Evaluating alignment of student and tutor perspectives on feedback on language learning assignments

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Version: Supplementary Material

Link(s) to article on publisher’s website:
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Student perceptions of and attitudes to assignment feedback

This is the student survey that was used to collect the data reported in the article by Fernández-Toro & Furnborough (2018) Evaluating feedback on language assignments in distance learning: tutor and student perspectives. Sections that have no direct relevance to the findings presented in the article have been removed.

1. The aim of this survey is to find out what you as a student think about assignment feedback and how you actually use it.

q1_1 - Which of the following aspects of feedback is the most important to you?
- Getting a good mark (1)
- Seeing what I got wrong (2)
- Getting advice for future assignments (3)
- Gauging my progress (4)
- Feeling supported/encouraged (5)

q1_2 - Are any of the remaining aspects of feedback important to you?

<table>
<thead>
<tr>
<th></th>
<th>Also important (1)</th>
<th>Not important (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting a good mark (1)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Seeing what I got wrong (2)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Getting advice for future assignments (3)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Gauging my progress (4)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Feeling supported/encouraged (5)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

q2 - How soon do you normally look at your feedback, once the assessed coursework has been returned to you?
- On the same day (1)
- Within a week (2)
- More than a week later (3)
- I do not look at the feedback (4)

q4 - What do you normally do with the feedback that you receive in this module?
- I just look at the mark, not at the feedback (1)
- I look at the feedback just once when I receive it, then I put it away (2)
- I do some follow-up work (e.g. highlighting, checking grammar, etc.) based on the feedback I got (3)
- I put it aside and go back to it again before my next assignment (4)

q5 - How often do you find the feedback unclear?
- Never (1)
- Rarely (2)
- Occasionally (3)
- Often (4)
- Always (5)

q6 - What do you normally do when you do not understand the feedback or when it does not provide enough information?
- Get on with the module and hope that it will become clear later (1)
- Ask another student (2)
- Ask my tutor (3)
- Ask a competent speaker (4)
### q7 - How often do you feel your tutor does the following?
*(Please select one for each row)*

<table>
<thead>
<tr>
<th>Action</th>
<th>Not often enough (1)</th>
<th>Just often enough (2)</th>
<th>Too often (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate errors I made (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Correct errors I made (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Give explanations (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Indicate that I did well (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Describe my strengths specifically (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Tell me how to improve in the future (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### q11 - Think about the feedback that you've received so far on this module's assignments. To what extent do you agree with the following statements?
*(Please select one for each row)*

<table>
<thead>
<tr>
<th>Feedback statement</th>
<th>Strongly agree (1)</th>
<th>Agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback on my use of language was useful (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feedback on the content and structure of my assignments was useful (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feedback helped me see what I got wrong (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feedback helped me see what I got right (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feedback showed me how I could improve (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I can remember most of the feedback I got (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have made definite efforts to act upon the feedback I got (7)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Tutors should correct every single error, even minor ones (8)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Tutors should explain every correction they make (9)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The feedback I got so far has helped me learn (10)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The feedback made me feel supported (11)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feedback helped me understand the mark I got (12)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feedback has boosted my confidence (13)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Spoken feedback should be given on written assignments too (14)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I normally look forward to receiving my feedback (15)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>