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Abstract

The present thesis is a study about written teacher feedback on 10th grade learner texts in English. The study investigated teachers' beliefs and practices related to feedback on learner texts in school as well as the learners' beliefs about the feedback they receive from their teacher. In addition, the relationship between the teachers' beliefs and practices and the learners' beliefs and experiences on written feedback was discussed. A mixed methods approach was used to collect data, using semi-structured interviews, analysis of learner texts, and pupil questionnaires. The data was collected at two different lower secondary schools, where three teachers and 49 pupils participated.

The findings from the interviews were that the teachers share many of the same beliefs when it comes to providing feedback on written learner texts. They all believed that the feedback should not focus on every aspect of the learners' writing that had improvement potential and all seemed to agree that the feedback should be individualized to each learner in order to improve the learners' writing skills. What was evident from the interviews was the teachers' wish for providing feedback on drafts in a process-oriented approach because of great improvements on the learner texts after working with drafts. Nevertheless, the lack of time made this way of providing feedback difficult, which often resulted in providing more feedback on written products. All teachers provided comments directly into the learner texts, as well as an end note with longer and more general comments on what the learners should focus on for future writing. It appeared to be important for the teachers to balance praise, criticism and suggestions in the feedback comments, and maybe even more crucial to always provide a positive comment since their beliefs were related to the pupils' motivation and making them believe in their own writing abilities.

The questionnaire revealed the beliefs and experiences the pupils have about the feedback they receive, and it seemed as the pupils share many of the teachers' beliefs on feedback. The majority of the pupils could see the importance of receiving feedback on their writing, in addition to believing the feedback is beneficial for their writing skills. Moreover, the majority of the pupils in each class, as well as across the three classes, appeared to agree on many of the same statements. Suggestions in the feedback comments were most preferable from the majority, but several did also agree on preferring praise in the comments from their teachers.

This research project has contributed to already existing research on feedback, both in relation to beliefs and practices. The strength of this study is that the data was collected in three ways, namely through interviews, analysis of learner texts and questionnaires. These methods

allowed the researcher to explore both teacher and learner perspectives on feedback, which suggested that the teachers and the majority of pupils believed that the feedback is important for the pupils' writing development, as well as seeing improvements in the learner texts. In addition, both teachers and pupils believed that there should be a balance between the elements in a feedback comment and that especially suggestions and praise should be included. Furthermore, through the analysis, it was possible to see the actual teacher feedback in practice. The present study could contribute with information on why teachers respond to learner texts in the way they do and what beliefs the learners have about the feedback they receive.

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1.0 Introduction

1.1 The Present Study

The present thesis is a study that explores teacher feedback on written texts in 10th grade English classrooms through a mixed methods approach. The study will look into teacher cognition and learner beliefs on feedback, as well as investigating the actual teacher feedback to learner texts. Feedback has, according to Hyland and Hyland (2006), been regarded as essential in developing writing skills in a second language concerning the pupils' potential for learning. Writing is described as one of the basic skills in both the English subject curriculum 2006 (LK06/13) and the new English subject curriculum 2020 (LK20), thus the importance of being able to write to communicate efficiently in English is underlined (LK06/13, 2006/2013; LK20, 2019). Vygotsky (1978) describes how a child can be dependent on help from a more competent other to develop skills. This idea was developed by Vygotsky and is called 'The Zone of Proximal Development' (Vygotsky, 1978, p. 86). So, in order for pupils to fill their potential in writing, they are dependent on being assessed by getting constructive feedback from their teachers. When teachers are assessing the learners' writing during the process of writing, it is called formative assessment (Helle, 2019). The formative assessment could benefit the pupils if the teacher provides feedback on the aspects of writing that have improvement potential. This assessment can help the pupils understand what to improve before receiving the final assessment that often comes with a grade. Black and Wiliam (2010) emphasize that formative assessment "can be a powerful weapon if it is communicated in the right way" (Black & Wiliam, 2010, p. 85).

1.2 Relevance

The *Knowledge Promotion 2020* aims to better facilitate in-depth learning and competence in the subjects, which thus also applies to the English subject (Kunnskapsdepartementet, 2016, p. 7). The new curriculum, LK20, is introduced step by step over a period of three years and will not apply to 10th grade until 2021. This means that 10th grade now uses LK06/13 and will thus

be the curriculum used during this study. The LK06/13 English subject curriculum focuses mostly on grades and exams when addressing assessment, but The Norwegian Directorate for Education and Training posted a report where Hodgson, Rønning, Skogvold, and Tomlinson (2010) explored assessment in LK06/13. The report mentions formative assessment and Vygotsky's Zone of Proximal Development as important elements in assessment in school. It will be of importance to look at the new curricula, LK20, as well, as it is the curriculum that 10th graders will be assessed by in near future. LK20 includes more information about assessment and this is thus an improvement in an important topic in school. It is emphasized in LK20 that "The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral and digital skills in the subject" (LK20, 2019), and that "The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills" (LK20, 2019).

It is vital that teachers are aware of the potential influence that feedback may have on pupils' development in writing. Feedback has, according to Hyland and Hyland (2006), long been regarded as crucial for the development of writing skills in a second language (Hyland & Hyland, 2006, p. 83). Therefore, the teachers play important roles as they often are the ones who provide feedback on pupils' writing. As Eun (2019) explains The Zone of Proximal Development, a person needs help from a competent other in order to develop skills.

1.3 Research Questions

The present study aims to investigate the teachers' beliefs and practices on feedback to learner texts, along with the learners' beliefs on the feedback they receive. To collect relevant data for the thesis, a mixed methods approach will be used, combining qualitative and quantitative methods. This approach has been chosen in order to be able to collect information about teacher perspectives as well as learner perspectives. The research method that will be used in the qualitative part of the thesis is semi-structured interviews with three teachers that teach English in 10th grade. In addition, 15 learner texts that contains feedback comments from their teacher will be analyzed in order to see the relation between the feedback and the learner texts. For the quantitative part of the thesis, the method for data collection will be a questionnaire survey. The participants of the questionnaires will be 49 10th grade pupils that are part of the English subject

in school. The findings from the interviews, analysis and questionnaires will be discussed in relation to each other.

The present study will address the following research questions:

1. What are the beliefs that 10th grade English teachers have about giving feedback to learner texts?
2. How do teachers give feedback to 10th grade English learner texts?
3. What are the beliefs that 10th grade learners have about feedback on their learner texts?
4. What is the relationship between the teachers' beliefs and practices, and the learners' beliefs and experiences?

1.4 Outline of the Thesis

Chapter 2 about "Background" will provide information on the English subject curriculum that is related to 10th grade. Assessment and feedback are central parts of the curriculum and will be discussed, as well as writing as one of the five basic skills. In addition, pupils' rights to receive proper feedback in order to develop during a school year will be mentioned.

Chapter 3 about "Theory" aims to show the theoretical background the thesis is based on. Vygotsky's Zone of Proximal Development will first be presented, followed by a section on writing. Furthermore, process-oriented, genre-based and product-oriented approaches to writing will be accounted for showing how teachers could teach writing and how to assess pupils' written work, before moving on to a section about assessment. Henceforth, theory on feedback will be addressed, with focus on teacher written feedback, types of written feedback, elements in the written feedback, the content of teacher's feedback and teacher beliefs and learner beliefs. Lastly, the theory chapter will address a literature review both in Norwegian and international contexts and my contribution in relation to some of these research projects.

Chapter 4 about "Methodology" presents the chosen methods for the present study, which is a mixed methods approach using semi-structured teacher interviews, analysis of learner texts and pupil questionnaires to answer the research questions.

Chapter 5 about "Results" shows the results from the data collection. The findings from the interview will be presented in categories where the main focus will be on teacher beliefs and practices. The learner texts with teacher feedback comments will then be presented. Furthermore, the results from the pupil questionnaires will be presented in tables. Tables from each school will be shown, as well as tables with the combined results from all schools.

Chapter 6, "Discussion", aims to look at the presented findings from the previous chapter. The findings will be discussed and seen in relation to the relevant topics of theory.

Chapter 7, "Conclusion", will summarize the whole thesis, drawing out main points and the findings from the data collection.

2.0 Background

2. 1 English as a Subject in Norwegian Schools

English is taught in school "throughout primary and lower secondary education. It continues in upper secondary education, including vocational classes" (Ministry of Education and Research Norway, p. 10). The importance of learning the English language is further emphasized in the *Country Report: Norway 2003-2004* as the Norwegian community is highly dependent on foreign language skills when interacting with people from all over the world (Ministry of Education and Research Norway, p. 10). It is emphasized in LK06/13 that the English subject is "[…] both a tool and a way of gaining knowledge and personal insight" (LK06/13, 2006/2013). The subject is supposed to help the pupils build proficiency in the language through listening, speaking, reading and writing. All subject curricula in Norwegian schools refer to five basic skills that are fundamental to learning the subjects, namely oral skills, reading, writing, digital skills and numeracy (LK06/13, 2006/2013). The present study will only look at writing as a basic skill in school as it is relevant for feedback to written learner texts.

2.2 Assessment and Grading in School

Assessment is an important aspect of being a teacher. The teacher needs to be able to assess pupils' work in school and further to provide useful feedback that the pupils can use to develop their skills. In LK06/13, which is the curricula 10th grade is using during the present study, it is provided with information on grades and exams, not so much on other types of assessment. It is stated in LK06/13 that a 10th grade pupil receives final assessments grades, one for written work and one for oral work. These grades should express the qualifications the pupils' have at the end of the school year (LK06/13, 2006/2013). In LK20 it is stated that "the teachers shall assign one grade for the coursework in English based on the pupils' overall competence in the subject (LK20, 2019). In addition, 10th graders may need to complete one written exam and one oral exam which then are graded and used in their final diploma (LK20, 2019).

The newest curricula LK20 focuses more on assessment. As already stated, the new curricula will be implemented in 10th grade in the autumn of 2021 and will therefore be of

relevance. LK20 emphasizes that formative assessment will contribute to promoting learning and developing competence in the subject (LK20, 2019). The learners should have acquired competence in communicating with structure and context orally and in writing, which is further adapted to the situation. The teachers are important in helping the pupils develop skills and it is required that the teacher and pupils are in dialogue about the possible development during the school year so further development is achievable before finishing school (LK20, 2019). Assessment for learning is explained by Utdanningsdirektoratet (2013) as all assessment that are provided during the education and promotes learning (Utdanningsdirektoratet, 2013). Four principles are emphasized in the assessment process that aims to promote learning: (1) The pupils know what they are going to learn and what is expected of them, (2) The pupils receive feedback that explains the quality on their work or achievement, (3) The pupils receive advice on how to improve, and (4) The pupils are involved in their own learning process by assessing their own work and development (Utdanningsdirektoratet, 2013, my translation). Feedback is clearly a part of the process that is necessary to promote learning for the pupils. This further underlines the significant impact feedback may have on learners.

In Norway, pupils' and students' rights are protected through the Education Act. All assessment that takes place before the education is finished is formative assessment (Lovdata, 2020, § 3-10). Formative assessment is a part of the Education Act and should be used to promote learning, adapt training and increase competence in subjects (Lovdata, 2020, § 3-10). The assessment can be provided to pupils in both oral and written format. It is extremely important that teachers implement formative assessment in their assessment practices, as pupils and students is entitled to this through the Education Act.

The *Core Curriculum* sets out to elaborate on the values in the Education Act, as well as the overarching principles for the education. It is emphasized in the *Core Curriculum* that "assessments of the subject competence of the pupils should give an idea of what they know and can do, but a key purpose of assessment is also to promote learning and development" (Core Curriculum, 2017). In addition to providing assessment that makes the pupils aware of own abilities, the teachers shall "support and guide the pupils so they will be able to set their own goals, choose appropriate approaches and assess their own development" (Core Curriculum, 2017).

3.0 Theory

3.1 Introduction

This chapter aims to present and describe the theoretical framework for the thesis. First, Vygotsky's Zone of Proximal Development will be accounted for, as it presents the relationship between what a child can do alone and with assistance from others, e.g. teachers, followed by theory on the act of writing with a focus on The Wheel of Writing. Different approaches to teaching writing will be described, namely the process-oriented approach, genre-based approach and product-oriented approach. Secondly, assessment will be presented as it forms the basis for teacher feedback. Furthermore, theory on feedback will be reviewed along with the subsections: teacher written feedback, types of written feedback, elements in and content of the teachers' written feedback and teacher and learner beliefs. Moreover, a literature review from both Norwegian and international studies on feedback will be provided. Lastly, my contribution to already existing research and what research gaps this study aims to fill will be addressed.

3.2 The Zone of Proximal Development

Lev Vygotsky has been of great importance in psychology and pedagogy and stated that learning occurs in a social environment. Vygotsky (1978) emphasized that children can work independently, but would need assistance in order for other functions to mature (Vygotsky, 1978, p. 86). Kapon (2016) explains, in a similar way as Vygotsky (1978), that the process of maturation can only start to operate through social interaction (Kapon, 2016, p. 1174). The Zone of Proximal Development, hence ZPD, aims to present the distance between what a child can do alone and what the same child is able to do with guidance and help from a more competent other. Vygotsky (1978) explains that "it is the distance between the actual development 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, p. 86).

In relation to pupils developing writing skills based on teacher written feedback, the teacher will function as the more competent other that can help pupils achieve a higher academic level through guidance. Hyland (2019) explains Vygotsky's ZPD as a stage in cognitive growth "[…] where skills are extended through the guidance and response of expert others" (Hyland, 2019, p. 171). Therefore, Hyland (2019) highlights the importance of teachers providing feedback to ESL writers. The feedback that is given to the pupils' written work can thus potentially be the basis for the pupils being able to reach the next developmental phase in writing. The pupils' ZPD will constantly be in change as the guidance from others will help form what the pupils actually can do without help: "[…] what a child can do with assistance today she will be able to do by herself tomorrow" (Vygotsky, 1978, p. 87). As Eun (2019) puts it, instruction has to focus on skills that are ready to develop (Eun, 2019, p. 20). The teachers can thus play a vital role in helping the children to reach the potential level in writing if for example feedback is provided continuously.

3.3 Writing

Writing is one of the basic skills in both LK06/13 and LK20 (LK06/13, 2006/2013; LK20, 2019) and the curriculum reflects the importance of being able to write to communicate efficiently in English. Society is in constant development when it comes to the use of different languages and the growing globalization emphasizes the significance of knowing how to write in English. How writing instruction is practiced in school will therefore be substantial to address. Skulstad (2018) underlines that "learning to write in a second/foreign language is a complex process" and that "writing in itself is a complex act" (Skulstad, 2018, p. 139). It is further stated that because of the fact that writing consists of several parts, English teachers are faced with challenges when helping pupils to become successful writers of English (Skulstad, 2018).

As an English teacher, it is important to understand writing in a second language (L2) and be aware of different methods that can be used in writing instruction to enhance pupils' writing skills. The process-oriented approach, the genre-based approach and the product-oriented approach are three among several approaches that can be used when teaching writing. The three approaches differ in how the writing instruction is performed. The teacher may in a process-oriented approach guide the learners in the process of writing and the learners will learn how to write in multiple drafts. In the genre-based approach the focus may be to teach the

learners about a genre and design a template for how a text could be organized and written. The product-oriented approach deals with four stages where the first stages are rehearsal on writing until they reach the last stage where the aim is to produce own texts. Hyland (2019) explains that teachers may prefer to use one orientation, but a few would follow only one of them. Teachers rather "[…] tend to adopt an eclectic range of methods, accommodating their practices to the constraints of their teaching situations and their beliefs about how students learn to write" (Hyland, 2019, p. 3). Using different orientations when teaching writing, the pupils would be able to learn a range of different skills in writing in a second language.

The project 'Developing national standards for the assessment of writing, a tool for teaching and learning' ('Normprosjektet') was a study that focused on writing as a basic skill and assessment of writing in Norwegian schools (Solheim & Matre, 2014, p. 76). The project aimed to develop explicit norms of expectations in the teaching of writing and assessment. Simultaneously, the project investigated how these expectations could affect the students' competence in writing and the teachers' assessment practices (Solheim & Matre, 2014, p. 77). The theoretical basis for "Normprosjektet" can be seen through *The wheel of writing,* which explains different aspects of writing as a skill in school. The wheel of writing was, according to Berge, Evensen and Thygesen (2016), developed to show the complexity of writing in societies and it aims to provide information on acts and purposes of writing (Berge, Evensen & Thygesen, 2016, p. 172). The *acts* of writing are connected to how we express ourselves, for example through convincing, interacting, reflecting or exploring (Berge et al., 2016, p. 180). The *purposes* of writing are linked to the act of writing with a purpose. The purpose could for example be to persuade, to exchange information, or to evaluate oneself (Berge et al., 2016, p. 180-181). *Skrivesenteret* (2013) explains that The wheel of writing can help teachers to see and become aware of the different aspects of writing, and how writing can be used. The wheel of writing needs to, in comparison to Vygotsky's ZPD, be seen from a sociocultural point of view (Berge et al., 2016, p. 174). In addition to provide information on writing, it forms the basis for assessment for writing (Berge et al., 2016, p. 186). Solheim and Matre (2014) explain that previous research on writing and assessment showed a large gap between the assessments on writing and that it therefore was necessary to create a common interpretation around assessment of writing (Solheim & Matre, 2014, p. 77). A common understanding and common expectations from students and teachers are, according to Solheim and Matre (2014) a prerequisite for being able to develop a community of understanding among teachers and provide a valid assessment

of the pupils' competence in writing (Solheim & Matre, 2014, p. 77). Berge et al. (2016) argue that since the The wheel of writing presents different domains of writing, the teachers can extract formulations for assignments and thus have aspects to look for when assessing students written texts (Berge et al., 2016, p. 172-173). The wheel of writing can be an important tool for guiding the teachers of writing to what practices that can be used in writing instruction as well as how to assess learner texts.

3.3.1 Process-oriented Approach

Giving formative feedback has an important role in the process-oriented approach. The process-oriented approach gives, according to Hyland and Hyland (2019a), greater attention to teacher-student encounters around texts. This approach "encourages teachers to support writers through multiple drafts by providing feedback and suggesting revisions during the process of writing itself rather than at the end of it" (Hyland & Hyland, 2019a, p. 2). Dysthe and Hertzberg (2014) claim that a process-oriented approach to teaching writing is all about helping and guiding the pupils through the writing process, while the pupils are working with drafts (Dysthe & Hertzberg, 2014, p. 15). Hyland (2019) asserts that there are numerous ways in which a teacher can help learners perform a writing task, but an important task may be to help "the students to plan, define a rhetorical problem, propose solutions and evaluate outcomes (Hyland, 2019, p. 10). In a process-oriented approach the teachers are active supervisors that are available to the pupils during the process, not only being the persons that hold the answers and solutions which often was the case in earlier years (Dysthe & Hertzberg, 2014, p. 15). The teachers will in the process-oriented approach have the opportunity to help the learners become better writers by suggesting changes to the texts by providing feedback, and thus extend the individuals' ZPD.

Hyland and Hyland (2019a) further explains that the process-oriented approach causes the focus to shift from mechanical accuracy and control of language to a greater emphasis on development through writing and rewriting (Hyland & Hyland, 2019a, p. 2). Skulstad (2018) mentions that in a learning environment in a process-oriented approach to writing, the following elements should be included: "prewriting, drafting, working in response groups, revising and publishing" (Skulstad, 2018, p. 140). The process-oriented approach to writing can, according to Skulstad (2018), be seen through a Vygotskian perspective where written language is acquired through social interaction. Teachers should, as Skulstad (2018) puts it, facilitate the

pupils' drafts during the process of writing as well as encourage and guide the pupils in the editing process.

In the process-oriented approach, feedback is crucial to the learners' development of their drafts in the process of writing. Hyland (2019) stresses the importance of feedback and revision during the process of transforming the texts (Hyland, 2019, p. 12). This is because of the fact that responses to learner texts will help the "learners to move through the stages of the writing process" (Hyland, 2019, p. 12). Teachers can provide feedback on several aspects of the drafts and Hyland and Hyland (2006) refer to Bates, Lane and Lange (1993) when reporting that "[…] teachers approach texts with a number of different purposes in mind and that these may change with different assignments, different students and different drafts (Hyland & Hyland, 2006, p. 86). Commentaries by teachers on drafts will therefore, according to Hyland and Hyland (2006), serve more immediate goals than on final products.

3.3.2 Genre-based Approach

The teacher plays a significant role in the genre-based approach when it comes to providing feedback, as it would help the learners produce texts within a specific genre. The genre-based approach to writing looks at how to create a text that communicates with its readers (Hyland, 2019). This approach is, according to Hyland (2019), concerned with helping learners to create texts that from a reader perspective will be seen as both coherent and purposeful. Hyland (2019) describes the central belief in this approach as "[…] we never just *write;* we write *something* to achieve some *purpose*" (Hyland, 2019, p. 17). When language is used to create a text with a particular purpose, Hyland (2019) calls it a *genre*. Yu, Jiang and Zhou (2020) report that in the genre-based approach explanations of the way that language functions in different social contexts and communities are given explicitly and systematically (Yu, Jiang & Zhou, 2020, p. 3).

Skulstad (2018) looks at how the genre-based approach is used in a classroom and emphasizes that shared experience is key, as the teacher and pupils work together in the process of writing a genre text. This is one way of teaching genre, where the teacher and pupils jointly compose a genre text, where the teacher guides and provide scaffolding through the writing. Through this process of writing a genre text, the pupils will be able to ask questions and give comments that will help with the organization of the text. The final text can, according to Skulstad (2018) "[…] act as models for the genre in which the learners are supposed to learn to

operate" (Skulstad, 2018, p. 144). In the genre-based approach, Vygotsky's (1978) theory will be relevant to the pupils' learning as the process of learning occurs through social interaction. It may be possible for pupils, in addition to teachers, to share new knowledge with the rest of the class when jointly composing a text. Pupils can thus act as the more competent others in the genre in question and then guide the rest of the pupils to develop skills.

Skulstad (2018) refers to Berkenkotter and Huckin (1995) when explaining that some scholars believe that one needs to participate in communicative activities in order to learn how to operate in a genre. It is further stated that other scholars emphasize that language teachers should focus "[…] explicitly on the relationship between a genre and the socio-cultural context, situational context, and communicative purposes and audience" (Skulstad, 2018, p. 143). This is what Skulstad (2018) names as the genre-based approach. Parallel to Yu et al. (2020), Skulstad (2018) also writes that genre teaching can be taught explicitly and refers to Martin, Christie and Rothery's (1987) approach to genre teaching that consists of seven stages: (1) Introducing a genre, (2) focusing on a genre, (3) jointly negotiating a genre, (4) researching, (5) drafting, (6) consultation and (7) publishing (Skulstad, 2018, p. 146-147).

Badger and White (2000) report that teachers are often expert writers of many genres and that learners therefore need to draw on the teachers' knowledge (Badger & White, 2000, p. 158). The teacher's role in the genre-based approach is to help the learners "[…] to distinguish between different genres and to write them more effectively by a careful study of their structures" (Hyland, 2019, p. 19). In addition to genre knowledge, the learners might also need input about the skills that is necessary for writing (Badger & White, 2000, p. 159). What Badger and White (2000) suggest is that teachers as skilled writers demonstrate how to write texts in relation to the specific genre in questions, also accompanied by a commentary (Badger & White, 2000, p. 159). The commentaries could be the form of feedback the learners receive while learning about a genre and how to write such a text. Furthermore, "the learners must know how to employ conventional patterns and the circumstances where they can change them as much as they need ways of drafting and editing their work" (Hyland, 2019, p. 21) The teachers could thus provide feedback to help the learners edit their texts.

3.3.3 Product-oriented Approach

In the product-oriented approach, the learners may be dependent on feedback from the teacher in order to reach new goals and stages. The product-oriented approach can be described as the

approach that deals with a final product and its evaluation (Javadi-Safa, 2018, p. 18). Javadi-Safa (2018) further states that the product-oriented approach and the process-oriented approach were concurrently developed as a reaction to each other. Badger and White (2000) look at four different stages that are used when learning to write in the product-oriented approach: familiarization, controlled writing, guided writing and free writing (Badger & White, 2000, p. 153). In the familiarization stage, the aim is to make the learners aware of features in texts, whereas in the controlled and guided writing the learners are supposed to practice writing skills until the free writing stage where the learners are capable of writing a text by themselves (Badger & White, 2000, p. 153). Yu et al. (2020) understand the four stages as, first the learners would be expected to familiarize features of certain texts and second, practice the skills until they are able to produce own texts (Yu et al., 2020, p. 3). The product-oriented approach can be seen in relation with Vygotsky's (1978) view on how children learn. The pupils' ZPD changes as they learn through different stages, where the first stage is the easiest one. When the pupils have adopted the necessary knowledge in the first stage, the pupils can move to the next one. It will continue to new stages, until the pupils at the end reach the 'free writing' stage where they are able to produce own texts. The pupils develop skills through a process with assistance until the ZPD has extended to the extent necessary to write texts themselves.

Badger and White (2000) provide an example to explain how the product-oriented approach works. The familiarization stage would include the learners being able to familiarize descriptions of houses by identifying the names of the rooms in the houses and the prepositions of items in the house. In the controlled stage the learners might write a few sentences about houses alone, which would further lead to the learners producing a piece of guided writing on houses. In the end, in the free writing stage, the learners could be able to describe their own home (Badger and White, 2000, p. 153). The teacher's role in a product-based approach is, according to Badger and White (2000), to provide input in the form of making texts available for the learners. Since the product-based approach mainly concerns knowledge of language and writing development mainly is a result of imitation of input, it is important for teachers to share and show the learners texts they can take inspiration from (Badger & White, 2000, p. 154). In the product-oriented approach, on such a writing task as described above, Yu et al. (2020) refer to Flower and Hayes (1981) when explaining that teachers' way of intervening with student texts would be to correct the students' mistakes or repair the damage (Yu et al., 2020, p. 3). The mistakes made in a text can be corrected by the teacher through feedback. Formative and

summative assessment is important in the product-oriented approach in the same way as other approaches, as learners are dependent on being evaluated in order to know what their potential is. Thus, feedback is of value so the learners are able to reach new goals.

3.4 Assessment

Assessment is, according to Burner (2016), "[…] one of the teacher's most important tasks" (Burner, 2016, p. 626). Hyland (2019) describes assessment as different ways of collecting information about learners' language ability or achievement (Hyland, 2019, p. 204) The learners' texts could be assessed on various elements in their written work, and Hyland (2019) mentions short essays, research reports and writing portfolios as examples of practices where learners could be assessed (Hyland, 2019, p. 204). Black and Wiliam (2010) explain the term assessment somewhat different from Hyland (2019), where the focus lies more on how the teachers can adapt the teaching based on the pupils' needs: "We use the general term assessment to refer to all those activities undertaken by teachers […] that provide information to be used as feedback to modify teaching and learning activities" (Black & Wiliam, 2010, p. 82). Such assessment can also be used by pupils when assessing themselves in a learning situation. Similar to Black and Wiliam (2010), Hattie (2003) also defines assessment as something primarily concerning teachers and/or students being provided with feedback information. Assessment is thus seen in relation to feedback and how this feedback can be used in order to help learners achieve and reach new goals in the subject. Teachers are therefore important factors in assessment, but Hamp-Lyons (2003) emphasize that many teachers do not believe that assessment is something that is a teacher's job, only teaching well is (Hamp-Lyons, 2003, p. 1). Hamp-Lyons (2003) further explains that teachers need to know enough about assessment in order to evaluate them if they accept the responsibility for their pupils' progress: "From this perspective, assessment is every teacher's job" (Hamp-Lyons, 2003, p. 1).

Dixson and Worrell (2016) refer to two types of assessment that can be used in the classroom, namely formative and summative assessment. Formative assessment includes gathering information and data that can be used to improve student learning, while summative assessment seeks to use the data to see how much the learner knows (Dixson & Worrell, 2016, p. 153). Dysthe (2008) describes formative assessment in a similar way as Dixon and Worrell (2016) did, namely as assessment where the intention is to get information that can improve the teaching and guidance, whereas summative assessment aims to rank the pupils by grades or a

score. It is also emphasized that formative assessment can be graded for example through quizzes, but the "evaluations of these assessments usually are not factored into final grades (i.e., summative assessments) because the focus is on assessing student understanding and teaching effectiveness" (Dixson & Worrell, 2016, p. 155). Dysthe (2008) emphasizes that "It is not the form of assessment or the technique itself that is formative or summative, it is the goal one has by using these assessments and the use of those" (Dysthe, 2008, p. 17, my translation). The focus of this thesis would be formative assessment looking at what the teachers emphasize in the feedback to their learner texts. The score or grade as the summative assessment aims to provide would not be of interest in this case, as the focus rather will be on the written comments from the teachers that are connected to the learner texts.

3.4.1 Reliability and Validity

Looking at assessment in school, Hamp-Lyons (2003) mentions reliability and validity as two key terms. Hyland (2019) explains that "reliability and validity are the qualities which most affect the value of assessment: a test should do what it is intended to do and it should do it consistently" (Hyland, 2019, p. 206). Reliability refers to "the ability of the test scores to be replicable, for example […] from one essay prompt to another" (Hamp-Lyons, 2003, p. 3). What is emphasized is that writing tests are seldom more than 80% reliable, because the same person might not write equally well on different days (Hamp-Lyons, 2003, p. 4). The results from the assessments might thus show differences in each learner's performances, based on the subject, topic and the motivation the learner had the particular day of the writing. Validity on the other hand, concerns actual evidence that supports the conclusion, seeing that the student's performance is reflected in the score this student gets (Hyland, 2019, p. 208). In writing, assessment validity is important to address because (1) "an assessment task must assess what it claims to assess" and (2) "an assessment task must assess what has been taught" (Hyland, 2019, p. 208).

3.5 Feedback

3.5.1 Introduction

Feedback is seen as essential in pupils' development of skills in school and can thus be of powerful influence regarding learning and achievement (Hattie & Timperley, 2007). Feedback is described by Hyland (2019) as "[…] the response to a person's performance of a task which carries information that can be used for improvement" (Hyland, 2019, p. 171). Sigott (2013) writes that teaching usually proceeds through three stages, the teacher provides input, the learners use or produce language, and finally, the learners receive feedback on the work that has been done (Sigott, 2013, p. 9). Feedback is the main topic of this thesis and will be further elaborated on through the topics: teacher written feedback, types of written feedback, elements in and the content of written feedback, and teacher beliefs and learner beliefs.

3.5.2 Teacher Written Feedback

Teacher written feedback is, according to Hyland and Hyland (2019b), "[…] designed to carry a heavy informational load, offering commentary on the form and the content of a text to encourage students to develop their writing and consolidate their learning" (Hyland & Hyland, 2019b, p. 165). Written responses from teachers play a significant role in L2 writing classes, despite the increasing use of oral response and peer feedback in class (Hyland & Hyland, 2006, p. 84). Nevertheless, Hyland and Hyland (2006) refer to research (Hyland, 1998, 2000a; Hyland & Hyland, 2006b) when explaining that it is observed a close relationship between written and oral feedback. Explicit teaching is reinforced by written feedback and further recycled in student-teacher oral interactions (Hyland & Hyland, 2006, p. 86). The teachers thus face an important task in school, where providing feedback during assessment of the learners' work is vital. To further underline the significance of teacher feedback, Vygotsky's theory on the ZPD shows that learners are dependent on people that are more competent in order to develop. The more competent other may in this case be the teacher, who can find out what each individual needs to practice to become better writers. Moreover, Hyland and Hyland (2019b) emphasize that the feedback would point forward to for example future texts that the learners will write by helping the learners reach their potential in writing (Hyland & Hyland, 2019b, p. 165). Hattie and Timperley (2007) divide feedback into three dimensions feed up, feed back, and feed forward that aims to answer the questions: "Where am I going? How am I going? And Where to next?" (Hattie & Timperley, 2007, p. 88). It is further argued that in an ideal learning environment, both teachers and students should seek to answer these three questions (Hattie &

Timperley, 2007, p. 88). Bueie (2015) explains that feed up is about knowing the goals and the assessment criteria for the work, feed back involves information about the learning that has taken place, and feed forward includes information about the focus for future learning (Bueie, 2015, my translation).

Teacher written feedback comes in different formats, where some comments could be minor while others could be longer and contain reflective comments on the learners' texts. Hyland (2003) writes that teachers often feel compelled to write longer and substantial comments to the pupils' writing in order to justify a grade and provide a reader reaction to the pupils' efforts on writing (Hyland, 2003, p.178). When teachers are providing feedback to the learner texts, Fathman and Whalley (1990) write that many teachers ask themselves "How can I give the best feedback to help my students improve their compositions?" (Fathman & Whalley, 1990, p. 178). The answer to this question is not simple and straightforward, it is rather difficult, as Fathman and Whalley (1990) explain, there is little agreement among teachers on how to provide feedback and respond to student writing: "Much of the conflict over teacher response to written work has been whether teacher feedback should focus on form (e.g. grammar, mechanics) or on content (e.g. organization, amount of detail)" (Fathman & Whalley, 1990, p. 178).

Dysthe and Hertzberg (2014) emphasize that it is rarely pleasurable and not easy for the learners to re-write a text that they have been working on for a while. The teachers' task would, therefore, according to Dysthe and Hertzberg (2014), be to help the pupils understand how to use the feedback that is received. Hyland and Hyland (2006) refer to studies (Ferris, 1995; Conrad & Goldstein, 1999) when explaining that students may ignore or misuse the comments from the teachers when revising drafts because they misunderstand. When teachers provide feedback it will therefore be crucial to write comments that the pupils understand and can make use of when rewriting the texts. If the pupils do not understand the feedback or do not understand how to make use of the comments from the teachers, the utility value would be low. The teacher must thus "select appropriate language and style in their feedback to construct the kinds of relationships which can facilitate a student's writing development (Hyland & Hyland, 2006, p. 86). It can be extremely time consuming for teachers to provide properly written comments as feedback to each pupil, but as Leki (1990) highlights, teachers continue to use written comments to learner texts as it may help the pupils improve (Leki, 1990, p. 58).

3.5.3 Types of Written Feedback

There are different types of written feedback that a teacher can use when providing feedback to learner texts. The most common ones are, according to Hyland (2019), coversheets, minimal marking, recorded commentary, computer-mediated feedback and commentary (Hyland, 2019, p. 175). Cover sheets are explained as one type of commentary which is often linked to final assessment, where the teacher can assess learner texts through different types of criteria. Minimal marking is feedback where the teacher uses codes in the text to indicate where and what type of error the learner has made. Examples of codes used in minimal marking could be 'wo' for wrong word order, 't' for wrong tense and 's' for incorrect spelling and these codes would indicate the error rather than providing the correct answer to the learner. In a recorded commentary the teacher would record the remarks and indicate the errors by numbers so that it is clear for the pupil where to find the error while the teacher is providing the feedback on an audio file. Computer-mediated feedback would simply be feedback that is delivered through email, wikis or chatrooms on the computer (Hyland, 2019, p. 175-177). The commentary is explained by Hyland (2019) as the most widely used type of teacher written feedback, and the commentary as feedback could be divided into three subtopics: 'track changes', comments in the margins or end notes.

The 'track changes' function in Microsoft Word allows the teacher to comment on a learner text without defacing the original text. The learner could then look at the highlighted text and the comments from the teacher with the original text and the corrected version side by side (Hyland, 2019, p. 175). Comments in the margins is a type of commentary where the teacher writes the comment at the exact point in the text where the issue occurs, which could ensure that the learner knows where the error takes place (Hyland, 2019, p. 175).

The end note, on the other hand, would provide more information about the issue which could be more explanatory than 'track changes' and comments in the margins. Hyland (2019) emphasizes the strengths with an end note: "A comprehensive end note allows more space and opportunities for the teacher to summarise and prioritise key points and to make general observations on the paper […]" (Hyland, 2019, p. 175). The end note as a type of commentary would be the main focus when looking at teacher written feedback in this study.

Burner (2016) explains that "teacher commentary on student texts is merely one step in formative assessment of writing" (Burner, 2016, p. 640). It is emphasized that the teacher would also need to spend time working on student follow-up in class and remove the uncertainty the

students may have regarding how to follow up the process of writing (Burner, 2016, p. 640). Burner (2016) substantiates these statements with the Vygotskyan perspective on learning: learning becomes internalized through cooperation.

3.5.4 Elements in the Written Feedback

Feedback can be provided in different formats and it can contain different elements. The commentary may, according to Hyland and Hyland (2006), facilitate writing but it is emphasized that the comments will only be effective if they engage with the pupil. Black and Wiliam (2010) write that formative assessment, assessment during a process, can be a powerful weapon if the feedback is well communicated. They also state that it is important that the comments are not clouded by overtones about ability and competition (Black & Wiliam, 2010). The pupils should not feel that they are compared to other pupils in class when getting feedback from the teacher. Thus, the content and elements in the feedback are vital to the pupils' development. Another important aspect to bear in mind is that "[…] different assignments and different students require different types of responses […]" (Hyland, 2019, p. 179).

The overarching functions that teachers could choose to include in the written feedback are, according to Hyland (2019), praise, criticism and suggestions. Hyland (2019) states that "praise attributes credit to the writer for an aspect of the text, criticism expresses dissatisfaction or fault in a text, and suggestion recommends a clear action for improvement (constructive criticism) (Hyland, 2019, p. 179). Similarly, positive feedback is described by Sigott (2013) to serve a confirmatory function where the aim is to respond to the learner's success. The positive comments will therefore focus on the emotional aspect of the learning process (Sigott, 2013, p. 10). The positive feedback may for example contain the aspects of the learner's language use that fulfil the expectations and norms for the task (Sigott, 2013, p. 9). Such positive remarks can be motivating and encouraging for pupils, and also completely necessary for some (Hyland, 2019, p. 179).

Criticism or negative feedback will in contrast to positive feedback, look at the features of the learner's language which do not conform to a norm (Sigott, 2013, p. 9). Hyland and Hyland (2006) explain that teachers often mitigate the criticism in order not to be too harsh towards the pupils. This could foster a cooperative pedagogical environment, but it could also make the comments unclear which may lead to the pupils' misinterpreting the feedback (Hyland & Hyland, 2006, p. 87). What is suggested here is that one does not mitigate the criticism, but

rather focuses on a few errors in a clear and understandable way. Hyland (2019) writes that a teacher can also pair the criticism with a suggestion in order to avoid the comment being too vague.

Effective feedback does, according to Sigott (2013), often contain suggestions for a way forward (Sigott, 2013, p. 10). It is argued that feedback does not only have to include criticism such as the problematic aspects in the learner's language use, but it will also need "to ensure that once the learner has become aware of the problem, s/he engages in a process of accommodation whereby the learner's interlanguage competence is changed" (Sigott, 2013, p. 10). According to Hyland (2019), suggestions contain a plan for improvement of the different elements in a text. The suggestions can propose a certain revision to the text or it can refer to general principles that explain how one uses language in writing to future texts (Hyland, 2019, p. 181). A suggestion can appear as a goal that the pupils can work towards for future writing. Dörnyei, Muir and Ibrahim (2014) state that "A clearly visualised goal combined with a concrete pathway of motivated action brings a new lease of life and burst of passion to an otherwise dormant situation" (Dörnyei, Muir & Ibrahim, 2014, p. 10). If the pupils are motivated and have a goal to reach for, the writing can appear to be easier to take hold of.

Teachers are, according to Hyland and Hyland (2019b) usually aware of the need for care when constructing comments for the pupils (Hyland & Hyland, 2019b, p. 168). Nevertheless, explicit feedback will also need "[…] time and repetition before it can help learners to notice correct forms, compare these with their own interlanguage and test their hypotheses about the target language" (Hyland & Hyland, 2006, p. 85). In order for the feedback to be effective, Hyland and Hyland (2019b) emphasize that the ways praise or criticism is conveyed and how the suggestions are phrased are central (Hyland & Hyland, 2019b, p. 168). It may for example be crucial to find a balance between the praise and the criticism so the pupils will not get improbable hopes to their writing skills because of too much praise or lose self-confidence because of too much criticism. Hyland and Hyland (2019b) refer to Truscott (1996) when writing that negative feedback may have a detrimental effect on writer confidence, while also referring to Hyland and Hyland (2001), emphasizing that gratuitous praise can confuse students and discourage revision (Hyland & Hyland, 2019b, p. 168). This again underlines the importance of being conscious about the choice of elements in the teacher written feedback as well as having each individual pupil's need in mind. Hyland and Hyland (2019b) explain that written feedback often has been seen as purely informational, that feedback

is an interaction between a teacher and a text. However, if the feedback is meant to teach the learners how to write, the feedback could only be effective if it engages with the learner and makes the learner feel that the response is to a *person* rather than a script (Hyland & Hyland, 2019b, p. 165).

3.5.5 The Content of Teachers' Feedback

Teacher feedback can respond to different aspects of the learners' writing. Hattie and Timperley (2007) look at four levels of what the feedback could focus on. First, feedback can be related to the task, whether or not it is correct. Second, the feedback can be aimed at the process looking at how the learner complete a task. Third, comments on the learners' confidence to engage further on a task can be provided by the teacher. Fourth, the feedback can be personal, aimed at the "self" which is often unrelated to the task (Hattie & Timperley, 2007, p. 90).

Hyland and Hyland (2006) refer to Hedgcock and Lefkowitz (1994, 1996) when explaining that most surveys show that students want feedback concerning grammatical errors, but some also want comments on content and ideas in writing (Hyland & Hyland, 2006, p. 87). Local issues such as grammar and mechanics and global issues such as content and organization can be commented on in the teacher feedback (Montgomery & Baker, 2007, p. 84). It is further emphasized that research has shown that some teachers focus more on local issues than on global issues. The study by Montgomery and Baker (2007) presented the same results, showing that teachers provided little feedback on global issues and a large amount of feedback on local issues (Montgomery & Baker, 2007, p. 84).

3.5.6 Teacher Beliefs

The present study aims to present both teacher beliefs and learner beliefs on written feedback to written texts in school. Teacher cognition is a term that, according to Borg (2003), refers to "what teachers know, believe, and think" (Borg, 2003, p. 81). Baker's (2014) description of teacher cognition is that it involves the "[…] knowledge, beliefs, perceptions and attitudes that teachers have in relation to their actual teaching practices in a local specific target context" (Baker, 2014, p. 136). The choices teachers make in school could thus be affected by teacher cognition and will therefore be of relevance to address. Hyland (2019) emphasizes on the one

hand that teaching improves with practice, but on the other hand, that experience only is a part of the picture because "[…] our classroom decisions are always informed by our theories and beliefs about what writing is and how people learn to write" (Hyland, 2019, p. 1). Richard and Lockhart (1994) write that teachers' belief systems are founded on the goals, values and beliefs towards the teaching along with understanding the teaching systems and their roles within these systems (Richards & Lockhart, 1994, p. 30). Some teacher beliefs could be simple, having thoughts on how grammar errors should be corrected, while others could be more complex, such as having an idea that learning is more effective if the focus is on collaboration rather than competition (Richards & Lockhart, 1994, p. 30). All of these different teacher beliefs may affect how the teachers are choosing to teach the various topics in school. Burns, Freeman and Edwards (2015) explain the relation between teachers' choices and teachers' beliefs: "If a teacher could choose or decide how to teach, then there must be some cognitive capacity governing those choices and decisions" (Burns, Freeman & Edwards, 2015, p. 587). Therefore, it will be of interest to do research on teachers' practices and see if there is a clear link to the same teachers' beliefs. One argument for doing research on beliefs and practices is presented by Borg (2018) where it is stated that teaching can be more effective if the beliefs and practices are consistent (Borg, 2018, p. 79).

Research on teacher cognition indicates that all aspects of teachers' work were affected by their cognitions: schooling, professional coursework, contextual factors, and classroom practices (Borg, 2003). The teachers' own experiences as learners can, according to Borg (2003), reflect their teaching and the choices they make. A study by Burns (1992) and Tsui (1996), referred to by Borg (2003), showed that several areas in instructional practices and approaches were affected by teacher cognition. The differences in beliefs in certain areas were reported to be reflected in differences in the teachers' practices in teacher writing (Borg, 2003, p. 104). Mulati, Nurkamto and Drajati (2020) conducted a study on EFL writing teachers' beliefs on error correction feedback. The findings revealed several differences in beliefs between the two teachers in question. The first teacher believed that direct corrective feedback, meaning that the errors will be marked and the correct form of the error will be presented, is the most effective type of feedback. This teacher thought that all errors in all writing aspects should be marked at once. In contrast to the first teacher, the second teacher believed that indirect corrective feedback is more effective as it aimed to build students' independence in learning process. Only some selected writing aspects would be commented on by this teacher

(Mulati, Nurkamto & Drajati, 2020, p. 4-5). Mulati et al. (2020) concluded with the different beliefs being related to different academic backgrounds as well as different aims to what their students should achieve (Mulati et al., 2020, p. 6-7).

In addition to the findings about teachers having different beliefs, there are also studies that show differences in beliefs between teachers and students. Borg (2003) refers to a study by Schulz (1996; 2001) that looks at both teachers' and students' perspectives on grammar and corrective feedback. The study showed significant differences between teachers' and students' views on error correction, where for example "94 % of the students disagreed with the statement 'teachers should *not* correct students when they make errors in class', while only 48% of teachers did" (Borg, 2003, p. 99). This shows that teachers and students do not always share the same beliefs on feedback in class.

3.5.7 Learner Beliefs

Learner beliefs refer to "[…] the conceptions, ideas and opinions learners have about L2 learning and teaching and language itself" (Kalaja, Barcelos & Aro, 2018, p. 222). Hyland (2019) looks at the importance for teachers to know that it varies considerably what individual students want from the teacher feedback, as well as how they use the received feedback (Hyland, 2019, p. 174). This is also emphasized by Richards and Lockhart (1994) showing that the learners' belief systems cover "a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor" (Richards & Lockhart, 1994, p. 52). Richards and Lockhart (1994) further state that differences in teacher beliefs and learner beliefs can lead to a mismatch between the assumptions on what should be focused on in class (Richards & Lockhart, 1994, p. 53). The learners may believe the lesson is about the opposite from what the teacher's purpose of the lesson is, as Richards and Lockhart (1994) use as an example: the teacher is teaching the pupils about extensive reading skills, while the pupils believe that the activity reflects the opportunity for learning intensive reading skills. Therefore, it will be of great importance to communicate well with the pupils so that such a problem, as describes above, will not occur.

3.6 Literature Review

3.6.1 Norwegian Studies

Sæbø (2017) conducted a study for her master's thesis investigating what effect formative assessment could have on 7th graders' English writing development, accuracy, and motivation. Sæbø (2017) explains that the teachers assessed the pupils' written stories and further provided digital feedback on their texts. This study was a mixed methods research where four methods were used to collect data: interviews, questionnaires, observations, and analysis of pupil texts. The findings of the study were that formative assessment had a positive effect on pupils' writing development, accuracy, and motivation. By looking at the pupils' written texts before and after teacher feedback, Sæbø (2017) found that the pupils were able to improve their text based on the feedback and that the pupils were eager and dedicated during the process of developing their writing. Sæbø (2017) writes about what future research could investigate, and suggests that a similar case study with a different focus on younger or older learners could be of interest.

Bø (2014) conducted a study for her master's thesis investigating feedback to written English in a Norwegian upper secondary school. The mixed methods research used interviews, questionnaires, and analysis of texts to collect the data material. The findings were that teachers most often used post-product feedback and the pupils emphasized that they wrote texts without drafts and feedback. This despite the fact that the teachers saw benefits of using for example process writing. In addition, the teachers also wished they could provide more oral feedback because they saw it as beneficial. Bø (2014) concluded with the fact that the teachers could not always do what they saw most beneficial because of the lack of time. The analysis of the student texts showed that the students were able to improve their texts based on teacher feedback. Bø (2014) suggests that a future study could include doing research on several schools with different teachers and pupils.

3.6.2 International Studies

Lee (2008) writes that little research has been published on how school teachers in EFL contexts respond to student writing and that little is known about why teachers respond to writing in the ways they do (Lee, 2008, p. 69). Lee (2008) conducted a qualitative study on a secondary school

in Hong Kong, which included an examination of written feedback provided by 26 English teachers to 174 student texts, and interviews with six of the teachers, from six different schools, where the topic was about their feedback practices. The examination of the student texts covered the focus of feedback, error feedback and written commentary, whereas the interviews aimed to find out if the teacher's context of work and beliefs could be seen in relation to their feedback practices. What Lee (2008) found was that the teachers' feedback practices were influenced by their beliefs, values, understandings and knowledge, as well as the cultural and institutional contexts of their work.

Paulus (1999) conducted a study on the effect of peer and teacher feedback on student writing. The study looked at 11 undergraduate international students that were a part of a writing course at a university, a course that aims to help students who need further development of their academic writing skills before moving on to another course (Paulus, 1999, p. 270). The participants were supposed to write different types of texts and then receive feedback, both from peers and the teacher. The results were that the students mostly made surface-level changes to their texts during the revision process based on the feedback that was provided by fellow students and teachers. Additionally, the students were able to make global-level changes to their work, such as ideas, purpose, audience and organization. The results from the research indicated that the students used both the peer and the teacher feedback to influence their revisions (Paulus, 1999, 281). A number of 14% of the total revisions on student texts were made based on peer feedback, and 32% of the changes made on the students' second draft of their texts were a result of peer feedback. In total, 34% of the total revisions were based on teacher comments, and 57% of the changes to the second drafts were made from the teacher feedback. The remaining 52% of the total revision were not based on either teacher feedback or the peer feedback (Paulus, 1999, p. 281). The study showed that feedback from both teacher and peers were effective in students' revision of texts and that teachers should thus encourage revision and re-writing to their students.

Ferris and Roberts (2001) conducted a study at the Learning Skills Center at California State University, investigating how explicit error feedback should be in order to help students to self-edit their texts (Ferris & Roberts, 2001, p. 161). In total, 44 students participated in the research, where all the participants wrote essays. The student essays were divided into three sections where different feedback types were used for each section: "Group A, the "codes" group had all instances of errors in five categories underlined and coded by the two researchers,

[…] group B, the "no codes group", had all errors in the same five categories underlined but not coded, […] the control group (C) simply had their typed papers returned to them with no error markings" (Ferris & Roberts, 2001, p. 168). The students received their essays with corrections and were given 20 minutes to self-edit the texts, as well as participating in a "grammar knowledge questionnaire" and a "grammar knowledge pretest". The results from the study were that less explicit feedback seemed to help the students to self-edit their texts along with the teachers using error type when correcting their texts.

Cohen and Cavalcanti (1990) conducted a study on feedback, concerning teachers' ways of providing feedback on written compositions, what feedback the students report that they receive, and how the students handle the teacher feedback. The study was conducted at a Brazilian university with EFL students from different academic levels. The researchers used teacher verbal protocol, teacher questionnaire, student verbal protocol, student checklist and student questionnaires. The students also wrote a composition from a story they read and the teachers would provide feedback to the texts. Here, three students would be assessed: a high performer who wrote 550 words, an intermediate performer who wrote 350 words, and a low performer who wrote 180 words. The teacher reported focusing on all five categories when providing feedback, being grammar, mechanics, vocabulary, organization, and content, with a main focus on content. The high performer received 4 comments, the intermediate performer received 19 comments and the low performer received 17 comments. What the researchers found out was that the majority of the teachers' comments would indicate a problem without directly pointing out its nature. All the students in the EFL class participated in the student questionnaires, and they reported that they receive many comments about organization, content and grammar, but fewer comments about vocabulary and mechanics. How the students handle the feedback was primarily that "[…] they would make a mental note of the teacher's comments, would identify the points to be explained, and would ask the teacher for an explanation" (Cohen & Cavalcanti, 1990, p. 170). Of all the studies conducted by Cohen and Cavalcanti (1990), it was the university EFL study that showed the best fit between the teacher's reported feedback and their actual practices.

3.6.3 My Contribution

The present thesis aims to fill a research gap on the topic of teacher feedback. The Norwegian studies by Sæbø (2017) and Bø (2014) were conducted in primary schools and upper secondary school, and the international studies carried out its research in secondary schools and universities. This study will conduct its research on lower secondary schools, namely 10th grade, and might thus provide some additional information on English teachers' beliefs and practices in that specific grade. Sæbø (2017) suggested that future research could investigate the same topic, feedback practices, but on younger or older learners. This study will investigate beliefs on feedback practices from older learners, as Sæbø (2017) did research in 7th grade. For future research, Bø (2014) presented suggestions such as conducting studies at different schools with different teachers and pupils. In an ideal situation, this study would investigate three different schools and thus three teachers and their pupils, probably from different teaching environments. This was the original thought when deciding how and where to carry out the study, because it could provide a broader perspective on the topic as different schools might use different methods of feedback. Because of the current situation with covid-19, this could not be carried out as originally hoped. Nevertheless, since most of the schools do not have more than two English teachers for each class, this study had to collect data from at least two schools. The results will therefore still aim to provide some different perspectives on feedback. Sæbø (2017) and Bø (2014) both found that the learners improved their written texts based on the feedback they received from teachers. This study does not aim to find out whether the learners develop writing skills based on teacher feedback, but the goal is rather to find out if the learners believe they receive the necessary feedback to become better writers.

Lee (2008) emphasize how little research is made on why teachers respond to writing in the ways they do. This research gap will be filled to some extent as the present study aims to look at both teacher beliefs and teacher practices on written feedback. Information on teacher beliefs and practices will be collected through the teacher interviews and from the analysis of learner texts that include comments from the teachers. It may in the latter be possible to see if the teacher provide feedback that is consistent to their beliefs. The other studies presented in section 3.6.2 "International Studies" do not include that much information on teacher and learner beliefs. The present study will therefore contribute to already existing research with more data material on teacher cognition, as well as learner perspectives on written feedback in school.

4.0 Methodology

4.1 Introduction

This chapter aims to present the chosen research methods that was used for this study. When choosing feedback as the topic of the thesis, the main focus was to find out about teachers' beliefs and practices linked to written feedback on learner texts. In addition, it was found relevant to collect data on learner perspectives to obtain information about their beliefs on feedback practices in school. Therefore, a mixed methods approach was chosen and seen as the appropriate data collection method for this topic. The qualitative part of the study consisted of interviews where three teachers were asked about their feedback beliefs and practices, as well as analysis of learner texts that have received feedback from these three teachers. The pupil questionnaires, as the quantitative part of the study, were used to collect information about the learners' beliefs about the feedback they receive.

The methodology chapter will first present theory on mixed methods approach, followed by qualitative and quantitative data in more detail. Theory on interviews, analysis of learner texts and questionnaires will be accounted for, as it represents the chosen methods for data collection in the present thesis. Furthermore, a section on the chosen sampling strategy will be provided, followed by a section on the ethical considerations that will be considered in this research project. Lastly, validity and reliability will be described in relation to the present research project.

4.2 The Mixed Methods Approach

The mixed methods approach is a data collection method where both quantitative and qualitative methods are used in the same research project. Dörnyei (2007) describes this method as a growing branch of research methodology that involves a combination of the two methods hoping to offer what Dörnyei (2007) describes as the best of both worlds. According to Dörnyei (2007), a better understanding can be gained of the phenomenon being investigated by mixing qualitative and quantitative data (Dörnyei, 2007, p. 45). From quantitative data, numeric trends

can be examined, while qualitative data can provide information covering specific details, from for example in-depth interviews where the interviewer can ask follow-up questions related to the purpose of the question. By using a mixed methods approach, Dörnyei (2007) explains that the researcher can bring out the best of both paradigms, combining the strengths from qualitative and quantitative methods. The strengths can be increased while the weaknesses can be eliminated (Dörnyei, 2007, p. 45). The combination of the methods could be used either at the data collection or at the analysis level (Dörnyei, 2007, p. 24). Leavy (2014) explains the mixed viewpoint/attitude in a mixed method approach as "both or some of both are often better than one (e.g., poles, perspectives, approaches, methods, paradigms)" (Leavy, 2014, p. 558). When using more than one method in research, Leavy (2014) describes it as "mixed thinking". Mixed thinking rejects one singular solution and concerns the "[…] explicit attempt to incorporate ideas and goods that are important in dynamic tension" (Leavy, 2014, p. 558). In a mixed method study, the two involved methods can, according to Creswell (2009), be weighted differently as either "[…] quantitative or qualitative information is emphasized first, the extent of treatment of one type of data or the other in the project, or the use of primarily an inductive approach […]" (Creswell, 2009, p. 207). It is further stated that the weight between the methods can also be equal in some studies, whereas in others one method might be emphasized (Creswell, 2009, p. 206-207). In this study, the qualitative method was emphasized and the quantitative method was a supplement to the findings from the former.

The main reason for using a mixed methods approach in study was that it would provide an opportunity to collect information from both teachers and pupils. Questionnaires were used as the data collection method to obtain information from learner perspectives on the topic because it provided the opportunity to collect data from many pupils in a short period of time. Dörnyei (2007) describes this as a strength: "by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour" (Dörnyei, 2007, p. 115). The use of the mixed methods approach made it possible to see if the teachers and the learners shared the same beliefs. Teachers might have beliefs about how the written feedback is most effective on the pupils' development in writing, while the pupils it may concern might have other beliefs about what type of feedback actually works and what type suits them. Hyland and Hyland (2006) refer to surveys that also show different views among pupils on what teacher feedback should contain: "Although most surveys show that students want teacher feedback to highlight their grammatical errors, some indicate that they also want teachers to give them

feedback on the content and ideas in their writing" (Hyland & Hyland, 2006, p. 87). Through the chosen qualitative and quantitative method for collecting data material, the researcher looked at learner perspectives as well as teacher perspectives to see whether or not the findings showed that the pupils and the teachers shared the same beliefs on written feedback.

4.3 Qualitative and Quantitative Data

Quantitative data is most commonly expressed in numbers, whereas qualitative data usually involves recorded spoken data (Dörnyei, 2007, p. 19). This might be the main difference between the two methods, but Dörnyei (2007) also explains that the distinction between qualitative data and quantitative data refers to more than one aspect. The data can refer to "the general ideological orientation underlying the study, the method of data collection applied, the nature of the collected data, and the method of data analysis used to process the data and to obtain the results" (Dörnyei, 2007, p. 24). Christoffersen and Johannessen (2012) argue that one feature of qualitative methods is that one tries to find a great deal of information about a limited number of people. These people are referred to as informants (Christoffersen & Johannessen, 2012, p. 49). In quantitative methods on the other hand, the people that participate in the research are called *units*. These units could be the entire population or only a selection from the population. What is being investigated in quantitative research is called variables, which again consist of values that present the data (Christoffersen & Johannessen, 2012, p. 123). What is important to understand, according to Postholm and Jacobsen (2016), is that "[…] it is mainly qualitative phenomena and processes that are studied within pedagogy" (Postholm & Jacobsen, 2016, p. 41, my translation). Nevertheless, Postholm and Jacobsen (2016) stress that "this does not mean that one should limit oneself to qualitative methods and data. Both words and numbers have their role in research related to knowledge, teaching and learning" (Postholm & Jacobsen, 2016, p. 41). It would thus be important to look at the two methods being complementary to each other, providing different types of information (Postholm & Jacobsen, 2016, p. 41).

According to Creswell (2009), the timing of the qualitative and quantitative data collection needs to be considered. The data from the two methods can be collected in phases or gathered at the same time (Creswell, 2009, p. 206). When data are collected at the same time, concurrently, "[…] both quantitative and qualitative data are gathered at the same time and the

implementation is simultaneous" (Creswell, 2009, p. 206). Creswell (2009) states that it could be more manageable for the researcher to collect both quantitative and qualitative data when being in the field, so it would not be necessary to go back and revisit the field several times to collect data (Creswell, 2009, p. 206). This study planned to conduct its research by collecting the qualitative and quantitative data at the same time when visiting each school. This was only the case at one school, as the other data were collected at different times on digital platforms because of Covid-19.

The qualitative and quantitative data were analyzed in chapter 5.0 "Results". The interviews were addressed through categories based on the interview guide and further seen in relation to the theoretical background for this study. In the analysis of the learner texts, the researcher explored the material in the learner texts and feedback comments. The focus was mainly on the elements praise, criticism and suggestions, but was open to look at other elements that the feedback comments consisted of. The questionnaires were analyzed through two categories, namely the pupils' beliefs and their experiences. The items that reflected the research question the best were addressed in this thesis.

4.4 Interviews

Teacher interviews were used as one of the qualitative parts of this study. Qualitative interviews are, according to Christoffersen and Johannessen (2012), the most used method to collect qualitative data. Christoffersen and Johannessen (2012) refer to Kvale and Brinkmann (2009) when explaining that the qualitative research interview is a conversation between the researcher and the informant with a clear structure and a purpose. Interviews are explained to provide comprehensive and detailed descriptions from the informants to the research (Christoffersen & Johannessen, 2009, p. 77).

Interviews are often used in teacher cognition research (Borg, 2012). Borg (2012) analyzed data collection strategies in 25 studies of language teacher cognition and found that interviews was by far the most common strategy and then often in a semi-structured format (Borg, 2012, p. 19). Interviews are further explained by Borg (2015) to "reflect the view that beliefs can be articulated orally and that the teachers are able to provide a verbal account of the cognitions underpinning their work" (Borg, 2015, p. 329). The present study and the interviews

as data collection method can thus provide some insight into teachers' thoughts about written feedback in 10th grade.

The three informants for research interviews were selected to correspond to the aim of this study. What was investigated in this research project was how English teachers in 10th grade provide feedback to the pupils, and therefore the only requirement for the selection of informants was that the teachers were teaching the English subject in 10th grade. The interview type that was used in this research project was semi-structured interviews and this is according to Dörnyei (2007) the type of interview that is mostly conducted in applied linguistic research (Dörnyei, 2007, p. 136). Semi-structured interviews are explained by Mackey and Gass (2005) as "[…] the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information" (Mackey & Gass, 2005, p. 173). Dörnyei (2007) explains semi-structured interviews as a compromise between two extremes: "[…] although there is a set of pre-prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner" (Dörnyei, 2007, p. 136). This type of interview will ensure that the relevant questions are asked and no questions are forgotten, while at the same time having the freedom to ask follow-up questions and elaborate on the answers from the teachers. This method may be useful as the researcher do not know what the teachers will answer in advance, thus not knowing all the relevant questions to ask prior to the interview. In order to conduct a semi-structured interview, an interview guide needs to be prepared before the interview takes place. The main function of the interview guide is, according to Dörnyei (2007), to help the interviewer. Dörnyei (2007) further lists what areas an interview guide can help the interviewer:

> "a) by ensuring that the domain is properly covered and nothing important is left out by accident; (b) by suggesting appropriate question wordings; (c) by offering a list of useful probe questions to be used if needed; (d) by offering a template for the opening statement; and (e) by listing some comments to bear in mind. It might be advisable to combine this guide with an 'interview log' and thus leave space in it for recording the details of the interview (for example, participant, setting, length) as well as for the interviewer's comments and notes" (Dörnyei, 2007, p. 137).

These suggestions were implemented in the interview guide for the present study to a high extent, as the prepared questions aimed to collect necessary information through appropriate

wordings. Other comments and statements were also prepared in the interview guide to make sure that the interview would go smoothly without obstructions or difficulties.

The interviews in this study were planned to be conducted in person where the researcher and the informant would have met at the schools where the informants worked. Due to Covid-19 and the restrictions, only one interview took place in person whereas the two other interviews were conducted digitally. Dörnyei (2007) explains how important it is to record semi-structured or unstructured interviews because of the fact that only taking notes during an interview might interrupt the process of asking questions as well as it being difficult to catch all the details from what the teachers are saying (Dörnyei, 2007, p. 139). All three interviews were thus recorded on a computer to make sure that every aspect and detail of the interview were remembered and further used in this research project. The interviews addressed the teachers' beliefs about assessment, feedback, and elements in written feedback commentaries in addition to the teachers' feedback practices.

In the preparation for the teacher interviews, the interview was piloted. A pre-service English teacher helped the researcher with the pilot. Dörnyei (2007) underlines the significance of doing a pilot interview prior to the actual interview: "A few trial runs can ensure that the questions elicit sufficiently rich data and do not dominate the flow of the conversation" (Dörnyei, 2007, p. 137). Some adjustments in making the questions clearer were made to the interview after the piloting. One question from the interview guide was "How do you provide feedback to your pupils' written work?". In order to make this question clearer, some examples were provided to the interviewee. The formulation then became "How do you provide feedback to your pupils' written work? Do you write end notes, use minimal marking with codes, track changes or something else when responding to your learners' texts?".

The interview guide included the four sections *teacher cognition, writing, teacher beliefs on written feedback,* and *teacher practices concerning written feedback*. The first section *teacher cognition* consisted of four questions about the teacher's education and how many years the teacher has been working. Questions such as "What qualifications do you have in English?" and "How many years have you been teaching English?" were asked in this section. The second section *writing* contained five questions about what practices are used in class when it comes to writing. Questions about writing and writing instruction in the English subject were asked in order to obtain background information that might be of relevance when looking at feedback beliefs and practices concerning the learners' writing. Examples of questions from this section

are: "How do you teach writing in the English subject? Why?" and "What do you consider important when teaching writing?". The third section *teacher beliefs on written feedback* involved nine questions about the teacher's beliefs and thoughts on written feedback. Several factors may affect how the teacher provides feedback to the learners which can be revealed when addressing the teachers' beliefs. Questions that were asked in this section were: "What are your views on the balance between praise, criticism and suggestions in your commentaries?", "Do you feel that you give enough feedback to the pupils' written work?" and "What type of feedback do you think your pupils prefer? Do you use the preferred type of feedback?". The fourth section *teacher practices concerning written feedback* included nine questions and was linked to the teacher's actual practices on providing feedback to learner texts. Some questions that were included in this section were: "When do you give feedback to the pupils' written texts? On drafts or final products?", "What elements do you emphasize in a commentary on a written text?", "What do you see as strengths with the type of feedback you give?" and "What do you see as challenging with the type of feedback you give?". The interviews were conducted in Norwegian and each interview took approximately 40 minutes to complete.

4.4.1 Transcription

The interviews conducted in this study were transcribed. When data is transcribed, the recordings are transformed into a textual form (Dörnyei, 2007, p. 246). Dörnyei (2007) states that transcribing is the first step in data analysis and that the transcription process "[…] allows us to get to know our data thoroughly" (Dörnyei, 2007, p. 246). In order to make the transcription accurate and readable, Roberts (1997) emphasized that transcribers have to "develop a transcription system that can best represent the interactions they have recorded" (Roberts, 1997, p. 168). It is further emphasized by Dörnyei (2007) that transcription is extremely time-consuming, a "far-too-long and less-than-enjoyable process" (Dörnyei, 2007, p. 246). Nevertheless, it was decided by the researcher to transcribe the interviews, because it allowed the researcher to get to know the data collected properly as described by Dörnyei (2007). Through the process of transcribing every part of the interview with all details included, it was clear to the researcher that the transcription process made it easier to remember and

reflect upon each element of the interview. The parts from the interviews that were relevant for the research questions were translated into English and presented in this study.

4.5 Analysis of Learner Texts

This research project aims to present information about both teacher and learner perspectives on feedback beliefs and reported practices in school. As one of the research questions for this study seeks to look at how English teachers provide feedback to 10th grade learner texts, 15 learner texts were selected and analyzed to see how the teacher feedback comments were connected to the learner texts as well as looking at feedback from different perspectives. One perspective was what the teacher said about giving feedback, another perspective was to see the actual feedback practices in relation to the learner texts.

Five learner texts were chosen and analyzed for each of the three teachers. The learner texts were selected at random by the teacher. The texts that were used in this study were only from the learners that approved the use of their texts in this thesis.

The analysis of the learner texts involved looking at questions such as: What aspects of the learner texts do teachers comment on? What elements are included in the teacher written feedback to the written learner texts? What is the balance of praise, criticism and suggestions in the teacher written feedback to the written learner texts? Such questions were further discussed in chapter 6. Hyland (2019) emphasizes that "different students require different types of responses" (Hyland, 2019, p. 179) and that teachers can choose from the functions *praise, criticism* and *suggestion* when providing feedback, based on what is appropriate for each pupil and text. These three functions were the elements of feedback that were the focus when looking at the comments from the teachers to the learner texts.

4.6 Questionnaire

Pupil questionnaires were used as the data collection method for the quantitative part of this study. In total, 49 pupils participated in the questionnaire. Questionnaires are, according to Mackey and Gass (2005), "one of the most common methods of collecting data on attitudes and opinions from a large group of participants" (Mackey and Gass, 2005, p. 92). Mackey and Gass (2005) refer to Brown's (2001) definition of questionnaires, which is explained as "any written

instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers" (Mackey and Gass, 2005, p. 92). Questionnaires are, according to Seliger and Shohamy (1989), printed forms for data collection (Seliger & Shohamy, 1989, p. 172). Similar to Mackey and Gass (2005), Seliger and Shohamy (1989) further argue that questionnaires include questions or statements that subjects are expected to respond to (Seliger & Shohamy, 1989, p. 172). Questionnaires are usually expressed in written forms and are often anonymous (Seliger & Shohamy, 1989, p. 172). Dörnyei (2007) presents a strength with questionnaire, namely being able to collect a huge amount of information in a short period of time (see section 4.2). Similarly, Borg (2015) argues that questionnaires allow "large amounts of data to be collected quickly […]" (Borg, 2015, p. 207). As the present thesis collected its data through a short period of time, questionnaires were suitable as the method to obtain information about learner beliefs. In addition to questionnaires being appropriate for collecting data on learner beliefs, Borg (2015) explains that questionnaires "continue to be a strong feature of research on language teacher cognition" (Borg, 2015, p. 207). Questionnaires could then provide the opportunity to gather data on what the teachers know, believe and think, and it could thus also be used to collect data on what learners know, believe and think. Questionnaires as a method for this research project were thus appropriate as learners' perspectives and beliefs on the topic were of interest.

Christoffersen and Johannessen (2012) look at to what degree the questionnaires could be structured. If a questionnaire is highly structured, which means providing answer options to each question, it would be a pre-coded questionnaire (Christoffersen & Johannessen, 2012, p. 129). A questionnaire where one combines questions with answer options and open questions where the participant can write their own answers would be called a semi-structured questionnaire (Christoffersen & Johannessen, 2012, p. 129). Mackey and Gass (2005) explain the distinction between two types of questions in questionnaires, namely closed and open-ended: "A closed-item question is one for which the researcher determined the possible answers, whereas an open-ended question allows respondents to answer in any manner they see fit" (Mackey and Gass, 2005, p. 93). For this study, both closed-item questions and open-ended questions were asked. The questionnaire consisted of 37 closed-item statements and two open-ended questions.

The closed-item questions ensured that the answers to the questions were completely related to what was being investigated. The 'Likert scale' (Dörnyei, 2007, p. 105) were used in the closed-item questions where the participants indicated to what extent they agreed or disagreed with the statements: strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. Borg (2015) refers to the *BALLI,* Beliefs about Language Learning Inventory, which is a Likert-scale instrument where the "answers to each statement on it are indicated on a scale of possibilities, such as from *strongly disagree* to *strongly agree*" (Borg, 2015, p. 201). The BALLI is an instrument that, according to Borg (2015), has been widely used to study learners' beliefs, which is of relevance for this research project when studying learner beliefs (Borg, 2015, p. 201). Examples of closed-item statements that were used in the questionnaire are: "I think it is important to receive feedback on my writing", "I receive enough feedback on my writing" and "I know how to use the written feedback from my teacher to develop my writing". The questionnaire also consisted of a few frequency statements as those were related to how often something occurred, and thus the answer options for statements were *never*, *almost never*, *sometimes*, *often* and *very often*. Examples of such statements are: "I receive feedback from my teacher on my written texts" and "I always understand the written feedback I receive from my teacher". In addition to the closed-item statements, open-ended questions were asked. By using open-ended questions, the pupils had the opportunity to provide more information on their beliefs on feedback and write answers in more detail. The two open-ended questions asked in the questionnaire were: "What elements do you think teacher feedback to your writing should include in order for you to develop your writing skills?" and "How do you use the feedback you receive from your teacher?". The questionnaire for this research project will, because of using both closed-item questions with answer options and open-ended questions where the participant are free to write on their own, be a semi-structured pupil questionnaire.

In the process of creating a questionnaire, there were several elements to consider and one of them was what language to use. In this study, it was decided to use the Norwegian language in the pupil questionnaire since the questionnaires were conducted in Norwegian schools. Seliger and Shohamy (1989) write that one problem with questionnaires that are carried out in research in a second language is the use of language. If the questions in the questionnaires are not understood by the participants, then the findings would not be relevant for the research. Seliger and Shohamy (1989) underline the importance of using a language that the pupils know well and master in order to receive full and clear answers to questions that are

fully understandable. Therefore, the learners' first language was used in the questionnaire to avoid intelligibility problems.

The questionnaires were originally planned to be in written format and conducted personally at the chosen schools. Due to Covid-19 and the restrictions, it was only possible to visit one school in person, thus only one class completed the questionnaire on paper when the researcher was present. The other two classes had to complete the questionnaire digitally through SurveyXact, which is a tool for production, distribution and analysis of surveys. SurveyXact is provided by the University of Stavanger and the use of the program is in line with NSD guidelines. Each of the teacher informants' pupils was asked to participate in the questionnaire, but it was completely voluntary to take part in it. The pupils answered questions mostly related to their beliefs on feedback practices in school, but some questions were also connected to writing. The questionnaire included five parts, where the first one was "Views on writing in English". This section consisted of five closed-item statements, e.g. "We are given instruction on how to write before writing a text", and "What do you consider challenging when developing your writing skills?" where the latter had these answer options: *The language*, *the vocabulary*, *the grammar*, *the structure*, *the genre*, *the content*, or *other*. On such questions the pupils could tick for several answer options. The second part "Views on feedback to written English" consisted of 13 closed-item statements, e.g. "I prefer to receive feedback from my teacher on a draft of my written text" and "I prefer to receive feedback from my teacher on my final version of the text". The third part "Views on elements in the written feedback from the teacher" consisted of four closed-item statements and one open-ended question, e.g. "I prefer to receive mostly praise in the feedback to my written texts" and "I prefer to receive mostly suggestions on what to improve in the feedback to my written texts". The fourth part "Views on the use of the written feedback" consisted of five closed-item statements and one open-ended question, e.g. "I improve my writing skills based on the teacher's written feedback to my writing" and "Teacher written feedback is beneficial for my writing development". The fifth part "Use of written feedback from the teacher" consisted of ten frequency statements, e.g. "I use the written feedback I receive from my teacher to improve my written texts".

Prior to the implementation, the questionnaire was piloted by a few 10th grade pupils. The piloted questionnaire did not have any direct involvement in this study as the answers were not used in the thesis. Nevertheless, the piloted questionnaires were involved in this study in

the sense that the questionnaire was adjusted by changing language from English to Norwegian for the questionnaires.

The piloting was seen as an important tool in the preparation for the questionnaire that was going to be used in the thesis, improving all aspects that were unclear for the pupils in some way. Dörnyei (2007) argues that so much depends on the wording of the items in the questionnaires (Dörnyei, 2007, p. 112). If the items are not expressed in a direct enough manner, the questions could be misread and then the results will not be valid. The pupils have to understand the questions in the questionnaire in order to be able to provide real and clear answers to what is actually true. The first questionnaire that was piloted was written in English. What was discovered during the piloting was that some issues arose around the intelligibility of the sentences and questions. The pupils could not answer all questions because of the use of their second language in the questionnaire. To avoid such misunderstandings, it was clear to the researcher that the questionnaire had to be written in their first language, namely Norwegian. The pupils' first language was used to ensure that it would not be problematic to provide answers, as it could be in a second language (Seliger & Shohamy, 1989, p. 172). The second piloting was more successful as it was easier for the pupils to understand each aspect of the questionnaire as it was written in the Norwegian language.

How long the questionnaire could be was also a criterion that had to be taken into consideration when producing it. Dörnyei (2007) explains that most researchers agree that a questionnaire should not exceed six pages and should not take longer than 30 minutes to complete (Dörnyei, 2007, p. 110). The questionnaire for this study was five pages long and it took approximately 20-30 minutes to answer all questions.

4.7 Sample

The sampling strategies varied in accordance to the methods used in this research project. The qualitative part of the study included both teacher interviews and analysis of learner texts. A purposive sampling was used for the teacher interviews, where the sample was homogenous. A homogenous selection is, according to Christoffersen and Johannessen (2012), a selection of participants that are similar to each other. The teachers could for example belong to the same culture or have somewhat similar characteristics. In this research, the chosen teachers will be a homogenous selection since all teachers will be English teachers in 10th grade, but at the same

time, the participants can differ in age, which again can represent different education, experiences and thus different ways of providing feedback to their pupils. When the learner texts were chosen, a convenience sampling strategy was used. This type of sampling is largely practical as the researcher uses the participants who are available and those who are willing to participate (Dörnyei, 2007, p. 129). In addition, it is explained that this type of sampling is the least desirable but at the same time the most common strategy to be used in research (Dörnyei, 2007, p. 129). The participants were chosen for the purpose of the study and those who were available for the researcher (Dörnyei, 2007, p. 129).

The quantitative part of the study, namely pupil questionnaires, was chosen through a non-probability sampling, which Dörnyei (2007) refers to as "less-than-perfect compromises that reality forces upon the researcher" (Dörnyei, 2007, s. 98). One of the main non-probabilistic sampling strategies were used, namely a convenience sample. A convenience sample refers to the convenience of the researcher where the participants are selected for the purpose of the study (Dörnyei, 2007, p. 98). The participants in a convenience sample have to "meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dörnyei, 2007, p. 99). Convenience samples are usually partially purposeful which means that the participants have to "[…] possess certain key characteristics that are related to the purpose of the investigation" (Dörnyei, 2007, p. 99). In this study, the pupils had to be 10th grade learners of English to meet the purpose of the investigation.

4.8 Ethical Considerations

Ethical considerations need to be considered when conducting research. Before the data collection, an application was sent to *Norwegian Centre for Research Data*, hence NSD, for approval of the research project. Following NSD guidelines, an information sheet had to be made to provide the participants with all the necessary information about the project. This sheet was given to the teachers as well as the pupils in advance of the data collection so that every participant knew explicitly what the research project was all about and what it would mean for them to participate. The information sheet included information about the fact that the participants could choose to withdraw from the project at any time. The pupils could withdraw if it was possible to recognize the answers in the questionnaire since it was conducted

anonymously. This was clearly emphasized in the information sheet. The teachers were ensured that the interviews were anonymous and that pseudonyms were going to be used in the thesis. Since the interviews were recorded to obtain correct information, the teachers were also ensured that the recordings would be saved in an encrypted external hard drive only the researcher could access. This might have led to the communication being freer, where the teachers knew that the information that was given during the interview was not available to anyone other than the researcher and the supervisor.

The pupils' participation in the questionnaire was also anonymous to the degree possible as the open-ended questions required self-reflection notes. It was also made clear that all of the data collected during the research project will be deleted at the end of the project. The information sheet included a consent form where all teachers and pupils signed saying that they were willing to participate and that they had received all information relevant to their participation. Dörnyei (2007) names this type of consent form, as 'active' consent because the persons involved signs it by themselves (Dörnyei, 2007, p. 70). This form will, according to Creswell (2009), acknowledge the participants' rights to be protected (Creswell, 2009, p. 89).

Creswell (2009) emphasizes that researchers need to protect their participants during research (Creswell, 2009, p. 87). Trust needs to be developed between the researcher and the participants, knowing that the information they provide for example will stay anonymous if that is the case. In addition to protecting the participants, the researcher would also need to respect those who choose to help with the research, since many ethical issues can arise (Creswell, 2009, p. 89).

4.9 Validity and Reliability

Validity refers to "the extent to which the data collection procedure measures what it intends to measure" (Seliger & Shohamy, 1989, p. 188). This study investigated beliefs and practices related to feedback in school. If the study is valid, the study will actually have studied such beliefs and practices. Validity is also described by Dörnyei (2007) as a quality of the interpretations of the findings from the test, and not the quality of the test itself. It is further stated that perfect validity cannot be proven and that it is rather important to provide evidence for the arguments in describing to what extent the research is valid (Dörnyei, 2007, p. 52).

Mackey and Gass (2005) write about validity in relation to the significance the data may have on the population that was tested, but also the significance to experimental research, which may concern a broader population (Mackey & Gass, 2005, p. 106-107). The present study used 49 pupil questionnaires which was a relatively small sample. The findings from the questionnaires could be significant to the population that was tested, namely the 49 pupils, but because of the small sample participating, the findings cannot be generalized and therefore one cannot say that the research concern a broader population. Still, the study aims to contribute with knowledge about learners' beliefs about feedback in the English subject in school. In research where both qualitative and quantitative methods are used, the validity could be strengthened as the researcher can find evidence of validity through multiple findings. As Dörnyei (2007) puts it, "Mixed methods research has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings" (Dörnyei, 2007, p. 45).

Seliger and Shohamy (1989) state that reliability is about the data collection procedure being consistent and accurate (Seliger & Shohamy, 1989, p. 185). Reliability concerns the data that is used in the study, which method is used to collect the data and how the data is processed (Christoffersen & Johannessen, 2012, p. 23). One way of testing the reliability of a research project is to do the same test several times with a few weeks in between. If the test results are the same each time, it is a sign of high reliability (Christoffersen & Johannessen, 2012, p. 23).

There are different types of reliability, and one that was relevant for this study was 'internal consistency reliability'. Internal consistency reliability is significant when using data collection methods that consist of a number of independent items. The independent items could for example be questions in interviews or questionnaires (Seliger & Shohamy, 1989, p. 186-187). All the items should elicit the same information because if the answers received are not relevant to the aim of the study, the study would have low internal consistency reliability. It is further stated that items that do not measure what is aimed to investigate, those items will then be revised or also removed from the questionnaire (Seliger & Shohamy, 1989, p. 187).

As mentioned in sections 4.4 and 4.6 the interviews and questionnaires were piloted prior to the actual investigations. Seliger and Shohamy (1989) express the advantage, in relation to reliability, of assessing the quality of the data collection methods in a pilot before the real data are collected (Seliger & Shohamy, 1989, p. 187). The advantage lies in the possibility of being able to change, revise and/or modify the methods based on the new information gained

from the pilots (Seliger & Shohamy, 1989, p. 187). By this means, the reliability of the data collection methods can be improved.

The present study used a mixed methods approach that combined qualitative and quantitative methods. When multiple methods are used, such as interviews, questionnaires and analysis of texts in this study, Dörnyei (2007) refers to the concept of *method and data triangulation* (Dörnyei, 2007, p. 61). By using triangulation, the chance of systematic bias can be reduced, if for example as described by Dörnyei (2007) "we come to the same conclusion about a phenomenon using a different data collection/analysis method or a different participant sample" (Dörnyei, 2007, p. 61). If the findings from the interviews and text analysis match the findings from the questionnaires, the findings may offer strong validity evidence (Dörnyei, 2007, p. 61). The validity argument is thus that "for mixed methods research validity evidence can combine the validity evidence offered by the QUAL and the QUAN components separately" (Dörnyei, 2007, p. 63).

5.0 Results

5.1 Introduction

The present chapter presents the results from the interviews, learner texts and the questionnaires that were carried out as methods for this study. The results for the present study are based on three teacher interviews, 15 learner texts and 49 pupil questionnaires. A mixed methods approach was used in the attempt to answer what beliefs 10th grade English teachers have about providing feedback to learner texts, how English teachers provide feedback to 10th grade learner texts, what beliefs 10th grade learners have about the feedback they receive on their texts and what are the relationship between the teachers' beliefs and practices, and the learners' beliefs and experiences on feedback. In section 5.2 the results from the interviews are presented in the categories: educational background, writing, teacher beliefs on written feedback, and teacher reported practices concerning written feedback. The names that are used in the present thesis are pseudonyms that were given to the participants of the study in order to anonymize the findings. Moreover, in section 5.3 extracts from the learner texts are shown including the feedback that was provided by their teacher. Lastly, the results from the pupil questionnaires are presented through tables in section 5.4.

5.2 Interviews

The interviews aimed to answer the first and second research question in this study, namely *What are the beliefs that 10th grade English teachers have about giving feedback to learner texts?* and *How do teachers give feedback to 10th grade English learner texts?* where the latter is related to the teachers' reported practices. In addition, the teacher interviews could provide information that can be seen in relation to the learners' perspectives, which in addition to research question one and two, makes research question four relevant, namely *What is the relationship between the teachers' beliefs and practices, and the learners' beliefs and experiences?* The answers that were provided by the teachers during the semi-structured interviews are presented in categories in relation to the questions asked in the interview guide (see appendix 6). The topics that were addressed in the interview were educational background,

beliefs about writing and feedback, and reported practices on written feedback. The interviews were conducted in Norwegian and the researcher translated the information to English.

5.2.1 Educational Background

Adam started working as a teacher in 2017 and has been teaching the English subject all four years. His education lasted for five years and he has 60 credits in psychology, social studies, pedagogy and English. Adam has been teaching the English subject in two classes each year since he graduated.

Olivia has been a teacher for eight years and been teaching the English subject for seven years. She has a master's degree in English and from all years of studying she ended up with 180 credits in English. Later on, she also studied arts and crafts as well as ICT. In addition, Olivia explained that she has been working at a primary school in an English-speaking country.

Julie has been a teacher for 32 years. All the years being a teacher, Julie has been teaching the English subject both in lower and upper primary school. The experiences Julie have from teaching English to pupils of different ages has made her aware of how varied the job as a teacher can be. She stated that one thing that is certain is that such experiences can show a teacher how large gap there can be between the pupils' academic levels in one class. Julie started her education with a half-year unit in English and continued the education with English 1 and English 2 later on.

5.2.2 Writing

Adam explained that writing instruction in his class for example can be related to grammatical rules, and that these rules are then written down by the pupils themselves. These rules are later placed in something they have called a *writing tip booklet*. Each pupil has one individual booklet that contains basic tips that Adam believes all pupils need in their booklet. In addition, each pupil will place the feedback they receive on their writing in their booklet. Adam stated that this leads to "the writing tip booklet being more specialized to their proximal developmental zone where I can see what they need to work with in order to become better in English". Adam said that his answer to what is most important when teaching writing might sound stupid since the pupils are 10th graders. He underlined the fact that several pupils struggle

with capital letters in names, in *I* in English, and in the beginning of a sentence etc. According to Adam, teachers must also include this in the language. Adam said that they do not use that much time on writing in class and further gave it a thought and said that writing constitutes between 30% and 40% of the English subject. The oral and written parts of the class were often explained to be interrelated, so time is also spent on work with the written texts, even though it is not always the act of writing. Adam said that they work with tasks prior to the writing, writing as a product and that writing are taught when pupils receive their text with comments.

Olivia reported that the writing process in the English subject is complex and stated that this is because "an English lesson ideally has to include speaking, listening and writing". She said that a small part of the teaching will then exclusively be writing instruction. She teaches how to build a text with a running theme, how to make paragraphs, and simply showing the pupils how to expand moments and write long enough texts. Olivia explained that in some way it is important to teach writing, but at the same time it is not the most important "because the main thing is that they should learn how to write". She emphasized that it is through the use of the English language that the pupils will learn and therefore, she believes the amount of writing in English is of great significance to the learners' development of writing skills. She tried to use some tasks related to writing where the pupils need to write for themselves in each English lesson.

Julie said that she teaches her pupils how to write in the English subject. In these lessons the focus is especially on the formal parts of writing e.g. how to structure a text, how to divide the text into paragraphs, simply building a text. Julie explained that she and her pupils work systematically with the formal parts through the use of sample texts. How to build a text is what Julie sees as important in teaching writing, and guiding the pupils to make a text coherent. She stressed that writing a text with a good formal language is significant when working in a graduation class. Julie reported that she tries to make the pupils write something each week. Nevertheless, she explained the importance of the oral language in English, and were to some extent "afraid that the oral has to yield for the written".

All three teachers agreed that writing is an important part of the English subject and they work with writing in their lessons. The teachers considered the oral and written parts of the subject as connected to each other, so it was difficult to state exactly how much time was spent on writing itself. Julie differed from the other two teachers as she emphasized the oral language as more important than the written language in English. She said that "I miss some

clearer guidelines that the oral part of the subject should retain its, simply its importance". She prioritizes the oral part more than the written part in the subject, this because of her beliefs that the pupils' oral skills are more important than their written skills at their age.

What all three teachers further had in common were their beliefs on what they considered challenging with teaching writing. Adam said that the most challenging is to help the pupils who have a medium or lower degree of achievement, simply because there is a great deal to assess. The pupils that hold skills that are seen as low in academic levels are challenging, according to Olivia. She explained that it is sometimes difficult to make the pupils write long enough texts: "To turn on the English and get the quantity, I think is the largest challenge". She believes that pupils more often have skills in oral English than in written English. Julie said that it must be the gap in academic levels between the pupils that is the most challenging when teaching English. She even believes that the gap is increasing, as it has become larger since she started working as a teacher. Julie explained that some pupils almost have not written one word in English before they enter lower secondary school, while other pupils enjoy the English language and have practiced the language far down in primary school. She stated that because of this gap "it is a huge challenge to make content in the lessons that will meet as many as possible".

5.2.3 Teacher Beliefs on Written Feedback

5.2.3.1 Adapted Feedback

It appeared from the interviews that the three teachers saw the significance of providing feedback that were adapted to each individual pupil. Adam viewed his feedback as advantageous because it is personalized to what the pupils are able to do in English. When Adam started as an English teacher, he did everything in English. What became clear to Adam was that more than half of the pupils in the class did not understand the feedback they received on their work. Adam then understood that he had to make some changes, for example changing the feedback comments to their first language, namely Norwegian. The language had to be adapted in accordance to the pupils' academic level in the subject.

When providing feedback, Olivia answered that it had to be adapted to the pupils' academic level. One element of adapting is "to not comment on everything, […] because then

many will lose hope, especially for those who are academically weak". She reported that her pupils prefer written feedback. Her pupils are used to receiving comments directly into the texts, as well as an assessment form where she marks what parts they have managed to include in their texts. She tried to provide the pupils with one of the feedback types and not the other, but then her pupils asked for the other. She explained that "they would like the whole package, especially for those who are academically strong because they would want to correct their mistakes and use old texts in new ones". Olivia stated that she then used the preferred feedback type when commenting on her pupils' texts.

Similar to Adam and Olivia, Julie said that her feedback varies from pupil to pupil. She varies the comments based on what she believes is important for each individual to focus on. When providing feedback, Julie emphasized how important it is to know the pupils: "It is much easier to provide feedback in the way that you would not need to think about how things are perceived".

5.2.3.2 Praise, Criticism and Suggestions

The teachers were asked about their beliefs on the balance between praise, criticism and suggestions in their feedback comments. Adam said it is important for him to make sure his pupils know what they did well and that the aspects that need to be worked with are highlighted. He believes that it is crucial that there is a balance between those elements in the feedback, but stressed that there should be more praise than other elements. He believes it is easier for his pupils to acknowledge the mistakes when several good things are listed. When a text receives the grade 3 or lower, Adam points that it is challenging to not write too long comments, find the good parts and to write enough about that, while at the same time he should look at the things that are not working in the text.

Olivia believes that a feedback comment should not include too many aspects because the pupils are supposed to learn from them to improve. She taught that one should find a balance in the formulations of the comments, trying to ask the pupils to elaborate without commenting too much so it would feel motivating for the pupils. The most important aspect in the feedback is praise, according to Olivia. She said she *must* find something positive to comment on and further explained that the positive comment must be genuine.

Julie claimed that it is difficult to find the balance between the elements that should be included in a feedback comment. She said that she has tried several methods to provide feedback to her pupils, and since they are so different there does not exist a good template for providing feedback. Julie believes that the goal with feedback is "[…] both to support the pupils into knowing that they can do something, but also of course that they can become better". Julie's impression is that many pupils enter lower secondary school with the thought that they do not know anything. Thus, she stressed the significance of making the pupils believe that they know more than they originally think. From Julie's point of view, the most important aspect in feedback is being able to choose the most significant parts of the texts and only focus on those. It is crucial not to mention everything that the teacher believes has improvement potential, because the pupils will then give up.

5.2.3.3 The Amount of Feedback

Adam asserted that he provides enough feedback to his pupils, sometimes even too much. It can often be too many comments to texts that receive a low grade, where the pupils have only written a few lines when the requirement was to write longer texts. What is further emphasized is that "one has to make sure that the feedback comment is no longer than what the pupil submitted". If a short text needs a longer comment, Adam believes it is better to have a dialogue with the pupil in question. He explained that it is difficult to keep the comments short, so it would be better to get a hold of the pupil and hear what he or she might say about it.

Olivia believes that she provides enough feedback to her pupils' written texts. Similar to Adam, Olivia also stated that she sometimes feels that she gives too much feedback because she gets eager. She claimed that she rather has to limit herself when it comes to how much feedback the pupils should get.

In contrast to the other teachers, Julie does not believe that she provides enough feedback to her pupils' written texts. She said that "I have chronic bad conscience because there is simply not enough time". Even though Julie sees the importance of having writing skills, she says that she prioritizes the oral parts of the language. This is something she does not have bad conscious about because "I mean that fewer will benefit from the written than from the oral".

All three teachers agreed that there is not enough time to provide the feedback they would like to. Adam said that he wishes there was enough time to go through the texts with the

pupils so he could explain the feedback orally to them. He argued that if oral feedback was used in addition to written feedback, the pupils would have two opportunities to understand. This is why his feedback comments often become longer than originally wanted, because he has to make sure that his pupils understand. Olivia explained that it might be difficult for her pupils to understand every aspect of the feedback and what the teacher actually wants. She would then need to add more comments e.g. specific examples of what she wants them to do with the text. It is then a question of time, because "it takes time for me as well to assess". Julie believes that her pupils would prefer oral feedback. It would be ideal to go through the texts with each pupil orally, but he emphasized that it is rarely time to provide oral feedback. Instead, much of the feedback is given through digital platforms.

5.2.3.4 Teachers' Own Experiences

What Adam remembered clearly from his own schooling was that he received his texts from his teacher on paper with comments made with a red pen. He explained that these comments were only connected to the mistakes he made and not related to anything that he did well in his text. A grade was often provided without any further comments on what he should concentrate on and work with before writing future texts. Adam insisted that an important part of the job as a teacher is to explain to the pupils where the solution can be found. The ways in which feedback can be provided nowadays makes it possible to write comments and then delete them afterwards. Adam said that "When I assess texts digitally I will sometimes delete the comments I feel are the least important to work with so the pupil will not be overwhelmed and shocked". He explained that this would not be possible if he had made comments directly on printed versions of the texts.

When Olivia received feedback from her teachers, she said that everything was corrected with a red pen. She explained that for those pupils who had several mistakes, it looked like someone had been bleeding on the papers. Olivia tries to avoid using the red color when commenting on her pupils' texts, because red is often a negative color in this context. She believes today's teachers have become more conscious about assessment, knowing that everything does not have to be corrected. Olivia claimed that the digital ways of keeping track of pupils' written work is easier than earlier. She explained that she rarely used the feedback she received and several texts were thrown away.

Julie cannot recall being taught how to write at all when she was a pupil. When she received feedback, there were only a few red lines, some word suggestions and a grade. Julie's impression of feedback then and now is "there is no doubt we have come further, but that does not necessarily mean that the pupils are left with more information from the feedback, because it is a totally different school". She insisted that pupils were earlier aware of the fact that they had to learn things by themselves. Today she believes that pupils are not able to do the same things for themselves.

5.2.4 Teacher Reported Practices Concerning Written Feedback

5.2.4.1 Feedback on Process or Product

The teachers were asked at what point in the writing process they provide feedback on their pupils' written texts. Adam reported that he provides feedback both on drafts and on finished products of his pupils' texts. When Adam gives comments to pupils' texts in the process of writing, he has observed that the pupils think it is great to receive help from their teacher. He believes that his pupils learn from a process like this, especially for those who are interested. His pupils are never dissatisfied with the feedback, because they understand the comments they are given. Feedback to finished products are given to all pupils in his class at the same time. He tried to hand out feedback to one pupil at the time as he finished assessing them, but felt the pupils were not mature enough to keep the comments to themselves. Therefore, he had to change the method of the timing of delivering the feedback. Adam said that he further talks to the pupils that do not understand the grade that is given, even if this happens rarely. It is important for Adam that each pupil in his class understands the feedback he provides.

Olivia claimed that she mostly provides feedback to the pupils' finished written products. Nevertheless, she said that she is very fond of process-oriented writing because it results in many great texts. The reason for Olivia not using this method is because it is a time-consuming process since it will mean that "I have to assess 20-25 texts from one lesson to the next. That is a lot of work". Olivia stated once again that she often has to limit herself with the feedback, so she has tried to do process work where the pupils comment on each other's texts instead of the teacher. She feels this is a great exercise, since many of her pupils struggle with assessing their own text.

Julie said that she provides feedback to both drafts and finished products. First, she mentions midterm-tests where they do not hand in drafts, but Julie reported that working in drafts is the method she prefers. When she opens the opportunity to hand in drafts of pupils' texts, she says is completely voluntary. Not every pupil will then hand in a draft, but that is something that is expected. Even if working on drafts is the way she prefers to work, she stated that it is time-consuming. She insisted that a process-oriented approach to writing is "definitely the best way to work".

5.2.4.2 Elements in the Written Feedback

Adam explained that he likes to provide feedback using star, cloud, star. This means commenting on two things that the pupil did well (stars) and one thing the pupil can work with (cloud). He further stressed that he differentiate the comments based on the pupil's academic level. For pupils who have a high score of achievement, Adam will provide more suggestions than praise and criticism. It should be possible to point out what the pupils did well, even if they have a lower score of achievement, where they have not answered the task, the verbs and words chosen are incorrect. Adam explained that he often praises his pupils if they have met the formal requirements of the tasks, because the pupils need to know what worked well. Adam can further tell the researcher that he provides feedback on content, language, structure, cohesion, grammar, genre and vocabulary. He explained that his comments are based on each individual's skills, because they all have such a different starting point. This is something that he addresses in the lessons as well, explaining to his pupils that they cannot receive the same comments because they are good at different aspects of writing.

Olivia said that her feedback comments mostly consists of criticism. Such criticism is often related to comments on paragraphs, words that are misspelled, rephrasing, and things that needs to be further addressed. Previously, she provided more suggestions in her comments. The suggestions were then often related to the criticism, for example "If I told them to rephrase, I gave them a suggestion on formulations". Today, it depends on the pupils whether or not Olivia provides suggestions. What Olivia comments on in her feedback varies based on the pupils' academic level. Nevertheless, she explained that the assessment forms they use are divided into *content, structure* and *language*. She believes it is easy for the pupils to see what they have achieved if it is visualized in an assessment form like that.

Julie reported that she tries to include some praise in her comments to the pupils' texts. The elements chosen for the feedback comments is from Julie's point of view very dependent on the pupils. If pupils rarely hand in any written products, and suddenly have written a long text, that would be praised as a huge achievement in itself. For pupils who achieve a higher score, the feedback includes comments on language variation, transitions, and things that are typical in the English language. Julie said that she tries to think of every aspect of writing when providing feedback to her pupils, but it is also dependent on the task they were given and what the task demanded. Sometimes the focus is genre, while other times it may be the structure that is most important.

5.2.4.3 Strengths and Challenges with the Written Feedback

Adam reported that he provides feedback using end notes and marking in texts. He makes comments directly into the pupils' texts using Google documents. The marking can both be related to what was written in a good way and what the pupil needs to work with. Adam stated that the pupils might understand the end note easier if they receive comments throughout the whole text. Adam thinks that his strengths with the written feedback is that he does not break down the pupils' motivation for writing. He is then reminded of his own schooling, where he received feedback only pointing out the mistakes which resulted in low motivation. Because of the way his texts were assessed he never thought he would become an English teacher as an adult. He further stressed that a teacher needs to have the pupil's individual development in mind, commenting on the things that the pupil will be able to work with, without too much help from others. What Adam sees as challenging with the feedback he provides is that "we might not spend enough time in the lessons afterwards for the pupils to work with the feedback". He believes that teachers will benefit more from using a large amount of time on the feedback if time is spent on working with the comments in class.

Olivia said that she provides feedback on written texts by using end notes and marking in texts. She explained that pupils who want to do well in the subject, are eager to receive a grade on their work. Next time she provides feedback she will give the pupils their texts and the assessment form and the pupils will try to set a grade on their own text. Olivia argued that the strengths with her way of providing feedback is that the comments are specific, while the challenge is to make sure the pupils use her feedback for future texts. Several of her pupils

struggles to remember that they can use previous feedback to correct repeated mistakes. She also found her assessment forms being a challenge for the pupils to understand because it was seen as too formal. Therefore, she started a process of simplifying the forms so they would not be a hinder for the pupils to develop writing skills.

Julie uses track changes in Microsoft Word and assessment forms when providing feedback to her pupils' written work. She also explained that she likes to have a conversation with the pupils regarding their feedback if she is able to make time for that. If such a conversation is going to help, she argues that the pupils need to be motivated and understand that this would help them in future writing. What Julie sees as strengths with her way of providing feedback is that her pupils can look at older texts and the feedback received on those texts. She states that she has tried to make her pupils work with their texts after receiving feedback, even if it would not affect the grade in any way. Julie reported that the challenge with the feedback method she uses is that the comments are not very personal, if it is not communicated with an oral conversation. Because of that fact, she believes it requires a lot from several pupils if they would have to look for the comments digitally themselves. She further insisted that it would be much better if they had the time to go through the texts with each individual pupil.

5.2.4.4 Improvements Based on the Written Feedback

All three teachers see improvements to their pupils' texts based on the written feedback. Adam explained that "this is what makes it worth spending so much time on". He thinks it is exciting to see that his pupils improve and develop in writing and believes every pupil has improved their English since last year. Olivia reported that she especially sees improvements to their writing if the pupils have been working in a process-oriented approach. The pupils have then often written longer texts and spelling mistakes are corrected. Julie stated that "it is one of the best things about being an English teacher, when you see that the things you have been working on, and what you have given feedback on, actually works. And I see that". The improvements can for example be related to grammar, structure, topic sentences and the fact that the teacher clearly can tell that the pupils have been working a great deal with their texts.

5.3 Learner Texts

The analysis of 15 learner texts aimed to answer the research question *How do teachers give feedback to 10th grade English learner texts?* In addition, the analysis will make the teachers' actual feedback practices clear, which later will be used to see the teachers' practices in relation to the learners' experiences, as emphasized in research question four, namely *What is the relationship between the teachers' beliefs and practices, and the learners' beliefs and experiences?* The learner texts contained comments from their teachers which made it possible for the researcher to see the actual teacher feedback in relation to the written texts.

Adam has commented directly into the pupils' texts which is marked with a green color and he has written comments in the margins to specific part of the texts which is now inserted in the learner text with a red color. In addition, he has written an end note to summarize what the pupils need to work with. The comments in the margins and the end notes were originally written in Norwegian, but the researcher translated these to English. Some elements of the learner texts have been removed by the researcher in order to follow privacy guidelines, hence the empty spaces. The learner texts that are presented from Adam's class is part 1 from a mid-term test.

Table 1 presents the comments Adam made to his learner texts. The table looks at the number of comments made in each category, as well as showing whether the comments were made directly in the learner texts or commented in the end note. Some examples of the comments are provided.

Table 1: Adam's comments to five learner texts

	Feed up		**Feed back**		**Feed forward**	
	In text	*End note*	*In text*	*End note*	*In text*	*End note*
Structure						
Word choice			6 comments	1 comment		2 comment

			"Infection → Choice of word is not correct"	*"Interfere with communication: Wrong choice of words"*		*"Wrong choice of word"* *"You choose inappropriate words"*
Grammar			4 comments *"Get → Are"*	1 comment *"Interfere with communication: Plural form of words"*		1 comment *"Too/two/to"* *"Apostrophes"*
Content				2 comments *"You answer nicely with content"*		
Language				1 comment *"You answer nicely with language"*		
Spelling			13 comments *"Populare → Check the spelling"*	1 comment *"Interfere with communication: spelling"*		2 comments *"Remember to use capital letters"*
Punctuation						
Formal requirements		5 comments *"You should provide references (it is a part of the assignment)"* *"Page headings, page numbers? It was clear that this should be included"*		3 comments *"You answer what the assignment asks for"*		

Table 1 revealed that Adam gave comments on many parts of the learners' writing. Feed up were given in the end note and linked to the formal requirements of the task, telling the learners what criteria should be met in the assignment. Feed back were provided both in text and in the end note where the teacher commented on mistakes together with suggestions for improvement. The end notes mostly involved feed forward comments related to mistakes that should be corrected for future texts.

Learner text 1 with comments from Adam:

> Names are actually essential when it comes to heritage and identity. Our names do tell people where we are from, and the meaning of it. Most of the names today in technologically developed countries are basic, because they no longer care about names, but in religious and poor countries, you can find very creative names. My name is __, which can be written in many different versions. All of these types have the same connotation. When I tell my name to people, they probably think that I'm from the middle east, because my name is unusual here in Norway. If I tell my name to someone in for example Turkey, they begin talking about how gorgeous the name __ is. In the text "Native American Heritage Month" does it say that Indian (Comment: Native Americans (Indians strictly means someone from India)) people name their children as the moments their ancestors had, like "Struck across the forehead with a hatchet by the enemy". That's pretty good for the identity, I think, because people will have their own name that no other has.

> Sometimes everyone has deep thoughts about who they actually are, and asks themselves: "Wwho am I?". At these moments, you probably remember your name and ask yourself once again: "Wwhy this name?". If you research your name, you can absolutely find out where you come from and the meaning of your name. Your name does tell you about your heritage and identity.

End note to learner text 1:

Hello,

In part 1, you answer what the assignment asks for AND you quote the article. Great! Remember to use capital letters in names and sentences – even when they are placed in quotation marks. Great text!

Formal requirements: You should provide references (it is a part of the assignment), otherwise good!

Learner text 2 with comments from Adam:

Names and identity are too (Comment: to/too/two. Check which one belongs here) important information to have when it comes to heritage. I think that Randi Sunray's name is special and meaningful. I would love to have a name that meant something to our family and could go in heritage (Comment: The term heritage is not the same as "to inherit something"). Every name has a meaning, but not always something that the family chous (Comment: Check spelling. Dictionary in Intoword). My name means __ but I wish my name meant The lightning star in the galaxy, but my mom would probably subjekt (Comment: Are you sure you chose the correct word here? Check. (Suggest?) something more like a little miss drama.

Randi Sunary's in India (Comment: The use of apostrophes + s should be used correctly to convey property/affiliation. Example: Adam's class. (You should not use it here)) is Ahaun Tone Gope and it means: "Struck across the forehead with a hatchet by the enemy." Randi thinks it's important to keep the family name alive, and I agree with that. The reason why they chose this name is because this happened to one in their family.

It's not just family heritage that's affecting us. Many parents call their children's (Comment: check the plural form, check how this word is written in the plural form ☺) after famous people. An example for that is the Ingebritsen family. After Jakob ingebrigsten (Comment: Remember to use a capital letter) became a famous runner,

that name became so famous among boys. Another example is Marcus and Martinius. After they won Mgp Junior and started to make music the names got populare (Comment: check the spelling. Dictionary in Intowords).

When it's time for me to have a baby. The name I chose is going to be meaningful and special, Something rare.

End note to learner text 2:

Hello,

In part 1: It is great that you refer to the text you are asked – this is an important part of the task, it is great that you mastered this! Marking an example works well in one place, but is missing in two other places.

Otherwise, there are various things that interfere with your communication of the content of the text. Example: Your use of the term "heritage", too/two/to, plural form of words, use of the apostrophes + s where it should not be, lowercase letter in name, spelling, wrong choice of words.

Formal requirements: page headings and page numbers? It was clear that this should be included (always from the first page!).

Learner text 3 with comments from Adam:

Name and heritage

Your name is what you're known for (Comment: who you're known as). When people want to talk to you they say your name. Your name is a part of your identity. Names get (Comment: are) given when a human is born. Names can be given for many different reasons. Names can be given for the fun of it or, (Comment: Because three things are not mentioned, but only two. This is the same as in Norwegian) it can be given to you to keep the name of someone that has died in the family alive.

In natives americans they talk about names that are given to hold the names of someone that has passed alive. Both our grandfather died before we were born and they were called __ and __. My grandfather from my mother's side was called __ and my parents decided to call him (My brother) :: because he was the first born. My grandfather from my dad's side was called __, but in __ they pronounce the name differently.

End note to learner text 3:

Hello,

In part 1, you use some inspiration from the textbook's text, but it should have been an example as well. Otherwise, you answer the task nicely with content and language. See my comments and get the rules in the writing tip booklet!

Formal requirements: Page heading on the right, remember to write references, otherwise okay.

Learner text 4 with comments from Adam:

When it comes to names, I do think it has an infection (Comment: choice of word is not correct) of your heritage and identity. Like when I think of someone named Svein, I think of someone who drnks beer, drives a hella ugly car. Not a guy who cares about how he is dressed, drinks champagne and drives a Porsche. What your name is depends on where you come from and where you are raised, I think.

In Norway you don't name your kid Svein because it means A funny (Comment: Rephrase) tv character, but in India for example they call (Comment: You have chosen the wrong word here. Can you see for yourself what word you could use?) their child after something that has a meaning. In the text "Power of names" you can see many Indians who have a name with meaning. For example Randi Sunray's Indian name is Ahaun Tone Gope. In English the name translates to "Struck across the forehead with a hatchet by the enemy". It's not only in India, it can be in religions, countries or a celebrity. With another type of meaning. Not like "Struck across the forehead with a

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hatchet by the enemy", but in religions you probably name you child after another religion (Comment: This means…. nothing?). If you are a Christien (Comment: Spelling) for example, you probably name your child after Isak or Gabriel.

End note to learner text 4:

Hello,

In part 1, you have a suitably long text and you refer to the text in the exercise booklet. Next time, remember to enter the text you want in the text. In your part 1, you refer to another text, even if the examples are correct.

→ See comments about word choice, there are several places you choose inappropriate words (wrong words). This means that what you want to say does not come out clearly

Formal requirements: Missing.. page headings, page numbers, references

Learner text 5 with comments from Adam:

power of names (Comment: Great topic that suits your text. In English we always use capital letter in the first letter in each word, not just the first word, with the exception of prepositions and definite/indefinite articles. Example: "The Lord of the Rings").

Names are powerful components of a person and the cultural identity, they hold so much power over the regular person as well. They could be the deciding factor for whether you get the job or not, they can show whether their grandparents were combat hardened and strong or cowardly and weak. This can all be shown through names, but in this case of the native americans (Comment: Remember to use capital letter here). Country (England), language (Swedish), nationality (Danish), weekdays (Wednesday), months (February), holidays (Christmas), names (Adam)) it is a matter of keeping their culture alive , in the face of certain cultural collapse after hundreds of years of colonial oppression. Trying to claw themselves more and more information about themselves and their tribes (as seen in "native American heritage month: keeping the culture alive")

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which have long since been ravaged and destroyed by colonial settles, But (Comment: this word is in the middle of a sentence and should thus have a lowercase capital) they were quite lucky compared to other native people because there were so many tribes that the settlers could not eradicate all of them, Though (Comment: same as the previous comment) some tribes weren't so lucky. They use names to regain and hold on to some of that lost culture as a sort of respect to those tribe members that could not share their knowledge.

End note to learner text 5:

Hello,

In part 1, you answer the task well. Very good content! Beware of capital letters and lowercase letters.

Formal requirements: Page headings are missing, references are missing

Olivia has commented directly into the pupils' written texts using a computer pen. Along with these comments she provides an assessment form where she highlights the pupil's achievement, as well as an end note which summarizes the comments and assessment form. The end note was originally written in Norwegian but translated to English by the researcher. The learner texts that are presented below are texts from different types of assignments that the pupils have worked with during the school year in 10th grade.

Table 2 shows the comments Olivia made to her learners' texts. The table looks at the number of comments made in each category, as well as showing whether the comments were made directly in the learner texts or commented in the end note. Some examples of the comments are provided.

Table 2: Olivia's comments to five learner texts

	Feed up		Feed back		Feed forward	
	In text	*End note*	*In text*	*End note*	*In text*	*End note*

Category					
Structure			1 comment Order of sentences			3 comments *"An interview also needs an introduction/conclusion"* *"Take a look at the order in you text so that it has a logical development"*
Word choice			9 comments *"It was → But"*			
Grammar			9 comments *"Is → Was"*			
Content			1 comment *"Explain the relationship between the characters"*	4 comments *"Exciting character and exciting questions"*		3 comments *"You should also have some descriptions in between questions"* *"I recommend you try to write fiction next time, because then it may be easier to write more about the topic"*
Language			1 comment *"Difficult sentence"*			
Spelling			13 comments *"Swimmingpool → Swimming pool"*			
Punctuation			5 comments *"It is going to take a while but its better late than never → It is going to take while, but.."*			
Formal requirements	1 comment					

	"Remember page headings"					

Table 2 presented Olivia's comments on five learner texts. The feed up comments were related to the formal requirements, such as reminding the pupil the use page headings. In text comments were mostly feed back concerning all categories except formal requirements. In total, 13 comments were given on spelling mistakes and nine comments on both word choice and grammar, together with suggestion for the correct way of writing. The end notes were feed forward comments which gave information on what to remember for future texts. These comments were given on structure and content.

Learner text 1 with comments from Olivia:

Interview with Fallon Carrington

Yesterday I interviewed Fallon Carrington. Fallon is known as the owner of the company Morrel Corp and inheritor of Carrington Atlantics. It was a very surreal interview. I was so happy that she said yes to that I could interview her and dig into her secrets and feelings.

Du trenger ikke så mye luft mellom avsnittene

How will you describe yourself?

I will describe myself as a hard-working woman that do not take no as an answer. I am not afraid of trying new things and I consider myself as a businesswoman. I can act like a cold person because I am afraid of letting people to close.

How did you and your Husband Liam meet?

We met each other at the city hall. I was supposed to marry Jeff Colby, but I had found out that he was trying to break down my father's company. So, I went to the city hall where I met a random person alias Liam and married him. Then when I married Jeff, I could not be legally married to him because bigamy is not allowed in the state Georgia.

wow.— this needs a little more context. Tell me more!

What did you feel when you realized that your mother lied to you and not your brother your whole life?

I felt betrayed by my brother Steven and my mom Alexis. Sadly, I was not surprised that my mom lied, but I was surprised that my brother Steven lied to me. Now I wonder why she kept it secret from me and not him.

what did she lie about!?..

What did you feel when your mother married your ex-husband?

At that moment I felt that she *was* a mean person, but I know Alexis's just out after fame and money. I just wonder why he want to marry her. He is an ascending person, and I do not

-ed

understand why he want to marry that witch, maybe they have a plan to break down me and my father in Carrington Atlantics. In the beginning I thought she black-mailed him, but that was not true.

What do you think about that your father hired Crystal to be CEO in Carrington Atlantics?

I was so mad. He promised me to get that job, but he gave it to that horrible woman. So, I plotted a revenge to make my own company with his enemy Jeff Colby. Today I am my own COO in Morrel Corp and own 25% of Colby Co.

Now my head is spinning... what series is this?

End note to learner text 1:

Exciting character and exciting questions (because this text included a lot of different things). Remember that an interview is more than just questions and answers, but also an introduction/conclusion and a running theme. Here it is the running theme that is missing. The reader will struggle to keep up when questions on specific events are not explained in more detail. Also, use descriptions of the character (body language, accent, surroundings) to give life to the interview.

Learner text 2 with comments from Olivia:

INTERVJU WITH BARBIE

interview

Last summer I went to Malibu to interview Barbie. She was very busy participating in her own reality show, but I was lucky and got 30 minutes to talk to her. I asked her some questions, and this is what she answer.

"Can you tell me about your current life situation"

I live in Malibu with my three sisters Skipper, Stacie and Chelsea. We live in a big pink house and we call it "The dreamhouse". Our house is huge and has a big garden with green grass and flowers. In the backyard we have a big swimmingpool with a pink mini slide. In our sparetime, we like to go Malibu beach to get tanned. I also like to throw big poolparties with my friends. Me and my friends loves to go shopping and buy lots of new fashionable clothes. I think I have the world's largest walk-in closet, it takes nearly three days to walk from one side to the other.

men hva med Ken?!

Det var de frykelig start

"Can you mention some of the jobs you have had the past years"

For the past years I`ve had in total 72 jobs. I have had many different jobs. Dentist, president, astronaut, beauty queen and Nascar driver are some of them. With all the jobs I have earned 45 267 107 dollars. I want to show people that you can do anything you want if you work hard enough.

"Wow, that's impressive. Which job did you like the most?"

I enjoyed being an astronaut, the view was astronomical. When I was in the spaceship, I realized that the earth wasn't flat at all, it was round. I have always wondered how it is to fart in a spacesuit, I will never do it again.

"That sounds verry fun, do you have a job that you didn't like at all?"

disgusting a little

One of the jobs I don't want to have again is dentist. I absolutely hated looking into strangers ' discussing mouths. Every day I had to deal with other people's bad teeth hygiene.

disgusting

Before I left her mansion, I asked her what her future plans *were* was. She said that she *didn't* dint know, but she enjoyed making the reality show and wanted to keep developing that concept.

End note to learner text 2:

Exciting character and good in-depth answers! Great that the questions are so open. Remember that an interview is more than just questions answers, so spend more time on introduction and conclusion. You should also have some descriptions in between the questions that say something about the character (body language, accent, surroundings).

Learner text 3 with comments from Olivia:

TAST 1A

Husk å si hvilken tekst.

It's about alex jonsson not having the opportunity to move everywhere. He dreams that you can travel everywhere and he can move everywhere. He wants the opportunity to do more social things. He wants to do more things with friends and family. There should be more space on the wheelchairs in the shops

TAST 2B

The test was quite similar because we also lost the prom and got online school~ing~ and were locked up at home. we were all encouraged to be inside not to be with so many. we were all afraid of being laid off or losing our summer jobs. We all stockpiled food and dope paper, so all the shops ran out of almost everything.

toilet

TAST 3B   When freedom is taken away from you

If you lose your freedom, you can lose the right to say what you mean. Then no one will listen to you in the end then you will be outside all of social gatherings. You can also lose all of your relights.

? If you lose your fear then you will no longer defend yourself.

You become a zero *if* yit you lose your freedom, and no one cares about you anymore, then you lose cash with everyone you know and those you do not know.

contact

Hva mener du her?

Everyone else we there decide over you and you have no chance to turn this around.

Get the right you are away so you can not do anything about it.

If I had lost my fright, I would not have shown what I should have deer. I think *I would have* he had been excluded from all my friends, I think I also had managed. Then I think I was just sitting inside looking at the wall. SO FREEDOM IS GOOD TO HAVE

End note to learner text 3:

Part A (short answer): You managed to include the main point in the short answer questions! Good! You justify and include examples. Be sure to read the assignments carefully, because in exercise 1 you should talk about another text, and in exercise 2 you should briefly tell what that text was about.

Part B (long answer): Here you list several good reasons why freedom is important. Great! You choose a challenging way to present the topic to the reader when writing a

subject text. You list things, but you should have written more on each point you make. I recommend you try to write fiction next time, because then it may be easier to write more about the topic.

Learner text 4 with comments from Olivia:

Task 3B

Witch freedom I lost under the pandemic.

When Norway had the first lockdown in March it took away so much of my freedom. My freedom to go to school, meet friends and meet my grandparents the first months under lockdown. That was the worst months in my life, the days was so long, boring. To meet friends and go to school makes that the days going so much faster.

I`m grateful that I have a school to go to, because I got to learn something, get an education. When we had videoconferencing and school home, I did not do so much like I had done if we had normal school. Home-school destroyed very much for me at the school. So, school is a freedom that is very important to me.

When I did not get to see my grandparents the first months it was terrifying, because I`m very close to them. My grandfather is old and very weak and that scares me. Grandmother are in very good form, she`s not weak or something. My freedom to meet them so much I want was taken away from me, because I did not want to expose them for the virus. So, I kept distance for one month or two.

The most important to are my friends, boyfriend and my family who does not live in ▮▮▮▮▮▮ did not see them so much, they were my freedom, they did that I felt like was free. I did not get no follow some rules when I was with them, I was free. People I love are my freedom, freedom for all my brainstorms. I have got nothing to worried about, everything is great.

But at the end, now I see my friends, I meet my grandparent and I go to school. I mean that my freedom is a little bit back, but there are somethings that still are holding something back. I cannot wait to get all my freedom back, do what I want without worry about COVID-19. It is going to take a while, but its better late than never.

End note to learner text 4:

Part B (long answer): Interesting text with many good points! It is clear that the topic concerns you. Your points are clear and you talk well about them, but feel free to tell more. Take a look at the order in your text so that it has a logical development (where the most important thing comes first).

Learner text 5 with comments from Olivia:

Husk topptekst!

«The hate u give»

Tittel: THE HATE U GIVE

Year: 2018

Genre: drama / crime

Actors: Amandla Stenberg, algee smith, Russell Hornsby, KJ Apa, Sabrina Carpenter, and so on.

Short summary:

Khalil

Her burde du fortalt forholdet mellom personene

The movie starts with Starr going to a party. They meet an old friend, Kyle who is going to drive her home. They are stopped by the police on their way home and misunderstandings lead to Kyle being shot by the police and dying. Kyle and Starr are dark-skinned, the cop is light-skinned.

Flashback eller Khalils død?

This event makes Starr think back to an event from when she was little, and she was out playing basketball with a friend. A car came down the street and shot her best friend. After this incident, there were many demonstrations against the police and what happened. Those who are dark-skinned are fighting for their rights and for equality.

In the final scene, we see Starr's father fighting a light-skinned man. Starr's father has a gun in his belt. It all ends with the father being pushed backwards, falling and hitting his head on the asphalt. Starr`s brother, a boy of approx. 7 years old, takes the gun from his father and aims at the light-skinned man to end the attack on his father. The light-skinned man ends up leaving the place with his friends.

Her avslører du litt mye

Mainpersons:

The main character is dark skinned girl with long hair, and between 17-19 years old.

She fights for the freedom and rights of those who are dark skinned.

Sound and music: There is *are* not so much music in the film, But there are some songs at the funeral and some songs now and then.

Message with the film: The film says that all people should have equal rights regardless of skin color and gender.

My opinion of the movie: I think the film was pretty good and I recommend everyone to watch it and that we must remember that everyone is equally valued and that no one should be treated badly.

strengt
terninghast
kanskje
siden din er mer
mening ?
positiv !

Roll the dice ~~1-6 :~~ 3

End note to learner text 5:

Good review where you have covered all the points! You have included a lot in the retelling (and maybe a little too much, so be aware of how much you reveal later). You can write more fully when it comes to your opinions and more technical information about the film, because this was a bit short.

Julie provides feedback to her pupils' written texts by using track changes in Microsoft Word. These comments are placed directly in the text with a red color when presented in this thesis. She also provides assessment forms where she highlights their achievement for the writing task, and end notes commenting on several aspects of the writing. The five learner texts that are presented are all mock exams, where the researcher chose to only look at part 1 because of the length of the texts. The track changes were originally written in the English language, while the end notes were originally written in Norwegian, but translated to English by the researcher.

Table 3 lists the comments Julie made to her learner texts. The table looks at the number of comments made in each category, as well as showing whether the comments were made directly in the learner texts or commented in the end note. Some examples of the comments are provided.

Table 3: Julie's comments to five learner texts

	Feed up		Feed back		Feed forward	
	In text	*End note*	*In text*	*End note*	*In text*	*End note*
Structure						1 comment *"You have written the texts with good structure"*
Word choice			5 comments *"Peoples → Means to people (peoples=folkeslag)"*			
Grammar			13 comments *"Others instead of other's"*			1 comment *"Try to get rid of the is/are problem"*
Content						

Language			1 comment *"It is a bit hard to understand exactly what you mean here"*			5 comments *"Language and grammar are great"*
Spelling			4 comments *"native americans → Native Americans"*			
Punctuation			5 comments *"..left. but.. → left, but"*			
Formal requirements		5 comments *"You answer the task"*				

Table 3 showed that Julie did not comment on too many aspects of the learners writing, but concentrated on a few categories. Each learner text was given feed up comments that showed the learners they answered the task they were given. The feed back contained comments on wrong word choice, grammar, language, spelling and punctuation with suggestions for improvement. Feed forward in the end notes were related to the structure, grammar and language telling the learners what they did well and what should be improved for next time.

Learner text 1 with comments from Julie:

"What freedom means to me in the time of COVID-19"

What is freedom? I do not know about you, because freedom is so different to each of us. When I hear the word freedom, I connect it to our human rights. In my country it is a human right to have our own freedom. Freedom for me is when I am free to choose, free to move, free to express and free to decide by myself to a certain extent. In the Perspectives Magazine I have read a lot about freedom, and what freedom is for peoples (Comment: means to people (peoples=folkeslag)) in other countries.

In the perspectives magazine (Comment: Perspectives Magazine (remember capital letters)) they have written about a Jewish girl which (Comment: who (which is used about things and animals) is reflecting on how the pandemic affected her Passover (Passover is a Jewish holiday/celebration), and the freedom she lost and the freedom she still got. Because of the virus she can no longer go to school, visit and hug her best friends and family, to run on her track team and go to her art lessons. Because of the Passover she lost her freedom to eat and to enjoy baked goods. You might think she got no rights left. But (Comment: …left, but..) this girl is not selfish, she knows that many others got a bad lifestyle with much more problems and struggles than she got.

The girl in the text put (Comment: puts) the situation in perspective, she is grateful and blessed because of the other freedoms she got. She is not starving, the girl (Comment: …starving, because she has) got a warm house, with two parents who take care of her and love her, that is not a matter of course. In extremely poor countries people do not have a house, kids' lives (Comment: kids live (kids' lives=barns liv) on the streets with only a cardboard to sleep on, they do not have many freedoms. The girl also realized that she got more freedoms today in the time of coronavirus than many other`s (Comment: others) did not have even before the virus.

End note to learner text 1:

Part A (short answer): You have answered part A well. You answer the task, and both language and grammar are great. Try to get rid of the is/are problems. Look at my comments.

Learner text 2 with comments from Julie:

TASK 1

In the text "use your voice" they talk about how we all can use our voice. They mention a lot of problems the world is facing, and how we need to do something to solve them. The last sentence in the text is "if you have a voice: use it!". The freedom of speech is

a human right, but if nobody uses it, then what's the point (Comment: point?) Make an impact on the world and use your voice.

In the text "'Eye-Opening' Challenge" they talk about being disabled. A 14-year-old boy opens the eyes of a team of legislator and shows them how it is to have a handicap. The two texts are about two very important, but also very different topics. The freedom of speech, and the freedom of movement is some verry various themes. Even though we all know these problems exist, we don't do anything about them. That need (Comment: needs) to change if not the world will stop to develop.

End note to learner text 2:

Part A (short answer): You have answered part A very well. You answer the task, and grammar and language are mostly great. You write easily and the language flows easily. Look at my comments.

Learner text 3 with comments from Julie:

Task 1.

The two texts I decided to read and then compare to each other is (Comment: are) "eye-opening' challenge" and "Native American imagery is all around us, while the people are often forgotten".

Firstly, let's look at what is so different about them.
The difference is that the native Americans had their land stolen and on top of that they are the one (Comment: ones) who is (Comment: are) being treated differently in their own country, while those who has or is (Comment: are) disabled never got anything taken away from them from a human being. Although this may be true, they did for example got the right to walk, as an option taken away from them it's (Comment: …them, but it's) not the same thing as getting your country taken away from you though (Comment: …you, though). And the reason for this occurrence is that you not being

able to walk is not going to affect the generation after you. As well as the time has been changing, so has the technology been changing. Thus, the conclusion is that there are new, more medicine and technology to help you get out from your disability.

And now let's see if they have anything in common. (Comment: Better: Do they have anything in common?)

Something they have in common is that they both are treated differently. You may wonder how those with disability is being treated differently, as well as those who is indigenous. Well, the (Comment: The… ("Well" is a very "oral" word in a formal text like this) reason for this occurrence is when you see a disable person, you immediately feel bad for them, for an example because they can't see or walk or hear etc. Thus, the conclusion is that you treat them differently, sometimes its positive that you treat them different, although this may be true in most cases, they are negative actions too. You treat them as if they were dumb. Therefore, elucidating the impression that you think just because they are disable, they are dumb to. That is my conclusion. (Comment: It is a bit hard to understand exactly what you mean here)

End note to learner text 3:

Part A (short answer): You have answered part A very well. You answer the task. You have written the texts with a good structure, and the English is also good. Look at my comments.

Learner text 4 with comments from Julie:

Task 1

Both texts share the same topic "freedom" but from there they change paths, or do they? One of the texts are (Comment: is) very essential for the modern world and one has always been there, but easily forgotten. One text describes how the COVID-19 situation has taken away freedom of hers however, she realizes freedom she took for granted others could not even imagine.

The other text addresses something all take for granted, therefore it is easily forgotten. The boy in this text wanted others to feel the helplessness and understand that even

opening a door is an everyday struggle. Living in a society that does not give you the same opportunities and chances just because of your disability.

These two text shed light on different situations but when you see the bigger picture they share different topics within.

Freedom of expression and freedom of movement is not as different as you might think and they shed light on similar first of all, they both are taken for granted by some and craved by others. Second, both needs more attention, and we need to learn how we could change the lose of these freedoms. At last, both are big problems in the modern times which can be fixed Those who are given these freedoms must use them for balancing the society to give all these privileges. *"Freedom is nothing else than a chance to be better"* -**Albert Camus**. We need to develop a society that fit for everyone and give all the same opportunities to express themselves.

End note to learner text 4:

Part A (short answer): You have answered part A very well. You answer the task, and grammar and language are great. You write easily and the language flows easily. Look at my comments.

Learner text 5 with comments from Julie:

Task 1

In the text "native American imagery is all around us, while the people are often forgotten" they talk about the freedom to native American's (Comment: of Native Americans) and how they get miss treated. Mark Trahant talk about how the "americans" have almost killed the culture to (Comment: of) native amaricans. And (Comment: …Native Americans, and…) that they deserve to have respect.

But in the text use your voice (Comment: "Use Your Voice") they talk about how you need to use your voice to get the world better (Comment: …make the world become a better place). We need to take control and make the world a safe place for all.

I think these to (Comment: two) texts are a little alike because both is (Comment: are) about who (Comment: how) the world shuld be better. And how we need to change for the better. We have it in us to be better and I think we should try harder. All of us.

End note to learner text 5:

Part A (short answer): You have answered part A well. You answer the task in a good way, and both language and grammar are great. Look at my comments.

5.4 Questionnaires

The questionnaire aimed to answer the research question *What are the beliefs that 10th grade learners have about feedback on their learner texts?* as well as the research question *What is the relationship between the teachers' beliefs and practices, and the learners' beliefs and experiences?* because of its relevance to the learners' perspectives when discussing the teachers' and learners' perspectives in relation to each other in chapter 6. A mixed methods approach was used in this research project to attain information on learner perspectives on feedback practices in the English subject. In total, 49 pupils participated in the study, answering 39 questions related to their beliefs on the topic (see appendix 7).

Two classes answered the questionnaire digitally, whereas one class answered on paper. On the paper-version of the questionnaire, the researcher could not make sure every pupil answered every question. Therefore, a column called 'missing' is added to the tables to present the number and percentage of pupils not answering the questions. This is presented so the numbers and percentages will not appear wrong in terms of the number of pupils participating in the questionnaire. This was no concern for the digital version of the questionnaire as the pupils could not move forward to the next question without answering the previous.

The answers from the questionnaires will be presented in tables including the number of pupils who answered and the percentages in brackets. The statements presented in this section are selected for the purpose of answering the research question and are further categorized in *beliefs* and *experiences*. Therefore, the order of the statements is not chronological. First, the results from all three classes combined will be introduced, followed by tables for each class. Table 4-5 show the results from all the classes combined, tables 6-9 from the first class, tables 10-13 from the second class and lastly tables 14-17 provide the results from the third class.

Table 4 presents the combined results from the three 10th grade classes on their beliefs and experiences with the feedback they receive in the English subject.

Table 4: Pupils' beliefs and experiences about feedback on their learner texts

	Item (n = 49)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
2.1	I think it is important to receive feedback on my writing.	33(67%)	9(18%)	5(10%)	2(4%)	0(0%)	0(0%)
2.7	I feel motivated to develop my writing skills based on the feedback from my teacher.	11(22%)	23(47%)	12(24%)	2(4%)	1(2%)	0(0%)
2.11	I feel that I have become a better writer because of my teacher's written feedback.	14(29%)	18(37%)	12(24%)	4(8%)	1(2%)	0(0%)
4.5	Teacher written feedback is beneficial for my writing development.	21(43%)	16(33%)	10(20%)	1(2%)	1(2%)	0(0%)
2.2	I receive enough feedback on my writing.	18(37%)	18(37%)	9(18%)	4(8%)	0(0%)	0(0%)
2.5	I prefer to get oral feedback from my teacher on my written text.	13(27%)	12(24%)	18(37%)	4(8%)	2(4%)	0(0%)
2.6	I prefer to get written feedback from my teacher on my written text.	13(27%)	13(27%)	18(37%)	4(8%)	0(0%)	1(2%)
3.1	I prefer to receive mostly praise in the feedback to my written texts.	8(16%)	18(37%)	16(33%)	5(10%)	2(4%)	0(0%)
3.2	I prefer to receive mostly criticism in the feedback to my written texts.	7(14%)	11(22%)	17(35%)	13(27%)	1(2%)	0(0%)
3.3	I prefer to receive mostly suggestions on	20(41%)	23(47%)	6(12%)	0(0%)	0(0%)	0(0%)

	what to improve in the feedback to my written texts.						

Table 4 showed that more than three-fifths of the pupils strongly agreed on statement 2.1, that it is important to receive feedback on their writing, and only two out of 49 pupils disagreed. It appeared from statement 2.7, 2.11 and 4.5 that few pupils are not motivated to develop skills, do not feel that they become better writers because of the feedback and do not see the feedback being beneficial for their writing development. Moreover, the table revealed that close to 80% of the pupils from three different classes strongly agreed/agreed on statement 2.2, that they receive enough feedback on their writing. When it came to what type of feedback the pupils preferred, statement 2.5 and 2.6, the table showed almost identical numbers and percentages on preferring oral feedback and preferring written feedback. In other words, the pupils are approximately equally divided between how they want to receive feedback on their written texts. If the answers from *strongly agreed/agreed* is combined it was clear from statement 3.3 that most pupils prefer to receive suggestions for improvement in the feedback comments to their written texts with an answer percentage of 88%. The pupils that strongly agreed/agreed on preferring praise in statement 3.1 were 53%, whereas statement 3.2 preferring criticism had a score of 39%. Several pupils also seemed to be indifferent about what elements they would prefer in the written feedback from their teacher.

Table 5 shows 49 pupils' experience with feedback.

Table 5: Pupils' experience with feedback (frequency statements)

	Item (n = 49)	Never	Almost never	Sometimes	Often	Very often	Missing
5.2	I receive feedback from my teacher on my written texts.	1(2%)	1(2%)	9(18%)	10(20%)	28(57%)	0(0%)
5.3	I read the teacher written feedback carefully.	2(4%)	4(8%)	15(31%)	18(37%)	10(20%)	0(0%)
5.4	I always understand the	2(4%)	4(8%)	11(22%)	24(49%)	8(16%)	0(0%)

	written feedback I receive from my teacher.						

Table 5 showed that the highest number of pupils who answered *very often* was on statement 5.2, to how often they receive feedback from their teacher. A total of 33 pupils also stated that they receive feedback sometimes or often. More than half of the pupils answered *often/very often* on statement 5.3 and 5.4, which stated that they read the feedback they receive carefully and they understand the comments. Nevertheless, six pupils seemed to experience that they almost never/never understand the feedback, and the same number of pupils stated that they almost never/never read the feedback carefully.

Table 6 includes the results from the first class related to the pupils' beliefs on feedback in the English subject.

Table 6: Pupils' beliefs about feedback on their learner texts

	Item (n = 19)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
2.1	I think it is important to receive feedback on my writing.	16(84%)	2(11%)	0(0%)	1(5%)	0(0%)	0(0%)
2.7	I feel motivated to develop my writing skills based on the feedback from my teacher.	6(32%)	11(58%)	2(11%)	0(0%)	0(0%)	0(0%)
2.11	I feel that I have become a better writer because of my teacher's written feedback.	9(47%)	6(32%)	2(11%)	1(5%)	1(5%)	0(0%)
4.5	Teacher written feedback is beneficial for my writing development.	11(58%)	6(32%)	2(11%)	0(0%)	0(0%)	0(0%)

Table 6 revealed that 95% of the pupils thought it was important to receive feedback on their writing and only one pupil disagreed with statement 2.1. In total, 17 out of 19 pupils also seemed to believe that the feedback was beneficial for their writing in statement 4.5. The pupils appeared in statement 2.7 to be motivated to develop their writing skills based on teacher feedback where only two pupils were indifferent. The number of pupils differed most on statement 2.11, about becoming a better writer based on the feedback, however 15 out of 19 pupils feel that they have become better writers.

Table 7 presents the answers from the pupils to one open-ended question which regards their beliefs on what elements the teacher feedback should include. These six answers summarize the elements that all of the 19 pupils wrote.

Table 7: Pupils' beliefs on the elements in the teacher written feedback

3.5 What elements do you think teacher feedback to your writing should include in order for you to develop your writing skills?
- What I did well. What I need to do next time in order to get a higher grade. What I did better now from other times.
- I want a lot of praise. Suggestions
- I think it should include spelling mistakes, word inflection, the use of word, if my paragraphs are good, good or bad sentence structure
- Suggestions on what I should change/improve and why
- I mostly want a comment on what I can improve for next time. I would know how to improve my grade, and improve my English
- What I did well/what I should continue to do – what I need to improve/mistakes – what I can do to fix it – things I have struggled with several times and finally improved/what I still struggle with

Table 7 provided six pupils' own written statements. Five out of six pupils explained in some way that they wanted to receive suggestions to their texts. What was also common in these statements, was the wish for praise, e.g.: "What I did well", "I want a lot of praise", "What I did well/what I should continue to do". One of the pupils were mostly concerned with criticism where it was explained that the comments should be related to mistakes and whether the sentence structure was good or bad.

Table 8 shows the pupils' experience with the feedback they receive.

Table 8: Pupils' experience with feedback

	Item (n = 19)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
2.2	I receive enough feedback on my writing.	13(68%)	2(11%)	2(11%)	2(11%)	0(0%)	0(0%)
2.5	I prefer to get oral feedback from my teacher on my written text.	8(42%)	6(32%)	4(21%)	1(5%)	0(0%)	0(0%)
2.6	I prefer to get written feedback from my teacher on my written text.	3(16%)	4(21%)	9(47%)	2(11%)	0(0%)	1(5%)
3.1	I prefer to receive mostly praise in the feedback to my written texts.	2(11%)	4(21%)	10(53%)	3(16%)	0(0%)	0(0%)
3.2	I prefer to receive mostly criticism in the feedback to my written texts.	3(16%)	5(26%)	8(42%)	3(16%)	0(0%)	0(0%)
3.3	I prefer to receive mostly suggestions on what to improve in the feedback	8(42%)	11(58%)	0(0%)	0(0%)	0(0%)	0(0%)

	to my written texts.					

Table 8 showed that more pupils prefer oral feedback than written feedback, where 14 pupils strongly agreed/agreed with statement 2.5 on preferring oral feedback, whereas seven pupils strongly agreed/agreed with statement 2.6 on preferring written feedback. Close to 80% of the pupils in statement 2.2 seemed to have experienced that they receive enough feedback, where only two pupils were indifferent and two pupils disagreed.

Table 9 reveals answers from some of the frequency-questions where the aim is the see how often or seldom some aspects of feedback occur.

Table 9: Pupils' experience with feedback

	Item (n = 19)	Never	Almost never	Sometimes	Often	Very often	Missing
5.2	I receive feedback from my teacher on my written texts.	0(0%)	0(0%)	2(11%)	4(21%)	13(68%)	0(0%)
5.3	I read the teacher written feedback carefully.	0(0%)	0(0%)	6(32%)	8(42%)	5(26%)	0(0%)
5.4	I always understand the written feedback I receive from my teacher.	0(0%)	2(11%)	4(21%)	9(47%)	4(21%)	0(0%)

Table 9 revealed that 13 pupils on statement 5.2 believed they receive feedback from their teacher on their written texts very often. Statement 5.3 showed that the teacher feedback is often read carefully by most of the pupils, but six of the pupils stated that they read it carefully sometimes. Close to half of the class answered on statement 5.4, that they often understand the written feedback from their teacher, and two pupils stated that they almost never understand it.

Table 10 presents the first results from the second class concerning the pupils' beliefs about the feedback they receive on their learner texts.

Table 10: Pupils' beliefs about feedback on their learner texts

	Item (n = 19)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
2.1	I think it is important to receive feedback on my writing.	10(53%)	4(21%)	4(21%)	1(5%)	0(0%)	0(0%)
2.7	I feel motivated to develop my writing skills based on the feedback from my teacher.	4(21%)	7(37%)	6(32%)	1(5%)	1(5%)	0(0%)
2.11	I feel that I have become a better writer because of my teacher's written feedback.	4(21%)	8(42%)	5(26%)	2(11%)	0(0%)	0(0%)
4.5	Teacher written feedback is beneficial for my writing development.	6(32%)	5(26%)	7(37%)	1(5%)	0(0%)	0(0%)

Table 10 showed that more than half of the class strongly agreed that it is important to receive feedback on their writing on statement 2.1. The same number of pupils agreed and neither agreed or disagreed to that statement. Only low percentages of the pupils disagreed with statement 2.7, 2.11 and 4.5, namely feeling motivated to develop writing skills, becoming better writers and seeing the feedback as beneficial.

Table 11 lists three pupil answers to one of the open-ended questions in the questionnaire.

Table 11: Pupils' beliefs on the elements in the teacher written feedback

3.5 What elements do you think teacher feedback to your writing should include in order for you to develop your writing skills?
- I think that it should say something about everything and that the teacher write feedback on both the good parts and the bad

-	Focus on what is done well in the text and not the things that were not good enough, but at the same time I want an explanation on why I for example received the grade 4 and not the grade 5						
-	Feedback on the content and on how I can do things to become better. Criticism and praise so that I can feel like a good writer						

Table 11 indicated that the pupils believed their feedback should include praise and criticism, and one pupil reported the wish for suggestions for improvement.

Table 12 points out results on the pupils' experience with the feedback they receive.

Table 12: Pupils' experience with feedback

	Item (n = 19)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
2.2	I receive enough feedback on my writing.	5(26%)	11(58%)	3(16%)	0(0%)	0(0%)	0(0%)
2.5	I prefer to get oral feedback from my teacher on my written text.	2(11%)	4(21%)	8(42%)	3(16%)	2(11%)	0(0%)
2.6	I prefer to get written feedback from my teacher on my written text.	6(32%)	6(32%)	5(26%)	2(11%)	0(0%)	0(0%)
3.1	I prefer to receive mostly praise in the feedback to my written texts.	5(26%)	8(42%)	4(21%)	0(0%)	2(11%)	0(0%)
3.2	I prefer to receive mostly criticism in the feedback	2(11%)	4(21%)	5(26%)	7(37%)	1(5%)	0(0%)

	to my written texts.					
3.3	I prefer to receive mostly suggestions on what to improve in the feedback to my written texts.	7(37%)	8(42%)	4(21%)	0(0%)	0(0%)	0(0%)

Table 12 showed that 16 pupils agreed upon statement 2.2 on receiving enough feedback to their writing. No pupil disagreed with this statement. In contrast to the first class, most of the pupils in this class seemed to prefer written feedback instead of oral feedback, which became clear from statement 2.5 and 2.6. Highest percentages strongly agreed/agreed on statement 3.3 on preferring suggestions in their feedback comments to their written texts, followed by praise on statement 3.1 and lastly criticism on statement 3.2. The gap was largest between the pupils' answers when it came to statement 3.2 on preferring criticism in their comments, where seven out of 19 pupils disagreed and one pupil strongly disagreed.

Table 13 presents the result from some pupil experiences with the feedback practices in the English subject.

Table 13: Pupils' experience with feedback

	Item (n = 19)	Never	Almost never	Sometimes	Often	Very often	Missing
5.2	I receive feedback from my teacher on my written texts.	1(5%)	1(5%)	4(21%)	5(26%)	8(42%)	0(0%)
5.3	I read the teacher written feedback carefully.	2(11%)	4(21%)	5(26%)	5(26%)	3(16%)	0(0%)
5.4	I always understand the written feedback I	2(11%)	2(11%)	3(16%)	10(53%)	2(11%)	0(0%)

	receive from my teacher.						

Table 13 showed in comparison with the first class, a higher number of pupils answered *almost never* and *never* on statements 5.2, 5.3 and 5.4. However, most pupils answered that they receive feedback very often on statement 5.2. More than half of the class seemed to understand the written feedback often, while more than one-fifths of the class reported that they almost never or never understand the written feedback they receive in statement 5.4.

Table 14 presents the first results from the third class, showing their beliefs on some aspects of the feedback they receive.

Table 14: Pupils' beliefs about feedback on their learner texts

	Item (n = 11)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
2.1	I think it is important to receive feedback on my writing.	7(64%)	3(27%)	1(9%)	0(0%)	0(0%)	0(0%)
2.7	I feel motivated to develop my writing skills based on the feedback from my teacher.	1(9%)	5(45%)	4(36%)	1(9%)	0(0%)	0(0%)
2.11	I feel that I have become a better writer because of my teacher's written feedback.	1(9%)	4(36%)	5(45%)	1(9%)	0(0%)	0(0%)
4.5	Teacher written feedback is beneficial for my writing development.	4(36%)	5(45%)	1(9%)	0(0%)	1(9%)	0(0%)

Table 14 showed that 10 out of 11 pupils strongly agreed or agreed that it is important to receive feedback on their writing on statement 2.1. Only one of the pupils answered *neither agree nor*

disagree. More than half of the pupils agreed on statement 2.7, on being motivated to develop writing skills, whereas the highest percentage on statement 2.11, namely becoming a better writer, is placed on *neither agree nor disagree*. One pupil strongly disagreed with the beliefs on statement 4.5, that the teacher feedback is beneficial for writing development, while most of the pupils strongly agreed or agreed upon this statement.

Table 15 presents the pupils' beliefs on what elements teacher written feedback should include.

Table 15: Pupils' beliefs on the elements in the teacher written feedback

3.5 What elements do you think teacher feedback to your writing should include in order for you to develop your writing skills?
- The things that are good and what needs to be improved. If anything needs to be improved I want help to improve, and maybe get homework in relation to the problems with my text
- Everything that is negative
- Negative sides, positive sides, what words that can be exchange with new ones etc.
- I think that the teacher should explain what I can do better to get a higher grade

Table 15 presented some pupils' beliefs on what a feedback comment should include. One pupil exclusively stated that feedback should criticize. The other pupils mentioned a balance between praise, criticism and suggestions for improvement.

Table 16 reports pupils' experience with the feedback from their teacher.

Table 16: Pupils' experience with feedback

	Item (n = 11)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Missing
2.2	I receive enough feedback on my writing.	0(0%)	5(45%)	4(36%)	2(18%)	0(0%)	0(0%)
2.5	I prefer to get oral feedback from my	3(27%)	2(18%)	6(55%)	0(0%)	0(0%)	0(0%)

	teacher on my written text.						
2.6	I prefer to get written feedback from my teacher on my written text.	4(36%)	3(27%)	4(36%)	0(0%)	0(0%)	0(0%)
3.1	I prefer to receive mostly praise in the feedback to my written texts.	1(9%)	6(55%)	2(18%)	2(18%)	0(0%)	0(0%)
3.2	I prefer to receive mostly criticism in the feedback to my written texts.	2(18%)	2(18%)	4(36%)	3(27%)	0(0%)	0(0%)
3.3	I prefer to receive mostly suggestions on what to improve in the feedback to my written texts.	5(45%)	4(36%)	2(18%)	0(0%)	0(0%)	0(0%)

Table 16 revealed that less than half of the class agreed that they receive enough feedback to their writing in statement 2.2. Several of the pupils seemed to be indifferent, but two pupils disagreed with this statement. In a similar way as the second class, the answers to statement 2.6 indicate that this class prefer to receive written feedback on their texts. It showed that nine pupils prefer to receive suggestions for improvement in the feedback comments in statement 3.3, followed by praise in statement 3.1 and lastly criticism in statement 3.2. More pupils disagree with preferring to receive criticism than praise and suggestions.

Table 17 reports the pupils' experience with the frequency of the feedback.

Table 17: Pupils' experience with feedback

	Item (n = 11)	Never	Almost never	Sometimes	Often	Very often	Missing
5.2	I receive feedback from my teacher on my written texts.	0(0%)	0(0%)	3(27%)	1(9%)	7(64%)	0(0%)
5.3	I read the teacher written feedback carefully.	0(0%)	0(0%)	4(36%)	5(45%)	2(18%)	0(0%)
5.4	I always understand the written feedback I receive from my teacher.	0(0%)	0(0%)	4(36%)	5(45%)	2(18%)	0(0%)

Table 17 showed that seven out of 11 pupils in statement 5.2 experienced feedback to their texts very often. In statement 5.3, 63% of the pupils seemed to read the feedback carefully often/sometimes and the same percentages for how often the pupils understand the feedback comment in statement 5.4. No pupils answered *never* and *almost never* to these three frequency-statements.

6.0 Discussion

6.1 Introduction

This chapter will discuss the findings from teacher interviews, learner texts and pupil questionnaires presented in chapter 5. The results will be addressed in relation with relevant theory and research from chapter 3. The teacher interviews, learner texts and pupil questionnaires will be discussed class by class in order to clearly see the relationship between the teacher's beliefs and practices, and the pupils' beliefs and experiences related to feedback. The combined results from the interviews and questionnaire will be examined in section 6.2. Furthermore, the findings from the interview with Adam, the learner texts and questionnaires from class one will be presented in section 6.3, followed by the results from Olivia's interview and class in section 6.4. Moreover, the results from Julie's interview and class will be discussed in section 6.5. Lastly, teaching implications and recommendations will be presented in section 6.6, limitations of the study in section 6.7, suggestions for future research in section 6.8, and my contribution to research on feedback in section 6.9.

6.2 Combined Results

The combined results relate to 49 pupils' beliefs and experiences with feedback on their learner texts. The majority of the pupils agreed that it is important to receive feedback on their writing. A total of 85% strongly agreed/agreed on the importance. Close to 80% answered that they receive teacher written feedback often or very often, which is important as it seemed they believe it to be crucial. Hyland and Hyland (2019b) emphasize how teacher written feedback is designed to carry a heavy informational load that aims to encourage the students to develop their writing (Hyland & Hyland, 2019b, p. 165). Thus, the teachers' feedback on the pupils' writing is of great significance as the pupils would need guidance from more competent others in order to develop their competence (Vygotsky, 1978). Assessment is also emphasized in LK20, stating that formative assessment will contribute to promoting learning and developing competence in the subject (LK20, 2019). The teachers play an important role in assessing the pupils' work, which can be carried out through written feedback.

Feedback from teachers can be given both orally and written, and the pupils seemed to prefer both methods. The pupils were almost equally divided between preferring oral and written feedback on their writing. In total, 27% of the pupils strongly agreed with oral as well as written, 24% agreed on oral and 27% agreed on written. All three teachers see the benefits of having oral conversations with the pupils about their writing, but all explain that this is not possible because of the lack of time. Therefore, as reported, they most often provide feedback in a written and digital format.

An element of feedback that all three teachers reported as important was *praise*. Hyland (2019) stresses that positive remarks can be motivating and encouraging for the pupils, and such remarks may also be completely necessary for some (Hyland, 2019, p. 179). In comparison, more than 50% of the pupils answered that they strongly agreed/agreed on preferring praise in the comments, while close to 90% of the pupils seemed to prefer mostly suggestions in the feedback comments from their teacher. The element that was least agreed to prefer was criticism, with 36% of the pupils. It was clear that the statement about preferring criticism had the highest score on disagreeing, namely 27%.

The three teachers shared many of the same experiences with their feedback, one being that all could see improvements on their learner texts based on their feedback. Adam stressed that he sees improvements in every pupils' use of English since last year and Olivia said that she especially sees improvements after working in a process-oriented approach and then often on the length and fewer spelling mistakes. Julie also reported seeing improvements and that this is one of the best things about being an English teacher. The answers in the questionnaire revealed that the majority of the pupils share these beliefs with the teachers. More than 70% of the pupils see teacher feedback as beneficial for their writing and more than 60% of the pupils feel they have become better writers because of it. Dysthe and Hertzberg (2014) explain how the teachers are active supervisors in a process-oriented approach, guiding the pupils through the process of writing. (Dysthe and Hertzberg, 2014, p. 15). The teachers can thus suggest changes for improvement in the learner texts, which may lead to the learners becoming better writers and extend the pupils' ZPD (Vygotsky, 1978).

6.3 Class 1

The first and second research questions were related to the teachers' beliefs and practices about giving feedback to learner texts. Writing was an important topic to address as this research focus on the learners written texts and therefore, questions related to writing instruction in class were asked. Adam said that he uses a writing tip booklet where each pupil is able to place older texts with feedback comments and other basic tips in. This would, according to Adam, lead to "the writing tip booklet being more specialized to their proximal developmental zone where I can see what they need to work with in order to become better in English". What Adam explained here reflects Vygotsky's Zone of Proximal Development which refers to the distance between what a child can do independently and what the same child can do with assistance from an adult (Vygotsky, 1978, p. 86). Hyland (2019) describes the ZPD as a stage in cognitive growth, where the teacher as an expert other can help extend the child's skills through guidance and response (Hyland, 2019, p. 171). Adam can thus function as the adult that helps the pupils develop their writing competence, because of the feedback that is given on their texts. A conscious choice was for Adam to make his pupils keep their texts and making them aware of the writing tip booklet being a resource they could use when writing new texts. Adam's reported practices are reflected in his actual practices, which becomes clear in the end note to learner text 3 where Adam wrote: "See my comments and get the rules in the writing tip booklet". Hyland and Hyland (2006) emphasized that explicit feedback needs time and repetition before it can help the learners to notice the correct forms (Hyland & Hyland, 2006, p. 85). With the use of such a writing tip booklet, as explained by Adam, the pupils are able to look at their feedback comments several times and use them repetitively, which can make the feedback valuable and the learners can notice correct forms. When Adam provides feedback, he comments directly into the pupils' texts, in the margins and an end note to summarize the most important feedback. Table 1 in section 5.3 showed more in detail what Adam gives comments on when assessing the learner texts. In the text, he commented on word choice, grammar and spelling, and in end notes he made comments on word choice, grammar, content, language, spelling and formal requirements.

In the interview, Adam said that he had to adapt the feedback from English to Norwegian in order to make sure his pupils understand the comments. This is emphasized by Hyland and Hyland (2006), that teachers must select appropriate language in their feedback, which can facilitate a student's writing development (Hyland & Hyland, 2006, p. 86). Hyland and Hyland (2006) also refers to studies (Ferris, 1995; Conrad & Goldstein, 1999) showing this

fact, that students may misuse or ignore the feedback because they misunderstand. The majority of the pupils in Adam's class seemed to understand the feedback comments most times, while some also expressed not understanding the comments every time. Adam reported that he provides oral feedback if the pupils do not understand the grade they are given, but he stated that this happens rarely.

Feedback comments can include different elements. When Adam provides feedback to his pupils, he believes it is crucial that there is a balance between the elements praise, criticism and suggestion, but stated that there should mostly be praise. He further explained that he likes to use star, cloud, star, which means giving two positive comments and one comment on what has improvement potential. All end notes included praise and criticism/suggestions, but in different amounts. Learner text 1 received four comments with praise, e.g. "You quote the article. Great" and "Great text!" and two comments with criticism, e.g. "Remember to use capital letters […]" and "You should provide references". Learner text 2-5 received two positive comments each, and more or the same amount of criticism. Some of the criticism were provided with a suggestion for improvement. Sigott (2013) emphasized that effective feedback often contains suggestions for a way forward (Sigott, 2013, p. 10). In text, Adam mostly points out mistakes together with a suggestion. Teachers often mitigate the criticism so it is not too harsh, which may lead to the pupils misinterpreting the feedback (Hyland & Hyland, 2006, p. 87). Hyland (2019) suggests that criticism can be paired with a suggestion in order to avoid the comment being too vague. Adam's way of providing feedback is thus in line with Hyland's (2019) suggestion.

The questionnaire results indicated that most pupils prefer to receive mostly suggestions in the feedback comment, before criticism and praise. The whole class of 19 pupils either strongly agreed or agreed on preferring suggestions, while eight pupils preferred criticism and six pupils preferred praise. In the open-ended question about what elements the pupils wanted their feedback to include in order for them to develop writing skills, many answers were related to praise, criticism and suggestions. Nevertheless, what was most repetitive in the answers was that the pupils wanted suggestions for improvement for future texts, e.g. "Suggestions on what I should change/improve and why" and "[…] what I need to improve/mistakes – what I can do to fix it".

Concerning the amount of feedback, Adam believes he provides enough on written texts. In a similar way, 15 out of 19 of his pupils shared this belief, since they strongly

agreed/agreed that they receive enough feedback on their writing. Adam also believed that he sometimes provides too much feedback so that his text actually becomes longer than the learner text. In cases like this, Adam argued that it is better to have a dialogue to provide the feedback. In comparison, it seemed preferable for the pupils to receive oral feedback, not just occasionally, but rather, instead of written feedback. More than 60% of the pupils reported this. The research on feedback to writing promotes a balance between oral and written feedback, as for example, Hyland and Hyland (2006) state that the use of oral response in class is increasing, but at the same time written responses play a significant role in L2 writing classes (Hyland & Hyland, 2006, p. 84). Researchers (Hyland, 1998, 2000a; Hyland & Hyland, 2006b) have further observed a close relationship between the oral and written feedback and instruction, finding that "the main points made through explicit teaching were picked up and reinforced by written feedback and then recycled in both peer and student-teacher oral interactions" (Hyland & Hyland, 2006, p. 86).

6.4 Class 2

In the interview, Olivia stated that the writing process in the English subject is complex since it involves reading, writing and listening. She reported that she teaches various aspects of writing, e.g. how to build a text with a running theme and how to elaborate so the texts will be long enough. She further commented on finding a balance in the feedback formulations, asking the pupils to elaborate without commenting too much. Such a comment was made in learner text 1 where Olivia wrote: "Wow… this needs a little more context. Tell me more!". This comment was about making the learner elaborate, which could lead to a longer text. Thus, feedback comments in text on learner text 1 showed a compliance between her reported practices and her actual practice. Olivia further explained that she tries to make the pupils write in each English lesson. The questionnaire revealed that the majority of the pupils, 14 out of 19 pupils, believes it is important to receive feedback on their writing.

The feedback Olivia provides are adapted to the pupils' academic level. The way she adapts it is to not comment on everything, because she believes many will lose hope if there are too many comments. This is clear in the comments to her learner texts, where one can see several mistakes which are not commented on. Learner text 4 is one example, where grammar mistakes appear, but Olivia has chosen not to underline those. This could be seen in relation to

teacher beliefs, since she practiced her beliefs on not commenting on everything. Mulati, Nurkamto and Drajati (2020) presented research findings that showed great differences in teacher beliefs on what should be commented on when assessing learner texts. Two teachers were interviewed where one teacher believed that all errors in all writing aspects should be marked at once, while the second teacher believed that only some selected writing aspects should be commented on (Mulati, Nurkamto & Drajati, 2020, p. 4-5). Borg (2003) argued that research on teacher cognition has indicated that all aspects of teachers' work were affected by their cognitions such as schooling, professional coursework, contextual factors, and classroom practices (Borg, 2003). Olivia stated that her pupils preferred to receive written rather than oral feedback. In a similar vein, the questionnaire revealed the pupils' beliefs being in line with Olivia's beliefs. More than 60% of her pupils answered that they strongly agree/agree on preferring written feedback, whereas 32% agreed on preferring oral feedback. Five out of 19 pupils were indifferent, neither agreeing nor disagreeing on preferring written feedback. Therefore, Olivia provides feedback with the type that the majority of the class prefer, although two pupils would like to receive oral feedback. This shows a clear relationship between the teacher's beliefs and the learners' beliefs, where the majority of the pupils prefer the feedback type Olivia provides. Burns et al. (2015) explain that a teacher's choices about teaching must be anchored in beliefs, that there must be some cognitive capacity governing the choices (Burns et al., 2015, p. 587). In other words, the choices teachers' make must be based on something, that there is a reason for choosing to do something in one way or the other, and Burns et al. (2015) argue that such choices are anchored in their beliefs as teachers.

A feedback comment should not include too many aspects, according to Olivia. She believes that the most important element in the feedback is praise and that she *must* find something positive to comment on each time. Praise can, according to Hyland (2019), attribute credit to the writer for an aspect of the text. In addition, Hyland and Hyland (2019b) explain that the ways praise or criticism is conveyed are central. This may be central in order to avoid the pupils' misinterpreting the feedback. Olivia stated that she earlier provided criticism together with suggestions, which is not the case today as she said it depends on the pupil whether or not she provides suggestions. It appeared from the questionnaire that the majority of pupils prefer to receive mostly suggestions in their feedback comments. In total, 15 out of 19 pupils prefer suggestions on what to improve on their writing, 13 pupils prefer praise and six pupils prefer criticism. Only on statement 3.2 about preferring criticism, pupils disagreed.

A total of 37% disagreed on the statement, whereas none disagreed on wanting praise and suggestions. It appears thus that it is most important to pupils not to receive too much criticism. Table 11 provided answers to the open-ended question about what they think the feedback should include. The following answers are representative for the other pupils' answers, where some pupils want praise, some want criticism and some want suggestions, e.g. "[…] both the good parts and the bad", "what is done well […] and not the things that were not good enough" and "[…] how I can do things to become better. Criticism and praise so that I can feel like a good writer".

Table 2 in section 5.3 shows what Olivia commented on in the learner texts. She commented on various aspects of writing in texts, namely structure, word choice, grammar, content, language, spelling, punctuation and formal requirements, whereas the end notes were mostly related to structure and content. In the end note, learner text 2 received two comments with praise: "Exciting character and good in-depth answers! Great that the questions are so open" and two comments with criticism together with suggestions: "Remember that an interview is more than just questions answers, so spend more time on introduction and conclusion. You should also have some descriptions in between the questions that say something about the character (body language, accent, surroundings)". Here, Olivia suggests that an introduction and conclusion needs to be a part of the texts, as well as the texts should include descriptions on body language, accent and surroundings. Hyland (2019) claims that suggestions can propose certain revision to the text, such as Olivia's suggestions to this learner text. Olivia stated that the challenging part of providing feedback this way, is to make sure her pupils use it for future texts. It is emphasized by Hyland and Hyland (2019a) that teacher feedback can help the learners reach their potential in writing since the feedback could point forward to future texts. Thus, in order to help the pupils reach new goals, it could be important to teach the pupils how they can exploit the opportunity to use earlier feedback for future learning.

Olivia believes she provides enough feedback to her pupils' writing, maybe even too much. This would also seem to be the learners' beliefs, where 16 out of 19 pupils strongly agreed/agreed, and three pupils neither agreed nor disagreed. Table 13 presented the answers from the frequency statements, which showed a large gap between the pupils' answers to how often they receive feedback, how often they read the feedback carefully and how often they understand the feedback. In total, 13 out of 19 pupils answered that they receive feedback from

their teacher often or very often, while two pupils answered almost never or never. Fewer pupils state that they read the teacher feedback carefully, where 32% claimed that they almost never or never do that. What is further interesting is that 22% of the pupils also answered that they almost never or never understand the written feedback they are given. There could be a correlation between these answers, since four pupils do not understand the feedback and six pupils almost never or never read the feedback carefully. Why some pupils answered that they almost never or never receive feedback would also be interesting to know, whether that is what the pupils actually believe or if the pupils just chose one answer without reading the question in order to be finished with the questionnaire. Just looking at the feedback from the teacher on learner texts shows that her pupils receive feedback. This study does not aim to confirm how often feedback is provided, but *never* is not the case as feedback on learner texts was presented to the researcher. Nevertheless, this study does not look into why these numbers occur or what the relation between the numbers are, so this would just be speculations.

When Olivia talked about her experience with feedback from her own schooling, corrections with a red pen were the main topic. She said that it looked like someone had been bleeding on the papers for those who had many mistakes. These experiences have made Olivia more conscious about her choices when assessing learner texts, because she claimed that she tries to avoid using the red color. This because she believes red is often a negative color in this context. By looking at Olivia's comments directly in the learner texts, one can see that she mostly uses the color green and blue, especially when providing many and longer comments. The red color is used a few places, only to describe minor problems, so the red parts will not be what one sees at first glance. Olivia explained that she believes that today's teachers are more conscious about assessment, understanding that everything does not have to be corrected. Lee (2008) conducted a study where she looked at student texts and interviewed teachers to see if their beliefs and practices were related. She found that their practices were influenced by their beliefs, values, understandings and knowledge, as well as the cultural and institutional contexts of their work. For instance, the examination culture appeared to affect the writing instruction as the teachers did not work with multiple drafts, but rather preparing the students for exams by making them write a variety of texts (Lee, 2008, p. 80). It appeared to be the same with Olivia, that her beliefs, values and knowledge affected her feedback practices. She explained that she believes a feedback comment should only include a few aspects and not all the aspects that can be improved. In addition, she experienced receiving her written texts with several

comments from the teacher made with a red pen, which she said she did not look at. Her beliefs have affected her practices as she has chosen to not comment on too many aspects in the learners' writing and she tries to avoid using what she believes is a negative color in this context.

Olivia stated that she is very fond of process-oriented writing because she can see great improvements to her pupils' writing, especially that her pupils write longer texts and spelling mistakes are corrected. However, a process-oriented approach is not the most used approach when she assesses her pupils writing. She does not provide feedback to drafts very often, and explained that she mostly provides feedback to the pupils' finished written products. Feedback can be given at different times when writing a text, e.g. on product or in the process. In a product-oriented approach the focus is more on the final product and its evaluation (Javadi-Safa, 2018, p. 18), whereas in the process-oriented approach, teachers support writers through multiple drafts and suggests revision during the process of writing (Hyland & Hyland, 2019a, p. 2). Olivia claimed that the reason for not commenting on drafts is that it is too time consuming, because then she said she would have to assess 20-25 texts from one lesson to another. Leki (1990) explains that it can be extremely time consuming to provide properly written comments to each pupil, thus comments on several drafts with just as specific and helpful feedback will take time.

There is also the consideration that providing feedback on drafts may not be possible within the time frame given and that there may be contextual factors here concerning this. Even though Olivia would like to use the process-oriented approach more because of the pupils' great improvements, it seemed from the questionnaire that the majority of her pupils feel their writing has improved based on the feedback they receive. A total of 12 pupils out of 19 strongly agreed or agreed on the fact that they feel they have become better writers because of the teacher's written feedback and 11 pupils believes the feedback is beneficial for their writing.

6.5 Class 3

When Julie teaches writing in her class, her focus is mostly on formal parts of writing such as how to structure a text, how to make paragraphs, simply building a text. The way such parts of writing are taught, is through the use of sample texts. Skulstad (2018) mentions how a teacher can guide and provide scaffolding through the writing in a genre-based approach. The sample texts can be used as scaffolding, showing examples of how the pupils can write themselves.

Julie explained that it is difficult to find a balance of different elements that can be included in a feedback comment. She believed that the most important is to choose the most significant to what should be improved and not comment on everything that has improvement potential. She tries to include some praise in her comments, but the amount is pupil dependent. Julie further said that she tries to think about every aspect of writing when she provides feedback to her pupils, but that this is also dependent on the task and what the task demanded. The focus could sometimes be the genre, while other times it could be the structure. This is also something that Hyland (2019) addresses: "[…] different assignments and different students require different types of responses […]" (Hyland, 2019, p. 179). From the questionnaire it appeared that the majority of the pupils prefer to receive mostly suggestions where nine out of 11 pupils agreed, followed by praise where seven pupils agreed and criticism where four pupils agreed. None disagreed with preferring mostly suggestions. What became clear from the open-ended question about what elements should be included in a feedback comment, was the wish for praise, criticism and suggestions e.g. "The things that are good and what needs to be improved", "everything that is negative" and "negative sides, positive sides […]". Table 3 in section 5.3 shows what Julie commented on in the learner texts. Julie uses track changes in Microsoft Word when she gives feedback on learner texts. According to Hyland (2019), track changes allows the teacher to comment without defacing the original text (Hyland, 2019, p. 175). Her comments in text in the five presented learner texts were related to word choice, grammar, language, spelling and punctuation, while the end notes included comments on structure, grammar, language and formal requirements. The end notes from the five learner texts mostly dealt with praise and further referred to the in-text comments for what to improve e.g. the end note to learner text 3: "You have answered part A very well. You answer the task. You have written the texts with a good structure, and the English is also good. Look at my comments".

In contrast to Adam and Olivia, Julie does not believe she provides enough feedback to her pupils and explains that she has bad conscience about this, but there is not enough time to provide the amount she wants. Julie believes her pupils prefer to receive oral feedback and that it would be ideal to go through the learner texts with each pupil individually. The reason she does not practice her beliefs, is that she feels there is rarely time to provide oral feedback and thus the feedback is rather given through digital platforms. Bø (2014) found similar beliefs and practices from the teachers in her study. The teachers Bø (2014) interviewed explained that they

wished they could provide more oral feedback to their pupils because they could see the benefit from such feedback, but it could not be done because of the lack of time. The questionnaire in the present study revealed that the pupils are to some extent divided between preferring oral and written feedback to their texts, but two more pupils strongly agreed/agreed on preferring written feedback. Five out of 11 pupils agreed on preferring oral, where six pupils were indifferent, while seven pupils agreed on preferring written, where four pupils were indifferent. None of the pupils disagreed/strongly disagreed on preferring either oral and written, which could mean that both oral and written feedback works for them.

Julie provides feedback on both drafts and finished products. She explained that it is completely voluntary for the pupils to hand in drafts. This often results in the fact that not all pupils use the opportunity to receive comments before a final grade is set, but Julie expects that. She argued that working with drafts is the way she prefers to work, but it is too time consuming which then would lead to mostly commenting on final products. Julie insisted that a process-oriented approach to writing is "definitely the best way to work". The beliefs and practices about working with drafts and final products may thus not comply.

Improvements to the learner texts based on the teacher written feedback is a fact, according to Julie. She stated that "it is one of the best things about being an English teacher, when you see that the things you have been working on, and what you given feedback on, actually works. And I see that". In comparison, the results from the questionnaire also indicated that the majority of her pupils see the teacher written feedback as beneficial for their writing, where nine out of 11 pupils strongly agreed/agreed.

6.6 Teaching Implications and Recommendations

This study presented how three teachers provide feedback on 10th grade learner texts. Different ways of providing feedback were presented, e.g. comments in the margins, track changes in Microsoft Word, comments directly in the text with a computer pen, and end notes. The teachers expressed their wishes for using more process-oriented writing, but the time frame made that difficult which often resulted in giving feedback on final products. It was evident that all teachers saw improvements to their learners' writing after using drafts. In addition, all teachers agreed that it would be beneficial for the pupils to have an individual oral conversation with the teacher about the feedback to make sure everyone understand the comments properly.

Therefore, a recommendation could be to include more time to write in a process-oriented approach in school as this seemed to be useful for the learners' writing development, as well as having time to go through the feedback with each individual pupil.

The findings from the questionnaire revealed that the majority of pupils see the importance of teacher feedback and believe it is beneficial for their writing. The majority of pupils seemed to prefer mostly suggestions in the feedback comments from their teacher. The teacher could then comment on the mistakes and make suggestions for improvement. Moreover, the teachers emphasized the significance of providing praise to motivate the pupils and making them believe in own writing abilities and all teachers explained that every feedback comment must include a positive comment on the pupils' writing. This seemed to be a crucial element that also many pupils seemed to appreciate in feedback.

6.7 Limitations of the Study

The qualitative part of the study consisted of three teacher interviews and analysis of 15 learner texts, while the quantitative part involved 49 pupils participating in a questionnaire. This a relatively low number of participants and because of the small sample the findings from the interviews, learner texts and questionnaires cannot be generalized and will thus be one limitation of this study.

The situation with Covid-19 also limited the researcher in the process of writing the thesis. The data collection method for this study had to be changed in the middle of the process of collecting data. The interviews and questionnaires were planned to be conducted personally at the schools in question, but two of the teachers and their classes ended up with participating digitally through *Teams* and *SurveyXact*. The data collection process became longer than originally predicted, as new methods and tools had to be used as well as it was necessary to apply to NSD two times.

The delimitations were related to the focus and scope of this study. Because of the time limit it was not possible to use a larger sample of participants even though that would have been preferable in order to make stronger conclusions based on the results. It would also be interesting to look at other aspects concerning feedback in school such as oral feedback and motivation towards feedback, but the study had to be narrowed down to a few research questions because of the scope.

6.8 Future Research

Future research could investigate both oral and written teacher feedback on learners' writing and see what effects the different ways of providing feedback may have on the learners' achievements in the English subject. It would be ideal to follow one or several classes for a longer period of time to see whether or not the feedback they receive are beneficial for future writing and to see if the pupils achieve and develop their writing skills based on the teacher feedback. In addition, it would be interesting to look at the pupils' motivation for writing over time and see if the feedback they receive affects their motivation in any way. Furthermore, it could be of interest to look at differences at the schools or homes to see whether various factors affect how receptive pupils are to receive help and feedback from their teacher in order to develop their skills. The factors could be size of class and school, school supplies, what the pupils have access to in their homes in the sense of literature, the use of the English language in their spare time, as well as teacher and learner beliefs.

6.9 My Contribution

This study could contribute to already existing research by providing more information on feedback in school. Lee (2008) emphasized the small amount of research on why teachers respond to learner texts in the way they do. This research project aimed to investigate three teachers' beliefs on providing feedback to 10th grade learner texts, as well as looking at the teachers' actual feedback practices, which will contribute to more research in this field. In addition, as presented in section 3.6.3, the international studies do not include that much information on teacher and learner beliefs. The chosen method, a mixed methods approach, using teacher interviews, analysis of learner texts and pupil questionnaires made it possible to gather information on teacher and learner beliefs, which thus contributes with more information on beliefs.

7.0 Conclusion

The present study aimed to investigate teacher written feedback on 10th grade English learner texts with a focus on both teachers' and learners' perspectives. The aim was to examine how the teachers provide written feedback to their learners' written work and furthermore, what beliefs they have about giving feedback. Moreover, it was found that there was a clear relation between the learners' and teachers' beliefs. The four research questions for this research project were: "What are the beliefs that 10th grade English teachers have about giving feedback to learner texts?", "How do teachers give feedback to 10th grade English learner texts?", "What are the beliefs that 10th grade learners have about feedback on their learner texts?" and "What is the relationship between the teachers' beliefs and practices, and the learners' beliefs and experiences?"

The data was collected through a mixed methods approach using both qualitative and quantitative methods. A mixed methods approach was seen as the most appropriate data collection method for investigating both teachers' and learners' perspectives in the time frame given. Two schools participated in this research project, with three teachers and the respective classes. The three teachers' perspectives on feedback were carried out through semi-structured interviews as well as analysis of 15 learner texts that consisted of teacher written feedback, in order to see the teachers' feedback practices. The learners' perspectives were explored through semi-structured pupil questionnaires where 49 pupils participated.

The study showed that the teachers hold many of the same beliefs when it comes to providing feedback to their learners. One thing that was common for all teachers was the belief that not every part of the learner texts that had improvement potential should be commented on. It seemed important for them to only comment on a few aspects at a time in order not to overwhelm the pupils. The three teachers also agreed on balancing the elements praise, criticism and suggestions in their feedback comments, and that they would have to find something positive to comment on in all learner texts to make the pupils believe in their abilities to write in English. What was also emphasized by all three teachers was the lack of time. They wanted to provide more in-depth feedback to make sure all pupils understood each part of the feedback comment, which could not be done because it would be too time-consuming in a busy teacher schedule.

The teachers' feedback practices became evident in the analysis of the learner texts, where their reported practices could be seen in relation to their actual practices. All teachers commented directly in the learner texts to raise awareness of for example spelling, grammar mistakes and word choice. Furthermore, all teachers provided end notes which summarized what they believed were the most important aspects the learners should focus on for future writing.

The learners' beliefs on the feedback were attained through a questionnaire. Within each class, the pupils were to some extent in agreement, as the majority of the pupils often answered the same on the statements and questions. In all classes, the majority of pupils agreed on preferring suggestions in the feedback, praise as the second preferred element in two classes and criticism as the second preferred element in one class.

The relationship between the teachers' and learners' beliefs on written feedback was that their beliefs were mostly in accordance, which became apparent from the interviews and questionnaires. Teacher beliefs became evident in the interviews, which suggested that the teachers believed that feedback on writing in English is important for the learners' writing development. The learners' beliefs became clear through the questionnaire, where their answers indicated that also the majority of pupils seemed to agree about the importance of feedback. In addition, both believed that suggestions and praise especially should be included in the feedback comments in order for the pupils to develop their writing skills. Furthermore, the teachers expressed that great improvements to the learner texts were clear after providing feedback, which also appeared to be the learners' beliefs.

This study found that all three teachers' practices were to some extent affected by their beliefs, such as the number of comments in the feedback, believing that too many comments would be too overwhelming for the pupils. It seemed as the teachers practiced this belief as it was evident that they did not comment on every aspect of their pupils' writing that had improvement potential. The teachers could not practice all their beliefs on feedback because there is simply not enough time. Nevertheless, the majority of the pupils appeared to appreciate the feedback they receive from their teachers, as they saw the importance of this feedback while they also noticed improvements in their writing based on the feedback. These findings showed that the teachers and learners share many of the same beliefs on feedback on writing in the English subject.

This study aimed to contribute to already existing research on teacher feedback. The literature review in section 3.6 showed that the studies were conducted at primary and upper secondary schools as well as universities. Since this study was conducted in 10th grade, one contribution will be related to the learners' age. In addition, it appeared as more research has been conducted on teachers' perspectives than on learners' perspectives. By using a mixed methods approach for data collection method, it was possible to obtain information from both perspectives. Furthermore, a strength of this study is that three different methods were used to collect data. Teacher interviews were used to find out about the teachers' beliefs, analysis of learner texts was used to see the teachers' feedback practices, and pupil questionnaires were used to reveal information on the learners' beliefs on the written feedback. Therefore, this study will also contribute to research on teacher cognition and learner beliefs.

Future research on the topic could compare oral and written feedback on writing in several classes and see if and how it affects the learners' future writing. In addition, the learners' motivation for writing could be addressed and see if the feedback affects the pupils' motivation in any way. This research project was conducted over a short period of time, so a longitudinal research over a longer period of time could be of useful.

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Information sheet and consent form: In-person interviews

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Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å studere tilbakemeldinger fra lærere på elevers skriftlige tekster i engelskfaget i 10. klasse. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Dette prosjektet er i forbindelse med en masteroppgave ved Universitetet i Stavanger. Formålet med oppgaven er å studere ulike skriftlige tilbakemeldingsmetoder lærere bruker i tilbakemeldinger på elevers skriftlige tekster i engelskfaget i 10.klasse.
Forskningsspørsmålene som skal analyseres er: (1) Hvordan gir lærere tilbakemelding på elevers skriftlige engelske tekster i 10. klasse? (2) Hvilke synspunkter har engelsklærere i 10. klasse når det gjelder å gi tilbakemelding på elevtekster? (3) Hvilke synspunkter har 10. trinns elever om tilbakemelding på sine elevtekster?

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Utvalget er valgt gjennom kjennskap til de ulike skolene. Deretter har det blitt opprettet kontakt via e-post. Prosjektet vil bestå av 3 informanter. Informantene er kontaktet på grunnlag av sine undervisningsfag.

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer dette at du deltar på ett intervju og viser frem fem elevtekster som inneholder tilbakemelding fra lærer. Ønsker kopi av disse tekstene med samtykke fra elever og lærer. Intervjuet er semi-strukturert, noe som vil si at spørsmålene vil være forutbestemte åpne spørsmål som blir fulgt gjennom en intervju-guide og at informantene vil være aktivt deltakende. Det vil også bli stilt oppfølgingsspørsmål, basert på svarene fra informantene i intervjuene. Spørsmålene vil dreie seg om lærerens utdanning, skriveundervisning i engelsk og tanker og holdninger angående skriftlige tilbakemeldinger på 10. trinns elevers skriftlige tekster i engelskfaget. Det vil bli gjort lydopptak på Macbook av intervjuet. Opptakene vil bli transkribert, men ingen personopplysninger vil bli brukt.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke

samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det er kun student og veileder som vil ha tilgang til datamaterialet. Informantene vil bli gitt pseudonymer, slik at de ikke kan identifiseres. Dermed vil deltakerne ikke gjenkjennes ved publikasjon. Datamaterialet vil bli lagret på en kryptert ekstern harddisk.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er juni 2021. Opptak og notater vil da bli slettet. Ingen personopplysninger vil være tilgjengelige da all data forblir anonymt.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Stavanger har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- Universitetet i Stavanger ved student; Benedikte Fossum: e-post: b.fossum@stud.uis.no, tlf: 466 30 584 og veileder, Torill Hestetræet: e-post: torill.hestetreet@uis.no, tlf: 518 313 58
- Universitetet i Stavanger personvernombud: personvernombud@uis.no
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Med vennlig hilsen

Prosjektansvarlig   Student
(Veileder)

Torill Hestetræet   Benedikte Fossum

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *A Study on Written Teacher Feedback on 10th grade Learner Texts*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ **å delta i intervju.**
☐ **at lærers tilbakemeldinger på elevers engelsktekster kan brukes i oppgaven.**

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. juni 2021.

(Signert av prosjektdeltaker, dato)

Information sheet and consent form: In-person questionnaires

Vil du delta i forskningsprosjektet
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Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Utvalget er valgt gjennom kjennskap til de ulike skolene. Deretter har det blitt opprettet kontakt med lærer via e-post. Prosjektet vil bestå av spørreundersøkelser fra ca. 60 elever i 10. klasse og analyse av elevtekster fra ca. 15 elever i 10.klasse.

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer dette at du deltar i en spørreundersøkelse på papir, og det vil også være en mulighet for at jeg studerer noen tekster til noen av elevene som er med. Spørreundersøkelsen vil ta deg ca. 30 minutter å fylle ut spørreskjemaet. Spørsmålene vil handle om din tanker, holdninger og erfaringer om skriving og tilbakemelding i engelskfaget på 10. trinn. Spørreundersøkelsene vil bli tatt vare på og analysert under arbeidet med masteroppgaven. Grunnen til dette er for å sikre nøyaktighet i arbeidet med oppgaven. Elevtekster vil bli valgt ut tilfeldig av lærer, men tekstene kan representere et representativt spekter av tilbakemeldinger. Disse utvalgte elevtekstene vil bli brukt i masteroppgaven.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Det er kun håndskrift og eventuelle personopplysninger i fritekstfelt i spørreundersøkelsen som kan være identifiserende, og det vil derfor

sannsynligvis ikke være mulig å trekke seg i ettertid. Imidlertid kan du ta kontakt for å benytte dine rettigheter, og prosjektet vil da vurdere om det er mulig å identifisere datamaterialet, enten basert på håndskrift eller tekstfelt. Dersom dette ikke er mulig, kan du ikke trekke deg. Det samme gjelder dersom din elevtekst blir brukt i masteroppgaven, kun håndskrift og/eller eventuelle personopplysninger i teksten kan være identifiserende.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det er kun student og veileder som vil ha tilgang til datamaterialet.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Papirutgaven av spørreundersøkelsen vil bli makulert og kastet når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er juni 2021.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
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Hvor kan jeg finne ut mer?
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Med vennlig hilsen

Prosjektansvarlig	Student
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☐ **å delta i spørreundersøkelsen.**
☐ **at noen av mine tekster kan tas med i prosjektet.**

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(Signert av prosjektdeltaker, dato)

Information sheet and consent form: Digital interviews

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Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer dette at du deltar på ett digitalt intervju via Teams og viser frem fem elevtekster som inneholder tilbakemelding fra lærer. Ønsker kopi av disse tekstene med samtykke fra elever og lærer. Intervjuet er semi-strukturert, noe som vil si at spørsmålene vil være forutbestemte åpne spørsmål som blir fulgt gjennom en intervju-guide og at informantene vil være aktivt deltakende. Det vil også bli stilt oppfølgingsspørsmål, basert på svarene fra informantene i intervjuene. Spørsmålene vil dreie seg om lærerens utdanning, skriveundervisning i engelsk og tanker og holdninger angående skriftlige tilbakemeldinger på 10. trinns elevers skriftlige tekster i engelskfaget. Det vil bli gjort lydopptak på Macbook av intervjuet. Opptakene vil bli transkribert, men ingen personopplysninger vil bli brukt.

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Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er juni 2021. Opptak og notater vil da bli slettet. Ingen personopplysninger vil være tilgjengelige da all data forblir anonymt.

Dine rettigheter
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Med vennlig hilsen

Prosjektansvarlig	Student
(Veileder)	
Torill Hestetræet	Benedikte Fossum

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *A Study on Written Teacher Feedback on 10th grade Learner Texts*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

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(Signert av prosjektdeltaker, dato)

Information sheet and consent form: Digital questionnaires

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"A Study on Written Teacher Feedback on 10th grade Learner Texts"?

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Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Utvalget er valgt gjennom kjennskap til de ulike skolene. Deretter har det blitt opprettet kontakt med lærer via e-post. Prosjektet vil bestå av spørreundersøkelser fra ca. 60 elever i 10. klasse og analyse av elevtekster fra ca. 15 elever i 10.klasse.

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer dette at du deltar i en digital spørreundersøkelse gjennom programmet 'SurveyXact' og det vil også være en mulighet for at jeg studerer noen tekster til noen av elevene som er med. Spørreundersøkelsen vil være anonym og det vil ta deg ca. 30 minutter å fylle ut spørreskjemaet. Spørsmålene vil handle om din tanker, holdninger og erfaringer om skriving og tilbakemelding i engelskfaget på 10. trinn. Spørreundersøkelsene vil bli tatt vare på og analysert under arbeidet med masteroppgaven. Grunnen til dette er for å sikre nøyaktighet i arbeidet med oppgaven. Elevtekster vil bli valgt ut tilfeldig av lærer, men tekstene kan representere et representativt spekter av tilbakemeldinger. Disse utvalgte elevtekstene vil bli brukt i masteroppgaven.

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Det er frivillig å delta i prosjektet. Spørreundersøkelsen vil være anonym, og det er kun

eventuelle personopplysninger i fritekstfelt i spørreundersøkelsen som kan være identifiserende, og det vil derfor sannsynligvis ikke være mulig å trekke seg i ettertid. Imidlertid kan du ta kontakt for å benytte dine rettigheter, og prosjektet vil da vurdere om det er mulig å identifisere datamaterialet, basert på tekstfelt. Dersom dette ikke er mulig, kan du ikke trekke deg. Det samme gjelder dersom din elevtekst blir brukt i masteroppgaven, kun eventuelle personopplysninger i teksten kan være identifiserende.

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Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Spørreundersøkelsen vil bli slettet fra 'SurveyXact' når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er juni 2021.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
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Hvor kan jeg finne ut mer?
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Med vennlig hilsen

Prosjektansvarlig   Student
(Veileder)

Torill Hestetræet   Benedikte Fossum

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *A Study on Written Teacher Feedback on 10th grade Learner Texts*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ **å delta i spørreundersøkelsen.**
☐ **at noen av mine tekster kan tas med i prosjektet.**

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. juni 2021.

(Signert av prosjektdeltaker, dato)

Appendix 5

NSD Approval

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

A Study on Written Teacher Feedback on 10th grade Learner Texts

Referansenummer

622169

Registrert

28.10.2020 av Benedikte Fossum - b.fossum@stud.uis.no

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Torill Hestetræet , torill.hestetreet@uis.no, tlf: 51831358

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Benedikte Fossum, benedikte.fossum@live.no, tlf: 46630584

Prosjektperiode

10.11.2020 - 30.06.2021

Status

11.01.2021 - Vurdert

Vurdering (2)

11.01.2021 - Vurdert

NSD har vurdert endringene registrert 8.1.2021. Både spørreundersøkelse og intervjuer gjennomføres digitalt, og dette er derfor tilføyd under utvalg 3 og 4.

SurveyXact og Teams blir dermed databehandlere i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

Det er dermed vår vurdering at behandlingen av personopplysninger i prosjektet fortsatt vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjema med vedlegg 11.1.2021. Behandlingen kan fortsette.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysninger er avsluttet.

Lykke til videre med prosjektet!

Kontaktperson hos NSD: Lasse Raa
Tlf. personverntjenester: 55 58 21 17 (tast 1)

01.12.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjema med vedlegg 1.12.2020. Behandlingen kan starte.

TAUSHETSPLIKT
Vi minner om at lærer har taushetsplikt, og ikke kan uttale seg om identifiserbare enkeltelever. Vi anbefaler at deltakerne i utvalg 2 minnes om dette i forkant av intervjuene, og at de oppfordres til å omtale sine erfaringer generelt og på en måte som ikke gjør enkeltpersoner identifiserbare, hverken ved bruk av navn eller indirekte identifiserende bakgrunnsopplysninger.

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:
https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.6.2021.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Alle deltakere er over 15 år, og kan dermed samtykke på egne vegne.

Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER
NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:
- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER
Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19),

dataportabilitet (art. 20).

NSD vurderer at informasjonen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER
NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp underveis og ved planlagt avslutning for å avklare status for behandlingen av personopplysninger.

Lykke til med prosjektet!

Kontaktperson hos NSD: Lasse Raa
Tlf. personverntjenester: 55 58 21 17 (tast 1)

Appendix 6

Interview Guide

Teacher Cognition
1. What education do you have?
2. What qualifications do you have in English?
3. How many years have you been working as a teacher?
4. How many years have you been teaching English?

Writing
1. How do you teach writing in the English subject? Why?
2. Is it important for you to teach writing? Why?
3. What do you consider important when teaching writing?
4. How much time is spent on writing?
5. What do you find challenging when teaching writing?

Teacher Beliefs on Written Feedback
1. What is important to you when giving feedback to your pupils?
2. What are your views on the balance between praise, criticism and suggestions in your commentaries?
3. What do you consider most challenging in the process of providing feedback to your pupils' written texts?
4. What do you think are the most important aspects of feedback? How should it be done, and how should it not be done?
5. Do you feel that you give enough feedback to the pupils' written work?
6. What type of feedback do you think your pupils prefer? Do you use the preferred type of feedback?
7. How is your written feedback beneficial for your pupils?
8. How did your teacher teach writing in school?
9. How did you receive feedback in school?

Teacher Practices Concerning Written Feedback
1. When do you give feedback to the pupils' written texts? On drafts or final products?
2. How do you provide feedback to your pupils' written work? Do you write end notes, use minimal marking with codes, track changes or something else when responding to your learners' texts?
3. What elements do you emphasize in a commentary on a written text?
4. Do you see improvements in your pupils' written texts based on your feedback? If yes, what improvements?
5. What do you give feedback on? Content, language, structure, cohesion, grammar, vocabulary, genre, how to improve text, how to improve motivation?
6. How do the pupils respond to teacher feedback as far as motivation is concerned?
7. What do you see as strengths with the type of feedback you give?
8. What do you see as challenging with the type of feedback you give?
9. Do you collaborate with other teachers about writing and feedback in your school?

Questionnaire

Questionnaire about feedback on written texts in the English subject

This questionnaire is a part of a research project for my master thesis at the University of Stavanger. The statements and questions relate to writing and written feedback in the English subject in school. Read the statements and questions carefully and choose the alternative that best suits you, there are no right or wrong answers. This questionnaire is completely anonymous. Thank you for answering this questionnaire and helping me with this research project.

Part 1: Views on writing in English (Choose ONE alternative)

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.1	We are given instruction on how to write before writing a text.	●	●	●	●	●
1.2	We are given instructions on how to write in drafts of texts.	●	●	●	●	●
1.3	I think we spend enough time on writing in English.	●	●	●	●	●
1.4	I am motivated to develop my writing in English.	●	●	●	●	●

1.5   What do you consider challenging when developing your writing skills?
(Choose ONE or MORE alternatives, and if you choose 'other' please write what you think of)

❑ The language
❑ The vocabulary
❑ The grammar
❑ The structure
❑ The genre
❑ The content
❑ Other: _____

Part 2: Views on feedback to written English (Choose ONE alternative)

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

2.1	I think it is important to receive feedback on my writing.	●	●	●	●	●
2.2	I receive enough feedback on my writing.	●	●	●	●	●
2.3	I prefer to receive feedback from my teacher on a draft of my written text.	●	●	●	●	●
2.4	I prefer to receive feedback from my teacher on my final version of the text.	●	●	●	●	●
2.5	I prefer to get oral feedback from my teacher on my written text.	●	●	●	●	●
2.6	I prefer to get written feedback from my teacher on my written text.	●	●	●	●	●
2.7	I feel motivated to develop my writing skills based on the feedback from my teacher.	●	●	●	●	●
2.8	I feel motivated to develop my writing skills based on the feedback from my teacher on drafts.	●	●	●	●	●
2.9	I feel motivated to develop my writing skills based on the feedback from my teacher on final texts.	●	●	●	●	●
2.10	I do not feel motivated to develop my writing skills based on the feedback from my teacher.	●	●	●	●	●
2.11	I feel that I have become a better writer because of my teacher's written feedback.	●	●	●	●	●
2.12	I do not feel that I have become a better writer because of my teacher's written feedback.	●	●	●	●	●

2.13 What elements of writing do you receive teacher feedback on in your English texts?
(Choose ONE or MORE alternatives, and if you choose 'other' please write what you think of)

   ❑ The language
   ❑ The vocabulary
   ❑ The grammar

- ❏ The structure
- ❏ The genre
- ❏ The content
- ❏ Other: _____

Part 3: Views on elements in the written feedback from the teacher (Choose ONE alternative)

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3.1	I prefer to receive mostly praise in the feedback to my written texts.	●	●	●	●	●
3.2	I prefer to receive mostly criticism in the feedback to my written texts.	●	●	●	●	●
3.3	I prefer to receive mostly suggestions on what to improve in the feedback to my written texts.	●	●	●	●	●

3.4   What do you prefer to get feedback on in your written texts?
(Choose ONE or MORE alternatives, and if you choose 'other' please write what you think of)

- ❏ Content
- ❏ Language
- ❏ Structure
- ❏ Grammar
- ❏ Vocabulary
- ❏ Genre
- ❏ Other: _____

3.5   What elements do you think teacher feedback to your writing should include in order for you to develop your writing skills? *(You can answer in English or Norwegian)*

_____

_____

_____

_____

Part 4: Views on the use of the written feedback (Choose ONE alternative)

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
4.1	I know how to use the written feedback from my teacher to develop my writing.	●	●	●	●	●
4.2	I improve my writing skills based on the teacher's written feedback to my writing.	●	●	●	●	●
4.3	I improve my written texts based on the teacher's written feedback to my writing.	●	●	●	●	●
4.4	I develop my writing skills by receiving instruction before I write a text.	●	●	●	●	●
4.5	Teacher written feedback is beneficial for my writing development.	●	●	●	●	●

4.6   How do you use the feedback you receive from your teacher?
(You can answer in English or Norwegian)

_____

_____

_____

_____

_____

Part 5: Use of written feedback from the teacher (Choose ONE alternative)

		Never	Almost never	Sometimes	Often	Very often
5.1	We are taught how to write in English.	●	●	●	●	●

5.2	I receive feedback from my teacher on my written texts.	●	●	●	●	●
5.3	I read the teacher written feedback carefully.	●	●	●	●	●
5.4	I always understand the written feedback I receive from my teacher.	●	●	●	●	●
5.5	I receive praise in the written feedback on my writing.	●	●	●	●	●
5.6	I receive criticism in the written feedback on my writing.	●	●	●	●	●
5.7	I receive suggestions on what to improve in the written feedback on my writing.	●	●	●	●	●
5.8	I receive a balance of praise, criticism and suggestions on my writing.	●	●	●	●	●
5.9	We are taught how to use the written feedback to further develop our writing.	●	●	●	●	●
5.10	I use the written feedback I receive from my teacher to improve my written texts.	●	●	●	●	●

Thank you!