected and how it has been adapted have been described in detail to provide a precise presentation of the data. For instance, good quality of the recordings made accurate transcriptions possible (see 3.3.3.1).

To validate the accuracy of my findings, and to ensure the research quality, some strategies have been used. First, transparency has been an important validation strategy in the attempt to thoroughly describe and explain the process of data collection and analysis. I have worked thoroughly with the research design, the interview guide, conducting and transcribing the interviews, always focusing on the research questions. The interviews were well documented as they were recorded, and then transcribed. The recording providing good sound also made an accurate transcription possible, enhancing the reliability of the research (see appendix 16 for all transcriptions). In an attempt to document the process, a journal has been kept, consisting of my plans, impressions and reflections during the different stages of the research. The journal has been invaluable in being able to report accurate information about the research material and research process in this chapter. In addition when planning the research, receiving supervision, discussing with fellow students and colleagues, and while writing the thesis, I have reflected upon the various aspects of the research.

Reflexivity is another validation strategy used, and according to Creswell (2007 in Creswell 2014, p. 283): “the researcher should be self-reflective about his or her role in the research, how he or she is interpreting the findings, and his or her personal and political

history that shapes his or her interpretation.” The experienced interview situation was described in sub chapter 3.3.2.3, and my role as both researcher and the pupils’ former teacher has been taken into consideration. Relations between researcher and respondents might affect the quality of the interview data. A positive relation is often most fruitful in an interview situation, and it is possible to achieve such a relation by giving the respondents proper information about the research, and act with respect and gratitude. Also, various characteristics like gender, age, ethnicity, and appearances can create distance or proximity in the relation between researcher and respondent (Christoffersen and Johannessen 2012, p. 82-83). The interviews were fruitful as the relation between the interviewer and the interviewees was positive. Still there will always be a risk of bias in the communication. (Creswell 2014, p. 32). The researcher’s insecurity and lack of interview experience might also have a negative effect on the respondents, and answers might be affected (Hellevik cited in Christoffersen and Johannessen 2012, p. 83).

In the interview situation, there are also some validation strategies to recall. For instance repeating and summarizing the informants’ answers is a type of validation. Also possible misunderstandings should be clarified and the informants should be provided with opportunities to elaborate on their reflections (Kvale and Brinkmann 2012, p. 253). In *Educational Research*, Borg and Gall (1989, p. 427) state “You should make an effort to frame your questions in a language that respondents will understand.” Naturally, proper understanding is crucial for the research validity. I have commented on the choice of words in the presentation of the interview questions in section 3.3.2.2.

When the research findings are evaluated as fairly reliable and valid one has to raise the question of possible generalization. A relevant question to ask oneself is whether the results are of local interest only, or if they can possibly be transferable to other situations. According to Kvale and Brinkmann (2012, p. 265) a common critique of interview research is that there are not a sufficient number of interviewees in order to be able to generalize the results. Kvale and Brinkmann (ibid) continue to argue why one should only produce knowledge that may be generalized. Consequently all scientific knowledge would have to be universal and valid at all times and in all places, for all people from eternity to eternity. It should be stressed that the data material in this thesis is not sufficient in order to generalize, and generalization is no goal in itself in this type of research. The findings from this study are interpreted by myself and will therefore be influenced by my personal experiences, or subjectivity. Hence, the weakness of an interpreting study is that the findings cannot be

generalized. The strength however, with this study is that it can provide a detailed description of how the pupils experience their feedback practice. Then the study has validity, if the readers can recognize the descriptions and use the knowledge in own practice (Postholm, 2010). What is more, this study aims to provide an in-depth description of an assessment practice, in other words the study emphasises subjectivity rather than objectivity.

In this study, the researcher is the interpreter of findings. Hence, I have gained additional perspectives of the data by discussing them with my supervisor. This search for increased validation of interpretations is a strategy called “peer examination” (Meriam 2009, p. 220). Next, ethical considerations will be presented, which also have been important in ensuring research quality.

### 3.5 Ethical considerations

In this chapter the methods and materials used and the choices made have been presented and discussed. The researcher needs to be considerate of ethical questions throughout each step of the research process. This is emphasised by Kvale and Brinkmann, stating that one should take ethical questions into consideration from the very start of an investigation through to the final report (2012, p. 80). Kvale and Brinkmann also present a list of ethical issues that arise at different stages in a research: thematizing, designing, interview situation, transcription, analysis, verification, and finally, reporting (ibid 80-81). At all of these stages in the research, it is important for the researcher to act with respect, both in direct contact with participants and in the process of planning and handling the collected data. An example of how to show ethical consideration is when transcribing interviews. The researcher ought to write exactly what the interviewees said, ensuring that meaning is not lost in translation when translating from Norwegian into English (ibid 195). Attempting to meet the criteria, I found it crucial to choose words carefully in order to ensure that translated statements conveyed the same meaning. In some statements, phrases therefore needed to be slightly rephrased. For instance one pupil (interview 9) said in Norwegian: “...hvis det er noe læreren ser går igjen hos mange..”, and was translated: “if the teacher notices something that repeats itself in many texts..” It is stressed for the translated statements from the transcripts to be as identical as possible in terms of meaning.

The reflexivity of the researcher (also discussed in section 3.5) must be considered when dealing with research ethics. Creswell (2014, p.10) explains reflexivity as “the researcher reflects on their own biases, values and assumptions and actively write them into their research.” Naturally, previous experience with formative assessment has led me to the choice of topic for this thesis, aiming for enhancement in the practice of formative assessment. Biases for instance will be present, but by reflecting upon possible biases they can be reduced.

All research projects which intend to gather personal information have to be carried out within the guidelines given by the government and be approved by the Norwegian Social Science Data Services (NSD). In this research all interviews were recorded: I therefore notified the government through an application to the NSD. However, the study did not need authorisation (feedback from NSD as appendix 14). In the course of actions however, a few names of teachers were mentioned in the recordings, and NDS was informed. The names mentioned in the recordings were anonymized in the transcriptions using the phrase ‘the teacher’ instead of the actual names. Owing to this, NSD once more considered the project ‘not in need for authorisation’ and made an additional remark (appendix 15).

In addition to reporting the project to the NSD, all participants need to be properly informed about the research project. First, the teachers who provided background information and the schools’ principal received information about the research (appendix 13). Information included purposes for the research, a presentation and explanation of the research questions, and a plan for carrying out the interviews. In addition, the chosen informants were asked whether they would be willing to participate in interviews by receiving a document of informed consent. This document also held information about the purpose of the research and why their help could be useful. They were informed of their rights as informants, stressing their possibility to withdraw at any point without explanation. Since all participants are 15 years or older, and data collection does not include sensitive information, the pupils were allowed to give their consent without consulting their parents (nsd.uib.no). This is also a small-scale research and I believe that the pupils are capable of understanding what they choose to participate in. All informants signed and therefore gave their informed consent to participate. An example document of an informed consent was found on the NSD webpage, and then edited to fit this particular project (appendix 11-12). Lastly, at the beginning of every interview, information about the purpose of the research and about their rights as informants, were repeated orally. Although this study seeks in-depth descriptions of a phenomenon, the

descriptions do not involve sensitive information. However, there are individuals contributing with their own personal views and experiences, and it is important to ensure participant confidentiality. To protect the anonymity of the participants, I assigned aliases to use when analyzing and reporting data (Creswell, 2014, p. 252).

Creswell (2014) mentions some key issues which are likely to arise in a qualitative research, such as “informing participants of the purpose of the study, refraining from deceptive practices, sharing information with participants (including your role as a researcher), being respectful of the research site, reciprocity, using ethical interview practices, maintaining confidentiality, and collaborating with participants” (p. 252). All of these issues have been taken into careful consideration through the course of actions in this current research, by constantly reflecting upon the matter. Throughout the process I have endeavoured to maintain a high ethical level, by continuously being considerate of the ethics from the very beginning of planning to the final stage of verification and reporting the research.

### 3.6 Possible limitations of the method and materials

For this research I have chosen a qualitative method, using in-depth interviews to collect data. Interviews only were decided based on the in-depth purpose of the research, but limitations have been considered in collecting only one type of data. I truly wanted a qualitative focus, but I could have opted for a mixed methods approach with a qualitative focus. Then I would have handed out a questionnaire to get an overview of all pupils in both classes, functioning either as part of the data material or as a questionnaire to lay the foundation for the interviews, or both. The main issue in the continuing process was that the pupils participating in my study had already finished 10<sup>th</sup> grade, and were spread to different upper secondary schools and elsewhere. Therefore it was problematic to reverse and collect more data. However, I was never sure of whether I needed more data, since the data material from the in-depth interviews in fact held some very interesting information.

Both in the process and in the aftermath I have reflected on what I should have done differently throughout the process of collecting and analysing the material. First, in the information about the project handed out to the principal, teachers and the pupils, the research questions were included. Later on, I realized that the research questions might be rephrased



and the information would then be incorrect. However, the aim of the research questions has remained the same, and I therefore believe it to be a limitation of minor significance.

Second, the interviews situation was flexible and dynamic (Borg & Gall, 1989) and therefore caused some possible limitations. Whereas one possible limitation was the inexperienced interviewer perhaps asking vague questions that again led to some leading questions (Kvale and Brinkmann, 2012, p.182) to “help” the interviewees find their answers. An example from the interviewer (me): ”Well, if you think of particular feedback that you have received, something you have found difficult... is that something you have learnt from? Anything specific? ...Something that has to do with verbs or connective words?” (my translation). In this situation, I was trying to explain a question, resulting in giving the pupil her answer. It might still be correct, but it was most certainly leading.

Another aspect that I wish I had thought of during the interviews, is that not all pupils in the study were specifically asked about how they relate to “the stars” in their feedback. Only two of the pupils were asked a follow up question, seeing it was not in the interview guide, but came to my mind during the interview. If I did in fact ask that question deliberately to all pupils, the results may have been different. Perhaps there would be less assumptions and interpretation of what is not being said. Unfortunately, by the time I discovered a need for additional interviews, the pupils participating in the study had ended their time at the research school. Also, some of the interview questions concerning revision of language and structure may have led on the pupils to answer in that specific direction. This may have affected the validity of my findings. However, the interviews as a whole provide an impression that confirms the pupils’ focus and hopefully this is not only due to leading questions asked by the researcher.

What is more, there might be limitations in the researcher’s prior experience with and understanding of the assessment practice. Also, the researcher’s prior knowledge of the pupils, might affect the interpretation of their responses. Arguably, according to Kvale and Brinkmann (2012, p. 181) the limitations might be turned around and interpreted as strengths in qualitative research as the strength of the interview is its privileged access to the world of the object. Also the subjectivity of the interviewer and the interviewees might give a unique understanding (my translation). The research findings are interpreted by myself and will therefore be influenced by my subjective perceptions, based on both experiences in the past and the experienced interview situation. The weakness of an interpreting study is that it is not possible to generalize the findings to all pupils and teachers in general. However, the strength with such a study is that it can provide detailed descriptions of how teachers and pupils

experience the practice (Postholm, 2010). Consequently, such a study may be a contribution for teachers who are interested in improving their practices of formative assessment.

In the process of analysis, especially when processing the transcripts through coding and categorization, I have also been in a continuous learning process. At first, I was working “the old way” using paper, pen to visualize the process – but I forgot to consider that I was only visualizing for me, leaving out important digital documentation about the process for the methods chapter. That left me with quite a few hours of additional work later in the process, but I believe it also has contributed to extended knowledge about the process of analysis, and a greater insight into the data material.

Finally, the aspect of time has caused limitation for instance as already mentioned in being able to add data from the group of respondents. Also, the data collection being conducted as early as January 2015, I have feared the data would outdate itself. Still, I believe the research findings to be as relevant and important today as they were two years ago.

# Chapter four: findings and discussion

## 4.1 Introduction

In this chapter, the aim is to present the interviewees experiences concerning their current assessment practise in EFL writing, and discuss the findings in light of previous research and theory.

The main research question discussed in this chapter is the following:

**How do 10th grade learners experience their formative assessment practice in EFL writing?**

Then, in order explore within the pupils' experience, three additional research questions will be answered:

1. To what extent and in what ways do they feel that the feedback promotes their text writing skills?
2. What are pupils' attitudes to work (text revision, exercises and activities) based on the teachers' feedback on EFL writing?
3. How do pupils make use of the feedback?

The findings presented in this chapter are themes that have emerged from the analysis of empirical data collected from within two 10<sup>th</sup> grade EFL classes.

For organisational purposes, the findings from the pupils' interviews will be presented thematically according to the research questions. Three categories have thus been identified. Then findings within each category will be presented from themes (sub-categories) identified in the analysis of interviews (see 3.3.3.2). In other words, themes emerging from the analysis are what will be discussed in this chapter. Further on, I have chosen to present the findings using statements from the pupils' interviews. The statements have been selected according to the representativeness of their category, and some because they are particularly interesting. I have translated the transcribed statements into English, and the statements have been marked with interviewees' aliases, not their true names.

The assessment practice is presented in chapter 1 and discussed in light of theory and methods in chapter 2 through chapter 3. In the present chapter, the aim is to present and discuss the research findings in light of theory, but also attempt to draw lines to the current practice.

This chapter consist of three sub-chapters. First, learner' beliefs are presented and discussed in 4.2, followed by pupils attitudes to activities based on teachers' feedback in 4.3. Then, in sub-chapter 4.4 pupils' uses of feedback are presented and discussed. To clarify the main points of each theme, there is a short summary at the end of each main sub chapter.

## 4.2 Learners' beliefs

All 10<sup>th</sup> graders who were interviewed express a belief in their teacher's feedback practice as being helpful to some extent, but they have different experiences and thereby different attitudes to its impact on their text writing skills. According to theory on effective feedback, Hattie and Timperley claim that feedback must be "clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections" (2007, p. 104). In other words, feedback is effective if it addresses the pupils' ZPD (Vygotsky, 1978) and must serve as a tool for the pupils in developing their writing.

In the very beginning of each interview, the pupils were asked to describe how they receive feedback on a text. The pupils' descriptions were of various lengths, but the following statement is representative and to the point:

*"We correct the text by looking at our stars and wishes, and corrections in the text. We rewrite and improve it, and the wishes that the teacher gives make us in a way notice things that we didn't see ourselves."* (Emil)

The pupil conveys a belief in feedback as helpful because it makes him observant of different aspects of the text that he was not aware of while writing. Therefore, one may assume that the feedback promotes his text writing skills. In the current assessment practice, as in all formative assessment practices, the aspect of learning (AfL) is the core aim (Assessment Reform Group, 2002; Black & Wiliam, 1998). In this study, learning is specified to text writing skills, and the following sub sections present findings that attempt to provide answers

to research question 1: *To what extent and in what ways do they feel that the feedback promotes their text writing skills?* Themes that have emerged from the analysis are: specific feedback (4.2.1), improvements of text writing skills due to feedback (4.2.2), correcting the mistakes (4.2.2.1), what about “the stars”? (4.2.2.2) and the relationship between written feedback and grades (4.2.3). The sub-sections are structured by the identified themes, and the findings will be discussed according to relevant theory and previous research.

#### 4.2.1 Specific feedback

*“I do believe that it is better to receive some feedback than only a grade, but I think that sometimes the feedback doesn't matter as much when they don't reach the pupil. Real feedback, has impact and is helpful” (Anna)*

This pupil's experience of receiving feedback conveys that the feedback does not always reach her understanding. Anna's view is not exclusive, seeing that the pupils interviewed are unanimous in the question of what information feedback should provide. They want specific (detailed and exact) feedback, which tells them *what* to improve, preferably with examples, and *how* to do it. In other words, all pupils want feedback to function as was stressed in the previous statement: *“real feedback has impact and is helpful.”* The pupils' feedback preference is supported Gamlem (2014) who indicates through her research that feedback is not precise enough, and lacks guidance in what to do next.

The pupils were asked the following question: What kind of feedback do you find most useful? This is how each one of the eight pupils interviewed explain it:

*“What I find most useful is when the teacher have written –this you can practise, and this is how you can practise... for instance you get that you should vary your starting words, but no examples on different starting words... Does not give me any help..” (Mari)*

*“I like that the teacher gives examples on what you have done wrongly. Sometimes I don't understand if I receive feedback which says –This is not good... but it is better when the feedback says clearly what could have been better – with examples.” (Lisa)*

*“With corrections in the text it is not always clear what I have done wrongly. It is extremely helpful to receive examples of what is wrong.” (Kamilla)*

*“It is mostly on using advanced vocabulary and spelling. It would have been useful to go through advanced vocabulary instead of just saying that we have to use more advanced vocabulary (...)I think that if they should do it properly, they had to write how to work with the wishes and not only say what we can't do.” (Thomas)*

*“It helps a lot if they give you examples so that you understand what you have done wrongly.” (Filip)*

*“Yes, main verb tense and things like that helps because then I can see for myself the places where I didn't notice that the verb tense was wrong. Especially in 8<sup>th</sup> and 9<sup>th</sup> grade I struggled with it, and then it helped to receive wishes on that.” (Emil)*

*“If a comment is specific, then you pay attention to it. I need concrete feedback which tells you exactly what to do.” (Anna)*

*“I find it useful when I get written feedback which tells me what I should practise and do better.” (Sam)*

Now, it is obvious that in terms of specific feedback the pupils prefer precise comments with accompanied examples. Brookhart (2008) stresses *clarity, tone* and *specificity* as important factors in providing effective feedback, and these factors are reflected in the previous statements. The first of the above statements, explains how you can receive feedback on language improvement. “Mari” has been asked to vary her starting words when writing, but the information does not automatically communicate with the pupil. However, with accompanied examples of starting words, the information becomes more specific. “Lisa”, “Kamilla”, “Thomas” and “Filip” also express the need for examples, which may serve as a help to convey an understanding of each pupil's area of difficulty. “Emil” states that especially feedback on correct use of verb tense has been helpful in his writing development, which may indicate that he has received specific feedback on verb tenses. “Thomas” suggests that it might be useful for the teacher to use lessons to provide them with examples, for

instance of advanced vocabulary. He continues to stress a need for guidance on *how* to work with his difficulties. Further on both “Mari”, “Anna” and “Sam” convey a wish for feedback that provides guidance on *what* they should do next in order to improve, and also *how* to do it, which is supported by Gamlem (2014). In other words, the pupils wish for the ‘feed forward’ (Hattie & Timperley, 2007) they receive to be more specific in terms of providing information about what the pupils need to do next in order to move forward in their learning (p.86).

Moreover, a few of the pupils are critical to some of the language used by teachers when giving feedback, stating that it is not always as easy to understand what the teacher is trying to convey. According to Brookhart (2008) clarity in language must be stressed in order to “maximize the chances of students understanding the feedback” (p.32). “Kamilla” for instance, explains how corrections in the text may be difficult to understand. According to research carried out by Bjørstad (2016, p. 6) teachers tend to give advice and suggestions that are outside of students’ ZPD (Vygotsky, 1978). With this in mind, it is important that pupils have access to scaffolding during the process of reviewing their texts. An example of how scaffolding is realised practice, is expressed by “Emil” in the following statement:

*“Mostly I understand the wishes, but sometimes I don’t understand what they mean, and then I ask the teacher.”* (Emil)

“Emil” asks the teacher for help when he cannot understand. Then the teacher can provide the scaffolding he needs to understand, and be able to continue revising successfully on his own (Wood et al. 1976). In the current assessment practice, school lessons are used for text revision. In other words, the practice facilitates scaffolding, as it provides the pupils with a possibility to ask the teacher for help. Consequently, the feedback may be specified and even more understandable to the pupils, functioning as effective feedback that promotes improvement of their text writing skills.

An observation is that most pupils’ statements clearly communicate a primary attention to the ‘wishes’ in what they find useful in their feedback. Due to its frequency within the findings, further elaborations on the aspect of ‘stars and wishes’ will be made in sub chapters (4.2.2.1 and 4.2.2.2).

## 4.2.2 Improvements of text writing skills due to feedback

The majority (7 out of 8) of the pupils interviewed strongly believe that they have learnt something and improved their text writing due to feedback. Accordingly, Grabe and Kaplan (1996) claim that writing is learnt “in the process of the writing activity and through feedback on the writing” (p.243). The pupils in the current study are positive to feedback as being helpful, and having impact on their ability to improve their grades. These findings correspond with previous research which has suggested that L2 students overall treasure feedback, and believe that teacher feedback is useful and can help them improve their writing (Ferris, 1995; Hyland, 1998; Leki, 1991). The last pupil of the eight interviewed conveys uncertainty of whether or not improvement of text writing skills is a result of feedback.

Even though the majority of the pupils interviewed believe in improvements of their text writing skills due to feedback, there are differences in their feelings to the extent- and in what ways the feedback promotes their text writing skills. First, a statement from “Sam” in which he acknowledges feedback as important in providing him with information on what to practice in order to improve:

*“Without feedback I would not have improved... I would not learn anything, then I would just do the same mistakes over and over again.” (Sam)*

“Sam” expresses feedback as useful information that makes him observant of his mistakes (there will be a further discussion of the role of mistakes in the process of learning in the following sub chapter 4.2.2.1) Now, the fact that “Sam” believes that feedback promotes his text writing skills, does not however mean that the feedback actually has a real impact. According to recent research conducted by Garnæs (2016), students seem to think they improve, but it is difficult to see the improvement in the texts they produce. In the following two statements from “Lisa”, she confirms the same as “Sam” by expressing a belief in improvement due to feedback. However, she acknowledges that text writing is complex:

*“Yes! I learn from the feedback, but it is not always easy to improve and do better even though I understand the feedback.” (Lisa)*



*“We have become better at revising in general I believe. At least I feel that I have improved, as one tends to learn from ones mistakes. That is the point I think, and that you do. But it can still be pretty difficult to write a really good text.” (Lisa)*

According to “Lisa” improving equals receiving a higher grade, and it is not a certainty that by improving some spelling or grammar, you will improve your overall writing competence. The aim of pupils written competence after finishing 10<sup>th</sup> grade is described in the English subject curriculum (NDET, 2013, p. 8). It is the overall competence that is measured in the grade, as exemplified through the success criteria in the feedback form and the written exam guidelines (appendix 4 and 5). Consequently, teachers should make sure that the pupils are given opportunities to make the connection between the feedback and improvements (Brookhart, 2008, p. 59). What is more, “Lisa” expresses a belief in improvements of the general ability to revise a text. Naturally, if one masters the skill of revising more effectively, the learning outcome may be increased. She uses the pronoun “we”, and by that makes an assumption on behalf of the group, but there are no examples of the other pupils stating the exact same. However, a few of the pupils indirectly express a belief in time as essential in the process of learning from feedback. As stated by Vygotsky: “what a child can do with assistance today – she will be able to do by herself tomorrow” (1978, p. 87). In the next statement one of the pupils reflects upon his improvement from 8<sup>th</sup> to 10<sup>th</sup> grade:

*“Yes. I guess I know what to think of. I have learnt more and more. Have become better at writing. Perhaps feedback is more helpful now that I am older. ” (Sam)*

“Sam” reflects upon age as significant. On the question of whether he finds feedback more useful now, than he did in 8<sup>th</sup> grade, he states that he has learnt more from the feedback with time. Naturally, time is a relevant factor in the process of writing development and improvement, and time is also essential in creating routines to be able to work more effectively.

Writing improvement is an ongoing process. As one writing skill is improved, one must start focusing on another writing skill that needs improvement, expanding the ZPD (Vygotsky, 1978). In the next statement the aspect of process is described as “Lisa” explains that she has received the same comments repeatedly, and even though she has improved bit by bit, she still struggles with the same area of difficulty:

*“...that I might have some funny formulated sentences, or that the words come a little bit out of order. I have read a lot of English books, so I know quite a few words, but I may place them in the wrong context. Because some words that are Norwegian, you might use in many contexts, but in English there are one word for each of those contexts.” (Lisa)*

“Lisa” conveys that writing improvement is a process of complexity, and demands thorough work. Considering that pupils’ cognition and metacognition are central in the learning process (Flavell, 1979; Brown, 1978), this statement conveys the pupil’s metacognitive awareness in how she reflects on her text writing difficulties. She expresses an awareness of her difficulties, as well as thought concerning what she can do improve her difficulty: to read books.

One of the pupils expresses uncertainty of whether or not feedback promotes text writing skills. “Anna” answers the following when she is asked about whether the feedback has been helpful in improving her text writing skills:

*“Yes some of them. It is a bit different depending on different teachers. But sometimes you feel that they only give the same over and over again. Even though you think you have worked not to do that.” (Anna)*

“Anna” expresses disbelief and uncertainty in her perception of the feedback practice, as she has experienced repeatedly having received the same feedback. She explains how she has tried to improve, but then receives feedback on the same issue. Some “wishes” or “feed-forward” will refer to writing competences which might be challenging to improve. Then, as mentioned earlier in this chapter, the pupil needs awareness of the process, and that improvements often need work over time. According to Chavala and Graedler (2010) teachers should focus on helping pupils to improve their individual ability one step at a time (p.89). The aspect of process, both in relation to text writing and learning, will be discussed further in the following sub-chapters.

Quite a few themes have emerged during the analysis of the first research question. When the pupils talk about improvements of their writing skills due to feedback, some themes are frequently expressed. The themes are referred to both directly by explicit statements and more indirectly. The following sub chapters will present and discuss two central themes: correcting the mistakes (4.2.2.1) and what about “the stars”? (4.2.2.2).

#### 4.2.2.1 Correcting the mistakes

When the pupils talk about their feedback, there is a conspicuous focus on mistakes. Yet, their written feedback contains both information on what is well done (stars) and what is in need of improvement (wishes). The intended aim is for the “stars” to receive focus by outnumbering the “wishes” in every feedback. That does not however correspond with the how pupils seem to perceive the feedback.

The following excerpts from the pupils’ statements convey an understanding of improvement as being a result of learning from mistakes:

*“Every time I get a text handed back, I notice which mistakes repeats itself, and then I do more to improve that next time. The feedback makes me notice certain things when I am writing.”* (Mari)

*“I know what to practise from the feedback. And if you are observant of what you did wrongly, then perhaps you improve your grade”* (Filip)

*“We have become better at revising in general I believe. At least I feel that I have improved, as one tends to learn from ones mistakes. That is the point I think, and that you do.”* (Lisa)

The pupils express feedback as mainly information about mistakes that need to be improved, hence: “correcting the mistakes”. Both “Lisa” and “Sam” explicitly state a knowledge they possess: you learn from your mistakes. Also “Mari” and “Filip” express the same knowledge by describing how they need to be observant of their mistakes in order to improve their writing. They seem satisfied if they succeed in recognising the mistakes they have made in previous text writing, and then avoid making that very same mistake again. This finding may indicate that pupils have a limited understanding of learning processes and what it means to write and revise texts. According to Hyland (2003), the text writing process involves planning, writing and reviewing. The same steps are stated in the English subject curriculum (NDET, 2013, p. 2) and the process is complex, as one need several important competences to be able write a text. The question is then how to approach text writing, in order to raise pupils understanding of the various aspect text writing entails. In process oriented writing, the stages

of planning, writing and reviewing are carried out repeatedly (Hyland, 2003) and thus provides opportunities for the teacher to focus on various aspects of the text. Consequently, the pupils' focus of correcting the mistakes may diminish.

Pupils describe how they use the feedback to correct mistakes. It also emerged from the analysis that the usefulness of the feedback seems to depend partly on what kind of language difficulty it refers to. The pupils were asked to think of one specific writing skill they had managed to improve due to feedback. The majority of the pupils (5/8) then mentioned improvements within the areas of *language* and *structure*. The pupils also receive feedback on *content* (appendix 4), but an interesting find is that they do not seem to pay attention to that area. Two pupils did not manage to identify one specific improvement in their text writing skills. On the contrary, the same pupils still expressed certainty in feedback as useful. Only one of the pupils expressed a poor belief in the feedback as helpful in promoting text writing skills. The following statements are the different answers from the five pupils who did recall specific improvements due to feedback:

*“Main verb tense and such feedback is helpful, because then I get help to pay attention to the places where I did not see that main verb tense was wrong. Especially in 8<sup>th</sup> and 9<sup>th</sup> I struggled with it, and then it was helpful to get wishes on that. Now I manage to use the correct verb tense throughout a text, and that is because I had so much feedback on it.”* (Emil)

*“I think feedback has made me better. For example if we hadn't gotten any feedback on for example connective words, then I hadn't known about it. I noticed that was something that was repeated...”* (Thomas)

*“More connective words, and better use of punctuation.”* (Sam)

*“I have struggled with the verb tenses, but now it has been a lot better.”* (Kamilla)

*“I remember in 8<sup>th</sup> grade I had difficulties with keeping it to the same verb tense. I had that in 9<sup>th</sup> grade as well, but then I managed to improve. That was mostly because I kept on focusing on my feedback, and how to conjugate verbs and everything. So it has been useful! Now I have to remember to write 'under' instead of 'during', because*

*under is as in 'under the table' while during is in a period. That I got a comment on last time, and it is not going to happen again."* (Filip)

These statements convey pupils' beliefs of improvement within language and structure (see 1.5.2). Three pupils answer that they are now able to use verb tenses correctly, and two pupils answer that they have improved their use of connective words. Starting words, punctuation and prepositions are also mentioned as possible areas of improvements. In the final statement above, "Filip" is focused on the grammar improvements, and he remembers both what he used to struggle with from the beginning, and what he most recently received feedback on.

Traditionally, writing assessment in EFL was focused on grammar and vocabulary, or the local level of a text triangle (Hoel, 2000). Today, the competence aims (LK-06/13, p. 8) stress written communication, with far more emphasis on the global level of a text. However, when the pupils are referring to their writing improvements, they still seem to focus on the local level of a text, whereas the global level is left out. In other words, there is a lot more to a text than managing the local level. An assumption to be made is that the local errors are perhaps more obvious to the pupils than those on the global level, and pupils may find making improvements on the global level more complex. Also, research by Lee (2009) and Burner (2016) has confirmed a contradiction between teachers intended feedback practices and how the pupils perceive the feedback they are given. Accordingly the informants' focus on local errors may be more comprehensive than what is actually intended by the teachers.

According to O'Donovan, Price & Rust (in Dobson & Engh, 2010) the terms *language*, *structure* and *content* are a part of the teacher's silent knowledge, and for the pupils and teachers to be able to communicate in writing assessments, these terms must be defined and discussed in advance (p. 90). After all, the terms are used in the state exam guidelines for examiners (appendix 5), thus may serve as guidelines for all EFL writing assessment. When "Mari" was asked about what is communicated through "stars and wishes", she answered the following:

*"They tell a lot about the language and the structure and yes... that is really it."*  
(Mari)

The fact that pupils in this research are mainly focused on their improvements within language and structure could indicate poor communication of what "content" entails. We know that "content" is included as an explicit aspect in the feedback form relevant to this

study. Hence, pupils should receive feedback with reference to the text content. Still, the pupils do not seem to care about that information within the feedback. For this reason, some potential explanations must be discussed.

First, one pupil's statement describes how she feels about revising within "content":

*"(...) then they prefer that we correct at least one of the wishes, but sometimes it is very difficult to correct. If they ask you to change the whole text, it is better to remember it for the next time."* (Lisa)

"Lisa" expresses that it is often difficult to change features within the *content*, as feedback often refers to changes throughout the entire length of the text. When the text is handed in as a finished product, the motivation for making further changes may also be reduced from the writing stage. Pupils seem to choose not to focus on feedback regarding *content* since it is difficult to revise in a more or less finished text, and demands more work than what is possible to realise within an hour or two. The method of process writing could perhaps serve as a useful variation, with its set of strategies that may help writers improve their texts (Drew & Sørheim, 2006). The pupils can get an opportunity to write several drafts on different stages of the text, and will for instance be able to mainly focus on *content* in one draft, and then both receive feedback and reflect upon the "content" in their own text (Grabe and Kaplan, 1996) before writing another draft. There is also a possibility that the feedback form could be structured differently in order to best communicate all three areas and what they need to do in order to improve. An example is a form structured in three parts: language, content and structure. Then the feedback would be given as answers to all success criteria and the feed forward would follow as direct answering to the areas that were satisfying, and the areas that needed to be improved. On the one hand such an assessment would be thorough and precise, on the other hand it would risk being too thorough resulting in exhaustion. Referring to the amount of feedback to provide Brookhart (2008) states that it should not be overwhelming, but enough in order to understand what to do (p.13).

Another option that might contribute to explain why it is difficult to change features within the *content*, might be that the pupils find their texts personal, and are reluctant to both receive feedback and make changes to that very aspect of the text (Cremin & Myhill, 2012). I have not managed to locate any statement to confirm this possible explanation, but it can still be the case for some pupils. Finally, the tendency from the interviews may indicate that the written feedback does in fact focus on language and structure. Referring to the local and

global level of a text, *content* mostly refers to the global level with its focus on for instance purpose and receiver (Hoel, 2000). As already mentioned in section 4.2.1, the pupils prefer specific feedback in order to make use of the feedback. Consequently, feedback on *content* may be perceived as isolated to that specific text (success criteria) and therefore not relevant in further writing. If that is the case, there is an apparent need for teachers to define and discuss the usefulness of feedback and revision of all three areas within the assessment (Dobson & Engh, 2010, p.90). The next sub chapter will address the question of “the stars” within the feedback.

#### 4.2.2.2 What about “the stars”?

In the previous sub-chapter, the discussion of findings has reflected pupils’ belief in the connection between correcting mistakes and improvements in text writing skills. According to research, information on both quality and how to improve has good effect on learning (Black & Wiliam 1998; Hattie & Timperley 2007; Kluger & DeNisi 1996). Brookhart (2008, p.13) also states the importance of giving feedback according to the success criteria, and to comment on at least as many strengths as weaknesses. We know from information about the feedback practice that the teachers attempt to provide no more “wishes” than “stars”. Consequently “the stars” constitute as a significant part of the feedback. Yet, not one of the pupils chooses to mention the information provided by the “stars” as useful in improving as a text writer. For this reason, it appears that the pupils do not see the importance of focusing on their strengths. Two of the pupils interviewed were, however, asked specifically to elaborate on their use of “the stars” within their feedback. The following excerpt shows how “Kamilla” responded first to the question of how she makes use of her feedback, and then how she answered the follow up question concerning her use of “the stars”:

*K: I usually write them down, with some tips to how I can do it. That is especially with the bad feedback that I need to work with.*

*M: Do you bring “the stars” as well?*

*K: Yes, I usually write them down, to be able to see that this I did well, and need to continue it.*

These statements convey that “Kamilla” did not immediately think of the “the stars” as the

most important information, but when she was asked specifically about her use of “the stars”, her statement shows that she also pays some attention to the positive features of her text, and is aware of the function of the ‘stars’.

The information provided through feedback, “stars” as much as “wishes” should according to the Assessment Reform Group (2002) function as evidence to guide the pupils forward in the learning process. Moreover, study skills as listed in CEFR (2007, p. 107-108) are important in text revision as the pupils must have the ability to learn from their choices, both good and bad. With a view for future goals, it is important for the pupils to reflect upon their strengths as well as weaknesses (Harmer, 2001). It is an aim for the pupils in the research school to develop their metacognitive awareness, and the feedback should thus promote awareness of own learning (Harmer, 2001). If pupils are well aware of their own strengths in text writing, it may help them develop learning strategies that will benefit their language learning. In other words awareness of strengths may help in pupils ability to be conscious when choosing mental or physical activities for the purpose of regulating their own learning (Griffiths, 2008). In pupils’ use of cognitive strategies (Oxford 1990) for instance, it is crucial to be aware of what you already know, in order to make associations with new information. Also by making goals for learning, metacognitive strategies can also help the learners know themselves better in terms of both strengths and weaknesses as language learners (ibid.).

The pupils were asked about their awareness of strengths and weaknesses, and some replied that they were well aware of both (see 4.4). However, one indication from the above findings may be that pupils lack awareness of how to utilize “the stars” in both text revision and in developing language learning strategies. In the next excerpt, “Lisa” conveys an attitude to the usefulness of “stars”:

*M: But when you receive ‘stars’, do you usually process that information, and in the next writing task, think of what you did well, and keep remembering that?*

*L: Yes. It depends on which, since I sometimes think: this only works in this context.*

In the interview, “Lisa” was asked about how she tends to use the information from the feedback. First she chose to focus on her weaknesses, as the most important information to process. Then, when asked specifically about the use of information about her strengths, she answered how it depends on which strengths are mentioned in her feedback, since not all are relevant in every text. One may assume she refers to how some strengths within her text



writing skills are connected to various genres, and may not be transferred to all texts. Then, “Lisa’s” statement may indicate a rather high degree of awareness. Otherwise, she may need help in making a connection between feedback on strengths, and how they are relevant in further text writing.

An assumption from the findings may be that there primarily is a focus on improving difficulties dealing with feedback, and especially when revising. What about the “stars” that communicate the strengths of their written productions? Perhaps teachers fail to communicate the importance of pupils using their strengths in the process of improving as writers? Drew and Sørheim (2006, p. 79) state that it is important to point out both positive and negative features of a text. Perhaps the writers can reflect on which part of the text they were most happy about and why (Grabe and Kaplan 1996). The latter suggestion would perhaps contribute to an extended understanding of how positive features of texts can be important knowledge that will promote their text writing skills. Also, it is crucial that pupils know why awareness of one’s strengths in text writing is important, as the information on the qualities of the learner’s work lays a basis for the further writing improvement (see definition of feedback in 2.6). The feedback gives information about where the pupils are in relation to the goal (Hattie and Timperly, 2007), and the information about strengths is central. Then, in order to properly communicate the strengths, the praise in feedback must be specific in order to be effective (Hyland and Hyland 2001).

Another suggestion of why the pupils lack focus on their “stars”, might be that the strengths are considered implicit knowledge (see further discussion in 4.4.3). Strengths may be important as implicit knowledge, but perhaps pupils would take advantage of an even more explicit focus on strengths. Haukås (2011) stresses a need for an explicit focus on learning strategies for the pupils to become conscious about their own language learning. Moreover, findings from the present study imply that there is a need for teachers to maintain an explicit focus of strengths as well as weaknesses in the communication with pupils throughout the stages of writing and revising.

#### 4.2.3 The relationship between written feedback and grades

The grade is another relevant aspect within the assessment practice, in connection with the question of how the pupils find feedback helpful in promoting their text writing skills. The

research school encourages the teachers to hand out written feedback and grades separately. The justification of this procedure is first and foremost to keep a main focus on the written feedback, but there is also an aspect of avoiding comparison among pupils in the classroom.

These 10<sup>th</sup> graders do not know any other practice with feedback and grades, and their teachers have probably talked about reasons for separating the two on several occasions. At the end of the first semester in 8<sup>th</sup> grade, I did a pilot study in which pupils were asked to reflect upon their feedback practice, and whether or not the separation of grades and feedback was important in terms of learning from the feedback. Especially in 8<sup>th</sup> grade, there were a lot of questions as to what was the point of it. The pupils were enormously engaged in having grades, and found it difficult to wait. The pilot study conveyed some interesting information concerning the awareness and beliefs of my pupils. First, the research revealed that a majority of the 8<sup>th</sup> graders did believe that thorough work with feedback would help them improve as L2 writers. On the contrary, a few of the pupils did only believe in grades (Vågen, p.16)

In the present master study with participants from the same group, the interviews made it obvious that pupils seem to believe that the separated feedback and grade is an advantage in how they use their feedback. The interviewees were asked to explain how they feel about receiving the written feedback and the grade separately. The following statements show some of the pupils' thoughts concerning the practice:

*“The grade is already decided, but the correction is for the benefit of learning... I think. You have to learn from your mistakes. That is why you have to get the grade after improving the text. I think.. I know that if I get the grade first, then I would not bother looking at the comments afterwards.” (Sam)*

*“Sometimes it is annoying because you want to know your grade immediately. But you understand why because then you HAVE TO read through your feedback and correct it.” (Emil)*

*“I think it is useful because if you knew the grade first, then you might not care as much about the feedback. I feel that getting the feedback first is working, since you have to correct it and look at your mistakes and work with it, not only get your grade and stop thinking about it.” (Filip)*

With the statements of these three boys, the interviews revealed that they were to a large extent sure of the fact that they would not care as much about the feedback if they were already given their grade. Previous research (Black and Wiliam, 1998) indicates that written feedback is most often overlooked when accompanied with a grade. What is more, both Stobart (2008) and Brookhart (2008) discuss the role of the grade within the feedback, and conclude that comments have the best chance of being read if they are not accompanied by a grade. However, one of the girls states that even with the grade present in the feedback, she believes she would be able to focus on the written feedback:

*“I believe I would do the same with the feedback, even though I knew the grade.”*

(Mari)

The other half of the interviewees were not as interested in the question of grades, and thereby conveyed a lack of awareness concerning the significance of the choice to separate the written feedback and grades in their assessment practice. One might say that these pupils have grown into this practice, from eighth to tenth grade, and therefore lack awareness of its significance. As a result, pupils might view the revision as some sort of “tour of duty” that needs to be done, only to be able to reach the main target of the process, which is the grade. It is likely that the teachers are well aware that some of the pupils primarily view the revision as a duty, but still believe in the possibility that the revision will promote their text writing skills. Some pupils need to be “forced” into using their written feedback and are well aware of it. In other words these pupils have not developed well functioning strategies to help them consciously choose activities for the purpose of regulating their own language learning (Griffiths, 2008). On the contrary, their chosen strategy is just that: to do the “duty”, and hope for the best. Perhaps pupils would benefit from a variation of methods in the writing process, both in terms of motivation and their views of the learning process. A variation of focus in text writing and text revision might contribute to promote text writing skills even more, otherwise writing might become too mechanical and pupils might lose their motivation (Drew and Sørheim, 2006, p.77).

According to the current assessment practice, the texts are re-submitted after the revision. Then, before the grades are announced, the teachers check that pupils have done an effort in their text revision. However, the grades are not affected by the possible improvements in pupils’ texts. The aim is for the improvements to be present in the next writing assignment, and then possibly lead to a higher grade. This might be problematic as the

feedback practice is intended as a process in writing development and research indicates that pupils become increasingly motivated in revising when there is a possible change of outcome, as Wiggins (1998) states: “excellence is attained by such cycles of model-practice-perform-feedback-perform” (p. 64). In other words, the possibility to re-submit texts and be re-evaluated may increase writing development. In process oriented writing reviewing may be carried out repeatedly (Hyland, 2003), thus the method might be suitable for the purpose of providing pupils with an opportunity to revise their texts with the possibility of an improved outcome.

#### 4.2.4 Summary

To sum up, pupils have beliefs in their feedback as being helpful in promoting their EFL text writing skills, but to various extents and in different ways. First, the pupils view their feedback as helpful if it is specific, answering the questions ‘what’, preferably with examples, and ‘how’. Pupils also wish for the ‘feed forward’ (Hattie and Timperley 2007) to be more specific. Second, experienced feedback tends to focus on local levels of the text, or errors within language and structure, rather than the global level of the text, as feedback to content is more or less ignored. Pupils express a belief in the connection between correcting their mistakes and improvements. What is more, the pupils’ focus of mistakes and weaknesses implies that they do not see the “stars” or the qualities within their text writing skills as important. The findings indicate that pupils have a limited understanding of learning processes and what it means to write and revise texts. Thus, there is a need for the teachers to maintain an explicit focus on all aspects within text writing and revision.

Finally, pupils believe that their practice of separated feedback and grade is an advantage in how they use their feedback. Still, some pupils admit how they view the practice merely as a duty, and would perhaps benefit from more variation in focus within the feedback and a variation of the feedback practice as well.

### 4.3 Attitudes to work based on teachers’ feedback

In this section, findings addressing research question two will be presented. An important part of formative assessment and “Assessment for Learning”, is the use of gathered information from feedback on where the pupils are in their learning (Assessment Reform Group, 2002) to

improve instruction (Carter and Nunan, 2001). According to Sandvik (2011) the information from feedback must be used to plan good teaching and to meet students' individual needs, but the extended use of feedback in practice varies. Also various factors may influence how pupils' experience teachers' practices. For instance, teachers may not always inform the pupils properly about the reasoning for choices made in their teaching, and pupils tend to forget information that is not repeated. That is to say, a teacher might spend a lesson working with difficulties revealed through feedback, but the pupils would not be aware of that as long as the teacher does not explicitly tell them. Previous research also suggests that there are contradictions between teachers intended feedback practices and the pupils' perceptions of the practice (Burner, 2016). This aspect should be kept in mind in the upcoming discussion of pupils' statements. In the next sub chapters, the pupils' attitudes to work based on feedback will be presented. Work based on feedback is in this thesis divided into the two categories: 'Attitudes to text revision' as the first sub chapter (4.3.1) and 'Attitudes to exercises and activities' as the second sub chapter (4.3.2).

#### 4.3.1 Attitudes to text revision

In the particular feedback practice that is focused upon in this thesis, school lessons are set aside to read through the feedback, correct mistakes, and try to improve at least one of the suggestions given in the feedback. Through such a practice, the teachers' intention is to encourage the pupils to work thoroughly with their feedback and thus improve their writing.

The pupils interviewed were asked to share some thoughts concerning the value of improving texts according to the teachers' feedback. Statements reveal that pupils have both negative and positive attitudes, yet they are mainly positive to the act of text revision based on teachers' feedback. The pupils were asked the following question: "what do you feel about the usefulness of improving texts based on teachers' feedback?" First, two statements from pupils who are mainly positive to text revision texts based on teachers' feedback will be presented:

*"In the beginning I found it a bit boring to sit down and correct texts, but now I feel that it is pretty okay because now I see that I have less mistakes than last time. That gives me a good feeling... especially if it is a wish that you have struggled with for a long time, and then you do it right." (Kamilla)*

*“When we get our texts and feedback handed out, I am ready to work with it and see what I have to improve”. (Emil)*

From the first statement, we understand that “Kamilla” is positive to the practice by explicitly stating that the feedback practice leads to improvements. Then, in the second statement, “Emil” implicitly states that he find the work useful. The “I am ready...” communicates positivity to the work of improving texts. Moreover, 7 out of 8 of the pupils interviewed express a positive attitude to the practice of improving their texts during school hours. This is how a few of the pupils express their attitude to classroom text revision:

*“I think it is very good. Because when you get some questions in your head... like what does she mean. and some places it might be scribbles across three lines and no explanation of why, then I usually ask her, and she elaborates on it.” (Thomas)*

*“We can use about a week, both at school and at home if we need it. At school we can get help from the teacher if there are corrections and comments we don’t understand. I think that it is best at school, because if it was at home I might not look at it that much... but when we do it at school, you force yourself to read through it and look at it.” (Emil)*

*“I think it is easier to do it at school since you get to ask the teacher, and also I think that it is easier to ask when you just got the text handed back.” (Kamilla)*

These pupils are positive to working with their texts at school for a few reasons. First, to have the possibility to ask the teacher for help is valued by the pupils. All three statements convey that the pupils have experienced having questions while working with the feedback, and revising at school with the teacher present, allows for additional oral feedback. From pupils’ statements, the teachers’ involvement is both appreciated and expected, and this aspect from the findings will be discussed in an own sub chapter (4.4.2). In other words, written feedback alone is by most pupils viewed as insufficient in means of filling the gap, that is the ZPD (Vygotsky, 1978). Social interaction is the key word, as language development primarily arises in interaction with adults or more capable peers (Vygotsky, 1978). The pupils are in need of *scaffolding* (Wood et al. 1976) as support in their language learning process, and then the scaffolding can be removed when the pupils understand. The text revision in school

facilitates teacher assistance in addition to the written feedback. Thus, pupils have a greater opportunity to succeed, if they choose to take advantage of the possibility.

Second, “Emil” also expresses positivity in explaining that at school they *have to* do it, as opposed to what he assumes would probably be less thorough work if performed at home. This statement reflects some of the purpose behind the practice, namely to ensure that all pupils process their feedback to some extent, which again will help promote their text writing skills. Accordingly, Brookhart (2008) suggests teachers should prepare lessons in which pupils are to use previous feedback in an attempt to produce better work and stresses that “feedback can lead to learning only if the students have opportunities to use it” (Brookhart, 2008, p. 73).

Third, “Kamilla” adds another aspect by expressing that she finds it easier to revise due to feedback when she has the possibility to ask the teacher for elaborations immediately after receiving the written feedback. Naturally, with time, the questions that may occur when the pupils read through the feedback, will soon fade away, and be forgotten. Thus, the aspect of timing is relevant for the feedback to be effective (Stobart, 2011). That is to say, the communication of feedback is more likely to be successful within nearest possible future, when the pupils can easily remember the text.

In the next sub section, pupils’ statements expressing their attitudes to various work based on teachers’ feedback will be presented.

#### 4.3.2 Attitudes to exercises and activities

The feedback contains evidence about pupils’ strengths and weaknesses in L2 writing (Assessment Reform Group, 2012), and the principals of AfL encourage teachers as well as pupils to use the information from feedback actively. According to Brindley’s (in Carter and Nunan, 2001, p.137) definition of formative assessment: “assessment carried out by teachers during the learning process with the aim of using the results to improve instruction”, teachers should use the information from the assessment as guidance in planning future teaching and preparing work adapted to pupils’ needs (Sandvik, 2011). Examples of work can be different exercises and activities to extend pupils’ learning in areas of difficulties.

The findings indicate that most pupils lack awareness of how feedback is used as guidance for teaching and classroom activities. The background interviews with teachers indicate that the pupils sometimes work with tasks in between writing sessions, which address

their difficulties. However, most of the pupils answer that they cannot recall such work. Due to the pupils' response, the present question changed during the interviews: Are the pupils positive or negative towards the idea of doing exercises and activities based on information of their text writing skills provided through feedback? The pupils interviewed unanimously wish for tasks that aim to provide practise in aspects of text writing they find difficult. The following two statements convey positive attitudes to work based on feedback:

*"I think that would be good. We haven't done much, but I think it would be best to do an exercise when you got instructions, but had to do it on your own. It is much easier to understand everything when the teacher explains it at the blackboard, but when you don't get to try it yourself, you will probably forget it."* (Kamilla)

*"I believe that individual exercises would have helped me improve my grade, for instance if I had to work with verb tenses, or prepositions, or whatever.(...) but it would be difficult to find such exercises on my own."* (Filip)

The pupils convey positive attitudes to work based on their individual needs, but they do not convey any understanding of such a practice as being present in their EFL classrooms. Thereby they also convey negativity to the experienced practice. "Kamilla" communicates a need for practicing, since otherwise she assumes she will easily forget what she needs to practice. Brookhart (2008, p. 59) suggests that the pupils could get the opportunity to work with a new assignment with the same aims as a previous writing task to which they had received written feedback. Pupils in this study could benefit from such an assignment in a few ways. First, the pupils will be able to use their feedback in a new assignment, with an attempt to improve the specific aspects mentioned in the feedback. Second, the pupils will be made aware of that the feedback is used as a tool in the learning process (Ministry of Education and Research, 2009). In the second statement, "Filip" expresses a belief that exercises adapted to his needs would help him improve, but he stresses the need for teacher involvement since he lacks belief in his own ability to locate relevant exercises. Not one of the pupils interviewed are negative to the idea of doing exercises based on their feedback's information on individual needs. However, at the same time they express a negative attitude towards doing too much on their own initiative. The findings indicate pupils' lack of awareness of the teachers' intentions with various classroom activities. As mentioned in the introduction of 4.3, a teacher might spend a lesson working with difficulties revealed through feedback, but the pupils however



would not be aware of that as long as the teacher does not explicitly tell them. Accordingly, Haukås (2011, p.41) stresses that teachers must reason why pupils should work with a specific task.

The present sub-section has presented findings concerning pupils' attitudes to work based on their feedback, and in the following sub-chapter (4.4) findings related to pupils uses of feedback will be presented and discussed. Thereby the discussion of a few of the aspects from this sub-section will be carried on. For instance the aspect of teachers' and pupils' responsibility is elaborated on in section 4.4.2.

### 4.3.3 Summary

First, the findings correspond with previous research, which suggest that pupils appreciate text revision, and that pupils do not automatically understand teachers' intentions with classroom activities (Burner, 2016). However, some additional aspects are implied: First, pupils are mainly positive to the practice of revising texts due to feedback in school. They stress the opportunity to ask the teacher for help during the revision as appreciated. Second, pupils unanimously wish for adapted activities in the classroom, but cannot recall such activities. This suggests pupils' lack of awareness of their language learning process. While teachers may well prepare activities based on pupils' needs, the pupils do not seem to realise that these activities are based on issues identified in their written work. Therefore, pupils need to be told the purpose behind activities in the classroom.

## 4.4 How pupils make use of feedback: Pupils' language learning strategies

In the process of learning to write English as foreign language, Pupils have to learn to acquire: "the necessary competences, the ability to employ the strategies necessary to bring the competences into action" (CEFR 2007, p.140) From information about the assessment practice, we already know that the pupils use their feedback to some extent since they are obliged to revise their texts at school. But of course, even with such an opportunity provided, pupils make use of it differently. Some pupils take it seriously, and do thorough work, while others take the easiest way out.

The following sub sections present findings that are discussed in order to answer research question three, which concerns how pupils make use of their feedback. The study has focused on two different aspects in such respect: practical use in terms of language learning strategies and then metacognitive strategies are studied in particular. Pupils' statements will be presented, and background information concerning the assessment practice will be used to add another perspective in the discussion. Then relevant theory and research will be used to discuss the findings.

First, the interviewees were asked to describe how they make use of their feedback. Second, through questions concerning awareness of their strengths and weaknesses as L2 writers, and then through questions investigating what they need to do in order to improve, the pupils have been invited to express their metacognitive use of the feedback.

#### 4.4.1 Conscious use of feedback

The pupils interviewed express their use of feedback to different extents. The same impression was indicated through their teachers' observations (appendix 16). Strategy use is what pupils do, both mentally and physically, to regulate their learning (Griffiths, 2008). In other words, strategy use is what they do to acquire knowledge (Rubin, 1975) and improve as L2 learners (Oxford, 1990), and here specifically as EFL writers. In this sub section I will present statements that convey what strategies the pupils use consciously, and also some reflections upon possible uses of feedback.

The pupils are encouraged to actively use the information provided through the written feedback (appendix 16), for instance by keeping the feedback forms, or by using the written feedback to make own documents where they write tips for themselves to use in further writing. In the interviews, pupils were asked to explain how they make use of the information provided through their feedback, and in the following some of the pupils share their strategies:

*"I have often gotten comments on that I should vary how I start sentences. Therefore I have made a document with examples of various starting words, and I print it out and bring it with me. I use it when writing... like in the final stage of writing a text, I go*

*back and look at the starting words and check if there are some of them I can change, and use another.” (Mari)*

*“I keep the feedback form in a plastic folder or something, and bring it with me to the next writing session. Then I have stars and wishes to look at, and I get more observant of what I have done wrongly.” (Filip)*

*“I use my feedback by looking at them, but mostly I use them in writing sessions. Then I use them to look at what I need to be observant of. In the back of the book we have right now there is a lot... and I often put a post-it note at important pages so that I save some time during writing.” (Filip)*

*“I usually write down my mistakes, like some things that repeats itself, and I keep it on a piece of paper by the computer.” (Kamilla)*

*“I use the feedback mostly to correct the text, but I often keep it in my head until next time.” (Emil)*

In the first statement, “Mari” explains how she has made a document with useful information to help her focus on improving one of her difficulties when writing. In the same manner “Kamilla” explains in the fourth statement how she writes down information of her weaknesses, to serve as a helping devise when writing. Their statements serve a perfect example of what language learning strategies are: “activities consciously chosen by learners for the purpose of regulating their own language learning” (Griffiths, 2008, p. 87). The second and third statements also convey conscious use of the feedback, as these pupils consider the information valuable in their attempt to avoid making the same mistakes in writing. “Filip” explains in the third statement that he uses the English schoolbooks actively in locating important information that might be useful when writing. What is more, in the fifth statement “Emil” says that he primarily uses the feedback for text revision, but at the same time he states that the information provided through the feedback is stored in his mind until he needs to utilise it in his writing. In other words, he relies on his memory, not expressing an eager to do much work in his attempt to improve.

Moreover, all the above statements convey use of the cognitive language learning strategy (Oxford, 1990). This type of strategy enables the learners to make associations

between new information and what they already know. The pupils explain how they for instance use note-taking and memorizing. Also the metacognitive strategy (ibid.) is present in how the pupils are able to identify needs in their learning process, for instance “Filip” who explains his ability to locate resources that he might be in need of when writing. Moreover, when answering questions that relate to the feedback practice, the pupils express how they ask their teachers for guidance in working with the feedback, both during revising and in doing additional work, thus making use of social strategies (ibid.).

Next, the pupils were also asked to explain which post-feedback activity is to them most useful in order to learn and improve as EFL writers. By post-feedback activity, I mean an activity that attempts to follow up on information provided through the feedback. The following statements present an activity which functions as language learning strategies they use:

*“It helps to read a lot... I think.”* (Lisa)

*“I get that I have to do some reading! There were so many... one time I brought the book to the mountain because we were going to have the mock exam on Tuesday, then I thought -wow this is too many (...) I also need to practise advanced vocabulary and spelling in general (...) They say that we have to start reading more books in English, but I don't read much. Then they say that it will come naturally...”* (Thomas)

The pupils express that reading is an activity, which may potentially improve their abilities as writers. “Lisa” has received a wish for improved vocabulary in her text writing, and then expresses an understanding of how she can reach that goal: by reading. In the second statement, “Thomas” also acknowledges reading as an important strategy, as he has identified a need for extensive use of connective words. He is then referring to reading in terms of grammar- and vocabulary books, but he also mentions that he probably should read more English books in general, in order to naturally expand his vocabulary. “They say” refers to their teachers’ recommendations. “Lisa” and “Thomas” use metacognitive strategies, as they are able to identify resources for the purpose of learning (Oxford, 1990).

Further on, the following statement describes a pupil’s experience of work she is doing within the assessment practice:

*“Sometimes we have lessons where we prepare for writing, and then the teacher usually gives us reminders of pitfalls. I write notes with reminders from stars and wishes, and then we also have these “golden notes” in Norwegian, but they are actually useful in English writing as well. We also have sheets with important vocabulary to use like connective words and starting words. It is good to have that nearby when you write a text.” (Lisa)*

In this statement, “Lisa” explains how the class sometimes prepare for writing. This correlates with the teachers’ description of their practice (appendix 16). “Lisa” claims to use both reminders provided in these lessons, and reminders provided through her previous written feedback. She writes notes and also makes use of notes provided in L1 writing. The “Golden notes” are documents in which the pupils write about various topics within writing, for instance how to write a debate article. Hence, “Lisa” is using both cognitive and metacognitive strategies as a learner of EFL writing (Oxford, 1990).

However, not all pupils express a conscious use of language learning strategies. For instance, the following statements convey pupils’ lack of strategy use:

*“Well... in English I have never done much with anything specific before the mock exam.” (Sam)*

*“I don’t know... I usually do not look at it that much.” (Anna)*

*“I really don’t do much practically except from correcting and improving the text...” (Thomas)*

The three pupils express that they do little with the information they are provided with through the written feedback, at least not consciously. According to Griffith language learning strategies must be consciously chosen by the learners (2008, p.87). “Sam” expresses that he is aware of that the English mock exam is coming up, but admits that he is doing little in preparation. Also “Anna” and “Thomas” express a poor use of strategies. However “Thomas” indicates some strategy use:

*“We go through some in class, and I take notes different places, but it would have been different if I kept it in one document. I have some in my head, but not all... Like*

*when we are having mid terms, it is easier to have it all on one piece of paper. So I bring all my notebooks... But really it is just taking the time to write some of the notes in one document...*” (Thomas)

In this statement “Thomas” suddenly seems to remember what he has been doing, and also what he wishes he could have done: taken the time to do more! He adds the reasoning that gathered information from previous feedback in a document would be easier to utilise when writing instead of searching through all his notes whenever he needs the information.

Further on, the following two statements provide additional reflections concerning the pupils’ responsibility as learners versus what they regard as personal limitations:

*”It would have been good to have notes with reminders... But I guess I am lazy...”*  
(Emil)

*“Sometimes we make documents where we list our difficulties, that we can use in mid terms for instance. I do it sometimes, but not that often... even though I think it would be a good thing to always have it. If they really wanted...I think the teachers should have given us time at school to make these documents. I think that we might have done that at some point...”* (Thomas)

These pupils appear to be aware of strategies they *could* use, but at the same time admit that they hardly do this. According to various studies, many factors influence strategy use, for instance motivation, the language-learning environment, gender, learning style and personality type (Oxford in Carter & Nunan, 2012, p. 170). These factors are not investigated in this study, but are still indirectly or directly implied in the pupils’ statements. First, “Emil” states the fact that his view of himself as lazy prevents him from doing purposeful work. Second, “Thomas” expresses a wish for an action that is not being done, which might indicate lack of motivation. He also indicates a potential solution in that the teacher should provide time at school intended for this type of work. His suggestion for a solution is also preceded by a sudden insecurity in that perhaps the teachers have done just that at some point. This example of insecurity conveys that pupils are not consciously aware of everything that is going on in the classroom. The latter statement conveys an attitude to teachers’ responsibilities, and that is what will be discussed in the next sub-section.

#### 4.4.2 Teachers' and pupils' responsibilities

An aspect that is frequently expressed by the pupils throughout the interviews concerns whether it is the students' or the teachers' responsibility to initiate activities. The teachers have described what they arrange for within the assessment practice and what they encourage the pupils to do (appendix 16). We also know from background information about the assessment practice (see 1.5) that the research school opts for an overall focus on the use of language learning strategies (appendix 2), as language learning strategies are stressed in the English subject curriculum (NDET, 2013). Thereby, it is the teachers' responsibility to promote and model the use of language learning strategies, and it is the pupils' responsibility to follow the teachers' instructions. In other words, in the process of learning to use language learning strategies pupils are in need of teacher guidance and support (Vygotsky 1978; Wood et al. 1976) that may be removed or reduced as pupils achieve the abilities one step at a time. The teacher should provide guidance and support in the pupil's learning process. In this way, knowledge is socially constructed (Richards and Rogers, 2001) thus the learning process is a continuous interactive process between the teacher and the pupil (Imsen, 2008).

Some of the pupils interviewed express a wish for an increased teacher involvement in order to improve as EFL writers, and a few of the pupils expresses discontentment:

*"We almost never get individual tasks... As preparation for midterm, the teacher could actually have done something, so that we didn't have to do it all on our own."* (Anna)

*"That would have been good, because we do need to work with our feedback, but we don't get any time at school to do it... We have to do it ourselves."* (Mari)

These statements express a view about who holds the responsibility for providing exercises: The teacher! "Anna" in fact implies that the teacher does not provide any help at all. In stead she expresses that she has to do all preparations for midterm on her own initiative. She also expresses a wish for adopted tasks that suit her specific needs. "Mari" expresses through her statement that she is aware of the beneficial effects of working with her feedback, but she cannot recall having done such work at school. Instead she claims the same as "Anna": she has to do it on her own initiative. That is to say, both girls would like an increased initiative

from their teacher in facilitating practice opportunities (Brookhart, 2008). On the contrary, we know from background information about the assessment practice (see 1.5) that in addition to the text revision the teachers sometimes facilitate practice opportunities. This contradiction may indicate what has already been mentioned in previous sections: that pupils lack awareness of their teachers' intentions in classroom activities.

Next, "Thomas" justifies his need for teacher involvement as he is asked about his lack of strategy use or his poor initiative to work with the feedback:

*"It is easier with the teacher's help."* (Thomas)

The teachers are responsible for the pupils' learning, but there is of course a distinction as to what the teacher and the pupil are responsible for in the learning process. Brookhart stresses the importance of modelling how to use feedback as she states: "modelling is one of the best ways to teach" (2008, p.58). Burner (2016) also points out that students are in need of more teacher support and modelling (p.61).

In this study there seems to be a discrepancy between what the teachers encourage the pupils to do, and how the pupils choose to act upon these encouragements (4.3 and 4.4.1). In the English mock exam for instance, the pupils are encouraged by their teachers to use their former feedback as they proofread their texts. Then, the pupils might identify mistakes they have made earlier on from records of previous feedback. One of the pupils expresses a few interesting reflections concerning use of previous feedback while writing:

*"The thing is... in mock exams or in writing sessions, I always plan to look through the text before I hand it in, but often it is difficult because you are tired and things like that... and then you don't notice your mistakes either."* (Kamilla)

In the statement, "Kamilla" indicates that she finds proofreading her texts difficult. Therefore, one may draw the conclusion of the importance of solid preparations. The information from the feedback needs to be processed and worked with prior to the next writing, in order to fully take advantage of it when writing.

The teachers' organise teaching to ensure opportunities for the pupils to use the feedback they are given, especially through facilitating text revision in the classroom (see. 1.5), and some pupils mention activities that are encouraged by their teacher. However, the pupils convey wishes for the teacher to be even more active in providing them with practice



opportunities (see 4.3.2). The importance of teachers conveying knowledge of learning strategies is stressed in the English subject Curriculum (LK-06/13) as pupils' awareness of strategies makes the acquisition of knowledge and skills easier and more meaningful (NDET, p. 1). The empirical evidence in this study suggests that some pupils are using strategies in their language learning. However, the pupils' statements convey a need for an increased strategy instruction in terms of awareness raising, and guidance in the process of actively choosing language learning strategies fit for the purpose of text writing improvement. Haukås (2011, p.41) argues that many language teachers teach strategies implicitly, meaning the teachers give pupils tasks to improve their learning, but they do not reason why one should work with the specific tasks. Then, there is less chance that the pupils recognize the tasks as language learning strategies to be used in other situations. Thereby, Haukås (2011) stresses the need for explicit strategy instruction, and the strategy instruction has proved most effective when being a natural integrated part of the teaching throughout the year.

#### 4.4.3 Pupils' awareness of strengths and weaknesses

In 8<sup>th</sup> grade, the pupils in this research were introduced to the term *metacognition* that is "knowledge about and regulations of one's cognitive activities in the learning process" (Flavell, 1979; Brown, 1978). The research school aims for its pupils to develop their metacognitive awareness (appendix 1). The interviews however, reveal that the 10<sup>th</sup> graders are not familiar with the term. As presented in the first chapter of this thesis (1.5), the research school has made a brochure with information about various learning strategies in relation to metacognition. Within the aim of the current assessment practice the focus of metacognition is central, and especially in relation to the third research question, it is relevant to discuss pupils' metacognitive use of the feedback.

In the brochure, the metacognitive pupil is described as one who knows what he/she can do, cannot do and what he/she need to do in order to learn it (appendix 1). In other words the metacognitive pupil is one who is aware of his or her own strengths and weaknesses, and what needs to be done in the continuous learning. The pupils' lack of knowledge of the term may not be as important as the question of whether they possess an awareness of what the term *entails*, namely an awareness of their own learning (The British Council, 2015). Also, developing pupils' metacognitive awareness may help them become more autonomous (ibid.). For instance when dealing with feedback on EFL writing, pupils need to develop inner

processes described as study skills (CEFR, 2007): for instance an awareness of their strengths and weaknesses, the ability to identify their own needs and goals, and how to pursue these goals (p. 107-108). The study skills are also reflected in the English subject curriculum (LK 06/13, p.1), and in relation to metacognitive strategies, all of these inner processes should be activated when pupils are dealing with feedback. In the present study, the pupils were asked to talk about their strengths and weaknesses in EFL writing, and whether they manage to identify their needs and goals. In the following these aspects will be addressed and discussed.

A majority (5 out of 8) of the pupils interviewed are certain about possessing awareness of strengths and weaknesses, and a few (2 out of 8) express that they believe to have some awareness. Only one pupil states a lack of awareness of own strengths and weaknesses. The two first statements convey an opposite experience:

*“ I think I could have told you my strengths, but I am not certain of my weaknesses... that is a bit difficult actually. Because it varies depending on type of text and... I know that I am good at writing formal language, and therefore I often choose to write debate articles, and I also know that I am not that good at writing stories, so that makes me not pick such tasks that often. ” (Mari)*

*“I certainly am aware of my weaknesses... since I tend to focus on them” (Lisa)*

In the first statement, “Mari” expresses certainty in knowing her strengths, but she is less certain about her weaknesses. However, she continues by indicating an awareness of strengths and weaknesses in her choice of genre when writing. In the second statement, “Lisa” expresses awareness of her weaknesses because this is her focus. As discussed in section 4.2.2.2, the pupils communicate an outspoken focus of the “wishes” within their feedback. Still, most pupils certainly express an awareness of both strengths and weaknesses in text writing. Next, an extract from the interview with “Thomas”, answering the question of strengths and weaknesses will be presented:

*T: Yes I believe I could do that... well my weaknesses are like receiver, advanced words, connective words, and my strengths are well.. that I have a little beyond average vocabulary.. but I can progress even more, and that I have engaging texts and well organized texts.*

*M: Is this what you often receive stars and wishes on?*

T: *Yes – connective words I always get, that I need to learn to connect the text.*

In this abstract “Thomas” expresses an awareness of both strengths and weaknesses. He also shows an understanding of some text writing skills he needs to work on. In other words, “Thomas” conveys a metacognitive awareness according to the definition (appendix 1), but the question is how he *uses* this information in organizing and using materials for self-directed learning (CEFR, 2007, p. 107). As discussed in the previous sections (4.4.1- 4.4.2), the pupils use strategies to various degrees, but do not seem to be conscious about their use of language learning strategies, and wish for increased teacher involvement. This question will be further addressed at the end of this section.

At the very end of the interview, the pupils were asked to reflect upon whether feedback is important in providing information of strengths and weaknesses in EFL writing. Through the following statement, “Emil” reflects upon the significance of feedback:

*“If I had not received feedback I would probably think that I was good at everything, and then I would not know what I did not do well (...) In writing sessions I don’t have an actual sheet with reminders with me, but I just write and then while reading through the text, I think about the previous stars and wishes in my feedback.”*

(Emil)

The statement reflects a view of the feedback as being significant in providing information about writing competence, and especially difficulties. “Emil” states that he tends to think about the provided information from feedback while writing, especially the areas he did not do well on. What is more, all pupils convey a belief in the feedback as having importance in the learning process.

In connection with the question of strengths and weaknesses, the pupils were also asked about their future needs and whether they set goals? This is how one of the pupils answered the question of what she needs to work with:

*“Yes, I am very aware of what, but I do not always know how to work with it.”* (Lisa)

In this statement, “Lisa” conveys a lack of knowledge of what she needs to do in order to learn what she cannot do. Thus, it is implied that “Lisa” lacks awareness of strategies she can use to pursue her goals (CEFR, 2007, p.107). As discussed earlier in this chapter, pupils wish

for the “feed forward” within an effective feedback (Hattie & Timperley, 2007) to be more specific (4.2.1). Even if most pupils through awareness of strengths and weaknesses possess knowledge of some of their needs, not all pupils set goals, and plan how to reach those goals. Two pupils state that they do not set any goals, while two state that they do. Then, four pupils express that they have not been used to setting goals, but recently had to in an individual development plan (referred to as IUP). In the following excerpt from the interview with “Emil”, an explanation of the individual development plan is provided:

M: *But do you sometimes set goals?*

E: *I haven't done it earlier, but this year we have to do it because we have this IUP in Its learning, where we for example have to write goals and how. And then you work toward it and after about half a year, you see if you have reached that goal.*

M: *But do you also plan how to reach that goal?*

E: *Yes. You have to write down a few different... three or four ways of how you can improve and reach that goal.*

M: *What could you do for instance with the main verb tense?*

E: *It was for example to read through the text backwards, see if it makes sense.. that not suddenly it was something you did yesterday... and different things.*

Through these statements, “Emil” conveys an understanding of how he can set goals and plan how to reach them. Earlier in the interview, “Emil” had talked about verb tenses as a language area he had worked with. Therefore, I proposed that he could use ‘verb tense’ in an example of how to improve a goal. Then he mentioned a strategy he could use to identify mistakes in his use of verb tenses. As presented in chapter one, the 10<sup>th</sup> graders had recently been introduced to that specific tool in goal setting, and they had only written goals one time before the interviews took place. In other words, the practice had been introduced, but not used enough to be implemented. Two of the pupils did not even mention it. Therefore, it might be understandable how most pupils interviewed describe how they keep the information in their minds:

*“When we are about to write again, I often think a lot about what I want to do better”*

(Lisa)

*“I don't set any specific goals, but I keep it in the back of my mind when writing,”*

(Sam)

*“I tend to think that I am going to do better next time, but I don’t set any specific goals... But we had this thing called IUP that we had to do before parents conference, but it is not something I plan to use... to be honest; I haven’t thought much about it.”*  
(Mari)

Both “Lisa”, “Sam” and “Mari” express that they choose to process the feedback by thinking about it, and by that conveys how they tend to trust their minds in storing the knowledge they are provided with through feedback. On the contrary, “Mari” refers to IUP in a distrustful, negative manner, by first stating that she does not plan to use it, and then stating that she has not spent much time thinking about the goals. This attitude is not possible to generalise, but still it conveys an understanding that such a tool demands implementation over time. As previously mentioned, there is a need for an explicit focus on learning strategies in classrooms (Haukås, 2011). In other words, teachers and pupils should spend much time talking about questions such as ‘how’ and ‘why’ in text writing improvement.

#### 4.4.4 Summary

Pupils use their feedback to different extents. The pupils use different strategies in order to process and take advantage of the information provided through the feedback. Some actively use their feedback through the use of different language learning strategies. Some do little or nothing with the information on what needs to be improved, while others wish to actively use their feedback, but still fails to.

As implied through former studies (Burner 2016), there is in this study as well, most certainly a gap between what the pupils experience and what is intended in their teachers’ assessment practice. There also seems to be a distinction between what the teachers encourage the pupils to do, and how the pupils choose to act upon it. That may in turn cause confusion of which responsibilities in the learning process belong to the teachers and which belong to the pupils. Some of the pupils interviewed wish for an increased teacher involvement in terms of facilitating adopted activities in the classroom. Then, the question is whether this wish first and foremost calls for an improved practice of strategy instruction to promote autonomy (CEFR, 2007).

Finally, the majority of the pupils express a metacognitive awareness of own strengths and weaknesses in writing, and acknowledges the feedback as important in providing them with this information. There is however a question as of whether they manage to identify their needs, set goals and then pursue these goals, which is stated in the purpose of English subject curriculum (NDET, 2013, p. 1).

# Chapter five: conclusions and implications

## 5.1 Introduction

A fundamental premise for this research study has been a wish to explore the potential in formative assessment for language learners, and increased knowledge of the pupils' experiences of formative assessment practices may lead to an improved practice.

The present case study has aimed to find out more about lower secondary pupils' attitudes and experiences in regards to receiving and using feedback on EFL writing. Moreover, the study has investigated pupils' experiences with one particular practice of formative assessment, and the aim of the thesis has been to provide in-depth insight into this phenomenon through a qualitative case study approach. Within the main focus of a formative assessment practice to EFL writing, it has been central to discuss pupils' metacognition and use of language learning strategies in the process of text writing improvement.

This final chapter is organised into four sections. Following this first introductory section, are the summary and implications for practice (5.2). In attempting to answer the study's research questions, the main findings of this study are presented and discussed. Then, the study's implications for practice are presented. Next, a discussion of the study's limitations and a few suggestions for future research are presented (5.3), and finally some concluding comments are included (5.4).

## 5.2 Summary and implications for practice

An overall research question was made to frame this study: *How do 10th grade learners experience their formative assessment practice in EFL writing?* The study has focused on a specific assessment practice and its significance for the pupils' metacognition and use of language learning strategies in EFL text writing. In this concluding section, an attempt is made to answer this question, by summing up the findings related to the three subordinate research questions. In addition, the main implications of the findings of this study will be addressed.

The first sub-question guiding the study asked: *To what extent and in what ways do they feel that the feedback promotes their text writing skills?* All 10<sup>th</sup> graders participating in

this study express a firm belief in their teacher's feedback practice as being helpful in some way or another, but they have different experiences and thereby different attitudes to the feedback. Findings indicate that the feedback needs to be specific and understandable in order to be helpful, and pupils wish for the 'feed forward' (Hattie & Timperley 2007) to be more specific. This finding thus corresponds with theory on effective feedback (Hattie & Timperley, 2007) as well as recent research (Bjørstad 2016; Gamlem 2014). The pupils want specific, detailed and exact feedback which tells them *what* to improve, preferably with examples, and *how* to do it (Hattie & Timperley, 2007). Also, background information about the feedback practice in this study, stresses the teachers' intentions in providing effective feedback. Still, this study indicates how communication between teacher and pupil can be challenging, for instance when pupils often need the teacher's help to understand the written feedback. Then, during text revision at school, the pupils have an opportunity to ask the teacher for guidance to understand the written feedback (Vygotsky, 1978; Wood et. al. 1979). Consequently, the feedback may be clarified and function as effective feedback (Hattie & Timperley, 2007). There is an implication for practice in that EFL teachers must consider pupils' wish for the "feed forward" part of the feedback to be more specific. For instance, when pupils have received feedback, teachers could use whole class sessions to address various examples of 'feed forward' and model how to proceed in order to gain the knowledge and improve their text writing.

Second, this study shows that the majority of pupils believe they have improved due to feedback, yet they primarily seem to believe that improvement is a result from correcting errors in their texts. In other words, the findings convey a conspicuous focus of mistakes, as evidence through the pupils' emphasis on information about their weaknesses as most relevant in contributing to improving their text writing competence. As a result, the pupils also appear to be unaware of how "the stars" in the feedback may be used as a basis for developing their text writing competence. This is an interesting finding in light of the fact that the feedback form aims to focus on the pupils' strengths in text writing as well as their weaknesses (see.1.5). The Assessment Reform Group (2002) stresses the knowledge of strengths as much as weaknesses as important evidence to guide the pupils forward in the learning process. Accordingly, the analysis reveals a need for pupils to be guided in how they can use feedback regarding their *strengths* both to improve the specific text they have been working on as well as in future text writing assignments. In other words, the pupils would benefit from the teacher modelling how to use feedback (Brookhart, 2008).



Due to the study's analysis there is an implication for practice in how text revision is practised. One ramification of the statements that have been discussed in the previous chapter, is the importance of modelling how the pupils can use the information provided through the "stars" within their feedback. The information regarding pupils' strengths as writers in general as well as specific EFL text writing skills, may be important in developing text writing strategies. Thereby, EFL teachers should provide examples of how to utilize "the stars". For instance, an example of a "star" may be: "Your introduction is well written." The "star" may serve as guidance in further text writing. However, the learner will benefit from specific examples of what makes the introduction well written in order to utilize the strength in further writing. Second, awareness of one's own strengths may help pupils to consciously choose strategies to promote improvements in text writing. In pupils' use of cognitive language learning strategies it is crucial to be aware of what you already know (Oxford, 1990).

What is more, findings have revealed that pupils tend to focus on the local levels of a text (Hoel, 2000), or improvements concerning *language* and *structure* (appendix 4). Consequently, feedback referring to the global levels of the text is mostly ignored. What this study cannot draw any conclusions about, is the extent to which the feedback itself focuses on this aspect of the text writing, even if it is one of the three categories the teacher is supposed to comment on (see 1.5.2). The learners' lack of emphasis on the global levels of the text might indicate that their understanding of text writing is limited. Also, the pupils' focus on language and structure shows the importance of creating awareness of the *contents* as an aspect of the text. The method of process writing may be beneficial in pupils' understanding of text writing processes. For instance, the stage of revision/rewriting (Drew and Sørheim, 2006) may be used to focus on the aspects of content in revision. Then, the pupils may correct aspects such as grammar, spelling and punctuation in the final stage of editing (ibid.). Grabe and Kaplan (1996) suggest that awareness of various aspects of a text may be raised by the opportunity to write several drafts on different stages of the text. There is however a challenge with thorough practices as they are time consuming. Still, the importance of writing in pupils EFL competence is not arguable (LK 06/13) and practices as suggested by Grabe and Kaplan (1996) should be considered.

The first research question asked for ways in which the pupils believe that the feedback practice will promote their text writing skills. Reflecting the views of Black and Wiliam (1998), the majority of the pupils believe that the separated feedback and grade is an

advantage in how their feedback promotes learning. However, while some pupils regard the practice as crucial because it means that they have to process the feedback to some extent, other pupils report that they view it as a duty rather than something that they experience as valuable. Moreover, the same feedback practice over three years creates routines, but the cost is the learners' awareness of the process. There is an implication for practice in that pupils believe that their practice of separated feedback and grade is an advantage in how they use their feedback. However, one might ask the question of whether revision would have had a larger effect on the learners' motivation if it might potentially affect the grade. By using the method of process oriented writing, the pupils have an opportunity to re-submit their texts for re-evaluation against a standard (Wiggins, 1998), in other words, pupils could revise their written work with a possibility to improve their grade.

The second research question asked: *What are pupils' attitudes to work (improving texts, exercises and activities) based on the teachers' feedback on EFL writing?* The findings suggest that pupils are mainly positive to the practice of revising texts based on their teachers' written feedback. In this present study the opportunity to revise texts at school where there is teacher assistance, is especially valued by the pupils. This finding stresses the importance of guidance and support during text revision as written feedback does not always communicate clearly with the pupils. With teacher assistance available, pupils have the opportunity to ask questions about aspects of the feedback that they do not understand. Accordingly, this finding reveals how this particular aspect of the feedback practice plays an essential role in providing *scaffolding* (Wood et. al. 1979) for the text revision process.

The pupils are also positive to the idea of having activities and exercises based on the feedback. They are however, negative to the experienced practice as they cannot recall having received such adapted tasks. Consequently, the pupils express a wish for practice opportunities and adapted exercises. The information I gathered about the assessment practice (see 1.5) suggested that the teachers do in fact facilitate practice opportunities. However, the findings of the present study correlate with similar findings by Burner (2016) who identified a gap between teachers' practices of formative assessment and pupils' perceptions. Clearly, as a teacher it is difficult to know if you communicate well with your pupils at all times, and in this study pupils seem to enjoy routine work as they know *what* to do. The findings may thus indicate pupils' lack of awareness regarding an aspect of their own language learning process. In light of the school's aim of developing the learners' metacognition (appendix 1), it appears to be a need for the teachers to clearly communicate to the learners when and why such

adapted tasks are used in the EFL classroom, in order to raise their awareness of how such tasks may promote their text writing skills.

The third research question asked: *How do pupils make use of the feedback?* The question has been investigated through two different focus points: the uses of language learning strategies in general and in terms of metacognitive strategies in particular. The background information about the assessment practice corresponds with pupils' statements about how they primarily use their feedback in the classroom text revision. Then in the further process of using the feedback, findings reveal that the pupils use different strategies, and to various degrees. Some actively use various language learning strategies, some do little or nothing more than the obliged revision, and others wish to use the feedback to a larger degree, but fail to do so. In Griffiths' definition of language learning strategies, it is stressed that activities should be "consciously chosen by learners for the purpose of regulating their own language learning" (2008, p. 87). However, not all pupils in this study express a conscious strategy use, as they admit doing little or nothing to improve their text writing skills.

The findings suggest that pupils mostly use cognitive– and metacognitive language learning strategies (Oxford, 1990). For instance, pupils use cognitive strategies when they use notetaking and memorizing as preparation for further text writing. Some of the pupils' statements also convey that they are able to identify needs in their learning process, hence they use the metacognitive strategy. For instance, one pupil explains how he locates resources that he might be in need of when writing. Then, the findings also indicate that pupils make use of social strategies (Oxford, 1990) as they ask their teachers for guidance in working with their feedback.

As touched upon in the discussion of "adapted" tasks and activities above, the analysis revealed a tendency among the learners to express wish for increased teacher involvement in facilitating practice opportunities in their process of learning and improving from feedback. Thus, the findings also indicate a degree of confusion regarding *responsibilities* in the learning process. The pupils appear to put most responsibility on their teachers, and are not eager to initiate practice opportunities for themselves. This finding implies a need for increased strategy instruction that may in turn increase pupils' metacognitive awareness and autonomy (Oxford, in Carter and Nunan, 2012). The importance of teachers exposing learners to different learning strategies is stressed in the English subject Curriculum (LK-06/13). Thus, the pupils' statements convey a need for an increased strategy instruction in terms of awareness raising, and guidance in the process of actively choosing language learning strategies fit for the purpose.

Furthermore, the analysis reveals that the pupils to some extent possess metacognitive awareness, seeing that the majority express knowledge of both their own strengths and weaknesses. However, the pupils' statements tend to focus on the weaknesses that are communicated through the feedback as indicated through their focus of mistakes, and their lack of attention to the 'stars' in the process of improving text writing skills. The findings also indicate how feedback is important in identifying needs and creating goals. However, pupils express that it is often difficult to know how to work with the identified needs and created goals. In other words, the pupils' metacognitive awareness may not be adequate, as the pupils need directions to reach their goals. Consequently, explicit teaching of language learning strategies (cf. Haukås, 2011) may serve the purpose. Either way, teacher and pupils need to communicate, and dare to repeatedly ask the questions: what? why? and how?

The overarching research question of the study asked for information about how 10<sup>th</sup> grade learners experience their formative assessment practice in EFL writing. To sum up, the study's findings have revealed that pupils experience their assessment practice as useful in the process of improving their text writing skills. However, the usefulness is depending on specific feedback (Hattie and Timperley, 2007) and teacher guidance during the stage of text revision and in further use of the feedback. For this reason, the current study implies that pupils are in need of more teacher assistance in text revision, the process of choosing strategies, and in developing their metacognition. An implication of the findings could thus be that the pupils need to be told the purpose behind writing activities and practices of formative assessment. Also, the teacher must communicate to the pupils what writing and text revision entails, to provide an understanding of the aim of text revision and how the pupils can make use of all aspects within the feedback.

### 5.3 Limitations of the study and suggestions for further research

To write a master thesis is a continuous learning process, and I certainly know more about research now than I did when I started. Initially, I followed the methods course and gained knowledge about research in theory. Yet, in the course of actions, I have experienced the importance of making the right choices from the very beginning of a research process. In this section I will reflect on what I could have done differently if I were to do the master's study all over again. Section 3.6 presented reflections concerning possible limitations of the

method and materials. As far as this study is concerned, possible limitations have been taken into consideration, but at the same time I believe that the interviewees' perspectives provide adequate answers to the research questions.

The present study is a qualitative case study that has investigated pupils' experiences, thus it is not possible to generalise based on findings. Moreover, the study cannot provide insight into the actual teacher's feedback or what actually happens in the communication between teacher and pupils during text revision in the classroom. As a result, the study represents only one of the parts involved in the assessment practice. Future research may contribute to nuance this image and provide new insight. Due to the limitations of this study there are several issues within this topic that would be interesting for further investigation. Thus, in the following some issues are suggestions for future research.

First, due to this study's in-dept focus with a small group of pupils from the same context, it would be interesting to perform further investigation into other groups on the lower secondary level. For instance by conducting a large-scale research on a large sample, including pupils from several schools answering questionnaires. It would also be interesting to use classroom observation during text revision, to get an impression of how pupils respond to their feedback and act upon it during the session. In an extended study, several other schools could be included to compare assessment practices.

Second, findings from the current study suggest that pupils tend to focus on the information of weaknesses within their feedback on EFL writing. Moreover, the pupils' perceived focus in text revision is on the local levels of a text, and they pay less attention to the global levels. There is a need for further research on pupils' awareness of weaknesses versus strengths and the importance of this awareness in writing improvement. Also, it would be highly interesting to see future studies that explore the potential of the "stars" within the feedback.

Finally, findings from this study indicate that pupils may benefit from more explicit strategy instruction in a context of text writing. Thus, an interesting area for future research would be to explore the effects of explicit strategy instruction in lower secondary classrooms in connection with practices of formative assessment to EFL writing. After all, the use of language learning strategies is central in the English subject curriculum of LK06/13.

## 5.4 Concluding reflections

As already mentioned in the first chapter, the Assessment Reform group (2002) describes the intentions of AFL as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how to best get there.” The words *process* and *use* in connection with formative assessment are central to this current study. We know from the data which has been explored in this study, that teacher feedback is treasured, hence providing feedback to pupils matters and contributes to improvements in their text writing. Learning is a continuous, dynamic process, and the assessment practice must consider the process. This study has contributed to the field of EFL didactics by providing an in depth view on formative assessment from the learners’ perspective. Certainly, the study has increased my motivation for improving my own teaching practice, for instance in terms of focusing on learning strategies in relation to text writing, and to maintain clear communication with my pupils in the processes of formative assessment. It is my hope that formative assessment practices will continue to evolve, and one may start by listening to the learners’ valuable experiences.

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# APPENDICES

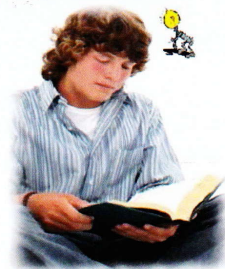
## Appendix 1: Research school brochure, metacognition

### VÅRT MÅL: METAKOGNITIVE ELEVER

Elever som er bevisste sin egen tenking, læring, lesing, og som konstant reflekterer over dette og justerer adferden deretter.

**"Metakognisjon er den lille figuren som alltid sitter bak øret og som sier til deg:"**

- *Hva skal jeg lære av dette jeg skal lese?*
- *Dette vet jeg fra før!*
- *Dette forstod jeg!*
- *Hva betyr dette? Jeg må lese en gang til...*
- *Jeg forstår det fremdeles ikke – jeg må spørre/slå opp...*
- *Dette bør jeg notere for å klare holde oversikten...*
- *La meg oppsummere det siste avsnittet for meg selv*





## Appendix 2: Research school brochure, learning strategies

### LÆRINGSSTRATEGIER

#### Definisjon

En læringsstrategi er en teknikk som eleven kan bruke for

- å komme i gang
- skaffe seg oversikt
- skille mellom vesentlig og mindre vesentlig innhold
- systematisere
- konsentrere seg
- huske noe

#### Hva?

- Strategier for å lære
- Evne til å lære fagstoff og løse en oppgave
- Framgangsmåter elevene bruker for å organisere egen læring

#### Hvordan?

- Bevisstgjørende
- Systematisk
- Oversiktlig
- Mye informasjon på liten plass

#### Hvilke?

- Tankekart
- Kolonnenotat
- Påstand/bevis
- Venn-diagram
- Bison-overblikk
- Lage spørsmål

Læringsstrategier omfatter alle slags notat-, disposisjons- og husketeknikker. De fremmer læring ved å aktivisere forkunnskaper og refleksjon. Dette er sentralt i metakognisjon, forstått som bevissthet om hva og hvordan en lærer.

## Appendix 3: Research school brochure, Assessment for Learning

### VURDERING FOR LÆRING



Når vurdering av prestasjoner, arbeid eller oppgaver brukes som grunnlag for videre læring og for å utvikle kompetanse, er det vurdering for læring. Dette innebærer at vurderingsinformasjon brukes til å justere egen læring og undervisningsopplegg underveis.

På ~~skolen~~ jobber vi med vurdering for læring hele tiden. Elevaktiv undervisning er en forutsetning for å få dette til.

#### I praksis:

- **Kameratvurdering:** Elever vurderer hverandre ut fra gitte kriterier, muntlig og skriftlig.
- **Fremovermelding:** «To stjerner og et ønske». Eleven får vite hva han fikk til og råd om hva som kan gjøre bedre neste gang.
- **Egenvurdering:** Eleven vurderer sin egen læring ut fra gitte kriterier. Setter seg nye mål.
- **Snakk med sidemannen i to minutter:** Lærer stiller spørsmål. Elevene diskuterer med sidemann. Rekkefremlegging.
- **Har vi lært det, kan vi gå videre?** Elever viser med tegn om fagstoffet er forstått. Tommel opp=forstått! Tommel ned=forstår ikke!

Målet med vurdering for læring er å fremme læring!

## Appendix 4: Feedback form

Name: \_\_\_\_\_ Task: \_\_\_\_\_

Teksten din vurderes etter følgende kriterier:

### **Innhold:**

- Svarer du på oppgaven? Er innholdet relevant?
- Bruker du informasjon fra andre tekster og emner?
- Beskriver du innhold og begrunner du argumenter?
- Viser du selvstendighet?

### **Struktur = Oppbygging av tekst:**

- Er teksten din tilpasset formål og mottaker?
- Har teksten struktur og sammenheng?
- Hvordan er tekstbindingen din?

### **Språk: (Language)**

- I hvilken grad fungerer språket slik at innholdet og mening kommer er klart frem? (kommuniserer teksten?)
- Er ordforrådet ditt variert og tilpasset mottaker?
- Hvordan er rettskriving og tegnsetting?
- Hvordan er ordbøying og setningsoppbygging i teksten din?

**Dette får du til:** 

**Dette bør du jobbe med:**

## Kjennetegn på måloppnåelse ENG0012 ved sentralt gitt skriftlig eksamen

<i>Generelle karakter-beskrivelser</i>	<i>Karakteren 2 uttrykker at eleven har låg kompetanse</i>	<i>Karakter 3 uttrykker at eleven har nokså god kompetanse Karakter 4 uttrykker at eleven har god kompetanse</i>	<i>Karakter 5 uttrykker at eleven har mykje god kompetanse Karakter 6 uttrykker at eleven har framifrå kompetanse</i>
<b>Hovedområder / kompetanse</b>	Eksamenssvaret...	Eksamenssvaret...	Eksamenssvaret...
<b>Språklæring</b>	Har et enkelt tekstinnhold og er til en viss grad i samsvar med oppgavens krav	Har stort sett relevant tekstinnhold og er i samsvar med oppgavens krav	Har relevant tekstinnhold og selvstendige refleksjoner som viser god forståelse for oppgavens krav og omfang
<b>Skriftlig kommunikasjon</b>	Viser noe faglig kunnskap	Viser faglig kunnskap	Viser god faglig kunnskap
<b>Kultur, samfunn og litteratur</b>	Inneholder noe informasjon fra kjente tekster og emner	Inneholder informasjon fra ulike typer tekster og emner	Viser god faglig kunnskap
	Beskriver noe av hovedinnholdet eller enkelte detaljer	Beskriver stort sett hovedinnhold og detaljer	Inneholder relevant informasjon fra ulike typer tekster og emner
	Vurderer noe av innholdet og gir enkelte eksempler	Vurderer innhold og underbygger i noen grad argumenter og eksempler	Beskriver hovedinnhold og detaljer
	Har kildehenvisninger for enkelte av kildene som er benyttet	Har kildehenvisninger for kilder som er benyttet	Vurderer innhold og begrunner svar med argumenter og eksempler
			Har etterprøvbare kildehenvisninger for kildene som er benyttet
<b>Tekststruktur</b>	Er til en viss grad tilpasset formål, mottaker og digitale formkrav ut fra oppgaveinstruksjonen	Er stort sett tilpasset til formål, mottaker og digitale formkrav ut fra oppgaveinstruksjonen	Er tilpasset formål mottaker og digitale formkrav ut fra oppgaveinstruksjonen
	Inneholder enkle mønstre for tekstbygging og er utformet med forståelig struktur og	Inneholder grunnleggende mønstre for tekstbygging og er utformet med struktur og sammenheng	Inneholder sentrale situasjonstilpassede mønstre for tekstbygging og er utformet med god struktur og

	sammenheng  Har enkel tekstbinding på setnings- og/eller tekstnivå	Har ulike former for tekstbinding som stort sett fremhever innhold og lesbarhet på setnings- og tekstnivå	sammenheng  Har hensiktsmessige former for tekstbinding som fremhever innhold og øker lesbarheten på setnings- og tekstnivå
<b>Språk</b>	Viser er enkelt ordforråd og enkelte faglige begreper om enkelte emner  Viser en viss grad av korrekt rettskriving og tegnsetting som gjør teksten forståelig  Viser enkle mønstre for ordbøying og setningsbygning	Viser dekkende ordforråd om kjente emner og noen faglige begreper  Viser stort sett sentrale mønstre for rettskriving og tegnsetting  Viser stort sett sentrale mønstre for ordbøying og setningsbygning	Viser et generelt ordforråd og faglige begreper in ulike emner  Viser sentrale mønstre for rettskriving og tegnsetting  Viser sentrale mønstre for ordbøying og setningsbygning

**Karakteren 1** uttrykker at besvarelsen viser lavere måloppnåelse enn det som står ovenfor

## Appendix 6: Interview guide in Norwegian (general)

### Intervjuguide til forskningsprosjekt

#### **Formative assessment on EFL writing; Pupils' attitudes to feedback**

##### **Innledning:**

- Presentere meg og gi informasjon om prosjektet. Informantene kan også stille spørsmål.
- Si litt om konsekvenser av å være med (informasjon blir brukt skriftlig og vil bli presentert muntlig for representant fra Uib og sensor. Masteroppgaven blir publisert i databaser).
- Gjenta informasjon om at intervjuet blir tatt opp på lydbånd, og at det deretter blir overført til skriftlig.
- Garantere anonymitet.
- Informere om rett til å avslutte når som helst.
- Antyde hvor lenge intervjuet vil vare.

##### **Avslutning:**

- Runde av på en ryddig måte. Det kan for eksempel være lurt å informere om at intervjuet nærmer seg slutten. Pass også på å ha tid til å oppklare eventuelle uklarheter og sjekke om informanten har noen spørsmål eller kommentarer.
- Viktig å vise takknemlighet for informantens deltakelse!

Ps: Skrive refleksjonsnotat rundt dette i etterkant av intervjuene!

## Appendix 7: Interview guide in English (detailed)

### Interview guide

**Topic: Formative assessment on L2 writing; Pupils' attitudes to feedback**

Informants: 8 10th grade pupils. Ps: Even though they are 10<sup>th</sup> graders with fairly good communication skills in English, I want to carry out all communication and interviews with the pupils in Norwegian (mother tongue). It can be difficult to express emotions and thoughts well enough in a second language. Also, some pupils might get stressed in such a situation and feel more pressure to speak correct instead of expressing correct thoughts to answer the questions. My concern is to secure validity and reliability in the research process.

-Semi structured interview, one-on-One Interviews

- The pupils, who are asked to be informants, will receive the consent form at least a week prior to the interview.

#### **Introduction:**

- Present some information about the purpose of the project. Informants may also ask questions.
- Talk about usage (information will be used in writing and presented orally for the examination. The master thesis will be presented in database.
- Repeat information from the consent form about the audiotaping and transcription. Give guarantee of confidentiality.
- Inform the interviewee about his/her right to control whether or not he/she wants to be a part of the research.
- Give information about how long the interview will last.
- Turn on the recorder and test it.

Icebreaker:

- To relax the interviewee

Eks: How do you like being a 10<sup>th</sup> grader?

Start interview:

Introduction: Motivate to talk and to reflect...

- **Please describe how you receive feedback on written work in English and how you use it.**
- **All in all.. what thoughts/feelings do you have from almost three years of receiving feedback?**

Core questions: (address major research questions in the study)

1. **How do you feel that written feedback is helping your English writing?** – do you learn from the feedback? How?/ why not? – Have you improved your writing due to feedback? Do you still learn and improve from receiving feedback? How?/why not..?
2. **How do you feel about work (improving texts, exercises and activities) based on your teachers' feedback?** – Are you interested in doing work based on feedback in order to improve your writing? Which activity is (to YOU) useful in order to learn and improve?
3. **Can you explain how you make use of the feedback?** –both concerning what goes on in your mind, and practical activities.. Do feedback help you in knowing what you do well and what you need to improve in English writing? (ask about awareness of study skills ...in CEFR p. 107-108)

- Use probes to encourage participants to clarify what they are saying and to urge them to elaborate on their ideas.

Closure:

- Give information about the final stage of the interview.. for instance: “Now we have come to the final question...” Take time to clarify and answer questions that the informant may have.
- Thank the informants for their cooperation and participation in the interview. Assure them of the confidentiality of their responses.



## Appendix 8: Interviewguide in Norwegian (detailed)

### Intervjuguide til forskningsprosjekt (på norsk til elevene)

#### **Formative assessment on L2 writing: Pupils' attitudes to feedback**

OBS! Velger å ta intervju på norsk selv om de er 10. trinns elever med relativt gode muntlige språkferdigheter. Det kan likevel være vanskelig å uttrykke følelser og tanker på et andre språk, og for å sikre validitet og reliabilitet.

-Semistrukturert intervju

Innledning:

- Presentere meg og gi informasjon om prosjektet. Informantene kan også stille spørsmål.
- Si litt om konsekvenser av å være med (informasjon blir brukt skriftlig og vil bli presentert muntlig for representant fra Uib og sensor. Masteroppgaven blir publisert i databaser).
- Gjenta informasjon om at intervjuet blir tatt opp på lydbånd, og at det deretter blir overført til skriftlig.
- Garantere anonymitet.
- Informere om rett til å avslutte når som helst.
- Antyde hvor lenge intervjuet vil vare.

Faktaspørsmål:

- Etablere relasjon, trygg og avslappa atmosfære.

Eks: Hvordan er det å være 10. trinns elev? Hva gjør du på fritiden?

Introduksjonsspørsmål:

- Hva tenker du om måten du får tilbakemeldinger på skriftelige tekster i engelsk?
- Fortelle generelt om betraktninger fra snart tre år med samme vurderingspraksis.

#### Overgangsspørsmål:

- Konkrete spørsmål om personlige erfaringer. Tar utgangspunkt i forskningsspørsmålene, og omformulerer.
- Eks: Har du lært noe av å få tilbakemeldinger? / Lærer du fortsatt noe av å få tilbakemeldinger? Hjelper tilbakemeldingene deg til å bli bedre i skriftlig engelsk?

#### Nøkkelspørsmål:

- Tar de konkrete spørsmålene videre og ser hva som krever utdypning. Be informanten om eksempler der det kan være nyttig.

#### Avslutning:

- Runde av på en ryddig måte. Det kan for eksempel være lurt å informere om at intervjuet nærmer seg slutten. Pass også på å ha tid til å oppklare eventuelle uklarheter og sjekke om informanten har noen spørsmål eller kommentarer.
- Viktig å vise takknemlighet for informantens deltakelse!

## Appendix 9: Interview protocol, pupils' interviews

### Interview protocol (p. 248 in Creswell)

#### Project: **Formative assessment on L2 writing; Pupils' attitudes to feedback**

Date:

Time:

Place:

Interviewer:

Interviewee:

Position of interviewee:

Faktaspørsmål:

- Etablere relasjon, trygg og avslappa atmosfære.

Eks: Hvordan er det å være 10. trinns elev?

Introduksjonsspørsmål:

- **Kan du beskrive hvordan du får tilbakemelding på skriftlige tekster i engelsk?**
  
- **Fortelle generelt om tanker fra snart tre år med samme vurderingspraksis. Noen forandringer..?**

Kjernes spørsmål (core.. forskningsspørsmålene):

#### **1. Hvordan/På hvilken måte føler du at skriftlig tilbakemelding på tekstene dine hjelper deg?**

- Har du lært noe av å få tilbakemeldinger?
- Har karakterene dine blitt bedre? /Hva synes du om at du ikke får karakteren sammen med tilbakemeldingen?
- Klarer du å bruke konkrete tips fra tilbakemeldingen neste gang du skriver?
- Lærer du fortsatt noe av å få tilbakemeldinger? **HVORDAN?**
  
- **Hjelper tilbakemeldingene deg til å bli bedre i skriftlig engelsk? HVORDAN?**

**2. Hva tenker du om nytten av å forbedre tekster du skriver iht. Tilbakemelding fra lærer?**

**-Hva tenker du om å gjøre konkrete oppgaver som er basert på tilbakemelding på tekst fra lærer?**

- Hvilken aktivitet er mest nyttig for deg for å lære og forbedre deg iht. tilbakemelding?

**3. Kan du forklare hvordan du (helt konkret) bruker/drar nytte av tilbakemeldingene?**

Nøkkelspørsmål:

- utdypning..? Gi eksempler..?
- METAKOGNITIV + CEFR study skills (vise læringsbrosjyren til skolen): Å tenke om egen læring.
- er du klar over dine styrker og svakhet i skriftlig engelsk?
- Vet du hva du må jobbe med for å bli bedre?
- Setter du deg mål? Og planlegger hvordan du skal nå disse målene?
- Hvilken rolle spiller tilbakemeldinger for deg i å kjenne deg selv?

## Appendix 10: Interview protocol, teachers' interviews

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of interviewee:

### **3. Hvordan ser du/har du inntrykk av at elevene bruker tilbakemeldingene sine i mellom skriveøkter?**

- Hva legger du til rette for (fortelle om tilbakemeldingspraksisen)?
  
- Hva oppmuntrer du til?
  
- Hva gjør elever på eget initiativ?

Inntrykk av elevens metakognitive ferdigheter: (ala skolens brosjyre)

## **Forespørsel om deltakelse i forskningsprosjektet:**

### ***"Elevs holdninger til skriftlig tilbakemeldinger på tekster i engelsk"***

#### **Bakgrunn og formål**

Formålet med denne studien er å skaffe informasjon om hvordan elever oppfatter og bruker tilbakemeldinger som de får av lærere i engelsk skriftlig.

Følgende forskningsspørsmål blir stilt:

1. Hvordan føler 10. trinns elever at skriftlig tilbakemelding er til hjelp i engelsk skriving?
2. Hva er elevs holdninger til arbeid (forbedre tekster, oppgaver og aktiviteter) som er basert på lærerens tilbakemeldinger?
3. Hvordan bruker elever tilbakemeldingene?

**Du har nå jobbet med skriftlig engelsk og fått tilbakemeldinger i snart tre år på ungdomsskolen, og jeg er interessert i å høre dine tanker og erfaringer.**

Prosjektet er en mastergradsstudie ved Universitetet i Bergen.

#### **Hva innebærer deltakelse i studien?**

Du vil være med på et intervju der du får spørsmål om ulike erfaringer knyttet til det å få tilbakemeldinger i engelsk skriftlig. Intervjuet vil bli tatt opp på lydbånd og deretter transkribert.

#### **Hva skjer med informasjonen om deg?**

Jeg skal ikke bruke navnet ditt eller noe informasjon som kan avsløre hvem du er.

Prosjektet skal etter planen avsluttes i juni 2016. Da vil lydopptakene slettes og informasjonen du har gitt igjennom intervjuet vil bli presentert skriftlig i masteroppgaven. Informasjonen vil anonymiseres, det vil si at verken du eller skolen vil nevnes med navn i oppgaven.

#### **Frivillig deltakelse**

Det er frivillig å delta i studien, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn.

Prosjektet er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS.

## **Samtykke til deltakelse i studien**

Jeg har mottatt informasjon om studien, og er villig til å delta

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(Signert av prosjektdeltaker, dato)

## Appendix 12: Informed consent, teachers

### Forespørsel om deltakelse i forskningsprosjektet

#### *”Elevs holdninger til skriftlig tilbakemeldinger på tekster i engelsk”*

##### **Bakgrunn og formål**

Formålet med denne studien er å skaffe informasjon om hvordan elever oppfatter og bruker tilbakemeldinger som de får av lærere i engelsk skriftlig.

Følgende forskningsspørsmål blir stilt:

4. Hvordan føler 10. trinns elever at skriftelig tilbakemelding er til hjelp i engelsk skriving?
5. Hva er elevs holdninger til arbeid (forbedre tekster, oppgaver og aktiviteter) som er basert på lærerens tilbakemeldinger?
6. Hvordan bruker elever tilbakemeldingene?

Prosjektet er en mastergradsstudie ved Universitetet i Bergen.

##### **Hva innebærer deltakelse i studien?**

Du vil være med på et intervju der du får spørsmål om hvordan du opplever at elever bruker tilbakemeldinger i engelsk skriftlig. Intervjuet vil bli tatt opp på lydbånd og transkribert.

##### **Hva skjer med informasjonen om deg?**

Jeg skal ikke bruke navnet ditt eller noe informasjon som kan avsløre hvem du er.

Prosjektet skal etter planen avsluttes i juni 2016. Da vil lydopptakene slettes og informasjonen du har gitt igjennom intervjuet vil bli presentert skriftlig i masteroppgaven. Informasjonen vil anonymiseres, det vil si at verken du eller skolen vil nevnes med navn i oppgaven.

##### **Frivillig deltakelse**

Det er frivillig å delta i studien, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn.

Prosjektet er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS.

## **Samtykke til deltakelse i studien**

Jeg har mottatt informasjon om studien, og er villig til å delta

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(Signert av prosjektdeltaker, dato)

## Appendix 13: Information to the research school

### Information to the school about the research project:

Topic: Formative assessment/Assessment for learning

Formative assessment on pupils' written texts: Pupils' attitudes to feedback

In the master thesis I will look into an aspect of Formative assessment/Assessment for Learning in teaching English as a Foreign Language. More precisely, I want to study pupils' attitudes to the practice of purposeful work with feedback on written texts. At this point three research questions have been formulated for this paper:

1. How do 10<sup>th</sup> grade pupils feel that (written) feedback is helping their L2 writing?
2. What are pupils' attitudes to work (improving texts, exercises and activities) based on the teachers' feedback on L2 writing?
3. How do pupils make use of the feedback?

In the first research question it is relevant to search for information concerning belief in pupils' learning outcome from correcting and improving texts according to teachers' feedback. Through raising the second question, seeks information on different attitudes among the pupils concerning work done after receiving the written feedback. Finally, the third question, seeks to explore pupils' individual ways of using the feedback. It can be use of various language learning strategies, but also pupils use of metacognitive strategies in particular. For instance, do feedback contribute to increased awareness of own L2 writing skills?

Referring to the focus on metacognition at the school, pupils' awareness is highly important in L2 learning. In this, the ability to learn from their earlier choices, both good and bad is central. Moreover, awareness can be acquired if pupils understand the purpose of why we do what we do. Accordingly, "autonomous learning can be promoted if 'learning to learn' is regarded as an integral part of language learning" (CEFR, p.141).



There is a research gap of studies on learners of L2 in lower secondary schools, and there has not been many studies carried out in Norway on formative assessment and pupils' attitudes. This gap is one that I hope to contribute in filling.

My plan for the upcoming research:

- I plan to include six-eight 10<sup>th</sup> grade pupils for interviews. I hope to choose pupils, who as informants presumably can give a lot of information. Then, I would like the teacher to recommend pupils that might represent different perspectives. Purposeful sampling is important in order to best be able to answer the research questions.
- The pupils will have to give their consent, and I will send information by mail.
- The research will be carried out in January 2015 (made an agreement with the teacher).
- Two weeks minimum before the interviews, I will contact the participants, and agree on time and place for the interviews.
- Carry out six-eight in-depth interviews with 10<sup>th</sup> grade pupils, with the aim of getting a thorough understanding of their attitude.
- Perhaps also interview two teachers about how they see pupils make use of the feedback, but it is first and foremost the pupils' perspective I am interested in. The teachers' views will hopefully add an interesting perspective.
- All participants will be informed about the purpose of the research and about their rights as informants throughout the process.
- All interviews will be recorded, and deleted after handing in the thesis.
- The master thesis will be handed in at UIB in 2016.

## Appendix 14: Approval from NSD

### Norsk samfunnsvitenskapelig datatjeneste AS

NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Harald Hårfagres gate 29  
N-5007 Bergen  
Norway  
Tel: +47-55 58 21 17  
Fax: +47-55 58 96 50  
nsd@nsd.uib.no  
www.nsd.uib.no  
Org.nr. 985 321 884

David Newby  
Institutt for fremmedspråk Universitetet i Bergen  
Sydnesplassen 7  
5007 BERGEN

Vår dato: 15.01.2015

Vår ref: 41421 / 3 / KH

Deres dato:

Deres ref:

#### TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 05.01.2015. Meldingen gjelder prosjektet:

41421	<i>Formative Assessment on L2 writing; Pupils' attitudes to feedback</i>
<i>Behandlingsansvarlig</i>	<i>Universitetet i Bergen, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>David Newby</i>
<i>Student</i>	<i>Maria Therese Alnes Vågen</i>

Etter gjennomgang av opplysninger gitt i meldeskjemaet og øvrig dokumentasjon, finner vi at prosjektet ikke medfører meldeplikt eller konsesjonsplikt etter personopplysningslovens §§ 31 og 33.

Dersom prosjektopplegget endres i forhold til de opplysninger som ligger til grunn for vår vurdering, skal prosjektet meldes på nytt. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>.

Vedlagt følger vår begrunnelse for hvorfor prosjektet ikke er meldepliktig.

Vennlig hilsen

Vigdís Namtvedt Kvalheim

Kjersti Haugstvedt

Kontaktperson: Kjersti Haugstvedt tlf: 55 58 29 53

Vedlegg: Prosjektvurdering

Kopi: Maria Therese Alnes Vågen [maria.alnes@gmail.com](mailto:maria.alnes@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](mailto:nsd@uio.no)  
*TRONDHEIM:* NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. [kyrre.svarva@svt.ntnu.no](mailto:kyrre.svarva@svt.ntnu.no)  
*TROMSØ:* NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. [nsdmaa@svtuit.no](mailto:nsdmaa@svtuit.no)

## Personvernombudet for forskning



### Prosjektvurdering - Kommentar

---

Prosjektnr: 41421

Vi kan ikke se at det behandles personopplysninger med elektroniske hjelpemidler, eller at det opprettes manuelt personregister som inneholder sensitive personopplysninger. Prosjektet vil dermed ikke omfattes av meldeplikten etter personopplysningsloven.

Det ligger til grunn for vår vurdering at alle opplysninger som behandles elektronisk i forbindelse med prosjektet er anonyme.

Med anonyme opplysninger forstås opplysninger som ikke på noe vis kan identifisere enkeltpersoner i et datamateriale, verken:

- direkte via personentydige kjennetegn (som navn, personnummer, epostadresse el.)
- indirekte via kombinasjon av bakgrunnsvariabler (som bosted/institusjon, kjønn, alder osv.)
- via kode og koblingsnøkkel som viser til personopplysninger (f.eks. en navneliste)

Lydopptak slettes ved prosjektslutt.

## Appendix 15: NSD, confirmation of change in the project



David Newby  
Institutt for fremmedspråk  
Universitetet i Bergen  
Sydnesplassen 7  
5007 BERGEN

Vår dato: 03.10.2016

Vår ref: 41421/4IKHIRH

Deres dato:

Deres ref:

### BEKREFTELSE PÅ ENDRING I PROSJEKTET

Vi viser til telefonhenvendelse fra Maria Vågen den 03.10.16 vedrørende prosjektet:

41421

*Formative Assessment on L2 writing; Pupils' attitudes to feedback*

Vågen opplyser at det vil kunne fremkomme personopplysninger om tredjepersoner på lydopptak i forbindelse med intervjuer med elever, eksempelvis at de nevner navn på sine lærere. Det foretas lydopptak av intervjuene, og følgelig medfører dette en elektronisk behandling av personopplysninger. For øvrig forstår vi det slik at opplysningene om tredjepersoner vil fremkomme tilfeldig. Opplysningene vil ikke være sensitive. Alle opplysninger anonymiseres ved transkribering slik at enkeltpersoner ikke vil kunne identifiseres i publikasjon/masteroppgave.

Personvernombudet legger dette til grunn, og finner at behandlingen kan finne sted med hjemmel i personopplysningsloven § 8 d. Intervjuene med elevene kan finne sted med hjemmel i personopplysningsloven 8 første ledd samtykke.

Behandlingen av opplysningene i prosjektet er regulert av personopplysningsloven § 31.

Ta gjerne kontakt dersom noe er uklart.

Vennlig hilsen

  
Vigdis Kvalheim

  
Kjersti Haugstvedt

Kopi:

Maria Therese Alnes Vågen, Gulaksveien 13, 4017 STAVANGER

## Appendix 16: Interview transcripts (in Norwegian)

Nr 1: (spor 3) Cover name: **Sam**

Position: pupil Date: 29.01.2015 Duration of interview: 9min 21 sek

M: Kan du først forklare hvordan du får tilbakemelding på en skriftlig tekst, eksempel tentamen, i engelsk? Hvordan er det det foregår?

S: Først får vi tilbake tentamen, og med tentamen så får du med et sånt ark som har stjerner og ønsker. Altså noe som forklarer hva du gjorde bra og hva som kunne gjort teksten bedre. Og så skal man bearbeide teksten og gå inn å rette det man har skrevet feil og... ja.

M: Hva skjer etterpå når du har bearbeidet teksten?

S: Da leverer du den inn igjen som rettet versjon og så får du en karakter.

M: Hender det at karakteren kan bli forandret etter det du har gjort , eller rettet?

S: Nei karakteren er satt fra før, men rettingen er for læringens del ... tror jeg. Man må lære av det man har gjort feil. Derfor må man få karakteren etter at man har rettet.

M: Hva syns du om denne måten å få tilbakemelding på?

S: Det... eller jeg synes... selvfølgelig er det mange elever som synes at man kunne fått karakteren først, men det er vel en god måte for eller ville man bare sett på karakteren. Da lærer du mer

M: For deg, hvilken type tilbakemelding er mest nyttig for deg, akkurat det du trenger på en måte.

S: Nei ... det er vel skriftlig tilbakemelding på hva som sier hva jeg burde kanskje øve mer på, bli bedre på.

M: Har du et eksempel på noe konkret, hva er det du ofte får tilbakemelding på? Husker du fra jul nå for eksempel?

S: Kanskje, eller sette litt mer flyt i setningene

M: Hvis d får den tilbakemeldingen, vet du hva du må gjøre for å få mer flyt i setningene?

S: Ja. Mer, bedre bindeord og sette opp sette opp setningene bedre med punktum og komma... ja.

M: Ja, har du fått noe kommentar på hva du må gjøre for å bli bedre på dette?

S: Ja, fra i hvert fall fra læreren vi har nå (anonymisert). Jeg husker jo ikke så mye fra hun vi hadde i niende (anonymisert).

M: Og i hver fall ikke fra meg...

S: Nei det husker jeg ikke så godt dessverre. (litt tulletone)

M: Nei, men det er helt greit. Ehm, føler du at du klarer å forbedre deg til neste gang på grunn av tilbakemeldinger?

S: Ja det ville jeg ha sagt. Jeg vet vel hva jeg skal tenke på.

M: Ja, du har det i bakhodet når du skriver?

S: Ja

M\_ Synes du det er nyttig å få karakteren og tilbakemeldingen hver for seg, eller synes du av og til at det er distraherende fordi du sitter å ser på kommentarene og tenker på hva slags karakter dette her er..

S: Nei.. i hvert fall jeg tenker ikke sånn. Jeg synes ... jeg vet at hvis jeg får karakteren først, så gidder jeg ikke å se på kommentarene etterpå.

M. Nei, synes du at du lærte mer av tilbakemeldinger før eller lærer du mer nå? Har du lært mer og mer ettersom åra har gått?

S: ja, det ville jeg ha sagt. Jeg har lært mer og mer. Blitt bedre til å skrive tekster og ja...

M: men ser du mer nytten av tilbakemeldingene nå enn du gjorde i for eksempel åttende?

S: Nei.. jeg vet ikke men tilbakemeldingene hjelper kanskje litt mer nå som jeg har blitt litt eldre

M: Yes, ja ... Hva tenker du om den konkrete nytten av å forbedre tekster etter tilbakemelding? Hva er det hjelper deg?

S: Å forbedre teksten?

M: ja

S: Altså det er jo som regel bare skrivefeil man retter. Og hvis det er hele avsnitt, eller man skriver litt om på setningene. Da ser man jo bare hva man har gjort feil og lærer av det og ..

M: For eksempel hvis du har en skrivefeil som går igjen, eller du har en skrivefeil som går igjen hver gang du skriver?

S: Nei jeg har ikke så mange skrivefeil, men det er heller vanskelige ord som er feil eller at jeg burde ha brukt en annen bindeord enn det jeg gjorde.

M: Syns du at dere av og til får konkrete oppgaver, etter at du har eller for eksempel mellom skriveøkter, som går spesielt på deg og det du trenger?

S: Nei, hva mener du?

M: At du for eksempel kan få en oppgave som lærer har forberedt fordi du trenger det?

S: Nei, det får vi ikke. Det er som regel noe som kan hjelpe hele klassen. Aldri noe spesifikt til hver elev.

M: Nei. Men hvis du skulle hatt en aktivitet som kunne ha vært nyttig for deg for å lære i mellom skriveøkter, hva kunne det ha vært?

S: Nja.. det er vel å prøve å skrive mer tekster, måter og forskjellige sjangrer.

M: Ja .. Hadde det hjulpet å øve på å skrive bindeord for eksempel?

S: Ja det hadde det sikkert.

M: For eksempel mellom tentamen til jul og til påske. Når du jobber med engelsken, tenker du noe på at du må jobbe med før den neste tentamen? For å på en måte gjøre det enda bedre?

S: Jaaa (drar på ordet) eller i engelsk så har jeg aldri jobbet så sykt før tentamen med noe spesifikt.

M: Nei- Når du sitter der da?

S: Når jeg sitter der, så innimellom har jeg med norsk boken fordi der står det om hvordan man skriver forskjellige tekster og engelsk boken, den B boken der det står om verbformer og alt sånn.

M: Så hvis jeg skal tolke det du sier, så er det mer sånn at du har tilbakemeldingene i bakhodet, men du bruker ikke tid på å jobbe med det i mellom?

S: Nja litt, men ikke så veldig mye

M: Føler du at det er nok når du jobber med å bearbeide teksten? At da har du allerede lært noe der og da?

S: Ja

M: Ja, noen små spørsmål til slutt. Syns du selv at du er klar over, vet du hva som er dine styrker og svakheter i engelsk skriftlig?

S: Ja

M: På alle punkt?

S: Ja

M: Så hvis jeg ba deg om å skrive det ned så kunne du ha gjort det?

S: Ja

M: Er det sånn at du tenker å sette deg mål for hvordan du skal bli bedre i det du er svak i?

S: Nei jeg setter ikke mål, jeg bare har det i bakhodet når jeg skriver og så ja

M: Men føler du at tilbakemeldingen betyr noe i forhold til at du skulle vite hva du er god i og hva du må bli bedre på? Eller hvis du ikke hadde tilbakemeldingene, tror du at du hadde lært noe da? For eksempel hvis du fikk bare karakter?

S: Jeg hadde jo ikke forbedret meg da, jeg hadde jo ikke lært noe, da hadde jeg jo bare gjort samme feilen om og om igjen.

M: Supert! Takk skal du ha!

Nr2: (spor 4) Cover name: **Anna**

Position: Pupil          Duration: 13 min 20 sek

M: Da begynner vi. Heilt først, kan du fortelle om hva som skjer når du får tilbake en tekst du har skrevet?

A: Da får du den rettet med tilbakemeldinger.

M: Hvordan ser de tilbakemeldingene ut?

A: Da får du stjerner og ønsker som regel.

M: Er det rettet i teksten din med skrivefeil og sånn..?

A: Ja

M: Hva bruker du å gjøre når du får den tilbakemeldingen?

A: Da må du prøve å rette teksten din og gjøre den bedre og hvis du får tilbakemelding på at du må begrunne argumentene dine bedre så prøver du å gjøre det før du leverer inn på nytt.

M: Er det sånn at du får karakteren sammen med tilbakemeldingen?

A: Nei, den får vi etterpå.

M: Hvordan synes du at det er?

A: Da får vi vite mer om det vi har skrevet og ikke bare karakteren.

M: Men blir du sittende å tenke litt på hva slags karakter du har fått ut ifra kommentarene?

A: Ja

M: Men alt i alt, hva syns du om å få tilbakemeldinger? Synes du alltid at det hjelper deg?

A: Nei. Det er ofte at argumentene ikke gir så mye mening for deg og kanskje du mener at du har gjort det de prøver å si, og du vet ikke hvordan du skal forbedre det.

M: Så det står ikke alltid konkret hva du må gjøre for å..?

A: Nei og du mener kanskje at du har gjort det, og ikke noe du kan gjøre for å forbedre det

M: Men hva er det du først og fremst gjør når du forbedrer teksten, før du leverer inn på nytt?

A: Du retter jo det som er markert i teksten, men det er kommentarene som ofte er vanskelige å gjøre noe med. For når du har skrevet teksten så har du prøvd å gjøre så godt du kan og når læreren har skrevet kommentarene så er det ikke så lett å gjøre noe med det.

M: Syns du det er vanskelig å rette, føler du at du er ferdig med teksten når du har skrevet den første gang?

A: Jeg klarer ikke alltid huske hva jeg har tenkt når jeg skrev det første gang. Og det kan ta ganske lang tid før vi får tilbake tekstene og da har jo ikke tilbakemeldingene så mye å si



fordi du ikke husker det. Så da hadde det jo kanskje vært greit med bare en karakter fordi da lærer du ikke så mye av tilbakemeldingene likevel.

M: Hvis du skal tenke tilbake på tidligere tilbakemeldinger, hvilke tilbakemeldinger er det som er mest nyttige for deg? Hva er det du lærer av?

A: Mener du hvordan de er skrevet eller?

M: Nei hvis du tenker på spesielle tilbakemeldinger som gjelder for deg da, noe som du synes har vært vanskelig.. er det noe du har lært av? Noe konkret? Noe som f.eks har med verb eller bindeord.?

A: Ja, i begynnelsen fikk jeg mye tilbakemelding på bindeord, at jeg , og det har jeg blitt oppmerksom på. Så det er noen ting hvis det står helt spesifikt... Da prøver du å bli mer oppmerksom på det. Men når det ikke alltid er så spesifikt da..

M: Men klarer du å huske et eksempel på noe som ikke er spesifikt?

A: (tenkepause) En gang så fikk jeg sånn: Du må beskrive mer.. og det var et ønske da.. og så på stjerne så fikk jeg at det er bra at du ikke beskriver helt konkret hva som skjer... så det motsier seg. Så det var ikke veldig konkret hva de ville. Det sa meg ingenting.

M: Hvis du skal oppsummere og si konkret hva du lærer mest av når du får tilbakemeldinger, hva ville det ha vært?

A: Det er konkrete tilbakemeldinger som sier akkurat hva du bør gjøre

M: Synes du at det er nyttig å få tilbakemeldinger og karakterer hver for seg?

A: Ja

M: Så når du ser kommentarene så tenker du karakteren?

A: Av og til virker det som at teksten der er veldig bra, men lærerne bare skriver tilbakemeldinger for å skrive noe. Du får 5 og så virket det i tilbakemeldinger som at det ikke var så bra

M: Ja. Det er jo sånn at alle , uansett om du får 6er så skal alle få noe de kan jobbe mer med.

A: Ja, og da får du kanskje bare noe at dette ikke var noe bra, men egentlig så var det veldig bra

M: Så egentlig føler du av og til at du har gjort det dårligere ut fra kommentarene?

A: Ja, men av og til har de ikke så mye tilbakemelding å gi deg og du tror at du har gjort det kjempebra, men så viser det seg at du ikke har det. Og når de ikke klarer å spesifisere hva du skal jobbe med så virker ikke karakteren noe sannsynlig heller.

M: Men syns du at tilbakemeldingene har hjulpet deg til å bli bedre i skriftlig engelsk?

A: Ja noen av de. Det er litt forskjellig etter hvilke lærere vi har hatt. Men av og til føler du at de bare gir de samme om og om igjen. Selv om du tror at du har jobbet for å ikke gjøre det

M: Når du sitter å skriver, bruker du tidligere tilbakemeldinger da?

A: Jeg prøver å gjøre det, men når du sitter å skriver så er det ikke så lett med mindre du har de foran deg da...

M: Hender det at du har det?

A: Av og til, men ikke alltid

M: Men blir dere oppfordret til å ha det?

A: Ja. Men så er det ikke alltid at tilbakemeldinger fra forrige tekst passer i det hele tatt til det du skal skrive nå. For eksempel hvis du har skrevet en type tekst så skal du skrive en y type tekst, da blir det veldig forvirrende og du har brukt tilbakemeldinger som ikke passer.

M: Får du av og til oppgaver mellom to skriveøkter som går spesifikt på det du trenger å jobbe med?

A: Nei det får vi aldri, men det er noe jeg synes vi burde ha fått. Som forberedelse til tentamen så kunne læreren faktisk ha gjort noe sånn at det ikke bare var vi som måtte jobbe alt selv

M: Hvis du skulle ha gjort en aktivitet mellom to skriveøkter for å forbedre deg, hvilken aktivitet kunne det ha vært? Hva ville være mest nyttig for deg?

A: ehm..

M: Alt fra oppgaver, muntlig, skriftlig, på data?

A: Jeg tror at det måtte være å skrive en tekst som lignet på den du skulle skrive, eller for det å gjøre oppgaver.. hvis det står sånn sett inn her – så er det mye lettere å se det da enn i dine egne setninger.

M: Så det er bedre å gjøre det selv da?

A: Ja

M: Hvis du kan oppsummere helt kort: Hvordan bruker du tilbakemeldingene dine mellom to skriveøkter. Bare i hodet eller leser du noe av og til, repeterer noe?

A: Jeg vet ikke.. pleier i grunn ikke å se så mye på det, men...

M: Hva er det du tror skjer oppe i hodet ditt, tror du at du jobber med det ubevisst, det som du har fått tilbakemelding på?

A: Ja, man blir jo oppmerksom på at man burde det, og selv om man ikke gjør så mange spesifikke oppgaver så tenker man sikkert på det uten at man er klar over det.

M: I åttende snakket vi i alle fall litt om dette å tenke om egen læring, å vite hva man kan og ikke kan.. Føler du at du er helt klar over dine styrker og svakheter i skriftlig engelsk?

A: Nei, egentlig ikke.

M: Hvis du skulle si styrkene dine og svakhetene dine i skriftlig engelsk, hadde det vært på grunn av tilbakemeldingene dine eller hadde du visst det på egen hånd.. Det synes jeg at jeg er flink i.. og det kunne jeg trenge å jobbe mer med..?

A: Jeg tror på en måte at det er lettere å tenke selv. For selv om du har fått en tilbakemelding så kan det jo være at du egentlig kunne det, men bare gjorde det denne gangen. Da er det jo dumt om du tenker at du må jobbe kjempe mye med det når du egentlig bare var uheldig, og føler du mestrer det.

M: Så du føler egentlig at du ofte ikke er enig i tilbakemeldingene?

A: Ja i hvert fall når de er så åpne

M: Vet du hva du må jobbe med for å bli bedre?

A: Jeg vet jo noen ting, men jeg vet noen ting som jeg har fått tilbakemelding på, men jeg vet ikke alltid hvordan jeg skal bli bedre.

M: Bruker du selv å sette deg mål i forhold til det du skal lære?

A: Nei pleier ikke det

M: Men tror du at tilbakemeldingene i det hele tatt spiller en rolle i forhold til at du kjenner deg selv som engelsk skriftlig elev?

A: Jeg tror jo at det er bedre å bare få noen tilbakemeldinger enn å få bare en karakter, men jeg tror av og til at tilbakemeldingene ikke har så mye å si når de ikke når fram. Skikkelig tilbakemeldinger så du skjønner de, da har de mye å si og da hjelper det.

### Intervju 3: (spør 5) Cover name: **Filip**

Position: pupil    Duration: 17 min 4 sek

M: Aller først, kan du beskrive hvordan du får tilbakemeldinger når du skriver en tekst i engelsk for eksempel skriveøkt eller tentamen?

F: Vi får et ark der det står stjerner og ønsker, men der står det gjerne hva du gjorde bra og hva som kunne vært bedre. Eh.. læreren har også gått igjennom hele teksten din og skrevet liksom ”Hva mener du her?” og hva du har gjort bra. For eksempel ring rundt er avsnitt og ”dette var bra”. Også kan det være ring rundt noe uten mening, ”hva mener du her?” og skriv om. Hvis jeg ikke skjønner hva de mener så går jeg og spør om hjelp selvfølgelig.

M: Det er bra at du gjør. Men når du har fått disse tilbakemeldingene, hva er det du gjør da?

F: Jeg tar jo selvfølgelig vare på de og tar de med til neste skriveøkt for da blir jeg observant på det jeg har gjort feil.

M: Hvordan tar du vare på det da?

F: Jeg legger det gjerne i en perm eller inni en mappe sånn at jeg tar med meg stjerner og ønsker og hva jeg bør gjøre. Husker i åttende klasse så hadde jeg mye problem med å holde meg til en tid. Og det hadde jeg litt i niende også, men da klarte jeg å forbedre meg. Og det var jo mye på grunn av at jeg tok med meg dette, og da så jeg hvordan jeg skulle bøye ordene og alt sånn. Så det var veldig nyttig da. Nå må jeg... jeg klarte å skrive under i stedet for during, For under er liksom under bordet, mens during er over en periode..

M: Preposisjoner?

F: mhm.. det fikk jeg på en skriveøkt og det har jeg tatt til meg og tenkte at det skal ikke skje mer.

M: Men da skjønner jeg jo at du i alle fall har fått litt ut av tilbakemeldingene som du har fått. Du har jo sagt litt om hva slags tilbakemelding som er hjelp i . for eksempel at du må holde deg til en verbtid eller dette med preposisjoner. Men har du noen andre eksempler på hva slags tilbakemeldinger som er mest hjelp i for deg?

F: Eh.. hvis de for eksempel kommer med eksempler sånn at jeg liksom skjønner akkurat hva jeg har gjort galt. Liksom hvis jeg forstår det... det hjelper mye på Hvis jeg for eksempel får tilbake en tilbakemelding som jeg ikke helt skjønner, så vet jeg ikke helt hva jeg skal endre på, eller gjøre.

M: Har du et eksempel på hva som kan være uforståelig?

F: Skriver for eksempel v og s sikkert for verbtid og sånn og da skjønte jeg ikke alltid hvilken form verbtid det skulle være.

M: Du skjønte hva v og s betydde, men ikke akkurat hva de var ute etter ?

F: Ja jeg skjønte ikke alltid hva jeg skulle gjøre så da måtte jeg veldig ofte gå til læreren og spørre.

M: Hva tror du hadde vært bedre enn å skrive v og s for eksempel?

F: For eksempel (tenkepause) skrevet at du skulle bøye ordet i fortid eller noe.. i stedet for å skrive bare v for det kunne jo ha vært hva som helst tenkte jeg da-

M: Du har jo for så vidt nevnt det, men hvis du ser på helheten, tror du at du har lært noe av å få tilbakemeldinger?

F: Ja det føler jeg. For hvis du jobber med faget så tar du det jo til deg, men hvis du ikke er så interessert så bare retter den og leverer inn..

M: Så du tror det kommer an på person?

F: Ja

M: Er du interessert i å bli bedre?

F: Ja jeg er veldig interessert i å bli bedre. Jeg tenker alltid at det er om å gjøre å bli best i alt.

M: Men er det karakterene dine som beviser om du har blitt bedre, eller kan du fortsatt føle at du har blitt bedre selv om du får samme karakter?

F: Karakteren har jo selvfølgelig noe å si.. den gir deg motivasjon og.. men selv om karakteren er den samme så kan du se at du har blitt bedre på noe, men at du for eksempel ikke svarer like godt på noe annet og på spørsmålet.

M: Det er kanskje en annen type oppgave sant?

F: Ja

M: Syns du det er nyttig å få tilbakemeldingene først og karakteren etterpå?

F: Ja jeg syns det er nyttig fordi hvis du hadde fått karakteren så hadde du kanskje ikke brydd deg så mye om tilbakemeldingen.

M: Hvis du hadde fått de i lag, tror du at du hadde brydd deg om tilbakemeldingen?

F: eh ja, jeg tror at jeg hadde brydd meg like mye nesten uansett, men jeg føler at hvis du får tilbakemeldingene først så fungerer det best. Du liksom må rette den og du må innse feilene dine og jobbe med det og ikke bare få karakteren og ikke tenke over det mer.

M: Syns du av og til at det er distraherende når du ser på kommentarene at du kan tenke på hva slags karakter dette er?

F: Først og fremst så tenker jeg på hva jeg har gjort feil og hva jeg kan gjøre bedre og så tenker jeg at det som var bra, og da må jeg ta konsekvensene av det jeg har gjort

M: Ja. Syns du at du har lært mer og mer av tilbakemeldingene fra 8 til nå, eller har det vært mer jevnt hele tiden?

F: I åttende husker jeg at jeg synes det var vanskelig.. det var jo et stort hopp fra barneskolen til ungdomsskolen og jeg synes det var veldig stas å få karakterer og vite hvordan du lå an, men i åttende, niende og tiende i alle skriveøktene så har jeg tenkt over hva jeg har gjort galt og for min del så hadde jeg sikkert gjort de samme feilene hvis jeg ikke hadde fått vite hva de var.

M: Men syns du det er nyttig å få vite hva som var bra? Tenker du på det neste gang du skriver?

F: Ja det gir selvfølgelig motivasjon for jeg har jo stiftet sammen tilbakemeldingene og når du ser hva du gjorde bra så trenger du ikke å øve like mye på det som det andre.

M: Du har for så vidt svart litt på mange av de neste spørsmålene, men hva tenker du om nytten i å sitte å forbede teksten og levere den inn igjen? Tror du at det har nytte eller kunne du bare ha fått tilbakemeldingen og gått hjem og gjort det samme? Eller synes du at det er nyttig at dere får tid til det på skolen?

F: Jeg synes det hadde vært surt å måtte gjøre det hjemme oppå alle leksene da, så jeg synes det er bra at læreren skaffer tid på datarommet og at vi får tid til å gjøre det på skolen. Det kommer litt an på om du er sliten og liksom.. du ikke helt orker.. som regel jobber jeg best hjemme. Men på skolen får du jo hjelp hvis du trenger det. Så da får du hjelp av de som har rettet den og da kan du få veiledning.

M: Spør du alltid hvis du lurer på noe?

F: Ja

M: i mellom skriveøkter til jul og påske for eksempel, får du av og til noen konkrete oppgaver fra lærer som går på det du trenger å jobbe med?

F: Jeg får ikke så mange oppgaver.. Vi holder egentlig mest på med presentasjoner, muntlig.. så når vi er ferdig med det så tar vi det egentlig ikke opp igjen. Da er vi liksom ferdig med det.

M: Hva tenker du om å få konkrete oppgaver som er basert på det du trenger å jobbe med? Hadde det vært nyttig?

F: Ja jeg tror det hadde forbedret karakteren litt og ja.. for eksempel hvis jeg måtte jobbe med verbtider så hadde jeg fått to ark som jeg måtte jobbe med.. da tror jeg at jeg hadde lært verbtidene da. Eller preposisjoner eller hva liksom det måtte være

M: Hvis du skal tenke på en aktivitet som hadde vært mest nyttig for deg i forhold til å lære av tilbakemeldingene dine?

F: Mest nyttig hadde kanskje vært å fått et hefte.. fyll inn ordene eller fått noe å jobbe med noe jeg slet med sånn jeg hadde blitt mer oppmerksom på at der må jeg bøye det sånn og der må jeg bøye sånn..

M: Kunne du kommet på å gjøre det selv uten at læreren hadde sagt at du skulle gjøre det?

F: eh... det hadde vært litt vanskelig å finne slike oppgaver selv.. elever bare gå inn på Internet og finne slike oppgaver selv... det hadde vært litt vanskelig.

M: Helt til slutt for å avslutte akkurat det ..Kan du forklare helt konkret hvordan du bruker tilbakemeldingene dine?

F: Jeg bruker tilbakemeldingene mine ved å se på de, men jeg bruker de mest under skriveøkter. Da tar jeg de opp og ser på hva jeg må jobbe mer med og det må jeg være mer observant på. Bak i boken vi har nå der er det mye... og der jeg trenger hjelp kan jeg bare sette en post-it lapp sånn at jeg finner det uten å bruke så mye tid.

M: Slik forbereder du deg litt før du skal skrive på nytt?

F: Ja dette året er jo spesielt viktig for hvis jeg vil komme inn på de skolene jeg har lyst til, så må jeg jo gjøre det beste jeg kan da.

M: I begynnelsen av åttende så snakket vi om at vi skulle bli flinke og øve oss på å tenke om egen læring ... altså vite hva dere kan og.. ja. Er du fullt klar over dine styrker og svakheter i engelsk skriftlig?

F: Jeg er ganske klar over.. det angår jo litt i norsk også fordi det går litt over i hverandre.

M: Har du ofte samme styrker og svakheter i norsk og engelsk?

F: Ja jeg føler i alle fall det

M: Hvis jeg ba deg skrive en liste nå over dine styrker og svakheter, kunne du ha gjort det?

F: Jeg kunne ha gjort det, men det hadde vært noe litt mer i stuss på enn andre ting. Noen ting vet jeg ikke hva jeg mestrer før jeg har gjort det.. tenker over det

M: Du vet hva du må jobbe med for å bli bedre?

F: ja

M: Føler du at det er flere ting du skulle ha blitt bevist gjort på som du ikke kan, men som du ikke har blitt fortalt?

F: Jeg føler egentlig at jeg blir fortalt det jeg trenger å vite

M: Bruker du sette deg mål i engelsk skriftlig? Skriver ned eller setter deg mål i tanken?

F: Ja det gjør jeg og det har vi fått på its learning også. Noe som.. vet ikke hva det heter, men vi har fått et skjema som gjelder alle fag. Der skal vi skrive ned mål som vi skal bli bedre på og så skal vi krysse av når vi har blitt bedre.

M: er det noe dere har blitt oppfordret til å bruke? Eller er det helt frivillig?

F: nei vi har blitt oppfordret til å bruke det. Det måtte vi sette i gang med før foreldresamtalen før jul.. noe har jeg satt i gang med men noe ikke, og det bør jeg gjerne komme i gang med for vi har ikke så mye tid igjen

M: Hvor stor rolle tror du tilbakemeldingene spiller i at du skal kjenne deg selv og hvordan du ligger an i engelsk skriftlig?

F: Jeg føler at det hjelper ganske mye og sammen med karakteren da. Da ser du hvilken kompetanse du har og hvis du ligger på en 4 eller 5 så vet du at du har litt å strekke deg etter for å få toppkarakter. Så da vet du hva du må øve på, og det får du i tilbakemeldingene. Hvis du er mer observant på det du gjorde feil så får du kanskje bedre karakter.

M: Ser du forskjell i karakter, at du har forbedret deg?

F: Ja

Interview 4: (spor6) Cover name: **Mari**

Position: pupil      Duration: 14 min 07 sek

M: Kan du beskrive helt kort hva som skjer når du får tilbakemelding på en tekst i engelsk?

Mari: Da får jeg ut teksten med masse rettinger på språket og sånn og så får jeg et annet ark der det er stjerner og ønsker til teksten.

M: Hva er det de stjerne og ønskene sier noe om?

Mari: De går jo mye på språket og oppbygging og ja.. det er egentlig bare det

M: Er det samme skjema (stjerner og ønsker) dere har hatt fra 8-10, eller har det forandret seg i innhold?

Mari: Det er jo på en måte.. i begynnelsen så er det jo ofte feil som man ikke har tenkt på fordi på barneskolen fikk jo man ikke sånne tilbakemeldinger.. da klarer man jo å forbedre de og da er det nye ting som kommer etter hvert.

M: Ja fordi dere får nye typer tekster å skrive?

Mari: Ja. Syns ofte at når jeg har forbedret noe så er det noe annet som må forbedres til neste gang

M: Ja det er jo sånn at selv om en elev er dyktig så skal man jo gi tilbakemeldinger på hva som er bra og hva som kan bli enda bedre. Synes du at tilbakemeldinger alltid er nyttig?

Mari: ja det er jo.. jeg ser jo det alltid selv at.. skulle gjort det sånn.. og det er jo alltid relevant til det jeg har skrevet.

M: Jeg tenker.. helt generelt ... hvordan føler du at tilbakemeldinger hjelper deg? Du kan for eks si hvilken type tilbakemelding du synes er mest nyttig?

Mari: Det jeg synes er mest nyttig er at noen lærere jeg har hatt har skrevet at dette kan du øve på og SÅNN kan du øve på det på en måte.. det synes jeg er best, for hvis det var sånn at ”dette kan du ikke” så vet jo ikke jeg hva jeg kan gjøre for å bli bedre. Det er mange som sier at du kan lese på den og den siden for å finne for eksempel kommentarsetninger eller sånn.

M: Hva kan eksempel være på tilbakemeldinger som gir deg lite?

Mari: Det kan bare være sånn –varier startordene.. og ikke mer

M: Ja og da får du ikke vite hvordan eller hvilke startord som kunne ha vært bra?

Mari: Nei..og da vet jeg ikke

M: Syns du alt i alt at du har lært noe av å få tilbakemeldinger?

Mari: Ja fordi hver gang jeg får igjen en tekst og merker at det er noe som går igjen da gjør jeg jo mer for å forbedre det ..legger merke til det når jeg skriver

M: Syns du at det er greit å få tilbakemelding og deretter karakteren, eller hadde det vært det samme for deg å få den samtidig?



Mari: Det er jo litt kjipt å vente, men jeg skjønner jo hvorfor det er sånn.. jeg skjønner at folk ikke vil si karakteren sin, men alle snakker jo om det senere uansett.. så da har det jo ikke noe å si..

M: Men tror du at du ville ha sett tilbakemeldingene på samme måte om du fikk karakteren samtidig?

Mari: Det tror jeg faktisk

M: Men tror du at alle elever ville ha gjort det?

Mari: Nei.. (ler litt)

M: Så det kommer kanskje litt an på hvor motivert du er selv..?

Mari: Ja for hvis jeg ser at jeg får en karakter som jeg for eksempel ikke er så fornøyd med så kan jeg se -å ja derfor fikk jeg ikke den karakteren jeg ville.

M: Prøver du å se karakteren ut av tilbakemeldingen?

Mari : Ja, man merker jo litt hvordan det går

M: Klarer du å bruke konkrete tips fra tilbakemeldingene neste gang du skriver?

Mari: Ja jeg pleier å ta med sånn tipsark til meg selv og da får jeg bare hvis det er nye ting som jeg må huske så fører jeg det på.

M: Kan du beskrive hvordan du lager det tipsarket, eller hvordan det ser ut?

Mari: Sånn for eks det med startordene som jeg har fått kommentar på noen ganger, så har jeg laget et ark med startord som jeg kan se på når jeg skriver.

M: Hva bruker du det tipsarket til da?

Mari: Bruker det når jeg skriver.. på slutten av teksten går jeg tilbake og ser om det er noe.. for eks startordene om jeg kan variere de jeg har.

M: Så bra! Synes du at du har lært mer og mer av å få tilbakemeldinger fra 8-10?

Eller har det vært litt det samme

Mari: Nja.. jeg vet ikke helt. Føler at det har vært det samme hele tiden.

M: Syns du at du har blitt bedre i skriftlig engelsk av å få tilbakemeldinger? Eller tror du at du hadde kunne blitt bedre uten også?

Mari: Jeg vet i alle fall at jeg har blitt mye bedre siden barneskolen, men jeg vet ikke om det er derfor... men det har jo garantert noe å si. For man får jo beskjed på akkurat hva man må jobbe med.

M: Hva tenker du om nytten av å forbedre tekster? Altså du får tilbake en tekst med tilbakemeldinger og skal sitte på skolen og jobbe med den? Synes du det hjelper deg?

Mari: eh.. egentlig ikke så mye for ofte så er det bare sånn at det er feil på et ord der og så retter jeg det opp og så er det bare litt i teksten og så er jeg ferdig. Så det gir meg ikke så mye..

M: I forhold til at du har fått kommentar på eks at du skal variere startordene mer. Klarer du å gå inn i teksten og gjøre det der og da, eller er det lettere å se på det neste gang du skriver?

Mari: Jeg går jo inn å endrer på det, men det er jo til neste gang det gjelder så...

M: Men hvis du ikke hadde gjort så mye med rettingen ... tror du at du hadde vært godt forberedt til neste skriveøkt da?

Mari: Altså det er jo på en måte bra fordi man øver jo på det som man ikke har klart. Så det er jo bra sånn sett.

M: Hva tenker du om du å få konkrete oppgaver mellom skriveøktene som går akkurat på det du trenger å jobbe med?

Mari: Det hadde jo vært bra fordi det er jo det vi får tilbakemelding på, men vi jobber jo ikke med det mer på skolen. Vi må jo gjøre det selv

M: Hender det at du gjør det selv?

Mari: Jeg gjør bare det med tipsarket; at jeg skriver inn til neste gang

M: Hvis du skulle tenke på en aktivitet som hadde vært spesielt nyttig for deg og det du skulle øve på/lære, hva kunne det ha vært?

Mari: Jeg vet ikke.. ingen aning

M: Si for eks at du trenger å variere startord... hvilken aktivitet kunne være nyttig?

Mari: Å få for eks en oppgave der man prøver å ikke bruke det samme startordet flere ganger

M: Hvordan du konkret drar nytte av tilbakemeldingene har jo du egentlig svart på... dette med tipsarket. Sant?

Mari: Ja

M: Men jeg husker i starten av 8 klasse så fikk dere en brosjyre der det sto om at dere skulle bli metakognitive elever.. (ler litt) Husker du det?

Mari: Nei...

M: At dere på en måte skulle bli flinke til å tenke selv om egen læring.. at dere vet selv hva dere kan og ikke kan, og må jobbe mer med. Hvis jeg ba deg om å skrive en liste over dine styrker og svakheter i engelsk skriftlig. Hadde du kunne gjort det?

Mari: Jeg tror at jeg kunne sagt styrker, men jeg er ikke helt sikker på svakheter.. det er litt vanskelig faktisk. Fordi det variere etter hvilken type tekst og... Jeg vet at jeg er god til å skrive tekster med formelt språk så derfor velger jeg ofte debattartikler, og så vet jeg at jeg ikke er så god på å skrive historier så jeg velger ikke så ofte det..

M: Så du synes at du kjenner deg selv på hva du liker og hva du er flinkest til..?

Mari: Ja

M: Men vet du helt konkret hva du må jobbe med innenfor forskjellige type tekster for å gjøre det best mulig.. for eksempel frem til eksamen?

Mari: Ja

M: Bruker du å sette deg mål? Etter tilbakemelding for eksempel?

Mari: Ja det er jo sånn at jeg tenker at jeg skal gjøre dette bedre neste gang, men det er ikke sånn at jeg setter meg noe særlig mål..

M: Ikke bevisst..? Noen nevnte at dere har fått et mållark .. IUP? Er det noe dere må bruke?

Mari: Ja.. (ler litt) det var sånn vi måtte gjøre før utviklingssamtalen før jul, og jeg ble jo obs på noen ting, men det er ikke sånn jeg tenker å bruke .. har ikke tenkt noe mer på det for å være helt ærlig

M: Helt til slutt.. synes du at tilbakemeldinger har hatt noe å si for at du skal kjenne deg selv som engelskelev.. hva du kan og ikke kan..?

Mari: mhm.. ja det gjør jeg.

Interview 5: (spor 7) Cover name: Margareth

Position: Teacher in L1 Duration: 10 min 54 sek

M: Hvordan har du inntrykk av at elevene bruker tilbakemeldingene sine mellom skriveøkter? – hva legger du til rette for? – Hva oppmuntrer du til? Hva gjør elever på eget initiativ?

Margareth: kan jeg først forklare hva jeg gjør? Er det greit at jeg tar det fritt i den rekkefølgen som jeg gjør?

M: Ja gjør det!

Margareth: Først når jeg retter eller vurderer tekster så tar jeg å ser om det er noe som går igjen hos mange elever, og så har vi en oppsummering på det. Det som.. eh eg gjør er at når elevene får tilbakemelding så får de stjerner og ønsker og de stjernene og ønskene er da i forhold til de vurderingskriteriene som er gitt på forhånd. Og det som jeg syns er kjekt med det er at jeg tror at elevene har en forståelse av det vi gjør som er mye tydeligere i hva vi ser etter. Det som jeg har gjort er at jeg ark laget forskjellige vurderingsark i de ulike sjangrene sånn at de vet hva det er som skiller og lager skriverammer for ulike sjangre. Nå har de jo endret i norsken så det er ikke så tydelige sjangre lenger, men de har delt inn i kreative, argumenterende og reflekterende tekster og det som er det nye nå er jo at de bruker den

skrivetrekanten (se plakat jeg har tatt bilde av) . Det går vel igjen i både norsk og engelsk.. at teksten skal ha et formål.

Når elevene får teksten sin og tilbakemeldingen på et ark så må de forbedre noe før de kan levere den inn på nytt. Og når de forbedrer teksten så må de også skrive ned de stjernene og ønskene som de har fått og grunnen til at jeg gjør det er fordi mange undersøkelser viser at mange elever ikke leser de tilbakemeldingene de har fått og da vet jeg at de har lest de.. hvis de må skrive de selv. Og det synes jeg faktisk er verdt å bruke tid på. Når de forbedrer teksten så gjør de det på skolen i all hovedsak og hvis jeg har delingstime så bruker jeg de slik at jeg har mulighet til å gå rundt til og hjelpe. Spesielt der det kan være vanskelig for dem og se hva de skal forbedre.. for eksempel der det står upresist språk, rent sånn komma og skrivefeil er mye lettere for elevene å rette opp i, men det som går på om en tekst kommuniserer... det kan ofte være vanskeligere

M: For eksempel 'upresist språk' hvordan tenker du at de kan jobbe med det for å bli bedre?

Margareth: Ja vi har jo tekstpilot.. det som jeg sier er at de kan lese teksten bakfra og lese en og en setning slik at de kan se om de finner feil. Og det at om de har subjekt og verbal og det også om teksten kommuniserer er det å bruke tema og kommentarsetninger og sånn som jeg sier: Struktur, struktur, struktur ...

Det som jeg ser... Jeg arbeider også med skrivetrio på elevene og det som jeg ser når jeg leser tilbakemeldingene til medelevene er at de har blitt utrolig flinke til å være kjempepresis.

M: Da har du drillet de litt..?

Margareth: Ja da har jeg drillet de.. Det jeg ser at når vi har gode tekster som jeg bruker som Modelltekster som vi leser høyt i klassen og da må de gi stjerner og ønsker. Så det også modellere inn det tror jeg er litt sånn alfa og omega. Men det er klart at der er et møysommelig arbeid.. det er et veldig tidkrevende arbeid og det er ikke sånn at.. og de kan gjerne klare å forbedre til neste tekst og så har de glemt det igjen!

Det som jeg og gjør er at jeg etter en skriveøkt har en time der vi går igjennom og så vil jeg gjerne at de skal skrive gode tips til seg selv øverst på arket. For eksempel: Nå må jeg huske å variere startordene mine, og har ark ved siden av for de som trenger det. De har fått et ark med ulike startord som de kan variere med til de som trenger det. Sånn at de har en del hjelpemiddel. De som ikke er så gode skrivere trenger gjerne det. Man må være systematisk når man gir tilbakemelding sånn at jeg prøver å gi tilbakemelding på noe som kan være lett å forbedre og noe som er vanskeligere. Men det å bli en god skriver er et kjempestykke arbeid og jeg tror på skriverammer .. og på det å være tydelig i oppdraget.

M: Hva ser du at elevene gjør på eget initiativ?

Margareth: Det vil jo variere veldig fra elev til elev, men det som jeg ser er at de er veldig bevisst sine sterke og svake sider. De er veldig sjelden protester på de kommentarene som jeg skriver på at de ikke forstår det. Sant og hvis det er noe jeg skriver at dette kan jeg forklare nærmere, så er det sjelden at jeg trenger å forklare det.

Jeg tror på det å være ærlig og bruke gode modelltekster. Jeg leser aldri opp tekster hvis jeg ikke har fått tillatelse til det på forhånd fordi det vil hemme dem i skriveprosessen. Det kan jo være veldig personlige tekster.

M: Synes du at de lærer noe av at du leser opp tekster?

Margareth: Ja for å modellere inn.. jeg har jo en bråte med tekster som jeg har samlet opp igjennom årene som jeg bruker for å modellere inn. Og det at det er andre elever som har skrevet tekstene og ikke forfattere tror jeg at kan gi de litt inspirasjon.

M: Har du inntrykk av at de er bevisst på det metakognitive?

Margareth: Jeg bruker begrepet, men det er sikkert mange som ikke vet det. Vi har jo begynt med noe som heter IUP. Altså den metakognitive elev vet hva han kan, hva han ikke kan og hva han må gjøre for å lære det. Der føler jeg at min klasse har kommet veldig langt fordi vi har jobbet så mye i den prosessen.

Ved valg av metode så forklarer jeg hvorfor vi skal gjøre dette. Når det gjelder skrivetrio så er det fordi at undersøkelser viser at... jeg begrunner valgene mine av metoder overfor elevene og det tror jeg at vi lærere kan bli flinkere til.

Når de skal skrive IUP så må de fylle ut mål, hvordan nå målet og om de har nådd målet. Det er noe nytt som vi har begynt med nå i høst. Det som jeg gjorde før vi begynte var at jeg hadde en forelesning for elevene der vi snakket om hvilke mål kan vi ha.. så kom vi med helt konkrete tips til elevene om hvordan nå målene. For det som ofte er at du gir dem mål, men ikke veien til å nå målet. Det har jeg sagt og den forelesningen gav jeg til alle på trinnet slik at de kunne ha den, og jeg snakket også med ledelsen om at jeg tror at det er viktig og at hvis vi skal gi elevene i oppgave å lage mål, det må vi for all del gjøre, men så må vi også vise dem verktøy til å nå målet.

M: Ja det er kanskje frustrasjonen til mange elever...

Margareth: Ja og så må vi bli mer presis. Skal de bli bedre i kommareglene så må du vite hvor finner jeg kommareglene ... og så må du vite hva er en leddsetning og hva er en .. Sant du må kunne begrepene.

Interview 6: (spor 8) Cover name: **Lisa**

Position: pupil Date: 30.01.2015 Duration: 17 min 26 sek

M: Kan du aller først beskrive hva som skjer når du skriver en tekst og får den tilbake? Hva er det du gjør da?

L: Når jeg har fått tilbake teksten så får jeg teksten med notater i og et ark hvor det står stjerner og ønsker. Og jeg pleier å lese igjennom stjernene og ønskene først sånn at jeg vet hva jeg skal se etter når jeg leser igjennom teksten. Og så får vi beskjed om å skrive de inn på Pcen og rette med rødt. Så vil de helst at vi skal rette minst ett av ønskene men noen ganger så er de veldig vanskelig å rette opp i. Hvis de ber deg om å forandre hele teksten, så er det bedre å huske det til neste gang. Men hvis det står småpirk i teksten så retter jeg det også kan du skrive tips til deg selv underst på siden.. hva du må huske til neste gang. Og det er veldig bra for da kan du lime inn stjernene og ønskene på neste gang du skal skrive en tekst og da kan du huske hva du gjorde feil sist prøve å unngå å gjøre de samme feilene neste gang.

M: Får dere karakter på samme tilbakemeldingen?

L: Nei vi får karakteren etter at vi har rettet den av en eller annen grunn.

M: hvorfor tror du det?

L: Kanskje for å presse oss til å gjøre det fordi vi er nysgjerrig... jeg vet ikke helt

M: Det er vel... (forklarer) kanskje fordi at dere ikke skal bli så opptatt av karakteren i stedet for tilbakemeldingen.

L: ja.. kanskje noen ikke ville vært så opptatt av å rette fordi du vet jo allerede hva det blir.. ja det er jo forskjellig tror jeg

M: Er det av og til når du ser på tilbakemeldingene dine at du prøver å forestille deg hvilken karakter dette er?

L: Ja det er hver gang! Tror nesten at alle gjør det

M: (Ler litt☺) Men syns du ofte at du blir overrasket over karakteren i forhold til tilbakemeldingen?

L: Nei. Tilbakemeldingen pleier passer veldig godt med karakteren

M: Hvordan synes du det er (gjort dette i 3 år) å ha fått tilbakemeldinger både i norsk og engelsk, har det vært det samme eller har det forandret seg etter hvert.. blitt vanskeligere.. lettere?

L: Vi har blitt mye flinkere til å rette generelt tror jeg. I hvert fall føler jeg at jeg at jeg har blitt bedre, og så lærer man jo av feilene sine. Det er jo det som er poenget tror jeg, og det gjør man. Men det kan fortsatt være ganske vanskelig å skrive en veldig bra tekst.

M: Hvis du skal tenke på.. hva slags tilbakemelding er spesielt til hjelp for deg, i forhold til noe som ikke er så til hjelp?

L: Jeg liker veldig godt når de gir et eksempel på hvorfor du har gjort noe feil. Noen ganger så er det bare sånn at dette og dette gjør du feil og så skjønner jeg ikke spesielt hva de mener. Mange ganger kan man jo bare spørre hva de mener, men det er jo enda kjekkere når det står tydelig at dette her kunne du gjort på en annen måte - med eksempel.

M: Kan du si en ting som du har fått tilbakemelding på ganske mange ganger som du har prøvd å jobbe med?

L: Ja.. eh.. (ler litt) Jeg vet ikke om du husker det men jeg har de samme greiene.. at jeg kan ha litt rare formulerte setninger – at ordene kan komme i litt spesiell rekkefølge. Jeg har jo lest mye engelske bøker så jeg kan en del ord, men jeg kan plassere de litt feil i sammenhenger. Fordi at noen ord som er norske som du kan bruke i mange sammenhenger, men i engelsk så er det ofte ett ord for hver av de sammenhengene. Og da er det veldig vanskelig å vite hvilken..

M: Kan det være f eks preposjonsuttrykk? Riktig preposisjon i forhold til posisjon, sted el? (blabla)

L: Ja.. noen ganger gjør jeg det

M: Hvis du skal lære av det og bli bedre, hva bruker du å gjøre da?

L: Nei hva bruker jeg å gjøre da..? Jeg sliter jo fortsatt med det..

M: Ja hva kan du gjøre for å øve med det?

L: Jeg må jo prøve å skrive.. Som regel når man ser hva man gjør feil så gjør man ikke akkurat den feilen igjen i alle fall, men man kan gjøre en annen og det er det som er problemet. Det hjelper å lese mye tror jeg!

M: Når du har konkrete tips, klarer du bruke de, dra nytte av de når du sitter å skriver?

L: Ja det synes jeg

M: Så du vil si at du lærer av tilbakemeldingene?

L: Ja jeg lærer av de! (bestemt) Men det er ikke alltid at jeg klarer å gjøre det bedre selv om jeg forstår tilbakemeldingene. Som oftest litt bedre på akkurat det

M: Hva tenker du om nytten av å forberede teksten når du får den tilbake (på skolen) i forhold til å gjøre det senere?

L: nja.. jeg vet ikke. Hvis ikke må vi jo gjøre det til lekser hvis vi ikke rekker å gjøre det ferdig

M: Men tror du at du gjør det skikkeligere når du får gjøre det på skolen enn hjemme?

L: Jeg tror jo at jeg gjør det skikkelig når jeg får gjøre det på skolen, men det variere jo fra person til person. Det er jo noen som.. når du er på skolen så gjør jo du skolearbeid fordi det er jo ikke så mye annet du kan gjøre heller, men når du kommer hjem så har du jo bare lyst til

å bli ferdig for du har mye annet du har lyst til å gjøre.. så det er kanskje bedre å gjøre det på skolen.

M: Hva tenker du om at du fikk konkrete oppgaver i mellom skriveøkter som gikk på akkurat det du trengte å jobbe med?

L: Konkrete oppgaver?

M: Ja for eksempel at du fikk en oppgave som gikk akkurat på den du trenger å jobbe med for eksempel å plassere ord i sammenhenger?

L: Ja.. men da mener du ikke at jeg skal skrive en tekst om det..?

M: Nei.. det kunne jo ha vært en oppgave, men ikke bare det

L: Jo det tror jeg kunne vært bra, burde hjulpet

M: Føler du at du får tid til å jobbe med ting som du trenger å forbedre mellom skriveøkter?

L: Noen ganger så har vi jo timer der vi forbereder oss til skriveøkter, og da pleier læreren å gå igjennom ting som vi bør huske på til vi skal skrive. Da pleier hun å si at alle skal prøve å komme opp med noe selv, men det er jo ofte ting som gjelder andre også. Da kan du jo jobbe litt med det, men jeg vet ikke.. vi er ikke så spesifikke at vi skal sitte å jobbe med det vi sliter med.. det tror jeg ikke at vi har gjort. Men det hadde sikkert vært lurt.

M: Men hvis du skulle gjøre en aktivitet der du skulle fokusere på noe du synes er vanskelig når du skriver engelsk.. hvilken aktivitet tror du hadde vært best for deg da?

L: du mener i forhold til hva slags oppgaver..?

M: Ja.. jeg tenker at hvis du skulle gjøre noe som hjalp deg til å få det som du synes er vanskelig inn i hodet og fingre..

L: Ja det vi har gjort er at vi.. hvis du får en liten oppgave der du skal prøve å svare på den så godt som mulig, men du vet at det du har gjort mest sannsynlig er feil, men du prøver i hvert fall .. og så etterpå får du vite hva det er.. og da får du en sånn nysgjerrighet og da er det mye lettere å lære av feilen. I forhold til å Lære hvordan det skal være og så prøve å bruke det. Viktig at du får prøve litt selv, selv om det ikke er riktig.

M: Hva er det du gjør mellom to skrive økter, enten hjemme eller på skolen. Det kan være helt praktisk eller hva du tenker på?

L: Jeg har i hvert fall at jeg liker å lese og så prøver jeg å lese både norsk og engelsk for jeg liker å lese begge deler. Jeg synes det går greit og jeg vet at det er ganske nyttig.

M: Absolutt! Du har jo sagt at du skriver tips til deg selv, er det slik at du samler mange fra mange skriveøkter eller lager du nytt for hver gang?

L: Bruker ofte de jeg har fra før.. men det er jo litt skummelt i tilfelle at jeg glemmer de fra kommende skriveøkter



M: Hva gjør du med tipsarket

L: Nei det pleier jeg bare å lime inn (data) øverst på arket (det er jo bare noen få tips) og så har vi jo sånn gullark i norsk og noen ganger så skriver jeg de ut og tar med (på engelsken også).

M: Hva er det som er på de gullarkene i forhold til et tipsark?

L: Det er vel egentlig mye det sammen, men gullarket er mer spesifikt. For eksempel gullark om hvordan man skriver en debattartikkel.. så tar du det med deg og så er det lurt å ta med seg gamle artikler hvis det er det du skal skrive.

Så har vi jo sånne ord som bindeord eller startord.. setningsstart da har vi noen ark der det står mange forskjellige og det er jo kjempegreit å ha det i nærheten når man skriver teksten.

M: Det bruker jeg faktisk fortsatt av og til når jeg skriver for å få variert .. for eksempel.

Ellers kan det lett bli mye det samme;)

Men sånn helt til slutt: Et par spørsmål som går på det metakognitive... Jeg vet at læreren har brukt det ordet.. eller? (jeg ler)

L: (ler litt..) Jeg kan i alle fall ikke huske det..

M: Så typisk at lærere tror at elevene får med seg sånt, men husker du denne brosjyren her(se den!) .. Målet for skolen er å få metakognitive elever. det går jo på at du skal vite hva du kan og ikke kan, at du er klar over din egen læring.

Vil du si at du er klar over styrkene og svakhetene dine i engelsk skriftlig?

L: Ehm. Ja

M: Hvis jeg ba deg skrive en liste over styrker og svakheter.. kunne du gjort det? Du skal ikke altså, men..

L: Ja jeg tror det. Jeg vet i alle fall godt svakhetene.. for det er de jeg pleier å fokuserer mest på.

M: Men når du får stjerner, bruker du å ta til deg de og tenke på neste skriving at dette gjorde jeg bra, og må fortsatt huske?

L: Ja. Det kommer jo an på hvilke det er for noen tenker jeg at : Dette fungerer BARE i denne sammenhengen..

M: Det kommer kanskje an på forskjellige sjangre..

Har du klart for deg hva du må jobbe med for å bli bedre?

L: Ja jeg er veldig klar over hva, men jeg vet ikke alltid hvordan jeg skal jobbe med det.

M: Bruker du da å sette deg mål for hva du må bli bedre på?

L: Ja det hender.. rett før en tekst tenker jeg ofte mye på hva jeg har lyst til å gjøre bedre og så har vi noe som heter IUP. Da skal vi sette opp mål og om det er påbegynt eller fullført eller ikke begynt engang. Og det er i alle fag.

M: Er det et krav at dere må gjøre det eller er det frivillig?

L: Det er et krav. Vi må sette oss noen mål.. tror jeg er bare bra

M: Hvilken rolle tror du at tilbakemeldinger spiller i at du skal kjenne deg selv og hvilke ferdigheter du har i engelsk skriftlig? Tror du at du kunne ha visst det om deg selv uten å få tilbakemeldinger?

L: nja.. nei ikke så veldig. Det tror jeg ikke... Når man skriver en tekst så tenker man ofte at dette er jo veldig bra. Sånn som dette er sikkert akkurat det de vil ha! Men så når man får tilbakemeldinger og så gir de sånne tilbakemeldinger og så ser du at ja det er kanskje ikke akkurat .. jeg burde ha gjort litt annerledes her og her.

M: Så da har du egentlig nevnt det siste spørsmålet, men føler du at tilbakemeldingene hjelper deg i å bli bedre i engelsk skriftlig?

L: Ja. (Kort og greit.. lett stemme)

## Interview 7 (spor 9) Cover name: **Emil**

Position: Pupil      Duration: 11 min 10 sek

M: Kan du aller først beskrive hva som skjer når du skriver en tekst, og så får du den tilbake – hva er det du bruker å gjøre da?

E: Når vi får tilbake teksten så pleier læreren å rette ord og tidsfeil og sånn og så skriver læreren en del ting som du kan forbedre.. om strukturen og sånn. Så gir de stjerner og ønsker; stjerner er de som er bra og liker med teksten din og ønsker er det de vil at du skal forbedre.

M: Hva gjør du når du har fått det?

E: Det vi gjør er at vi går inn å retter etter stjernene og ønskene, og mange steder så skriver læreren at vi skal skrive om og da skriver vi om slik at teksten blir bedre, og de ønske som læreren gir får oss på en måte til å se ting vi ikke så selv som vi burde rette.

M: Men synes du at det er lett å skrive om (hvis du får kommentar på det ?

E: Nei noen er selvfølgelig lettere enn andre, men de som er vanskelige, da får du på en måte bedre tekst hvis du må sitte lenger med det som er vanskelig

M: Får du god tid til å gjøre dette?

E: Ja du kan få rundt en uke. Både på skolen og hjemme hvis du trenger det. På skolen kan du også få hjelp av læreren til å forstå ha de mener

M: er det ofte at du ikke forstår hva de mener?

E: Som oftest forstår jeg ønskene, men det er jo noen ganger at jeg ikke forstår hva ønskene går ut på og da spør jeg læreren og da forstår du det

M: Hvis du kan tenke på noe du ofte får tilbakemelding på, er det noe du synes er mer hjelp i enn andre ting?

E: Ja sånn hovetid og sånn hjelper for da ser jeg selv de stedene der jeg ikke så at hovedtiden var feil. Spesielt i 8 og 9 slet jeg med det og da hjalp det å få ønsker på det. Nå klarer jeg å skrive riktig på det og det er fordi jeg har fått tilbakemeldinger på det. Nå får jeg ikke ønsker på det lenger.

M: Hva kan du får tilbakemeldinger på som kan være vanskelig å gjøre noe med der og da?

E: Altså vi hadde en tekst nå der vi skulle skrive om selvtillit og sånn og da hadde jeg skrevet at jeg måtte få bedre selvtillit og da fikk jeg kommentar på at jeg kunne ikke skrive at måtte få bedre selvtillit men også beskrive hvordan... Sånne ting er jo vanskeligere å rette på enn kommafeil for eksempel. for da må man tenke mye igjennom hvordan man kan få bedre

M: Men er det av og til at du tenker/kjenner at du er ferdig med teksten når du leverer inn?

E: Ja det gjør jeg, men når jeg får den tilbake da er jeg klar til å jobbe med den og se hva jeg må forbedre.

M: Hva synes du om at du får karakteren etter at du har forbedret teksten?

E: Noen ganger er det jo irriterende fordi at du har lyst på karakteren med en gang. Men du skjønner det fordi da MÅ du lese og da må du rette den.

M: Ja tror du at det hadde vært annerledes hvis du fikk karakteren samtidig?

E: Ja det tror jeg. Tror ikke at så mange hadde rettet da. Da hadde jeg tenkt at jeg har jo allerede fått karakteren og hadde ikke hatt lyst til å rette

M: Men er det sånn at du tenker veldig på karakteren når du ser tilbakemeldingen? – hm. Skal tro hva dette er..? ☺

E: Ja det er alltid sånn. Når du leser stjernene og ønskene så prøver du å se hvilken karakter du kan få ut av de.

M: Ja klarer du det da?

E: Ja du får jo som oftest riktig med det du tenker

M: Så vet jeg at dere får beskjed om å lage tipsark. Klarer du å bruke tips fra forrige skriving når du skriver neste gang?

E: som oftest ikke. Da bare skriver jeg. Jeg pleier ikke å gjøre den samme feilen neste gang, men jeg har ikke tipsark foran meg. Da skriver jeg og pleier å tenke når jeg leser igjennom hva jeg fikk stjerner og ønsker på sist gang.

M: Skulle du ønske at du hadde skrevet tipsark og tatt med?

E: Ja hver gang. Hadde vært bra med tipsark.

M: Hva er det som gjør at du ikke gjør det da?

E: Lat (ler litt)

M: Ler litt) Bra at du er ærlig! Men vil du si at du lærer av tilbakemeldingene?

E: Ja. Jeg har blitt bedre

M: Har du gått opp i karakter også..?

E: Ja i norsk...

M: Det kommer vel kanskje an på hva dere skriver også.. blabla

Dette har jo du snakket litt om, men hva tenker du om nytten av å forbedre tekster etter tilbakemelding, i forhold til at du får tid til å gjøre det på skolen?

E: Jeg synes det er bra fordi hvis det er hjemme så ser du kanskje ikke like nøye på det, men hvis det er på skolen så tenker du at dette er viktig å bruke tid på, og da tvinger du deg selv til å lese igjennom det og se. Så tid på skolen er bra

M: Hvis du fikk en konkret oppgave i mellom skriveøkter som gikk på noe du trengte å jobbe med for eksempel tidligere så trengte du å fokusere på hovedtid. Tror du at det hadde vært bra for deg?

E: Ja da hadde jeg sett på akkurat det problemet og hadde jobbet med det. Det blir jo selvfølgelig forskjellige oppgaver fra skriveøkt til skriveøkt .. så jeg tror det kunne hjelpe å hatt i mellom.

M: Men hvis du skal tenke på en oppgavetype som hadde vært mest nyttig for deg i forhold til å forbedre deg, hva kunne det ha vært?

E: Jobbe med reflekterende tekster fordi .. å skrive mer. Jeg har jo sett at jo flere jeg har skrevet – jo bedre har de blitt.

M: Kan du forklare helt konkret hvordan du bruker tilbakemeldingene dine?

E: Jeg bruker de mest til å rette da. Da vi får tilbake skriveøkten, men jeg har jo de ofte i bakhodet til neste gang.

M: Læreren har kanskje nevnt det at dere skal bli metakognitive elever.. (henviser til brosjyren fra 8.trinn.) Altså at dere skal vite hva dere kan og hva dere trenger å jobbe mer med. Er du fullt klar over dine styrker og svakheter i engelsk skriftlig?

E: Ja jeg vet hva det er. Jeg har som oftest slitt med å svare på oppdraget.

M: Så hvis jeg ba deg om å skrive en liste over styrker og svakheter så hadde du kunne gjort det?

E: Altså noen av de vet jeg og noen er uklare.. det kan variere fra oppgave til oppgave.

M: Men du har også ganske tydelig for deg hva du må jobbe med for å bli bedre?

E: Ja det vet jeg

M: Men setter du deg av og til mål?

E: Jeg har ikke gjort det før, men i år har vi vært nødt til det fordi vi har sånn IUP på Its Learning der vi for eksempel må skrive mål og hvordan , og da jobber du mot det og så etter ca et halvt år så ser du om du har nådd det målet.

M: Men må du også planlegge hvordan du skal nå det målet?

E: Ja. Du må skrive ned flere forskjellige .. tre eller fire måter for hvordan du kan forbedre deg og nå det målet.

M: Hva kunne du gjøre for eksempel med dette med hovedtid?

E: Det var for eksempel dette med å lese igjennom teksten baklengs, se om det henger sammen.. at ikke plutselig var noe du gjorde i går ..og forskjellige ting.

M: Tror du at tilbakemeldingene spiller en rolle for at du skal vite hva du kan og ikke kan?

E: Ja det tror jeg fordi at hvis jeg ikke hadde fått tilbakemeldinger så hadde jeg sikkert trodd at jeg var god i alt, og da hadde jeg ikke visst hva jeg var dårlig i. Hvis jeg for eksempel ikke hadde fått vite at jeg ikke hadde svart på oppgaven så hadde jeg ikke klart å se det selv. Det er viktig at vi får tilbakemeldinger.

## Interview 8 (spor 10) Cover name: **Thomas**

Position: pupil      Duration: 18 min 47 sek

M: Kan du aller først beskrive hvordan du får tilbake en tekst i engelsk?

T: Først så får jeg tilbake teksten, der ordene jeg skrev feil, tegnsettingsfeil og ja liksom fkes hvis dette avsnittet har gjentatt seg flere ganger så må vi skrive om dette og så har vi et dokument på pcen og retter all feilene med rødt. Også skriver vi inn stjerner og ønsker. På tegnsettingsfeil for eksempel så må vi skrive inn regelen for tegnsettingsfeilen og ja.. da lærer vi det bedre. Dette er mye i norsken også det begynner å fungere nå. Fordi i 8 så hadde jeg veldig mange tegnsettingsfeil, men i forrige teksten nå så hadde jeg bare en, og det er ja.. egentlig veldig stor forbedring. Så det hjelper jo da!

M: Så da skriver du inn reglene rett og slett? I teksten?

T: Ja. Og da må jo du finne ut hvilken regel som gjelder.. og da må vi lære oss forskjellene

M: Hvordan er det når du jobber med rettingen?

T: Nei vi får jo som regel tid på skolen til å gjøre det men hvis vi ikke blir ferdig så må vi gjøre det hjemme. Og av og til har vi egenvurdering også som vi må gjøre. Når vi skriver inn

stjerner og ønsker så kan vi også lage et slags ark der du setter opp dine typiske feil – som du kan ha med når du skriver, for eksempel på tentamen. Jeg føler at av og til blir det gjort, men ikke så ofte..

M: Så det er frivillig å gjøre dette da?

T: Ja, men jeg tror det kunne vært veldig bra å alltid ha det. Hvis de virkelig ville.. Så synes jeg nesten at lærerne burde satt av en time hvor vi skulle lage disse arkene. Jeg tror egentlig at vi har gjort det litt tidligere..

M: Så når du må gjøre noe på egen hånd, så er det ikke så lett å få gjort?

T: Nei, det er lettere med hjelp fra lærer. Akkurat nå sliter jeg litt med mottakerbevissthet og da vet jeg ikke helt hvordan jeg kan forberede det, og da kunne jeg gjerne fått hjelp fra lærer. For eksempel en time der vi kunne snakke om feil som går igjen. Og det gjelder mottakerbevissthet og svare på oppgaven, og sånne enkle ting og bare skrive ned et dokument på det.

M: Hvis du skal tenke på tilbakemeldinger som er spesielt nyttige for deg? Du har jo nevnt komma, men er det andre som er/har vært nyttig for deg? Type tilbakemelding..

T: Det er mye på å bruke avanserte ord og rettskriving. Det hadde vært bra å gå igjennom avanserte ord i stedet for å si at vi må bruke mer avanserte ord.. De sier også at vi må begynne å lese mer engelske bøker da.. men jeg leser ikke så mye bøker. Så sier de at det skal komme litt av seg selv.

Nå i det siste har vi fått lange setninger der læreren utdypet skikkelig hvordan jeg kunne jobbe med for eksempel mottakerbevissthet. Sist gang fikk jeg det og jeg synes at hvis de skulle gjøre det skikkelig så måtte de skrive hvordan vi skulle jobbe videre med ønskene og ikke bare si hva vi ikke kan. Da synes jeg det er enklere.

M: Men sånn alt i alt, synes du at du har lært noe disse tre årene av å få tilbakemeldinger?

T: Ja det synes jeg. I norsken synes jeg at jeg har hatt bedre utvikling fordi jeg har hatt en lærer sant. Men i åttende ble jeg vant til din metode, og i niende var det ny lærer (anonymisert), og så nå er det en ny metode med enda en ny lærer (anonymisert). Da blir det liksom litt vanskelig

M: Men har ikke de tre lærerne gitt tilbakemelding litt på samme måte?

T: Jo.. den andre læreren (anonymisert navn) har etterlignet deg og den tredje læreren (anonymisert navn) har prøvd å etterligne litt begge metoder (:)

M: Samtidig så skjønner jeg at det vil uansett variere med forskjellige lærere.

Over til noe annet.. Du har nevnt at du ikke er så flink til å ta med deg tipsark til skrivøker, men synes du likevel at du klarer å bruke tidligere tilbakemeldinger når du skriver på nytt?

T: Ja. Vi går jo litt igjennom i klassen og notere jo litt over alt, men det blir jo annerledes enn om jeg hadde samlet alt i et dokument. Jeg har jo litt i hodet, men ikke alt... sånn som når vi skal ha tentamen så er det lettere å ha alt på et ark. Så jeg tar med alle notatbøkene.. Men det er jo bare også ta seg tid til å skrive de stikkordene fra notatene og over i et dokument..

M: Men når du sitter å skriver på skriveøkt, tenker du da på de tingene som du fikk kommentar på sist?

T: Ikke mens jeg skriver, men etter sånn når jeg er ferdig å skrive og skal se igjennom, da tenker jeg alltid på det. Men jeg føler at da er det litt sent..

M: Men har du noen metode for når du går igjennom teksten for å klare å se på enkelte ting , for eksempel komma?

T: Ja kommafeil bruker jeg å se på, og tenke igjennom mottakerbevissthet ... de tre tingene pleier jeg i hvert fall å se igjennom. Og se om jeg ..ja for det er de jeg sliter med. Helt til slutt spør jeg meg selv.. har jeg henvendt meg til mottaker? ... Er dette Realt.. eller hva heter det..?

M: Altså.. relevant?

T: Ja! Relevant i forhold til oppgaven og så pleier jeg å se igjennom kommareglene og lese igjennom teksten rolig og se for eks. på men.. der pleier det i alle fall som regel å være komma.

M: Hva tenker du om nytten av å forbedre tekster på skolen?

T: Det tenker jeg er veldig bra jeg. For da for eks enkelte spørsmål som kommer opp i hodet ditt.. hva mener hun og noen steder kan det være kruseduller over tre linjer og ikke noe om hvorfor da pleier jeg ofte å spørre om det og da utdyper hun det. Men hvis vi hadde fått i oppgave å gjøre det hjemme så hadde det vært bare rett de ordene og skriv om den setningen .. gjør jeg det med teksten.. og så lærer jeg ingen ting.

M: Men hva tenker du om du hadde fått oppgaver mellom to skriveøkter som gikk på akkurat det du trengte å jobbe med?

T: Ja det tror jeg egentlig hadde vært veldig bra.

M: Ja du har jo for så vidt sagt litt om det fra før..

T: Ja at det hadde vært bra å ta ting ut i praksis, i stedet for bare å lære mye om det.

M: Dette har jo du jo også sagt litt om, men hvilken type aktivitet tror du hadde vært mest nyttig for deg i forhold til at du skulle forbedre deg?

T: Egentlig litt det jeg sa om å ta det ut i praksis.. for vi har jo lært mye om ting, men lære mer om hvordan vi kan bruke det.

M: Men i forhold til å bli bedre i skriftlig engelsk, er det noe du tror du kunne ha gjort for å bli bedre? Utenom skriveøkt?

T: Jo også jeg .. i alle fall de tipsene vi har fått fra lærere er å snakke mye engelsk og lese engelske bøker sånn at du utvider ordforrådet ditt.. og mer sånn struktur i teksten og sånn får vi jo også lært i norsken. Så det er mye de engelske ordene og grammatikken..

M: Sånn helt konkret, hva er det du gjør både praktisk og i hodet for å forbedre deg?

T: Jeg gjør egentlig ikke så mye praktisk bortsett fra den rettingen..

M: Men hva tror du da skjer i hodet ditt?

T: Jeg fanger opp noe av det, og lar noe gå. I engelsken føler jeg at det blir litt sånn ..vanskelig å forklare egentlig.. at jeg retter det også bare levere jeg det inn og så.. jeg fanger jo sikkert opp noen nye ord. Etter en engelsktentamen en gang så gikk jeg og snakket med en som er veldig flink i engelsk og da lærte jeg noen nye ord. Så drev vi en gang å hadde sånne glosetester der vi tok noen av de avanserte ordene fra enkelte sider i engelskboken og så hadde vi en glosetest på de. Da lærte jeg litt.

M: Husker du det ordet.. metakognitiv..at du skal være en metakognitiv elev?

T: Hæ? Nei..

M: Nei det er ikke så mange som husker det. Jeg lærte det ikke før jeg var voksen (ler litt), men i alle fall så står det i skolen sin brosjyre om læring, dere fikk den i 8ende - det er bare et vanskelig ord som betyr at dere skal vite hva dere kan og ikke kan. Så det jeg lurer på er om du kan si at du er veldig klar over styrkene og svakhetene dine i engelsk skriftlig? hvis jeg ba deg skrive de ned nå, kunne du ha gjort det?

T: Ja tror egentlig at jeg kunne gjort det.. altså mine svakheter er vel det med mottaker, avanserte ord, bindeord, og mine styrker er vel at jeg har litt over middels ordforråd, men kan vel utvikle det enda mer – og at jeg har engasjerende tekster og har gode ordnede tekster.

M: Så det er det du ofte får stjerner og ønsker på?

T: Ja – dette med bindeord får jeg alltid.. at jeg må lære meg å binde sammen teksten

M: Så du vet hva du må jobbe med for å bli bedre?

T: Ja

M: Men setter du deg må for å bli bedre?

T: Ja vi har jo drevet på med denne IUPen da. Der vi kan legge til et mål, og skriver hvordan vi skal nå dette målet, så skriver vi vår egen egenvurdering der vi også kan vi legge til våre styrker og svakheter da.

M: Har det hjulpet synes du?

T: Ja, jeg har jo blitt mer klar over det da.. sånn som styrker og svakheter og mål som jeg kunne.. ja så skal jeg se hvordan jeg kan jobbe med det

M: Men når du skriver hvordan du skal jobbe med de, får du tid til det på skolen?



T: Det får jeg tid til på skolen, det meste i alle fall.. det viktigste fagene fikk vi tid til på skolen og sånn

M: Tror du at tilbakemeldingene har gjort at du kjenner deg selv bedre , hvordan du er i engelsk skriftlig?

T: Ja jeg tror at det har gjort at jeg har blitt bedre. For eksempel hvis vi ikke hadde fått noe tilbakemelding på for eksempel bindeord så hadde jeg jo ikke visst hva det var. Jeg så at det var noe som gikk igjen.. Så skjønner jeg at her må jeg lese meg opp! Det er så mange.. en gang jeg tok med meg boken på fjellet fordi vi hadde tentamen på tirsdagen, så tenkte jeg bare at oi her var det altfor mange!

M: Ja, da kan det nok hjelpe å prøve å bruke noen få om gangen, i begynnelsen av 8ende snakket vi jo mest om and, ord, but, because.. Ja. Takk skal du ha!

### Interview 9 (spor 11) Cover name: **Kamilla**

Position: pupil      Duration: 11 min 57 sek

M: Lurer på om du aller først kan forklare hva som skjer når du får tilbake en engelsk tekst, hva får du og hva gjør du?

K: Altså vi får jo tilbakemelding fra læreren i form av stjerner og ønsker og hvis det er noe læreren ser går igjen hos mange, så pleier hun å ta det opp. Ta det litt mer felles sånn at på en måte alle får vite litt om hva som går igjen.

M: Føler du at det av og til angår deg det som kommer felles?

K: Ja noen ganger men det varierer litt

M: Men hva gjør du når du får tilbakemeldingene?

K: Vi pleier å begynne å rette tekstene på skolen og hvis vi ikke blir ferdig så pleier vi å gjøre resten hjemme.

M: Får dere god tid til det på skolen?

K: Ja vi pleier å få en time til å gjøre det, og læreren skriver jo inni teksten hva det er .. ikke bare stjernene og ønskene. Og da er det bare å rette opp i det.

M: Syns du det hjelper å få rettinger i teksten? Lærer du noe av det?

K: Ja da pleier det å komme veldig tydelig frem hva det er jeg gjør feil. Sånn som hvis de bare skulle sagt at ”du gjør feil ,da får vi det veldig sånn at hva som er feil. Det er veldig greit å få eksempler på hva man gjør feil.

M: Synes du det går greit å prøve å forbedre et ønske?

K: Jeg synes at det går greit, men det er jo noen som er verre enn andre da. Type sånn kommaregler er jo sånn som går igjen.. og den er vanskelig for ingen har kommareglene innebygd.

M: Hva synes du etter å ha fått tilbakemeldinger og jobbet med de over tre år? Har det blitt bedre?

K: Jeg synes at det var litt kjedelig å sitte å rette i begynnelsen, men nå synes det er ganske greit fordi nå ser jeg at ”Yes nå hadde jeg ikke så mange feil som sist!” Det er litt sånn mestringsfølelse i det også, spesielt hvis du ser at du har hatt et ønske du har slitt med lenge- og så klarer du det.

M: Har du et konkret eksempel på noe som du har slitt med som har blitt bedre?

K: I engelsk så har det blant annet vært dette her med verbtidene – jeg har slitt veldig med hovedtiden og blandet med det og nå har det blitt mye bedre.

M: Er det noe du synes er mer hjelp i få tilbakemelding på enn andre ting?

K: ja det er jo selvfølgelig noe, men jeg vet ikke om jeg kommer på noe nå, men...

M: Er det noe som er lettere å gjøre noe med, eller er det noe som er vanskelig å gjøre noe med der og da når du skal rette?

K: Ja det er jo noen ting som er lettere.. som engangsfeil da, og de er ofte lettere å ordne opp i enn andre ting. Som for eksempel kommareglene.

M: Men hvordan prøver du å tenke på kommareglene når du skriver da?

K: Altså det som er at på en skriveøkt eller tentamen eller noe så sier jeg at jeg skal gå over når jeg er ferdig, men det som er litt vanskelig for da er du litt trøtt i hodet og sånn.. så ser du ikke alltid feilene dine heller.

M: Har du noen teknikk du bruker for å prøve å se feilene dine?

K: Altså det hjelper jo veldig å lese teksten din bakfra. Da må jeg forstå setningen, og hvis jeg ikke forstår den så må jeg gjøre noe med den. Den fungerer kanskje ikke helt andre veien heller

M: Men synes du at du klarer å bruke konkrete tips fra tilbakemeldingen neste gang du skriver?

K: Ja

M: På hvilken måte bruker du de da?

K: Jeg pleier å skrive ned det jeg gjør feil. Altså enkelte ting ..som går igjen og så har jeg det på en lapp ved siden av meg.

M: Alt i alt, synes du at tilbakemeldinger har hjulpet deg til å bli bedre skriftlig engelsk?

K: Ja. Jeg synes i alle fall i år at det har blitt mye bedre.. i fjor gikk det veldig dårlig.

M: Hvorfor tror du at det har gått bedre i år enn i fjor?

K: Jeg tror at det har en del med oppgavene å gjøre, noen jeg treffer bedre på enn andre. Derfor synes jeg det er så greit når det er flere oppgaver å velge mellom. For det gjør det jo lettere for deg å gjøre oppgaven.

M: Hva synes du bruker mest energi på når du skriver, innhold eller det skriftlige?

K: Innholdet

M: Hva tenker du om nytten av å få tid på skolen til å forbedre tekstene dine?

K: Jeg synes at det er litt lettere enn hjemme fordi hvis det er noe du ikke forstår, så kan du spørre læreren. Og jeg synes det er lettere å spørre når du akkurat har fått tilbake teksten. Og det er også tid til å spørre om tips til hva som kan gjøres for å få det bedre.. Så er det jo lettere når man ikke må sitte å gjøre alt hjemme, og hva er det læreren har tenkt her.. og må huske å spørre på slutten av en time.

M: Hva tenker på om å gjøre konkrete oppgaver mellom skriveøkter som går på det du sliter med?

K: Det tror jeg hadde vært greit. Vi har jo ikke gjort så masse av det, men

M: Hva kunne det ha vært? Altså hvilken aktivitet eller oppgavetype kunne ha vært spesielt nyttig for deg?

K: Jeg vet ikke.. ehm.. Jeg synes det hadde vært best kanskje å gjøre oppgave der du fikk vite hvordan og at du måtte gjøre det selv også. Det er mye enklere å forstå når læreren står og viser på tavlen, men når du ikke får prøvd det ut selv før du sitter der å skriver så går det gjerne litt i glemmeboken også.

M: Bruker du tilbakemeldingene til noe i mellom skriveøkter?

K: Jeg pleier å skrive de ned, gjerne med litt tips ved siden av til hvordan jeg kan gjøre det. Det er spesielt på de dårlige tilbakemeldingene, det jeg må jobbe med.

M: Tar du med deg stjernene også?

K: Ja jeg pleier å skrive de ned for å kunne se at det gjorde jeg bra og må fortsette med.

M: Har helt til slutt noen spørsmål om det å være metakognitiv. Vet du ha det er?

K: Nei..

M: Det går mye på at du vet hva du kan og ikke kan.. Hvis jeg ba deg skrive en listen over styrkene og svakhetene dine i engelsk nå, så kunne du ha gjort det?

K: Ja.. det tror jeg. Det varierer jo litt fra gang til gang.

M: Bruker du av og til å sette deg mål, for det du vil bli bedre i?

K: ja, jeg vet ikke om jeg pleier å gjøre det, men hvis jeg får det konkret for meg hva jeg skal gjøre bedre så pleier jeg å prøve å gjøre det , selv om jeg ikke alltid greier det.

M: Men man må jo ofte øve på noe over tid for å bli bedre. Men er det noe du synes at du aldri klarer å få bedre?

K: Altså jeg synes at ting har blitt bedre med årene.

M: Så vil du da si at tilbakemeldingene har vært viktig?

K: Ja

M: Og du synes at du har klart å forbedre deg?

K: Ja

## Interview 10 (spor 12) Cover name: **Astrid**

Position: teacher L2 Duration: 6 min 5 sek

M: begynner rett på.. (har lest spørsmålene på forhånd)

A: Ja.. Jeg retter jo tekstene og så får de tilbakemeldingsskjema. Og der står det jo litt hva de er god på og hva de må forbedre .. og i teksten så retter jeg og skriver kommentarer og streker under. Så det står gjerne mer i teksten enn på skjema. Når de da får tekstene sine tilbake igjen, så bruker jeg tid på skolen sånn at alle retter, bearbeider og jobber med tilbakemeldingene de har fått. Både de som står på skjema og tilbakemeldingene i teksten.

M: Hvor mye tid får de på skolen?

A: Stort sett bruker jeg de 90 min øktene, slik at alle skal ha nok tid til å få gått igjennom hele teksten på nytt.

M: er det mange som spør deg om hjelp underveis?

A: Ja det er jo det fordi av og til når jeg har skrevet: ”Jeg skjønner ikke hva du mener her” Så spør de: Hva mener du? (ler) .Og da er det å lese setningen høyt og spørre om de hører hvordan den høres ut og i mitt høres den sånn ut.. og så er det: ”Å ja! Da må jeg gjøre om på dette!” Så de har sjangs til å spørre og de er flink til det! Det er jo en god ting for da trenger de ikke sitte å lure på hva i all verden er det hun mener her. Og de får jo ikke karakteren før de har levert inn den bearbeidede teksten sin. Sant, så det er nødt for å gjøre det, og jeg sjekker for alle endringene skal de gjøre med en annen farge. Sant, sånn at jeg kan se hva de har gjort.

Så jeg legger til rette for at de kan bruke tid på skolen. Det med tilbakemeldingene.. på skriveøker, heldagsprøver, osv så sier jeg alltid: Ta de med når du skriver! Fordi å se på det som du har fått kommentar på tidligere og ha det ved siden av deg, kan kanskje hjelpe når du nå sitter å skriver en gang til. Sant, at de har det foran seg.

M: Har du inntrykk av at mange faktisk har det med når de skriver på nytt?

A: Ja jeg vet at det er mange som har det med, men det er ikke nødvendigvis alle som bruker de. ”Ja.. den lå i kladdeboken..” (ler) Sant så det.. og hvis det er noe spesielt jeg vil at de skal se på så skriver jeg gjerne ned sidetallet i boken.. om det er struktur, setningsoppbygging, tekstbindere eller hva det nå er så skriver jeg sånn at de kan gå og lese seg opp mer.

Noen elever er flink til å jobbe med dette på egen hånd. De ønsker å bli bedre og jobbe med det og de spør gjerne.. hva kan jeg gjøre for å bli bedre.. og hva må jeg se på, hvordan må jeg jobbe for å få det til? Og da bruker de gjerne tekstene sine og ser grundigere på de, og leser ekstrainformasjonen som jeg ber de lese.

M: Er dette når det nærmer seg neste skriveøkt eller mer i etterkant av en skriveøkt?

A: Nei dette er gjerne når det nærmer seg e skriveøkt. Sant, fordi da : ”Oi.. skriveøkt igjen.. kanskje vi må gjøre noe..?! ” (ler)

M: Har du inntrykk av at elevene er bevisst på hva de kan og ikke kan i skriftlig engelsk?

A: Noen er nok det. Det er nok noen som bare får oppgaven og så bare begynner de å skrive og det var det. Men så har du noen som bruker de tilbakemeldingene de har, og i den nye teksten ser de på de kommentarene de har og leser igjennom og prøver å finne ut hvordan de skal få denne bedre enn den som var før. Så.. noen bruker det bevisst og andre ikke. Ja og noen tror jo at dette bare er sånn `innate` sant..? men it doesn't allways work that way.. (Ler litt)

M: Har du inntrykk av at de som bruker tilbakemeldingene bevisst har større fremgang enn de som ikke bruker tilbakemeldingene?

A: Ja noen av de. Det kommer litt an på hva type problemer de sliter med. Det er jo ofte at de jobber godt med noe, men så er det noe annet de sliter med neste gang.

## Appendix 17: Reducing codes to sub categories/themes

Categories	Sub-categories ←	Codes
Assessment beliefs	Specific feedback	Relevant feedback No maning-not helpful What to practice and how to practice Concrete feedback Specific feedback Examples needed for understanding
	Improvements due to feedback	Knows what to practice from feedback Belief in improvement More observant from feedback
	Learning from mistakes	Learns from mistakes Correcting mistakes is helpful Difficult to notice your own mistakes
	Feedback and grades separated	Engagement in the grade Feedback is helpful together with the grade Feedback rather than only grade Forces work with feedback Learns more by separated grades
Attitudes to work based on teachers' feedback	Improving texts	Learns from correcting and improving Positive attitude Able to ask the teacher/oral feedback Easier to improve spelling and grammar than content Diffucult to remember what you were thinking when writing Correct and forget Appreciates improving in lessons
	Exercises and activities	Timing matters Individual excercices (ex:grammar) may help improvement

Use of feedback	<p>Practical use</p> <p>Teachers' and pupils' responsibilities</p> <p>Meta-cognitive use</p> <p>Focus on weaknesses</p>	<p>Never individual tasks</p> <p>Sometimes feedback lecture in class</p> <p>Want teacher involvement</p> <p>Difficult on my own</p> <p>Want to become better</p> <p>Time at school</p> <p>Correct text – nothing more</p> <p>Correct mistakes</p> <p>Prepare for next writing task</p> <p>“tipsark”</p> <p>Notes in grammar book</p> <p>Bring notes, “learning sheets” and feedback form to the mock exam</p> <p>Need teachers' help</p> <p>Pupils responsible</p> <p>Wish for teachers' help</p> <p>Knows strengths</p> <p>Knows weaknesses</p> <p>Never think about it</p> <p>Set goals in IUP</p> <p>Set goals in mind</p> <p>Focus on wishes (mistakes)</p> <p>Improve by knowing what you have done wrongly</p>
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## Appendix 18: Additional e-mail interviews with the teachers

**Date: 29.08.16**

**An e-mail (in Norwegian) was sent with the following questions:**

1. Hva slags syn på språklæring og skriving legges til grunn for tilbakemelding/vurderingspraksisen deres?
2. Hvem har bestemt/utformet praksisen?
3. Hvor lenge har dere holdt på med denne type tilbakemelding/vurderingspraksis?
4. Hva synes dere fungerer godt med tilbakemelding/vurderingspraksisen?
5. Hvilke utfordringer/problemer innebærer den (eventuelt)?
6. Vil dere si at det er en felles vurderingpraksis på skolen (i praksis..)?

**Date: 31.08.16**

**Answer (original in Norwegian from e-mail) from L1 teacher:**

1. Jeg hadde student i vår. Vedlagt finner du en oppgave hun skrev (Skrive og vurderingspraksis i norskfaget) – der vil du finne svar på mye av det du spør om.
2. Jeg har bestemt mye av vurderingspraksisen min selv. Har lest mye, tatt etterutdanning og videreutdanning i vurdering, har vært medlem av vurderingsgruppen i kommunen. Har hentet mye inspirasjon derfra.
3. Startet som norsklærer på slutten av 80 –tallet. Skrev stjerner og ønsker den gang også – fordi jeg opplevde at elevene lærte av det. Det er lettere å få elevene til å forbedre tekstene nå som vi er i den digitale verden. Men praksisen har jo endret seg underveis – forbedrer etter hvert som jeg lærer mer.
4. Se oppgaven
5. Skrive presise og gode tilbakemeldinger – spesielt vanskelig for eleven å forstå «upresist» språk. Vanskelig å ha tid nok til å gi elevene god nok



veiledning underveis i skriveprosessen. Det er rett og slett tidkrevende. Viktig å gi elevene gode skriverammer, modelltekster og modellere aktuelle skrivehandlinger. Viktig å skille mellom øveskriving og vurdering med karakter. Tror det er viktig at elevene får trening i begge deler. Det kan virke som om noen forskere mener at de kun skal øveskrive med veiledning. Jeg mener elevene også trenger trening i å skrive uten veiledning – det er den virkeligheten de vil oppleve til eksamen og senere i livet når de har behov for å skrive.

6. Vi har ikke en felles vurderingspraksis- men vi går sånn noenlunde i samme retning. De fleste skriver stjerner og ønsker på skriftlige tekster. Få gir elevene samlet vurdering i fag som norsk muntlig og samfunnsfag – mye vurdering av enkeltprestasjoner som legges ut. Kameratvurdering varierer også.

**Date: 7.9.16**

**Answer (original from e-mail) from L2 teacher: (date: 7.9.16)**

1. Hva slags syn på språklæring og skriving legges til grunn for tilbakemelding/ vurderingspraksisen deres?

Jeg er litt usikker på hva du mener med dette spørsmålet. Er det hvordan jeg tenker elevene lærer best? Eller er det teori? Bakgrunn for den praksisen jeg har for øyeblikket er at det skal bli mer som en prosess. Elevene bearbeider tekstene sine når de får dem tilbake, og jobber både med det språklig og innholdet.

2. Hvem har bestemt/utformet praksisen?

Jeg har egentlig utformet/bestemt min praksis ut fra hvordan jeg har jobbet med elevene og det jeg vet om formativ og summativ vurdering. Jeg har i flere år vært sensor for engelsk skriftlig eksamen etter 10. trinn, og bruker aktivt vurderingsmatrisen. Til elevene har jeg utarbeidet et dokument som går på disse punktene fra udir, slik at de vet hva det er de vurderes etter.

3. Hvor lenge har dere holdt på med denne type tilbakemelding/  
vurderingspraksis?

Jeg har vel holdt på med denne praksisen de siste 8 årene (siden jeg var sensor for første gang, og fikk mer innblikk i vurdering).

4. Hva synes dere fungerer godt med tilbakemelding/ vurderingspraksisen?

Det jeg synes fungerer godt er at elevene får tid til å jobbe med og finne ut av teksten sin i etterkant, og fordi de bearbeider teksten på skolen har alle elevene mulighet til å spørre meg dersom de lurer på noen av kommentarene mine. Jeg har også anledning til å snakke med flere elever om teksten deres.

5. Hvilke utfordringer/problemer innebærer den (eventuelt)?

Det som kan være en utfordring er å skrive tydelige og konkrete nok tilbakemeldinger til elevene - spesielt at elevene forstår hva vi tenker med tilbakemeldingene våre.

6. Vil dere si at det er en felles vurderingpraksis på skolen (i praksis..)?

Det kan være vi begynner å få mer lik praksis. Vi har snakket mer om vurdering og diskuterer hvordan vi vil vurdere tekster.