Tutor perceptions of and attitudes to assignment feedback

> This is the **tutor 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.

q2 - How important do you think the following aspects of feedback are to your students?

For each item, please indicate what proportion of your students appear to regard it as the most important aspect.

	Nearly all my students (1)	A significant majority (2)	About half (3)	A significant minority (4)	Very few/None (5)
Getting a good mark (1)	○	○	○	○	○
Seeing what they got wrong (2)	○	○	○	○	○
Getting advice for future assignments (3)	○	○	○	○	○
Gauging their progress (4)	○	○	○	○	○
Feeling supported/encouraged (5)	○	○	○	○	○

q3 - What proportion of your students do you believe would fit into the following categories?

(Please select one for each row)

	Nearly all my students (1)	A significant majority (2)	About half (3)	A significant minority (4)	Very few/None (5)
Always look at all the feedback provided (1)	○	○	○	○	○
Do not look at the PT3 form (2)	○	○	○	○	○
Do not look at the annotated TMA (3)	○	○	○	○	○
Do not listen to the spoken feedback (4)	○	○	○	○	○
Ask you for clarification or further information related to your feedback (5)	○	○	○	○	○

q4 - How often do you do the following?

(Please select one for each row)

	At every opportunity (1)	Generally (more than half of the time) (2)	Selectively (in about half of the cases) (3)	Very selectively (less than half of the time) (4)	Never or almost never (5)
Indicate errors (1)	O	O	O	O	O
Correct errors (2)	O	O	O	O	O
Give explanations (3)	O	O	O	O	O
Tell a student that s/he did well (4)	O	O	O	O	O
Describe a student's strengths specifically (5)	O	O	O	O	O
Tell the student how to improve in future (6)	O	O	O	O	O

q10 - To what extent do you agree with the following statements?

(Please select one for each row)

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disgree (4)	Strongly disagree (5)
Feedback on the use of language is useful to my students (1)	O	O	O	O	O
Feedback on the content and structure of assignments is useful to my students (2)	O	O	O	O	O
Feedback helps my students see what they got wrong (3)	O	O	O	O	O
Feedback helps my students see what they got right (4)	O	O	O	O	O
Feedback shows my students how they can improve (5)	O	O	O	O	O
My students can remember most of the feedback I give them (6)	O	O	O	O	O
My students generally make efforts to act upon the feedback I give them (7)	O	O	O	O	O
Tutors should correct every single error, even minor ones (8)	O	O	O	O	O
Tutors should explain every correction they make (9)	O	O	O	O	O
Feedback does indeed help my students learn (10)	O	O	O	O	O
Feedback makes my students feel supported (11)	O	O	O	O	O
Feedback helps my students understand the marks they get (12)	O	O	O	O	O
Feedback boosts my students' confidence (13)	O	O	O	O	O
Spoken feedback should be given on written assignments too (14)	O	O	O	O	O
My students normally look forward to seeing their feedback (15)	O	O	O	O	O