

English Writing Instruction Questionnaire: The development of a questionnaire concerning English writing instruction, writing skills and feedback practices

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Abstract

This article presents a study aimed at developing a questionnaire to assess how Norwegian students perceive English writing instruction in upper secondary school. Based on genre-pedagogy, a questionnaire consisting of two parts has been developed, one called English Writing Instruction - Teaching (EWIT) and one called English Writing Instruction - Feedback (EWIF). The first part includes items concerning how various types of texts are taught, and how students perceive their own writing competence in relation to these types of texts. The second part includes items concerning how feedback practices are used in the context of writing instruction and whether feedback has an effect on students' self-efficacy concerning writing. The focus of this questionnaire is limited as it is inspired by a specific theoretical framework, and a preliminary interview-study carried out in a Norwegian context. However, factor analyses and Chronbach's alpha values showed acceptable reliability, which supports the use of this instrument in future research.

Keywords: English writing instruction, questionnaire, genre-pedagogy, feedback

Introduction

Writing in a second language is a complex skill, and includes several cognitive processes like planning, organisation, translation and revising (Shaw & Weir, 2007, p. 34). Writing is not just about producing language; it is also about organising the language into a coherent text. This is a complex process in general, both in first and second language contexts. When writing in a second or foreign language, this process also includes translating words and using grammatical knowledge to structure sentences. According to Shaw and Weir's model of writing as a cognitive process, revising the text is also part of what constitutes writing. From this perspective, one may argue that learning to revise is an important part of learning to write. This is also in line with the genre-pedagogy approach to teaching writing (Cope & Kalantzis, 2012, p. 11), which is the theoretical basis for the English Writing Instruction - questionnaire developed in this study (EWI). The next section will discuss this theory in greater detail.

The EWI-questionnaire has been developed in the context of Norwegian upper secondary school, but may also be applied in other writing instruction contexts. Norwegians generally have a quite high proficiency in English (Education First, 2012), but some studies show that Norwegian students' writing skills are inadequate (Lehmann, 1999; Nygaard, 2010). There is also an international study showing that young Norwegian learners of English struggle more with writing than with understanding and speaking English (Bonnet, 2004). Results from English exams in Norwegian lower secondary school the last 5 years confirm this. Norwegian pupils have scored lower on written than on oral exams (Norwegian

Directorate for Education and Training, 2014a). Even though Norwegians have quite good English skills, there is a need to look at what happens in the process of learning how to write in order to find out what could be improved in the existing practices. The questionnaire developed in this study is aimed at finding out how students perceive the teaching of writing, their own writing skills and feedback practices.

Other questionnaires concerning writing and feedback have been developed, but to the best of our knowledge, there is no questionnaire regarding writing instruction and writing competence focused on writing various types of texts, or feedback in relation to writing practice. There is a questionnaire about writing in school developed as part of the process of developing a national writing test in Norway with a somewhat different focus (Thygesen et al., 2007). The questionnaire includes categories about writing strategies the pupils use, what they perceive as difficult when writing, and what type of texts they write. However, the questionnaire does not cover aspects such as instruction of various types of texts, which is a central aspect of the current study. Concerning feedback, there are some questionnaires about feedback in general, like the Student Conceptions of Feedback Questionnaire. (SCof-questionnaire; Harris, Brown, & Harnett, 2014; Irving, Peterson, & Brown, 2008). However, questionnaires that particularly focus on feedback in the context of writing instruction seem to be missing.

Theoretical basis and background

The overall framework of the study is genre-pedagogy developed in Australia in the 1980s based on Halliday's Systemic Functional Linguistics (Cope, Kalantzis, Kress, Martin, & Murphy, 2012). According to genre-pedagogy, revealing the key features of genres through working with model texts will help students to learn to master genres necessary to succeed and climb in society (Cope & Kalantzis, 2012, p. 11). In this context, different teaching-learning cycles have been developed, and the main stages included are: 1) deconstruction of model texts 2) joint construction and 3) independent construction (Cope & Kalantzis, 2012). In this approach, revising processes, including feedback practices, are seen as part of the writing instruction process, and they are included in the EWI-questionnaire. Still, as feedback is a well-established concept within education and educational research, the survey is divided into the two parts: English Writing Instruction - Teaching (EWIT) and English Writing Instruction - Feedback (EWIF). The former deals with how writing is taught in the classroom, relevant in the modelling stage of the teaching-learning cycle. The latter deals with how teachers may monitor writing through feedback practices that contribute to support students in developing their writing skills, relevant in the third stage of the teaching-learning cycle.

In addition to being based on genre-pedagogy as outlined above, the EWI-questionnaire is based on previous research results and preliminary interviews with English teachers in Norwegian upper secondary school. In the following, I will present previous research concerning learners' writing and feedback, theories about self-confidence and self-efficacy, features of the questionnaire, and some of the main findings of the preliminary interview-study that has influenced the development of the EWI-questionnaire.

Research on learners' writing

Research on L2 (second language) writing in English has shown that it is generally a challenge for L2 learners to organise and structure arguments in texts when compared to L1

(first language) writers (Leki, Cumming, & Silva, 2008, p. 145; Silva, 1993). An extensive project assuring the quality of Norwegian writing instruction concluded that after lower secondary, Norwegian learners have similar challenges in the context of L1 writing. They are generally good at writing independent and creative texts like narratives (Berge, Evensen, Hertzberg, & Vagle, 2005, pp. 390-391). They struggle, however, with writing argumentative texts, something that is also considered a challenge in contexts where English is L1 (Andrews, 1995; Beard, 2000; Berge et al., 2005; Freedman & Pringle, 1988). One of the main challenges for Norwegian pupils seems to be creating coherence in texts and knowing how to structure their arguments reasonably (Berge & Hertzberg, 2005; Hundahl, 2010). Another challenging feature of the pupils' written language is that there is too much informal language. Part 1 of the questionnaire includes questions concerning whether students have been taught narrative and factual, specified as argumentative texts, including adjusting the language to right formality level.

Research on feedback

Researchers on feedback have identified three important factors that should be considered to support students in their learning (Black & Wiliam, 2009; Hattie, 2009; Hattie & Timperley, 2007). These are 1) "feed up", answering the question "Where am I going", 2) "feed back", answering the question "How am I going" and 3) "feed forward", answering the question "where to next" for the students. Formative assessment has been considered central for the students to succeed with their learning (Black & Wiliam, 1998, p. 17), and this implies that information provided in the feedback given to students is followed up afterwards (Black & Wiliam, 2009, p. 9). This feedback could be given by peers or the teacher, and when revising texts, the information given is considered. The writers can also use self-assessment strategies in this process. Working this way could support the development of self-regulated learners, which has been considered to be very powerful in the learning process (Hattie & Timperley, 2007, p. 90). All the aspects discussed here are included in the questions concerning feedback in part 2 of the questionnaire.

Self-confidence concerning L2 competence and feedback's effect on self-efficacy

Another central aspect in the context of learning included in part 1 of the English Writing Instruction-questionnaire is self-confidence concerning perceived L2 competence (Dörnyei, 1994). Evaluating one's own competence is generally considered as central in the context of language learning, as we can see in the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (Council of Europe, 2003), a general framework for language learning across contexts. This document includes "can-do" statements concerning the different elements that are important when learning a language. The questions in the EWIT-questionnaire concerning self-confidence and writing in different genres are based on this framework, more specifically on the can-do statements related to discourse competence dealing with thematic development and coherence (Council of Europe, 2003, p. 125).

Part 2 of the questionnaire includes the aspect of how feedback influences students' self-efficacy. This means to what extent the learner believes in his own skills, in this case writing competence, which might influence students' performance (Bandura, 1997, pp. 37, 214). The self-efficacy questions in the EWIF-questionnaire related to feedback are partly based on the "Motivated Strategies for Learning Questionnaire" (Pintrich, 1991) and partly on

the guidelines for censors in English in upper secondary school in Norway (Norwegian Directorate for Education and Training, 2013b). These questions measure the extent to which the students think that feedback can make them believe they can improve their writing.

Preliminary interview-study

Some of the main findings from the preliminary interview-study, which has influenced the development of the questionnaire in the current study, were that teachers focused on teaching students how to structure texts and adjust the language to correct formality level (Horverak, 2015a). Structure and formality level were also issues the teachers reported that students struggled with when writing argumentative texts, in addition to using sources correctly. The teachers seemed to prioritise teaching argumentative writing, but most teachers interviewed also included narrative writing. Hence, these are the types of texts focused on in part 1 of the questionnaire, where factual texts are specified as argumentative texts, and narrative texts is the only type of creative texts included.

In terms of feedback practices, the teachers being interviewed generally reported that they gave students advice on how to correct and improve their texts, and that they gave room for working with this in lectures (Horverak, 2015b). However, there were differences concerning the amount of teacher assessment given to revised texts. In the interviews, the teachers also reported that they had started using various types of strategies for self-assessment, which is relevant in the context of feedback. As pointed out in this interview-study, self-assessment, as well as using assessment strategies as an integrated part of teaching, has become obligatory as part of the programme run in schools in Norway called “Assessment for Learning” (Norwegian Directorate for Education and Training, 2014b). Concerning peer assessment strategies, the teachers being interviewed expressed a somewhat sceptical attitude, as they feared the students would not appreciate it. The elements of self- and peer assessment as well as revision work and provision of clear criteria are elements that are included in the second part of the EWI-questionnaire developed in this study.

Aim of study

The aim of this study is to develop and validate a questionnaire assessing students’ view on English writing instruction with a focus on how writing different types of texts is taught, how students perceive their own writing skills, and how feedback is used to support students in developing their writing skills. The focus of the questionnaire is in line with the English curriculum in Norwegian schools focusing on writing different types of texts adjusted to purpose and situation (Norwegian Directorate for Education and Training, 2013a), and also the programme “Assessment for Learning” recently run in schools throughout Norway by the Norwegian Directorate for Education and Training (Norwegian Directorate for Education and Training, 2014b).

It is not specifically stated in the curriculum what types of texts the students should learn to write, and though there are censor guidelines, it is unclear what the educational standards on writing are. As there is a focus on writing texts suited to purpose and situation in the curriculum, and the preliminary interview-study showed that the participating teachers mainly taught argumentative, and some narrative writing, this is what is included in the questionnaire, leaving out other possible relevant aspects of writing. The EWI-questionnaire may be applied to gain insight about how students perceive that writing different types of

texts is taught, how they perceive their own writing skills and what feedback practices they perceive are applied in the context of writing.

Method

Step 1: Item generation and validation

The English Writing Instruction-questionnaire is supposed to measure how students reflect on the practices of teaching writing and giving feedback in relation to writing, as well as their own writing skills, and how feedback may affect their writing skills. Based on theory within the field of writing and feedback research, a set of 92 potential items were developed by an expert group consisting of a professor in English didactics and two PhD. research fellows doing research on feedback practices, one in the context of English writing instruction, and one in the context of Norwegian writing instruction. As a result of discussions with the experts, minor revisions were made in the wording in the individual items and introductions to the categories. The categories that served as a model for item generation were in the first part: 1) narrative texts, 2) self-confidence and narrative texts, 3) factual texts 4) self-confidence and factual texts, 5) formality level and 6) self-confidence and formality level, and in the second part: 7) clear evaluation criteria, 8) criteria-related feedback, 9) useful advice of how to improve, 10) opportunities to improve, 11) effect on self-efficacy, 12) local focus of feedback, 13) global focus of feedback, 14) self-assessment and 15) peer assessment. The number of categories was reduced to 12 at a later stage, and the survey given in appendix 1 represents this factor structure from the later stage with 5 categories in part 1 and 7 categories in part 2, resulting from the factor analysis (see figure 1 and 2). The students reported on a seven-point Likert scale anchored from (1) “totally disagree” to (7) “totally agree”.

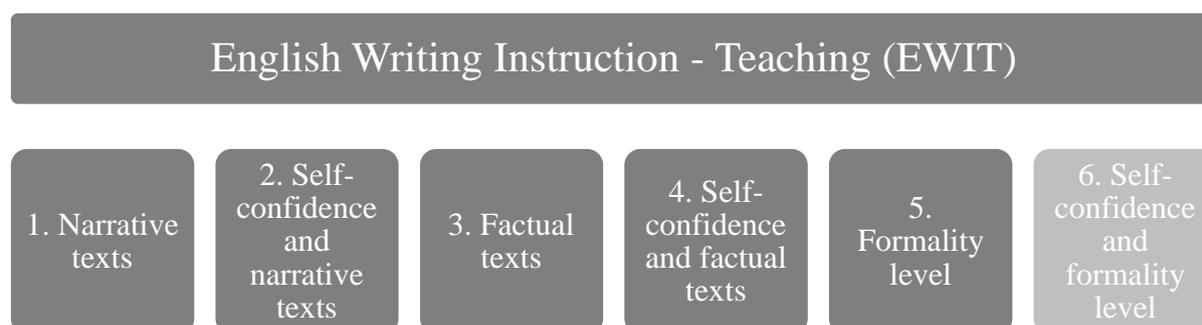


Figure 1: Model for item generation part 1.

Category removed as result of factor analysis is marked with light grey colour.

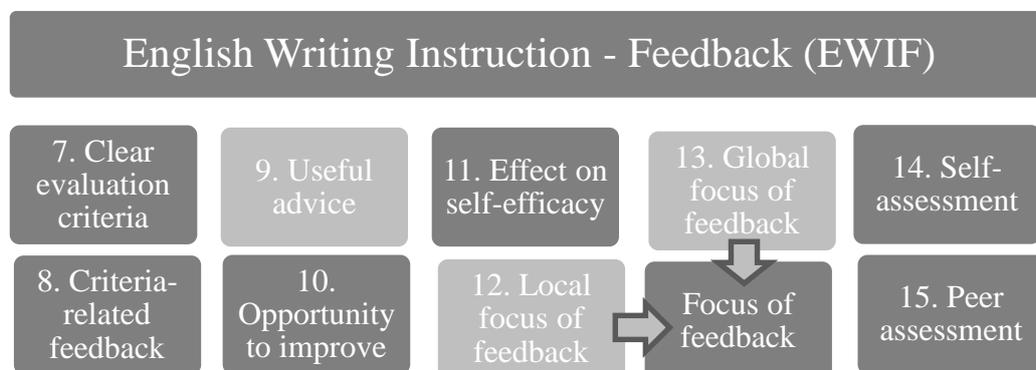


Figure 2: Model for item generation in part 2. Categories removed as result of factor analysis are marked with light grey colour. The category “Focus of feedback” is a merging of local and global focus of feedback, also resulting from the factor analysis.

Step 2: Pilot studies

To make sure that the questionnaire items would be comprehensible to the target population of upper secondary school students, the questionnaire was first filled out by two students in upper secondary school. As a result of this, a specification was added to each of the categories about teaching in the first part of the questionnaire, stating that this concerned English instruction this school year. Then, the questionnaire was tested in a group of 30, which resulted in some adjustments in the format. None of the items were removed as a result of these pilots.

Step 3: Exploratory factor analysis

Participants and procedure

Six classes of first year students of general studies at two different upper secondary schools in the Southern region of Norway were invited to take part in the piloting procedure of the EWI-Questionnaire. The schools were recruited through a network of acquaintances, so the participants constitute a convenience sample. The data collection took place in May 2014, at the end of the semester to ensure that the students had been through most of their writing instruction and several feedback situations. It was voluntary to participate, and all collected data was anonymous. One hundred and forty-two students participated in the pilot study, forming the basis for subsequent validity testing.

Data analysis

Principal component factor analyses with varimax rotation were used to examine possible underlying dimensions or factors of the two superordinate variables of writing instruction (42 items) and feedback on written work (50 items). Factors were extracted based on eigenvalues of 1. Factor loadings with a value of 0.50 and above may be considered acceptable when assessing what items load on which dimensions (Howitt & Cramer, 2011, pp. 368-369). As the sample of this study is somewhat small for factor analysis, results from KMO measure of sampling adequacy and Bartlett’s test of sphericity are reported.

Results

The initial exploratory factor analysis showed a solution of 7 factors in part 1 of the questionnaire and 10 factors in part 2 with a cut-off point at 0.40. After adjusting the proposed model according to the factor analysis, there were 5 categories left in the first part and 7 in the second. In the first part, factor 6 about self-confidence and formality level was removed as the items here loaded on the same factor as the items in category 4 about self-confidence and factual texts. In the second part, category 9 concerning whether the feedback included useful advice to improve was removed as the items here loaded on the same factor as the items in category 11 concerning self-efficacy. Category 12 and 13, local and global focus of feedback loaded on the same factor, so these categories were collapsed to one about focus of feedback in general.

After removing factors and items with low factor loadings according to the proposed model, or redundant or overlapping items, there were 24 items left in part 1 and 29 items left in part 2 of the EWI-Questionnaire. Category 1 and 2, were both reduced from 6 to 4 items, and category 3 and 4 were both reduced from 9 to 6 items. One of the items removed in each of the latter two categories concerned whether the students had been taught how to use sources, and whether they could use sources. These items were removed as they loaded on a separate factor. Category 5 was reduced from 6 to 4 items. In part two, the original categories 7 and 8 were reduced from 6 to 4 items. In the original category 10, two factors were extracted, one concerning whether the students worked to improve their texts, and one about whether the teachers arranged work with improving texts and gave new evaluations. The three items concerning whether the students worked with improving were kept in this category, and the items about the teachers' efforts were removed. This is why there are only three items left in this category. The original category 11 was reduced from 6 to 4. The two original categories 12 and 13, which were collapsed, were reduced by 4 items in the former and 2 in the second. The two original final categories, 14 and 15, were reduced from 6 to 4 items.

After reducing the questionnaire, new factor analyses were conducted, and the five factors identified in the EWIT-Questionnaire were labelled (Table 1 and 2): 1) narrative texts, 2) self-confidence and narrative texts, 3) factual texts 4) self-confidence and factual texts and 5) formality level. The seven factors identified in the EWIF-Questionnaire were labelled: 6) clear evaluation criteria, 7) criteria-related feedback, 8) working to improve, 9) effect on self-efficacy, 10) focus of feedback 11) self-assessment and 12) peer assessment. The mean communality of the factor analysis of part 1 is 0.79 and of part 2 is 0.78. The KMO measure of sampling adequacy was 0.9 on part 1 and 0.8 on part 2. Furthermore, Bartlett's test of sphericity was statistically significant with a p-value below 0.01 on both parts of the questionnaire, and a chi-square value of 2879 (df=276) on part 1 and 2175 (df=406) on part 2. The five extracted factors in the EWIT-Questionnaire accounted for 79% of the variance. The seven extracted factors in the EWIF-Questionnaire accounted for 78% of the variance overall.

Table 1: Factor analysis and correlations, English Writing Instruction - Teaching

| | Factor loadings | | | | |
|----------------------------------------------------------------------|-----------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.1. I have been taught how to write narrative texts | .78 | | | | |
| 1.2. I have been taught how to start a narrative text | .87 | | | | |
| 1.3. I have been taught how to build up suspense in a narrative text | .83 | | | | |
| 1.4. I have taught how to write a conclusion to a narrative text | .85 | | | | |

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|--------------------------------------------------------------------------------------------------|------|------|------|------|------|
| 2.1. I can write a good narrative text | .83 | | | | |
| 2.2. I can write the beginning of a narrative text | .74 | | | | |
| 2.3. I can build up the tension in a narrative text | .83 | | | | |
| 2.4. I can write a conclusion to a narrative text | .79 | | | | |
| 3.1. I have been taught how to write the introduction to a factual text | .81 | | | | |
| 3.2. I have been taught how I can discuss a topic or an issue in a factual text | .83 | | | | |
| 3.3. I have been taught how one can build up paragraphs in an factual texts | .82 | | | | |
| 3.4. I have been taught how to argue in a factual text | .84 | | | | |
| 3.5. I have been taught how to create coherence in factual texts | .75 | | | | |
| 3.6. I have been taught how to organise and structure a factual text | .79 | | | | |
| 4.1. I can write the introduction to a factual text | | .75 | | | |
| 4.2. I can discuss different topics or issues in factual texts | | .82 | | | |
| 4.3. I can build paragraphs in a factual text | | .68 | | | |
| 4.4. I can write arguments for my opinions | | .81 | | | |
| 4.5. I can write a conclusion to a factual text | | .79 | | | |
| 4.6. I can use connectors to create coherence in factual texts | | .70 | | | |
| 5.1. I have been taught how to adjust my language to the genre or type of text I am writing | | | .77 | | |
| 5.2. I have been taught what is typical of informal language | | | .90 | | |
| 5.3. I have been taught what is typical of formal language | | | .89 | | |
| 5.4. I have been taught how to change the language in an informal text so it becomes more formal | | | .86 | | |
| Eigenvalue | 3.14 | 3.21 | 4.79 | 4.40 | 3.46 |
| % of variance | 13.1 | 13.4 | 20.0 | 18.3 | 14.4 |
| Chronbach's alpha | .89 | .93 | .95 | .93 | .94 |
| Intraclass correlation | .67 | .77 | .76 | .68 | .79 |

*Note: Factor loadings below 0.4 are not shown for clarity purposes.
Cut-off for factor loading was set at 0.5.

Table 2: Factor analysis and correlations, English Writing Instruction - Feedback

| | Factor loadings | | | | | | |
|------------------------------------------------------------------------------------------------------------|-----------------|---|-----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6.1. I understand what is important for producing a good text. | .84 | | | | | | |
| 6.2. I understand what is important to improve in the language of a text to get a good grade. | .68 | | | | | | |
| 6.3. I understand what is important when constructing and structuring a text. | .80 | | | | | | |
| 6.4. I understand how to include relevant content when writing a text. | .72 | | | | | | |
| 7.1. The feedback I receive is related to the criteria for the assignment. | .81 | | | | | | |
| 7.2. I understand how the comments I get on language are relevant in relation to the evaluation criteria. | .77 | | | | | | |
| 7.3. I understand how the comments I get on structure are relevant in relation to the evaluation criteria. | .83 | | | | | | |
| 7.4. I understand the comments I get on content in relation to the evaluation criteria. | .81 | | | | | | |
| 8.1. I work with improving the language in the texts we have received feedback on. | | | .76 | | | | |
| 8.2. I work with improving the structure in the texts we have received feedback on. | | | .79 | | | | |
| 8.3. I work with improving the content in the texts we have received feedback on. | | | .76 | | | | |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 9.1. Reading the feedback makes me think I can improve my writing. | .80 |
| 9.2. The feedback I receive makes me think I can improve the structure in my texts. | .85 |
| 9.3. The feedback I receive makes me think I can improve the content of my texts. | .84 |
| 9.4. Working with the feedback I get from the teacher makes me think I can do better next time. | .80 |
| 10.1. In the feedback I get from the teacher, I receive comments on the use of verbs. | .60 |
| 10.2. In the feedback I get from the teacher, I receive comments on the use of articles (the, a/an). | .71 |
| 10.3. In the feedback I get from the teacher, I receive comments on text structure and organisation. | .80 |
| 10.4. In the feedback I get from the teacher, I receive comments on how I structure the text into paragraphs. | .81 |
| 10.5. In the feedback I get from the teacher, I receive comments on how I have linked the ideas in the text by using for example connectors (and, but, however). | .84 |
| 10.6. In the feedback I get from the teacher, I receive comments on how the arguments are presented and supported. | .77 |
| 11.1. When writing a text, I try to evaluate it in relation to evaluation criteria set for that particular type of text | .81 |
| 11.2. When working with writing texts, I evaluate my language in relation to what the teacher says is important. | .75 |
| 11.3. When working with writing texts, I evaluate how well I manage to include relevant content according to the requirements in the exercise. | .69 |
| 11.4. Working with evaluating my own text is an important part of the writing process. | .75 |
| 12.1. When I get evaluation from my peers on written work, I find this useful. | .87 |
| 12.2. Getting feedback from other students means much to me. | .93 |
| 12.3. I think my peers are good at giving useful feedback to me. | .88 |
| 12.4. I learn by giving feedback to others on their written work. | .83 |
| Eigenvalue | 3.27 3.26 2.52 3.65 3.85 2.72 3.40 |
| % of variance | 11.3 11.3 8.7 12.6 13.3 9.4 11.7 |
| Chronbach's alpha | .90 .93 .90 .94 .87 .81 .92 |
| Intraclass correlation | .68 .76 .74 .78 .52 .51 .78 |

*Note: Factor loadings below 0.4 are not shown for clarity purposes.

Cut-off for factor loading was set at 0.5.

Internal consistency

Chronbach's alpha and intraclass correlations were calculated for each of the dimensions revealed through the final factor analysis to measure whether the students responded in a consistent way on the items included in each factor (Howitt & Cramer, 2011, p. 607). This is a measure of the internal consistency of the factors as it involves calculating variances of possible split-half parts of the factors, and it indicates whether the survey is reliable (Thomas, Nelson, & Silverman, 2011, p. 202). A coefficient alpha above 0.7 is generally accepted as a satisfactory level of internal consistency (Howitt & Cramer, 2011, p. 449). All the items loaded satisfactorily for the same factor, and the Chronbach's alpha coefficients indicate that there is a high degree of internal consistency of the factors (Table 1 and 2).

Discussion

The basis for the questionnaire developed in this study was genre-pedagogy, theories of self-confidence and self-efficacy, preliminary interviews with teachers and previous research on writing and feedback. As genre-pedagogy has been the framework of this study, the selection of categories has been influenced, and to a certain degree restricted by this. The teaching of writing might include many other factors than those included in this study. The way the teaching of writing is operationalized in the EWIT-Questionnaire is strongly focused on the teaching of genres, or text-types, and the self-confidence questions are related to mastering writing the two types of texts: factual texts, specified as argumentative writing, and narrative texts. The reason why these two text-types are included in the questionnaire is that these are the types of texts the teachers in the preliminary interview-study focused on. The term “factual texts” could be changed to “argumentative texts” to make the questionnaire more consistent. It would also be possible to expand this part of the questionnaire by including more categories with other types of texts or genres, like informative texts, or applications and reports, which are some examples of other types of writing which could be included in writing instruction.

In the first part of the questionnaire, the category dealing with language, category 5, is restricted to focus on formality level of language, and does not deal with other linguistic issues. The reason why this is so, is that Norwegian students generally struggle with adjusting their language to formal situations (Berge & Hertzberg, 2005) something that is confirmed in the preliminary interview-study. There could of course be more categories included concerning linguistic topics, like grammatical challenges, spelling and vocabulary issues. These are aspects that could be included in future adjustments of the questionnaire.

Another challenging aspect of writing is how to organise and create coherence in argumentative texts (Andrews, 1995; Beard, 2000; Berge et al., 2005; Freedman & Pringle, 1988), therefore this is focused on in the category of whether students have been taught factual texts. These types of challenges have not been mentioned in relation to narrative writing in previous research, so the questions there have a somewhat different focus. Still, there could have been questions concerning creating coherence also in the category of teaching narrative writing, as this is relevant there as well.

Another issue that could be included in the first part of the questionnaire is a category concerning the use of sources, as the items concerning this was deleted as a result of the preliminary factor analyses. The teachers who participated in the preliminary interview-study reported that this is something students generally struggle with when they talked about feedback. Source use in the context of writing was not emphasised. It would be interesting to find out how students perceive the teaching of source use and how they perceive their own competence of using sources; this is something that should be developed in the future. Another category that is missing is how students perceive their own competence to adjust their language to formal or informal situations, as the items originally suggested loaded on a different factor. These are issues to look into in future adjustments of the questionnaire.

Even though the factor analysis and Chronbach’s alpha values show a satisfactorily reliable result, it is important to keep in mind that the factors extracted here come from a selection of items based on a specific type of pedagogy focused on the teaching of genres, on a socio-cognitive theories of self-confidence and self-efficacy, and preliminary interviews about English writing instruction in a Norwegian context. With a different type of framework, the items selected for the pilot may have turned out quite differently. It could also be seen as a

limitation that there were only 142 respondents in the pilot, and that this may not be a satisfactorily number to conduct factor analysis on. Still, this study constitutes one necessary step on the way to developing a questionnaire that can be used for investigating students' perceptions of English writing instruction, including feedback practices, and their self-confidence concerning writing in English.

The English Writing Instruction-Questionnaire (EWI) has been developed for use in Norwegian upper secondary schools, though it could be argued to be transferrable to other contexts. What is perhaps special in Norwegian upper secondary schools is that on written English exams, all types of aids and sources are allowed. The focus of English writing instruction is therefore on how to structure texts including thorough and relevant reflections and sources (Horverak, 2015a). This has influenced how the concept of "writing skills" is operationalized in the questionnaire, with a focus on structural features of different text-types, quite universal in the context of writing instruction. Also most of the items in the feedback part concern universal issues regarding feedback in the context of writing. Hence, this questionnaire could easily be adjusted and used in other contexts where English is a first language, or translated to other languages for other contexts.

Conclusion

The purpose of this study was to develop a questionnaire concerning how writing instruction is carried out, including how writing is taught and how feedback is used in the context of writing. The factor analyses and Chronbach's alpha values show results that are acceptable. Hence the questionnaire can be seen as reliable in terms of category division and internal consistency. However, there is still a need to examine the stability and sensitivity of the questionnaire over time, and across populations. There is perhaps also a need to include more categories and items in future use of the questionnaire. Still, as the reliability of the questionnaire was supported, it seems reasonable to justify the use of this instrument in future research.

Acknowledgments

We are grateful to the expert-group who contributed in the process of developing the survey, professor Glenn Ole Hellekjær and PhD. candidates Harald Eriksen and Drita Saliu Abdulahi.

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Appendix A: Questionnaire

Part 1: Writing instruction and self-confidence (Del 1: skrive-instruksjon og selvtillit)**Cross out on the scale (Kryss av på skalaen):**

- 1= Totally disagree (helt uenig)
 2 = Disagree (uenig)
 3 = Disagree more than agree (mer uenig enn enig)
 4 = Neither disagree nor agree (verken uenig eller enig)
 5 = Agree more than disagree (mer enig enn uenig)
 6 = Agree (enig)
 7= Totally agree (fullstendig enig)

1. *To what degree have you been **taught how to write narrative texts or stories this school year**, like how to start it, how to describe characters, how to build suspense, etc.?
 (I hvilken grad har du fått undervisning i å skrive fortellende tekster eller fortellinger dette skoleåret, som hvordan en kan begynne, hvordan en kan beskrive karakterer, hvordan en kan bygge opp spenning, etc.?)*

Scale (skala): 1= Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

- 1.1. I have been taught how to **write narrative texts**.

(Jeg har blitt undervist i hvordan jeg skal skrive fortellende tekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 1.2. I have been taught how to **start a narrative text**.

(Jeg har blitt undervist i hvordan en kan begynne fortellende tekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 1.3. I have been taught how one can **build up suspense** in narrative texts.

(Jeg har blitt undervist i hvordan en kan bygge opp spenning i fortellende tekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 1.4. I have been taught how to **write a conclusion** to a narrative text.

(Jeg har blitt undervist i hvordan en kan skrive en avslutning til en fortellende tekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

2. *To what degree do you think **you can write narrative texts**, like writing a good start, describing characters, building tension, etc.?
 (I hvilken grad tror du at du kan skrive fortellende tekster, som å skrive en god begynnelse, beskrive karakterer, bygge spenning etc.?)*

Scale (skala): 1= Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

- 2.1. I can **write a good narrative text**.

(Jeg kan skrive en god fortellende tekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

2.2. I can **write the beginning** of a narrative text.

(Jeg kan skrive begynnelsen på en fortellende tekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

2.3. I can **build up the tension** in a narrative text.

(Jeg kan bygge opp spenning i en fortellende tekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

2.4. I can **write a conclusion** to a narrative text.

(Jeg kan skrive en avslutning på en fortellende tekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

3. *To what degree have you been **taught how to write factual texts this school year**, like how to write the introduction, how to discuss and how to build paragraphs in argumentative texts like essays/ articles?*

(I hvilken grad har du fått undervisning i å skrive argumenterende tekster dette skoleåret, som hvordan skrive innledning, hvordan diskutere og hvordan bygge avsnitt i argumenterende tekster som essays/artikler?)

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

3.1. I have been taught **how to write the introduction** to a factual text.

(Jeg har blitt undervist i hvordan en kan skrive innledningen i saktekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

3.2. I have been taught **how I can discuss a topic or an issue** in a factual text.

(Jeg har blitt undervist i hvordan jeg kan diskutere et tema eller en sak i saktekster)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

3.3. I have been taught **how one can build up paragraphs** in factual texts.

(Jeg har blitt undervist i hvordan en kan bygge opp avsnitt i saktekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

3.4. I have been **taught how to argue** in a factual text.

(Jeg har blitt undervist i hvordan en kan argumentere i saktekster.)

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|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

3.5. I have been **taught how to create coherence** in factual texts.

(Jeg har blitt undervist i hvordan en kan skape sammenheng i saktekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

3.6. I have been taught **how to organise and structure** a factual text.

(Jeg har blitt undervist i hvordan jeg kan organisere og strukturere en saktekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

4. *To what degree do you think **you can write factual texts**, like writing an introduction, writing arguments and building paragraphs, etc.?*
(I hvilken grad tror du at du kan skrive saktekster, som å skrive innledning, å skrive argumenter, bygge avsnitt, etc.?)

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

- 4.1. I can **write the introduction** to a factual text.

(Jeg kan skrive innledningen til en saktekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 4.2. I can **discuss different topics or issues** in factual texts.

(Jeg kan diskutere ulike tema eller saker i saktekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 4.3. I can **build paragraphs** in a factual text.

(Jeg kan bygge avsnitt i en saktekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 4.4. I can **write arguments** for my opinions.

(Jeg kan skrive argumenter for mine meninger.)

| | | | | | | |
|---|---|---|---|---|---|---|
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|---|---|---|---|---|---|---|

- 4.5. I can **write a conclusion** to a factual text.

(Jeg kan skrive en konklusjon på en saktekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 4.6. I can **use connectors to create coherence** in factual texts.

(Jeg kan bruke sammenbindere for å skape sammenheng i saktekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

5. *To what degree have you been **taught about different genres or text-types**, and the **difference between formal and informal language** and when to use which style **this school year**?*
(I hvilken grad har du blitt undervist i ulike sjangere eller tekst-typer, og forskjellen mellom formelt og uformelt språk og når hvilken stil skal brukes dette skoleåret?)

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

- 5.1. I have been taught **how to adjust my language to the genre or type of text** I am writing.

(Jeg har blitt undervist i hvordan jeg skal tilpasse språket mitt til sjanger eller type tekst jeg skriver.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 5.2. I have been taught **what is typical of informal language**.

(Jeg har blitt undervist i hva som er typisk for uformelt språk.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

5.3. I have been taught **what is typical of formal language**.

(Jeg har blitt undervist i hva som er typisk for formelt språk.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

5.4. I have been taught how to **change the language in an informal text so it becomes more formal**.

(Jeg har blitt undervist i å forandre språket i en uformell tekst så det blir mer formelt.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

Part 2: Evaluation criteria and feedback practices (Del 2: evalueringskriterier og tilbakemeldings-praksiser)

6. *To what degree are **the evaluation criteria for written assignments clear and known**? Do you know what it takes to get different grades when writing for example an essay/an article, a letter, a story etc.? (I hvilken grad er evalueringskriteriene for skriftlige innleveringer klare og kjente? Vet du hva som skal til for å oppnå de ulike karakterene når du skriver for eksempel essay/artikkel, et brev, en historie etc.?)*

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

6.1. I understand **what is important** for producing a good text.

(Jeg forstår hva som er viktig for å produsere en god skriftlig tekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

6.2. I understand **what is important to improve in the language** of a text to get a good grade.

(Jeg forstår hva som er viktig å forbedre i språket i en tekst for å få en god karakter.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

6.3. I understand **what is important when constructing and structuring** a text.

(Jeg forstår hva som er viktig når det gjelder å bygge opp og strukturere tekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

6.4. I understand **how to include relevant content** when writing a text.

(Jeg forstår hvordan jeg kan inkludere relevant innhold når jeg skriver en tekst.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

7. *To what degree is the **feedback related to the criteria** given for the assignment? (I hvilken grad er tilbakemeldinger knyttet til kriteria som er gitt i oppgaven?)*

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

7.1. The feedback I receive is **related to the criteria** for the assignment.

(Tilbakemeldingene jeg får er relatert til kriteriene på oppgaven)

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|---|---|---|---|---|---|---|
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7.2. I understand how the **comments I get on language** are relevant in relation to the evaluation criteria.

(Jeg forstår hvordan kommentarene jeg får på språk er relevante i forhold til evalueringskriteriene)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

7.3. I understand how the **comments I get on structure** are relevant in relation to the evaluation criteria.

(Jeg forstår at kommentarene jeg får på struktur er relevante i forhold til evalueringskriteriene.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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7.4. I understand the **comments I get on content** in relation to the evaluation criteria.

(Jeg forstår kommentarene jeg får på innhold i forhold til evalueringskriteriene)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

8. *To what extent do you work with improving the texts you have written on the basis of feedback?*

(I hvilken grad jobber du med å forbedre tekstene du har skrevet på bakgrunn av tilbakemeldinger?)

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

8.1. I work with **improving the language** in the texts we have received feedback on.

(Jeg arbeider med å forbedre språket i tekstene vi har fått tilbakemelding på.)

| | | | | | | |
|---|---|---|---|---|---|---|
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8.2. I work with **improving the structure** in the texts we have received feedback on.

(Jeg jobber med å forbedre strukturen i tekstene vi har fått tilbakemelding på.)

| | | | | | | |
|---|---|---|---|---|---|---|
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8.3. I work with **improving the content** in the texts we have received feedback on.

(Jeg jobber med å forbedre innholdet i tekster vi har fått tilbakemelding på.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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9. *To what extent can feedback given on written texts make you believe you can improve your writing in relation to language, structure and content?*

(I hvilken grad kan tilbakemelding gitt på skriftlige tekster få deg til å tro at du kan forbedre skrivingen din i forhold til språk, struktur og innhold.)

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

9.1. Reading the feedback from the teacher **makes me think I can improve my writing.**

(Å lese tilbakemeldinger fra læreren får meg til å tro at jeg kan forbedre skrivingen min.)

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|---|---|---|---|---|---|---|
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9.2. The feedback I receive makes me **think I can improve the structure** in my texts.

(Tilbakemeldingene jeg får gjør at jeg tror jeg kan forbedre strukturen i tekstene mine.)

| | | | | | | |
|---|---|---|---|---|---|---|
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9.3. The feedback I receive makes me **think I can improve the content** of my texts.

(Tilbakemeldingene jeg får gjør at jeg tror jeg kan forbedre innholdet i tekstene mine.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

9.4. Working with the feedback I get from the teacher makes me **think I can do better** next time.

(Å arbeide med tilbakemeldingene jeg får fra læreren gjør at jeg tror jeg kan gjøre det bedre neste gang.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

10. *Focus of feedback on argumentative texts: What **elements** are included in the feedback as **important when writing an argumentative text** like essay or article, like for example language, content, structure and coherence?*

(Fokus i tilbakemeldinger på argumenterende tekster: Hvilke elementer er inkludert i tilbakemeldingen som viktige når en skriver en argumenterende tekst som essay eller artikkel, som for eksempel språk, innhold, struktur og sammenheng?)

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

10.1. In the feedback I get from the teacher, I receive comments on **the use of verbs.**

(I tilbakemelding jeg får fra lærer får jeg kommentarer på bruk av verb.)

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|---|---|---|---|---|---|---|
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10.2. In the feedback from the teacher, I receive comments on **the use of articles** (the, a/an).

(I tilbakemelding fra lærer får jeg kommentarer på bruk av artikler (the, a/an).)

| | | | | | | |
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10.3. In the feedback I get from the teacher, I receive comments on **text structure** and organisation.

(I tilbakemeldinger jeg får fra lærer får jeg kommentarer på tekst-struktur og organisering.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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10.4. In the feedback I get from the teacher, I receive comments on **how I structure the text into paragraphs.**

(I tilbakemelding jeg får fra lærer får jeg kommentarer på hvordan jeg strukturerer teksten i avsnitt.)

| | | | | | | |
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- 10.5. In the feedback I get from the teacher, I receive comments on **how I have linked the ideas** in the text by using for example connectors (and, but, however)

(I tilbakemelding jeg får fra lærer får jeg kommentarer om hvordan jeg har bundet sammen ideene i teksten ved for eksempel å bruke sammenbindere (og, men)).

| | | | | | | |
|---|---|---|---|---|---|---|
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|---|---|---|---|---|---|---|

- 10.6. In the feedback I get from the teacher, I receive comments on **how the arguments are presented** and supported.

(I tilbakemelding jeg får fra lærer får jeg kommentarer på hvordan argumentene blir presentert og bygd opp under.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

11. *To what extent do you use **self-assessment strategies** when writing in English?
(I hvilken grad bruker du selv-evaluerings-strategier når du skriver i engelsk?)*

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

- 11.1. When writing a text, I **try to evaluate it in relation to evaluation criteria** set for that particular type of text.

(Når jeg skriver en tekst, prøver jeg å evaluere den i forhold til evalueringskriterier for den type tekster.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 11.2. When working with writing texts, I **evaluate my language** in relation to what the teacher says is important.

(Når jeg jobber med skriftlige tekster, evaluerer jeg språket mitt i forhold til det læreren sier er viktig.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 11.3. When working with writing texts, I **evaluate how well I manage to include relevant content** according to the requirements in the exercise.

Når jeg jobber med å skrive tekster, evaluerer jeg hvor godt jeg klarer å inkludere relevant innhold i forhold til krav i oppgavene.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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- 11.4. Working with **evaluating my own text is an important part** of the writing process.
(Å arbeide med å evaluere min egen tekst er en viktig del av skriveprosessen.)

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12. *To what extent do you find it **useful to work with your class-mates with giving and receiving feedback on written work?***

(I hvilken grad synes du det er nyttig å jobbe med klassekameratene dine for å gi og ta imot tilbakemeldinger på skriftlig arbeid?)

Scale (skala): 1 = Totally disagree (totalt uenig) 7 = Totally agree (totalt enig)

- 12.1. When I get evaluation from my peers on written work, I find this **useful**.
(Når jeg får tilbakemelding fra mine medelever på skriftlig arbeid, opplever jeg dette som nyttig.)

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- 12.2. Getting feedback from other students **means much to me**.
(Å få tilbakemelding fra andre elever betyr mye for meg.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 12.3. I think my peers are **good at giving useful feedback** to me.
(Jeg synes mine medelever er flinke til å gi nyttige tilbakemeldinger til meg.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 12.4. **I learn by giving feedback** to others on their written work.
(Jeg lærer av å gi tilbakemelding til andre på deres skriftlige arbeid.)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|