

Teachers and upper secondary school students' views on the role of
teacher feedback in motivating Finnish EFL students to improve their
written skills

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Tiivistelmä – Abstract <p>Opettajapalaute on merkittävä osa niin opettajien työtä kuin oppilaiden oppimisprosessia. Samalla tavalla myös oppilaiden motivaatio voi olla merkittävä tekijä oppimisen edistymisessä. Tässä tutkimuksessa kartoitetaan englannin opettajien ja oppilaiden käsityksiä opettajapalautteen merkityksestä oppilaiden motivaatioon. Tutkimuksessa keskitytään erityisesti yhteen kielen oppimisen osa-alueeseen motivaation kannalta: oppilaiden englannin kirjallisten taitojen parantamiseen. Tutkimus toteutettiin kahdella <i>Webropol</i>-kyselylomakkeella, joista ensimmäinen toteutettiin Suomen lukioiden englannin opettajille joulukuussa 2020, ja toinen lukioiden englannin kolmannen vuosikurssin opiskelijoille tammikuussa 2021. Aineisto koostui 14 opettajien ja 21 opiskelijoiden vastauksista. Tutkimuksessa selvitettiin kuinka opettajat ja oppilaat kokevat opettajapalautteen tärkeyden, sekä millaiseksi he kokevat palautteen ja motivaation välisen suhteen englannin kirjallisten taitojen parantamisessa. Tätä tutkittiin analysoimalla ja vertailemalla opettajien ja oppilaiden vastauksia.</p> <p>Tutkimuksen analysoinnissa käytettiin sekä laadullisia että määrällisiä menetelmiä. Tärkeimmät tutkimuksen löydökset osoittavat, että opettajat ja oppilaat kokevat palautteen ja motivaation suhteen melko samalla tavalla, ja että he ovat lähes samaa mieltä eniten motivoivista palautemuodoista. Kuitenkin vahvoja eriäviä mielipiteitä aiheuttivat jotkut opettajien käyttämät palautetavat, jotka oppilaat kokivat kaikista vähiten motivoiviksi. Lisäksi oppilailla oli hyvin eri näkemys tekstien korjattujen versioiden kirjoittamisesta. Tämän tutkimuksen tulosten pohjalta voidaan päätellä, että opettajapalautteella ja oppilaiden motivaatiolla on hyvinkin selvä suhde toisiinsa. Analysoinnissa huomattiin, kuinka osa oppilaista voi helposti kuitenkin olla erimieltä kuin muut, sekä myös opettajien käsitykset palautteen antamisesta voivat erota paljonkin oppilaiden näkemyksistä. Aihe on tärkeä niin kielenopettajille kuin myös opettajaksi opiskeleville, ja aihetta voisi tutkia tulevaisuudessa yksityiskohtaisemmin esimerkiksi yhden tietyn palautetavan näkökulmasta.</p>	
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FIGURES

<i>Figure 1. Teachers' experience as English teachers in upper secondary school (Q2) and in general (Q3).....</i>	<i>19</i>
<i>Figure 2. The average values of teachers' (Q4) and students' (Q2) answers.</i>	<i>20</i>
<i>Figure 3. Students' views on how motivating teachers' feedback methods are as average values (Q3 and Q4).....</i>	<i>23</i>
<i>Figure 4. Teachers and students' views on the impact of motivation on EFL written skills (Q8 and Q6)</i>	<i>27</i>

TABLES

<i>Table 1. The questions of teachers' and students' questionnaires</i>	<i>16</i>
<i>Table 2. Feedback methods that teachers use (Q5).....</i>	<i>22</i>
<i>Table 3. Teachers' habits of demanding revision of texts (Q7)</i>	<i>25</i>
<i>Table 4. Students' views about writing a revised text (Q7)</i>	<i>25</i>

TABLE OF CONTENTS

1	INTRODUCTION.....	5
2	THE ROLE OF TEACHER FEEDBACK IN MOTIVATING EFL STUDENTS.....	7
	2.1 Written EFL skills.....	7
	2.2 Motivation as a factor in language learning.....	8
	2.2.1 Defining Motivation.....	8
	2.2.2 The impact of motivation in language learning.....	9
	2.3 The role of teacher feedback.....	10
	2.3.1 Feedback methods.....	10
	2.3.2 Providing effective feedback.....	12
	2.3.3 The impact of teacher feedback.....	13
3	THE PRESENT STUDY.....	15
	3.1 Aim and research questions.....	15
	3.2 Description of the data.....	15
	3.3 Methods of analysis.....	17
4	ANALYSIS.....	18
	4.1 Teachers' background questions.....	18
	4.1.1 Teachers' questionnaire: <i>Q2 and Q3</i>	18
	4.2 The relationship between teacher feedback and student motivation.....	19
	4.2.1 Teachers' questionnaire: <i>Q4 and Q9</i> , and students' questionnaire: <i>Q2</i>	20
	4.3 Feedback methods.....	21
	4.3.1 Teachers' questionnaire: <i>Q5 and Q6</i> , and students' questionnaire: <i>Q3, Q4 and Q5</i>	22
	4.3.2 Teachers' questionnaire: <i>Q7</i> , and students' questionnaire: <i>Q7</i>	24
	4.4 The impact of motivation on EFL written skills.....	26
	4.4.1 Teachers' questionnaire: <i>Q8</i> , and students' questionnaire: <i>Q6</i>	26
5	DISCUSSION AND CONCLUSION.....	28
	REFERENCES.....	30
	APPENDICES.....	32
	APPENDIX 1: TEACHERS' QUESTIONNAIRE.....	32
	APPENDIX 2: STUDENTS' QUESTIONNAIRE.....	36

1 INTRODUCTION

Feedback and motivation are essential parts of learning processes in general. The importance of feedback and motivation can be even more significant when studying a foreign language, as students might be insecure and doubtful of their foreign language skills. The role of feedback has been generally considered crucial to improve the acquisition of skills and knowledge (Murtagh 2014: 518). In addition, feedback and motivation have a relation to one another, which the present study examines. Studying English as a foreign language in Finland is a long continuum that can start as early as in the first grade of basic education or even in preschool. Learning English as a foreign language (EFL) does not require only high-quality and diverse teaching but also similar feedback. Feedback can help students recognize their knowledge, abilities and their development areas, but it can also work as a means of motivation. For language learning, teacher feedback is especially significant for students' learning, self-confidence and motivation when students are practicing foreign language skills. Students need feedback to understand their level of accuracy and to be able to improve their skills as language users. The role of teacher feedback and its impact on motivation is an aspect of education that will never get old, as teachers need to constantly reconsider their methods of teaching and giving feedback in the light of what supports best their students' improvement, learning and motivation.

In fact, teachers and researchers have a mutual interest in finding suitable strategies for students to be able to improve their written skills by revising their works (Ferris 2010: 189). As important as feedback is for students, it is not always easy or simple for teachers to provide their students with sufficient, effective and versatile feedback. To be able to provide this kind of feedback, there are considerably different aspects that need to be considered. All students do not appreciate the same kind of feedback because their needs can be entirely different. In addition, some students might need more corrective feedback than others, whereas some students might prefer a more encouraging approach. Zacharias (2007: 51) stated that students could be overwhelmed with too much feedback, and thus, get depressed about all the mistakes. In this case, students could benefit more from receiving less feedback, and find that more motivating. All of this means that teachers need to understand the required individualized

attention that students need, as teacher feedback is one of the most important aspects of a teacher's work (Hyland 2001: 185).

Even though teacher feedback, as well as motivation, have been studied in the field of applied linguistics, they have been studied mostly only separately and without consideration of their relationship to a certain area of language learning (e.g., Gibbs 2010 and Ellis 2009b). Thus, the role of teacher feedback in motivating students to improve their language skills, specifically on written skills, is a theme worth studying. As a student of English and a future English teacher, I am especially interested in studying this theme. The present study aims to fill the gap and study the connection between teacher feedback and motivation to improve students' written skills with the help of previous research. To do this, the present study will answer the following research questions: 1. *How do teachers and Finnish EFL upper secondary school students view the importance of the role of teacher feedback?* and 2. *What is the relationship between teacher feedback and motivation to improve EFL written skills?* Firstly, I will discuss the theoretical background of teacher feedback and motivation. Secondly, I introduce the aims, research questions, data and methods, and thirdly, I will focus on analysis. Lastly, I conclude the present study by briefly summarizing and discussing the most important findings and answers to the research questions as well as suggest further areas of study.

2 THE ROLE OF TEACHER FEEDBACK IN MOTIVATING EFL STUDENTS

In this chapter, I will define EFL and introduce its role in upper secondary schools in Finland, as well as define important concepts related to motivation and feedback. After defining the concepts in each section, I will elaborate further by explaining their roles and importance in learning EFL. There are previous studies of teacher feedback (e.g., Ellis 2009a, Ferris 2004, Hattie and Timperley 2007) and motivation (e.g., Dörnyei 2001, Murtagh 2014), but these aspects have rarely been combined in the same study as stated before. Moreover, the existing research is not complete enough and the findings seem rather controversial (Ferris 2004: 49). The results and main points of previous research on this topic indicate the research gap the present study aims to fill.

2.1 Written EFL skills

EFL is a frequently used abbreviation of English as a foreign language, and it will be used frequently in the present study. In 2017, almost all upper secondary school students in Finland (98%) studied English as an A-level language (Education Statistics Finland, n.d.). This indicates how widely English is studied and, thus, why its teaching and learning have an important role in Finland. Writing is one of the foundational skills of language learning in addition to listening, speaking, and reading, and it contributes to students' language learning significantly (Zacharias 2007: 38). According to Ferris (2010: 182), writing is a form of language production that includes an ability to produce a text effectively. For instance, this ability is a part of communicative competence for students in learning English. Similarly, the Finnish National Core Curriculum for Upper Secondary School (2019: 177) defines text producing as one of the overall aims of teaching a foreign language and B2.1¹ as the expected skill level to produce texts in A-level English at upper secondary school, which is higher than the expected level after basic education (B1.1). Besides the expected levels and the role of written EFL skills, what needs to be considered is that writing is always personal. This means that teachers need to be aware of how criticism can have a harmful effect on students'

¹ CERF (Common European Framework for Languages) skill level scales and descriptions from A1.1. to C1.1.
https://www.oph.fi/sites/default/files/documents/lukion_opetussuunnitelman_perusteet_2019.pdf (Finnish National Core Curriculum for Upper Secondary School 2019: 377)

motivation and self-confidence, if the criticism is excessive (Hyland 2001: 186 and Hyland & Hyland 2006: 209). The importance of understanding writing and the factors that might affect students' writing is relevant, as according to Zacharias (2007: 38), there is at least some writing aspect in almost all courses of English. Another relevant factor, motivation, will be discussed next.

2.2 Motivation as a factor in language learning

Motivation can be a gateway to language learning, and it should be treated as an essential part of learning processes. Motivation does not only make language learning easier but also more interesting and desirable. In addition, there is a connection between motivation and teacher feedback. As illustrated by the study of Zacharias (2007: 38), feedback can contribute to not only students' attitudes and motivation towards writing, but also to their emotions.

2.2.1 Defining Motivation

Motivation is a wide concept, and it can be examined from different perspectives. For this study, it is especially important to consider the essential role of motivation and its effect on language learning. Hummel (2014: 202) has defined motivation as "an effort used to learn" as in this case, to learn a language. Hyland & Hyland (2006: 201) alternatively emphasize the importance of motivation as a concept: its understanding is essential for teachers to understand how their students use the feedback they receive. This indicates that motivation does not only make learning easier or more interesting, but it also has a key role for teachers to understand their students and modify their teaching as well as feedback methods accordingly. From another point of view, Dörnyei (2001: 51) does not regard motivation as a starting point but rather sees it as a result of values. This is the reason why it is never easy for teachers to change someone's motivation, as changing it needs modifying someone's value system. The value system and attitudes affect motivation, which Dörnyei defines, first, as a reason why people first decide to do something and, second, how efficiently they will sustain and pursue doing the activity they have chosen (Dörnyei 2001: 7). In addition, Dörnyei combines motivation with motivational strategies that are meant to promote a goal-oriented behavior, which is the nature of motivation (2001: 28). Students with goal-related behavior indicate that they are

motivated to learn, and students' aims can substantially facilitate not only learning but also succeeding.

2.2.2 The impact of motivation in language learning

Motivation is generally known as a factor that can facilitate language learning. However, there are multiple other aspects that are affected by motivation. It is significant to both teachers and students to not only regard the impacts of motivation as important, but also to understand profoundly the nature and formation of this impact. According to Dörnyei (2001: 13), it is possible that the absence of motivational influences weakens or even undermines students' achievement. This makes it clear how important motivational influences can be and, for teachers, it is essential to consider this notion profoundly, as motivational influences could help most students. It is a part of teachers' job to try to make the learning process possible, interesting and motivating. As motivating students is always a relevant question or even an issue, there is never too much effort to try to motivate students. Teachers can have a significant impact on students' motivation not only by giving feedback but also by ensuring a suitable classroom environment for learning. Dörnyei (2001: 86-87) mentions that if there are problems with the atmosphere of a classroom, it can also affect students' motivation, self-esteem and self-confidence. In this case, teachers' efforts of motivational teaching will be useless, if the ambiance is not suitable and optimal. A similar view has been shared by Murtagh (2014: 538), who emphasizes the importance of self-esteem and motivational beliefs that are meant to encourage students' motivation to learn.

The impact of motivation becomes more obvious when giving feedback, as feedback affects motivation substantially. However, there are also some controversial views about its effect. According to Murtagh (2014: 534-535), the purpose of teachers providing corrective feedback by marking most or even all mistakes is based on their beliefs and hopes to advance students' self-esteem and motivation. However, the study by Murtagh demonstrates that most students did not share this view and, instead, they found descriptive feedback more beneficial especially for their motivation and cognitive skills. Thus, the role of motivation is often combined with teacher feedback, which will be discussed in more detail in the next section.

2.3 The role of teacher feedback

Feedback always performs a pedagogical role, and teacher feedback on written tasks can be defined as means of carrying information, offering comments about students' works and encouraging them to develop their written skills (Hyland and Hyland 2006: 206). Giving feedback is a significant part of teaching in every level of education in every subject. As teacher feedback is important, it is also perhaps the most essential aspect of teaching. According to Gibbs (2010: 3), assessment makes more difference on the actions of students, even more than teaching. In this way, assessment modifies the ways students perform on tasks and focus on their aims. This is a topic worth considering, not only because of the impact teacher feedback can have on students, but also because there have not been many studies that investigated the role of feedback in classrooms (Hattie & Timperley 2007: 81).

The role of teacher feedback becomes more relevant as teachers sometimes struggle to help students to become more accurate in their writing, and to decrease their lack of progress in producing texts (Ferris 2010: 182). In addition, it is not obvious for teachers which feedback methods should be used to enhance students' writing or to make students more motivated to learn and improve their performance. This may be due to the fact that there is a lack of studies considering the relation between teacher feedback and student motivation. For instance, Hyland (2001: 186) points out that there are only a few studies on the use of praise and criticism in teacher feedback.

2.3.1 Feedback methods

There has been research and debate about which feedback methods are most effective, practical and beneficial for students. Feedback can be divided into different types of feedback. For instance, Ellis (2009a: 3) defines feedback as means of contributing to language learning and providing linguistic accuracy as well as advancing students' motivation. The problem that occurs in choosing a feedback strategy is the question of which students' errors to correct, and which feedback strategies are the most effective (Ellis 2009a: 10). Ferris (2010: 182) has shared the same view that choosing a feedback strategy is a highly controversial topic in second language teaching.

Other terms used for corrective feedback are error feedback or correction and grammar correction. Ferris (2004: 59) defines error feedback as the direct correction of errors, but feedback could also have a more indirect or less informative approach. However, it is essential to also consider students' linguistic accuracy, grammar instruction, observance of the topic and genre of the exercise, practice and editing skills as well as multiple other aspects, instead of only correcting errors. A similar view with Ferris has been shared by Hyland and Hyland (2006: 83) by dividing feedback into direct and indirect feedback. Direct feedback includes teachers' correction of a linguistic form, whereas in indirect feedback teacher simply indicates the error but leaves its solving to a student. Ellis (2009a: 7-9 and 2009b: 103) focused more profoundly on different corrective feedback strategies in direct and indirect approaches. This division consists of methods such as repetition, recast, clarification request, explicit correction, reformulation, elicitation and paralinguistic signal. In addition, students' self-correction is being discussed. There might be problems with students' self-correction such as the lack of necessary linguistic knowledge and students preferring teacher feedback over their own. While selecting suitable corrective feedback strategies, teachers must also consider the specific linguistic devices that are used to communicate the chosen strategy. Teachers need to implement different strategies and adapt them to a particular student and to a particular exercise (Ellis 2009a: 14).

In contrast, Hyland (2001: 185-186) considers feedback from a different perspective, in terms of its functions such as suggestions, praise and criticism. Suggestions consist mostly of explicit recommendations or possible improvements, which sometimes have been described as constructive criticism. Hattie & Timperley (2007: 90-96) focus more on the other levels of feedback. According to them, feedback of a task corresponds to corrective feedback discussed earlier, whereas feedback about the processing of a task considers how well students have managed to follow and complete the task. This is an important aspect of feedback to be considered as well. There is also feedback about self-regulation, which focuses on the capability to self-assess and feelings of confidence whereas feedback about the self can consist of praise of the student itself and not of a task (Hattie and Timperley 2007: 94-96). These are more personal levels of feedback that can carry a bigger risk to students' views about themselves and not about their ability to complete a task. Thus, it is important to understand how easily feedback can affect students and, the type of feedback that teachers provide actually matters.

2.3.2 Providing effective feedback

All teachers try to provide effective feedback to their students. However, it has not always been clear what kind of feedback is the most effective, and how teachers should provide their feedback. As noted earlier, effective feedback, just as feedback in general, can be discussed from different perspectives. Dörnyei (2001: 93), for example, has discussed effective feedback from a motivational point of view, meaning that effective feedback can include praises and other positive functions trying to increase students' self-confidence and learner satisfaction. Similarly, Hyland (2001: 185) considers praise as a means of softening the criticism instead of being only an indicator of success. In addition, it is important that effective feedback focuses on areas that students need to improve.

Another significant aspect of giving feedback is its timing. Feedback is the most effective when it is available as soon as possible after a task instead of being delayed (Dörnyei 2001: 124). However, it is widely known that correction is delayed most of the time since collecting, marking, and retuning pieces of work takes time, especially when class sizes grow (Ellis 2009a: 11 and Hyland and Hyland 2006: 107). Thus, as stated by Gibbs (2010: 9), there often occur problems with quality and quantity of feedback as teachers are left with the time pressure and piles of work, while they should still somehow try to provide their students with qualitative and beneficial feedback. This indicates how giving effective feedback is not always an obvious or simple task and why it is worth of studying.

One of the controversial topics on effective feedback is the question of *which errors to correct*. Correcting every mistake can often make students combine the mistakes with faulty language whereas, from a motivational standpoint, mistakes are natural parts of a learning process (Dörnyei 2001: 93). Teachers need to choose their feedback comments carefully and they should include informational, interpersonal and pedagogic goals (Hyland 2001: 187-194). In addition, the content of effective feedback should be clear, relevant, encouraging, targeted to an appropriate level, detailed and specific (Hyland and Hyland 2006: 203 and Gibbs 2010: 30). Hyland and Hyland (2006: 203) also mention that teachers should also allow students to revise their works related to text productions. As Hattie and Timperley (2007: 86) argue, effective feedback needs to answer three questions: *where am I going? how am I going? where to next?* That summarizes well the necessary aspects that students need to receive from feedback. Feedback needs to help students to move forward in order to be able to avoid the same mistakes

again, and how to improve their writing next time. In fact, probably one of the most important aspects of feedback is that it should be provided in a way that students would and could use it as well as learn from it for the future (Gibbs 2010: 22).

2.3.3 The impact of teacher feedback

According to the Finnish National Core Curriculum for Upper Secondary School (2019), the role of assessment in foreign languages is to support students' abilities to develop themselves. Assessment and feedback need to be successful, versatile enough, and encouraging to support and fortify students' motivation to learn as well as enhance their self-efficacy. This impact on motivation and self-efficacy has been shared by many researchers. Ellis (2009a: 3) sees positive feedback, which affirms a correct response, as especially important because it supports students, fortifies their motivation to study and helps to improve themselves. In addition, Dörnyei (2001: 122) has declared that feedback owns a significant role in changing students' learning behaviors, which is ideal for the learning process, as students constantly need to develop themselves in learning and writing. Thus, the impact of feedback is even more highlighted, as developing written skills requires constant feedback to learn. As stated earlier about how personal writing is, Hyland and Hyland (2006: 207-209) discuss the possible damage caused by criticism to students' self-confidence and motivation. In contrast, they find praising or at least some positive comments important to fortify students' self-esteem. This means that teachers need to consider how their choices regarding the use of specific feedback methods affect students, their response to the feedback and which parts of feedback are more crucial for the students.

According to Ferris (2004: 55), students usually value corrective feedback and find it useful and important to succeed in the future, whereas its absence is considered to be harmful. This has been supported by multiple studies that have provided evidence of corrective feedback facilitating L2 developing as well as enabling students' accuracy of their written skills if the corrective feedback is given in an ideal and efficient way (Ferris 2010: 186). However, Ellis (2009b: 2) has voiced concern over the fact that in order for teacher feedback to have an effect on students' performance, students need to attend to it. For instance, a revision of a text production has been regarded as an essential step in developing linguistic competence (Ferris 2004: 56). Revision thus enables students to think about their mistakes and forces them to do

the correction themselves by erasing the mistake and writing it again, even if the teacher had already commented tips or even corrected the miswritten words.

There is an endless number of different ways to provide feedback to students, but no matter what the method, feedback needs to be clear and understandable. In the best case, teachers' comments about students' writing can lead to students' improvements, increased motivation and success whereas in the worst case, the feedback may confuse or discourage students (Hyland 2001: 208). In this theory section, written EFL skills, motivation and feedback have been introduced, defined and discussed from multiple aspects. All of these have formed a base for the present study, which will be presented in more detail next.

3 THE PRESENT STUDY

The following section presents the current study. Firstly, the aims and research questions of the present study will be introduced. Secondly, I will discuss the data and its collection, and thirdly, the methods of analysis will be presented.

3.1 Aim and research questions

The aim of the present study is to explore and understand the role and effect that teacher feedback has on the motivation and development of Finnish EFL upper secondary school students' written skills. As was discussed earlier, sometimes teachers have difficulties in how to help students write more accurately (Ferris 2010: 182). In addition, students can have weaker student achievement and success without motivation or motivational influences from teachers. In this study, I aim to explain and describe the relationship between teacher feedback and motivation to improve students' written skills.

To do this, the present study will focus on the following questions:

1. How do teachers and Finnish EFL upper secondary school students view the importance of the role of teacher feedback?
2. What is the relationship between teacher feedback and motivation to improve EFL written skills?

3.2 Description of the data

Data for the present study was collected in two parts with two different questionnaires. The first questionnaire was aimed at upper secondary school English teachers in Finland, and its data was collected in December 2020. The second questionnaire, distributed in January 2021, was directed to the upper secondary schools' third-year students. This level of students was chosen to be the specific study group of the present study because they have the most experience in studying and receiving feedback as they are the oldest group of upper secondary schools. In addition, they probably have learned and understood the possible actions that can

contribute to their motivation by this age. 14 teachers and 21 students participated in the study in total. Data from both questionnaires were collected using *Webropol*, an online platform specifically designed for creating and distributing questionnaires. According to Dörnyei and Taguchi (2010: 5), questionnaires are a method to gather information, for instance, about attitudes, opinions, characteristics and habits. Questionnaires were chosen as a data collection method as they enable collecting answers easily and the comparison between teachers' and students' answers would be easy. As the idea was to gather both quantitative and qualitative data, questionnaires seemed more suitable than interviews, for instance. Ensuring respondent anonymity was also important for this study. Thus, the purpose of the present study was especially suitable for the use of questionnaires.

The purpose of having data first from teachers and then from students is based on the idea that the first questionnaire gathers information about the types and forms of the feedback methods teachers are using, as well as their views on the impact and importance of their feedback on students' motivation and EFL written skills. Students' questionnaire is, therefore, based on the responses of the teachers' questionnaire. This arrangement enables the actual relationship of feedback and motivation to be studied from both perspectives. In addition, it allows the examination of both groups' views on the same issues. At the beginning of both questionnaires, question 1 (Q1) was related to the consent of participation. In the teachers' questionnaire, Q2 and Q3 gathered background information about teachers' work experience in years as English upper secondary school teachers and as English teachers in general. Both questionnaires included multiple choice and free form questions. These exact questions for the questionnaires were chosen based on the theoretical background of different feedback methods and because they provide the participants' views and opinions of feedback and motivation. All the questions are illustrated in Table 1 below, and the questionnaires are added in Appendix 1 and Appendix 2 in their complete origin forms.

Table 1. The questions of teachers' and students' questionnaires

<u>Teachers' questionnaire</u>	<u>Students' questionnaire</u>
<p>Q4: Select a suitable option in the following statements (<i>strongly disagree – disagree – not disagree or agree – agree – strongly agree</i>)</p> <p>1) Teacher feedback has a great significance in motivating students</p>	<p>Q2: Select a suitable option in the following statements (<i>strongly disagree – disagree – not disagree or agree – agree – strongly agree</i>)</p> <p>1) Teacher feedback has a great significance in motivating students</p>

<ul style="list-style-type: none"> 2) Teachers' chosen feedback methods has an impact on students' use of feedback 3) Teacher feedback and motivation have a clear relation to one another 	<ul style="list-style-type: none"> 2) Teachers' chosen feedback methods has an impact on students' use of feedback 3) Teacher feedback and motivation have a clear relation to one another
Q5: Which feedback methods do you mainly use in written tasks of upper secondary school?	Q3: How much does the following feedback methods support your motivation in your opinion? (part 1)
Q6: What kind of teacher feedback supports most students' motivation in written exercises in your opinion?	Q4: How much does the following feedback methods support your motivation in your opinion? (part 2)
Q7: Do you usually demand students to write a revised version of a longer written production text?	Q5: In your opinion, is there some other motivating feedback methods that were not mentioned earlier?
Q8: Select a suitable option in the following statements (<i>strongly disagree – disagree – not disagree or agree – agree – strongly agree</i>) <ul style="list-style-type: none"> 1) Students' motivation has a clear impact on learning 2) The lack of student motivation is evident in learning outcomes 3) Students' motivation supports their English written skills 	Q6: Select a suitable option in the following statements (<i>strongly disagree – disagree – not disagree or agree – agree – strongly agree</i>) <ul style="list-style-type: none"> 1) Students' motivation has a clear impact on learning 2) The lack of student motivation is evident in learning outcomes 3) Students' motivation supports their English written skills
Q9: How would you describe the relationship between feedback and student motivation?	Q7: Would writing a revised version of a text based on teacher's feedback help to improve your English written skills?

3.3 Methods of analysis

I will use mixed methods as my method of analysis. Answers from both questionnaires will be analyzed by using both qualitative and quantitative analysis which is why the mixed methods was chosen. According to Walliman (2017: 168-169), the advantage of mixed methods is to have a more in-depth analysis and understanding of the analyzed data, as it enables combining quantitative and qualitative perspectives. It provides a more thorough and richer analysis. Quantitative analysis will be evident in analyzing multiple choice questions and presenting findings for instance in percentages or in average numbers in tables or figures. Qualitative analysis, content analysis to be exact, will also be used for analyzing the data. It is used especially for free form questions as analyzing them often require content analysis (Dörnyei and Taguchi 2010: 84). In this study, content analysis helps to understand the role as well as the relationship between teacher feedback and motivation. For these reasons, the chosen method suits the collected data.

4 ANALYSIS

I will now present and analyze the findings of the study. I have divided my analysis into four different main sections according to the question types of both teachers' and students' questionnaires. The subsections indicate the questions that are being analyzed. This division was made to keep the analysis clearer and more focused as well as to group certain types of questions and their data together for the analysis. The data that has been expressed as percentages are rounded up to the nearest whole number. The first question in both questionnaires was the consent of participation. The whole questionnaires can be seen in Appendix 1 and Appendix 2.

4.1 Teachers' background questions

Teachers' questionnaire began with two background information questions about the participants' experience as English teachers in general, and more specifically, how long they had worked in upper secondary schools. The purpose of these questions was to obtain general information on the participants' teaching experience and find out the range of their experience.

4.1.1 Teachers' questionnaire: *Q2 and Q3*

Both background questions were multiple choice questions that had the same answer scale. The scale was composed of teaching experience in years. With question two, the purpose was to find out how many years the participants have been teaching English in upper secondary school, whereas question three asked about their working years altogether as teachers in general. Figure 1 below illustrates teachers' experience in years in both cases.

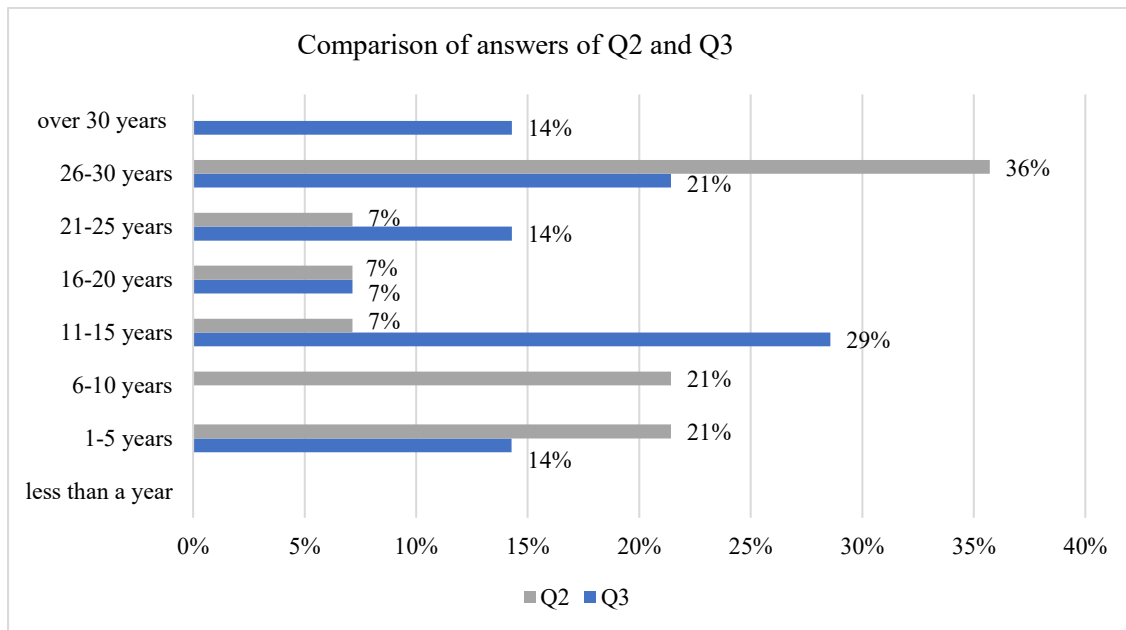


Figure 1. Teachers' experience as English teachers in upper secondary school (Q2) and in general (Q3)

Figure 1 indicates immediately the diverse range of participants' teaching experience. The years of teaching English in upper secondary school is divided between the ranges *1-5 years* and *26-30 years*. This means that the participants have diverse backgrounds as upper secondary school teachers. Teaching years altogether in general had only a slightly bigger range, all the way to *over 30 years* of experience. None of the 14 teachers had less than a year of experience as teachers neither in upper secondary school nor as teachers in general. The largest section for Q2 was *26-30 years* by 36% and for Q3 *11-15 years* by 29%. These answers indicate that most of the teachers have worked somewhere else as English teachers in addition to upper secondary school. The participants thus seem to have considerable working experience as English teachers, including experience of feedback and evaluation, which is the most important aspect of this study.

4.2 The relationship between teacher feedback and student motivation

Questionnaires included altogether three questions that discussed the relationship between teacher feedback and student motivation from teachers' and students' points of view. Both questionnaires had one question that was similar for teachers (Q4) and students (Q2). In addition, teachers had a wide free form question, Q9 in which they could express their views

about the relationship in their own words. These three questions aimed at answering the second research question that focused on the relationship between teacher feedback and motivation to improve EFL written skills. However, multiple aspects to the first research question can also be found.

4.2.1 Teachers' questionnaire: Q4 and Q9, and students' questionnaire: Q2

Q4 and Q2 were multiple choice questions based on the statements indicated. The results of the statements are indicated as on average answers in Figure 2 below. The average was used to simplify the overall results of the range and the comparison of teachers' and students' answers.

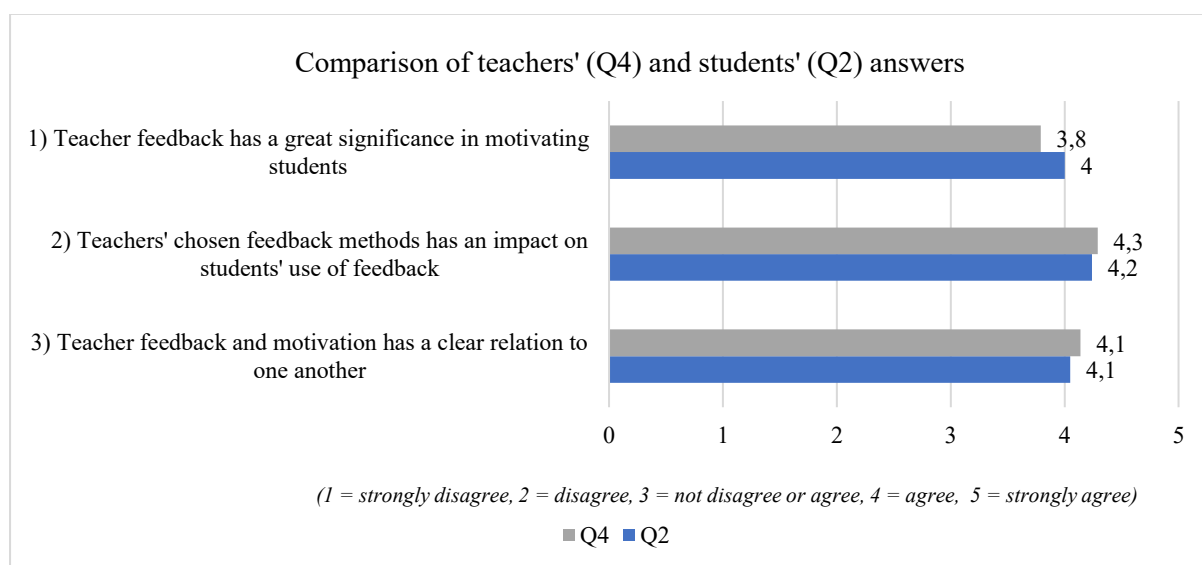


Figure 2. The average values of teachers' (Q4) and students' (Q2) answers.

The average results denote efficiently the overall opinions of teachers and students regarding the relationship between feedback and student motivation. As can be seen from Figure 2, teachers and students view the relationship quite similarly without significant differences. The first argument creates a slight difference, the average of teachers' answers being 3,8 and students' exactly 4. However, the difference is even less for the other arguments. The difference is only one decimal in the second statement whereas the average for the third statement was the exact same for teachers and students. As can be seen from the figure, the average for statement three is the same but the length of the bar is slightly different. This results from rounding off the original values that are not identical but when rounding them off their average is the same.

These findings support the impact that feedback has on motivation providing effective support for students and fostering their motivation as well as their learning in general (Ellis 2009a: 3). In addition, relating to the second statement, Hyland and Hyland (2006: 207) have expressed views on the effect that teachers' choices on feedback have on students' writing development. It is an important aspect to consider as feedback methods affect the way students relate to feedback and how they respond to it. This illustrates how different feedback methods can have different results and impacts on students. In addition to viewing the relationship between feedback and motivation, all the statements' answers clearly relate to the first research question, expressing that teachers and students regard the importance of the role of teacher feedback as significant. This can be indicated as all results from all the statements are quite high, the average being around the answer *agree*. Thus, it means that both teachers and students value the role of teacher feedback as well as understand it.

Question nine continued in the same theme as the statements in Q4 and Q2, but it had a more direct and wider approach to gather information verbally from teachers themselves about the relationship between feedback and student motivation. Many teachers expressed concerns about how some students do not even read or care about feedback, whereas for some it is motivating and encouraging. Excerpt (1) below shows a teacher's answer expressing the relationship between feedback and motivation as well as the division of motivated and non-motivated students.

- (1) Aika usein on niin, että jo valmiiksi motivoitunut opiskelija on kiinnostunut palautteesta olipa se millaista hyvänsä ja ei-motivoitunut opiskelija ei juurikaan palautteeseen reagoi. / Quite often already motivated student is interested in the feedback whether like it was and non-motivated student do not hardly react to feedback.

In addition, the relationship was described to be obvious and significant, and that every student receives feedback in their own way as well as is motivated or not in their own way. As important as feedback is, it has no impact if students do not even attend to it (Ellis 2009b: 2).

4.3 Feedback methods

The different feedback methods that teachers use were examined in question five in the teachers' questionnaire. After making teachers think of their habits of using feedback, they

were asked to consider the types of feedback that support students' motivation the most. As a counterbalance, students were asked how well the feedback methods support their motivation based on the teachers' answers to the feedback methods. Students' points of view are examined in questions three, four and five.

4.3.1 Teachers' questionnaire: Q5 and Q6, and students' questionnaire: Q3, Q4 and Q5

Question five, examining the feedback methods that teachers actually use in their teaching, was a multiple choice question with a possibility to also use a free form answer option. The multiple choice question had ready-made options that were largely based on different forms of corrective feedback and few other feedback methods that were most discussed in the background theory section (Ferris 2004, Hyland and Hyland 2006, Ellis 2009a, Hyland 2001, Hattie and Timperley 2007). The idea was that the options covered one part of possible feedback methods, corrective feedback, whereas the free form question part enabled teachers to focus on other types of feedback they are using. The division into ready-made options and teachers' answers in their own words made it possible to gather information from the methods mentioned in the background but also from other methods used by teachers. Table 2 below illustrates the feedback methods used by teachers. The participants could choose multiple options in these questions.

Table 2. Feedback methods that teachers use (Q5)

Feedback method	n	%
Indicating mistakes by correcting them	13	93%
Correction suggestion	13	93%
Giving a hint (e.g. <i>word order?</i>) in the marginal	13	93%
Peer review	10	71%
Indicating mistakes without correction	8	57%
Something else, what?	7	50%

As indicated in Table 2, *indicating mistakes by correcting them*, *correction suggestions* and *giving hints* were used most. All in all, 13 teachers voted for those three feedback methods. In general, all the options received over 50% votes of teachers. Some teachers wanted to share additional feedback methods not mentioned in Q5. These answers included for instance the following methods: comments about text semantics, recorded feedback, tips on what to improve and how to improve in the future and general feedback at the end of a composition. For instance, Hattie and Timperley (2007: 86) support tips on how and what to do to improve

skills in the future. The answers to question six revealed teachers' thoughts about how feedback should be a helpful tool to try to achieve a higher level in writing and to indicate students' strengths as well as their development areas. In addition, versatile, clear, positive and understandable feedback was appreciated. The results of Q6 were used to develop feedback method options for students' questions three and four.

Q3, Q4 and Q5 in students' questionnaire examined students' views about how much the feedback methods that teachers use support their motivation. The options were shared in two parts, to Q3 and Q4, whereas Q5 enabled students to write freely about other methods that were not already mentioned. Figure 3 below illustrates the students' views as on average on how motivating the feedback methods used by teachers are (Table 2. and written examples).

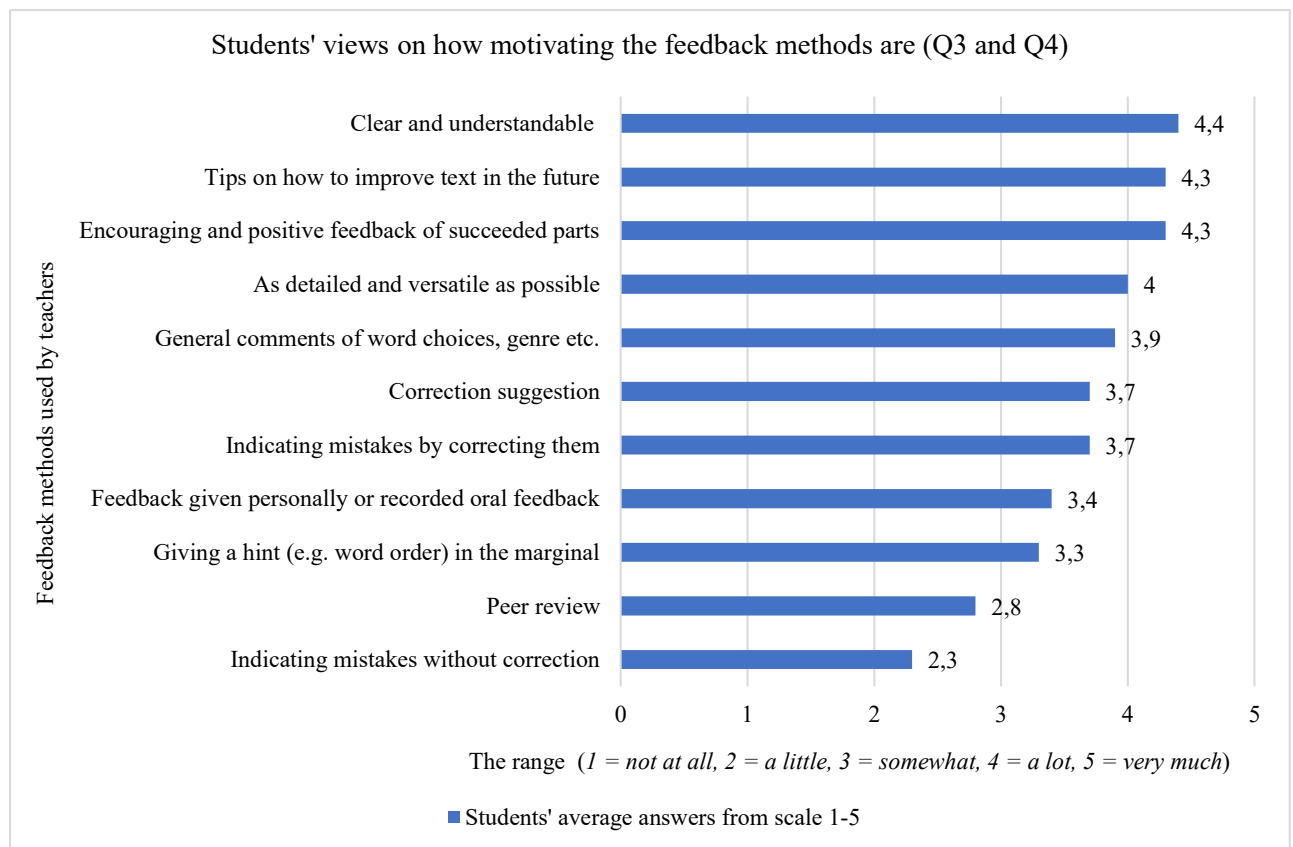


Figure 3. Students' views on how motivating teachers' feedback methods are as average values (Q3 and Q4)

As illustrated by Figure 3, students had to choose a suitable answer from the range 1-5 regarding how motivating they consider the feedback methods used by teachers to be. Students considered clear and understandable feedback, tips on how to improve the text in the future

and encouraging, positive feedback of successful parts as the most motivating feedback methods. The average of these three types of feedback was over four. According to Dörnyei (2001: 93), positive and encouraging feedback is indeed in the form of effective feedback. It increases students' satisfaction and boosts their positive self-confidence. The types of feedback from a corrective feedback point of view that were most motivating were *indicating mistakes by correcting them* and *correction suggestions*. In comparison to teachers' answers to Q5 of the feedback methods teachers use, it is evident that students' opinions about the most motivating feedback methods are similar to the ones that teachers use. For instance, 93% of the teachers (see Table 2.) use *correction suggestions* and *indicate mistakes by correcting them*, which were the two most motivating methods from the students' point of view.

According to the students, the least motivating feedback methods were *indicating mistakes without correcting them* by an average of 2,3 and using *peer review* by an average of 2,8. However, nearly 60% of teachers in Q5 mentioned indicating mistakes without correcting them as one of their feedback methods. This method was explained in more detail in teachers' written responses of what type of feedback is motivating (Q6). Excerpt (2) supports teachers' views on how they view this method as motivating.

- (2) Merkintä ilman korjausta toimii jo valmiiksi motivoituneilla opiskelijoilla, muilla ei tehoa. / Indicating mistakes without correction works for already motivated students but not with others.

However, this shows a great difference between teachers and students. Indicating mistakes without correcting them has indeed some problems. As stated by Ellis (2009a: 11), teachers' corrections come almost always as delayed. This can in fact influence how indicating mistakes without correction is not always a suitable feedback method from the students' perspective. When feedback is delayed, it is even more difficult to remember and try to solve how to correct mistakes by the students. This notion and all the questions in this section relate to the first research question as they indicate how much power the role of teacher feedback can have on learning and on students' motivation.

4.3.2 Teachers' questionnaire: Q7, and students' questionnaire: Q7

Question seven was similar for teachers and students, only from different perspectives. For teachers, the idea of Q7 was to find out if teachers usually demand students to write a revised version of a longer text production such as a composition based on teachers' feedback. The

students' question wanted to find out if students felt like writing a revised version would facilitate them to improve their written skills. The answers of teachers are represented in numbers (n) and in percent in Table 3 below and students' answers in Table 4.

Table 3. Teachers' habits of demanding revision of texts (Q7)

	n	%
Yes	0	0%
Sometimes	13	93%
No	1	7%

Table 4. Students' views about writing a revised text (Q7)

	n	%
Yes	15	71%
I do not know	4	19%
No	2	10%

As indicated in Table 3, 93% of teachers *sometimes* demand students to write revised versions of texts based on teacher feedback whereas 7% do not demand revisions at all. None of the teachers answered *yes*. Surprisingly, there was a significant difference in students' answers. 71% of students thought that revising texts would support improving their writing, whereas 19% did not know, and only 10% thought it would not have such an impact. In addition, the questions had voluntary, empty fields where the participants could give reasons for their answers. 5 of 14 teachers gave reasons, and all of them had chosen the option *sometimes*. The reasons indicated unfortunate and real problems why most teachers cannot always or even at all make their students revise their texts. Time resources, limited number of lessons and group sizes can prevent the possibility of revising texts, as correcting and returning them takes time from teachers. Some teachers mentioned that they have figured out ways to require revision as a voluntary exercise or to devote the last lesson of a course to correcting old texts that were produced earlier. Excerpt (3) below shows the contradiction between the problems and the benefits of revision.

- (3) Aikaresurssit määrittävät. Pienissä ryhmissä onnistuu, isoissa ei. Jos ei kontrolloida, ei myöskään hyötyä. / Time resources determine. It works in smaller groups but not in bigger groups. If there is no control, there is no benefit either.

However, as stated earlier by Ferris (2010: 182), teachers have difficulties to help students improve their writing skills, and that students suffer from a lack of progress in producing more accurate texts. This could be reduced or avoided, if students would revise their texts more frequently, which would require them to actually use the feedback from teachers. In addition, Gibbs (2010: 22) emphasizes that students should be able to use feedback, act on it and improve their skills based on the feedback. Naturally, this cannot happen, if students are not required to use the feedback and improve their texts. This was also mentioned by three students as a reason for their affirmative answers. They emphasized the impact that revising texts would have by returning to their mistakes and fixing them. Revising texts helps students learn from their mistakes, avoid repeating them, and gain more confidence in writing.

4.4 The impact of motivation on EFL written skills

The impact of motivation on English written skills was the theme for teachers' question eight and students' question six. These two questions were exactly the same and are examined in the next subsection.

4.4.1 Teachers' questionnaire: Q8, and students' questionnaire: Q6

These questions wanted to find out how teachers and students view the impact of motivation on written English skills. The questions had three statements considering if motivation has an impact on learning, or if the lack of it has an impact on learning outcomes, and if motivation generally supports students' written skills. Figure 4 presents the comparison of teachers' and students' answers to Q8 and Q6.

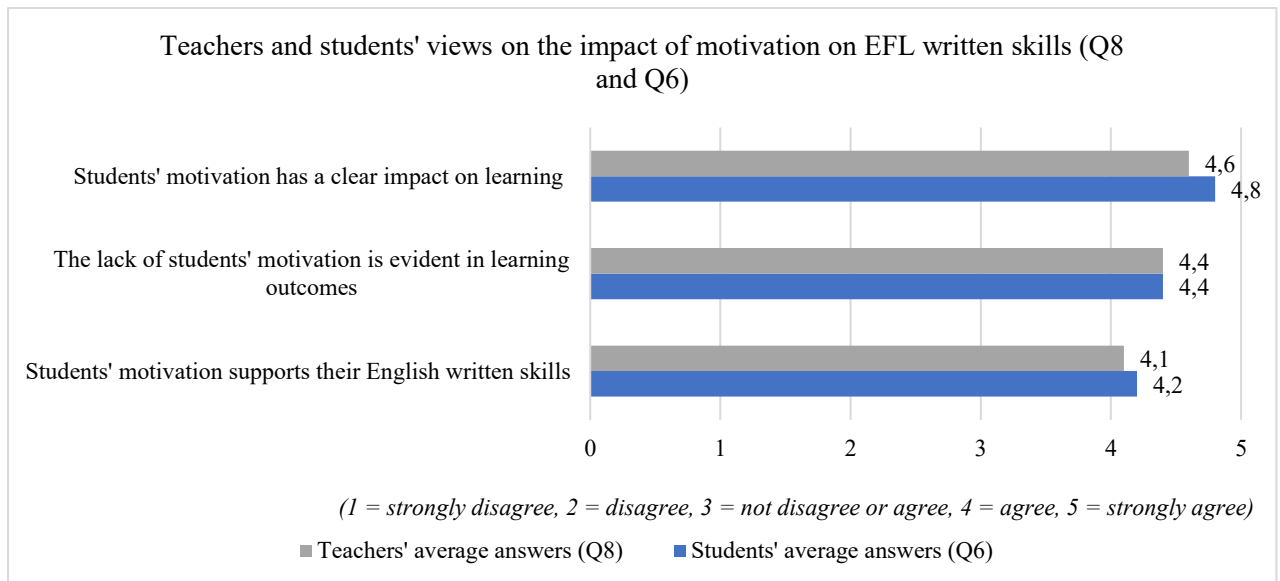


Figure 4. Teachers and students' views on the impact of motivation on EFL written skills (Q8 and Q6)

Figure 4 shows that the result was the highest in the first statement, concerning the impact of motivation on learning. The difference between the answers is minimal, as it is for all the statements. However, in statements one and three students agreed a bit more than teachers. The average answers for each statement indicate that both teachers and students *agreed* and *strongly agreed* more than *disagreed* as the average result for each statement is over four out of the maximum five. This means that all the answers from both groups were mostly in the sections *agree* or *strongly agree*. The results of all the statements clearly indicate that both teachers and students regard the impact of motivation as significant on EFL written skills. As it has been proven previously that there is a clear relationship between teacher feedback and motivation, Q8 and Q6 answer to the second research question. The answers reveal that according to all the participants, motivation has a clear impact on learning, the role of motivation is evident in learning outcomes and that motivation generally supports students' written skills.

5 DISCUSSION AND CONCLUSION

The aim of the study was to explore and understand the role and effect of teacher feedback on students' motivation for them to improve their written EFL skills. The research questions wanted to find out how teachers and Finnish EFL upper secondary school students view the importance of the role of teacher feedback, and what the relationship between teacher feedback and motivation to improve EFL written skills is. It is important to mention that this study did not aim to investigate all possible methods of teacher feedback and their contribution to students' motivation. Instead, the study focused on some specific feedback methods such as corrective feedback, supporting strategies and content-related feedback that were mostly under discussion in the background section. An aspect such as feedback on learning is too wide to be studied entirely in the size of this study.

The most important findings of the study answer the research questions by indicating that teachers and students consider the role of teacher feedback important, evident and powerful. In addition, teacher feedback has a relation to students' motivation, and thus, the impact of motivation on EFL written skills is significant and supportive. The findings indicate that students' opinions about the most motivating feedback methods are quite similar to the ones that teachers use, with a few exceptions. As the present study included both teachers' and students' opinions, it is also important to consider the differences in their views. The main difference between the students' and teachers' views was students' strong opinions about the usefulness of revising written texts. 71% of students thought that revision facilitates improving their texts, but none of the teachers generally demanded a revised version of longer text productions. Teachers demanded revision *sometimes* or *not at all* which is for instance in contradiction to the views of Ferris (2010: 182) and Gibbs (2010: 22) about the beneficial elements of revision. Another difference was that students viewed *indicating mistakes without correcting them* as the least motivating feedback method (*Figure 3*) whereas almost 60% of the teachers actually use it.

These findings explain how the feedback methods used by teachers are not necessarily always the most motivating or effective ones for students. As mentioned earlier, teachers' choices of feedback methods or revising texts may be influenced by practical factors such as limited time. However, this study indicates that teachers should find solutions to be able to do their work

within time limits but also to give students the possibility to have the best tools to learn from their mistakes, improve themselves and find motivation. Most importantly, it is important to understand that students do not only need to gain effective feedback but also to be able to act on it in one way or another.

This study as well as its findings can be valuable not only for English teachers, teacher students and educators but perhaps also for other foreign language teachers. In addition, the study can provide examples of teacher feedback methods that are supported by background theories and students' opinions. The results can be used in supporting and considering the feedback methods that teachers might have used and could use in the future. The strength of the study is that it examined both teachers' and students' views on the same topic with even mostly the same questions in the questionnaires. This enabled analyzing and comparing their views as well as understanding the differences that occurred in the findings more profoundly. Including both teachers' and students' opinions on the subject made the study not only more intriguing but also more beneficial. In addition, the range of experience of the teachers who participated in the study was extensive which was ideal. However, there are some limitations as well. The limitations of the present study are obvious because of the extent of the study. It is a rather small study with a limited number of participants. Thus, the findings of the study cannot be generalized which was not the aim either.

This topic has various possibilities for future research. The impact of teachers' feedback methods on student motivation could be studied from a wider perspective, or learning outcomes could be studied, for instance. In addition, it could be efficient to study only some feedback methods closely related to students' motivation. These kinds of studies would provide additional profound insights into the important and never-ending question of how to teach and motivate students more effectively.

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APPENDICES

APPENDIX 1: TEACHERS' QUESTIONNAIRE

Kandidaatin tutkielma opettajapalautteen merkityksestä lukiolaisten motivoimisessa englannin kirjallisten taitojen parantamiseksi

 Pakolliset kentät merkitään asteriskilla (*) ja ne tulee täyttää lomakkeen viimeistelemiseksi.

Hei!

Tämän tutkimuksen tavoitteena on selvittää opettajapalautteen merkitystä lukion 3. vuosikurssilaisten motivoimisessa englannin kirjallisten taitojen parantamiseksi.

Tutkimukseni koostuu kokonaisuudessaan kahdesta kyselystä. Tämä ensimmäinen kysely on suunnattu **Suomen lukioiden englanninopettajille**. Tämän kyselyn tarkoituksena on selvittää *lukioiden englanninopettajien näkemyksiä opettajapalautteen merkityksestä lukion 3. vuosikurssilaisten motivoimisessa englannin kirjallisten taitojen parantamiseksi*. Tämän kyselyn osallistujien vastauksien perusteella luodaan toinen kysely lukiolaisille tammikuussa 2021. Sen tarkoituksena on puolestaan selvittää lukiolaisten näkemyksiä samasta aiheesta.

Osallistumalla tutkimukseeni osallistut vain tähän lukio-opettajille suunnattuun kyselyyn. Tammikuussa 2021 oppilaille toteutettava kysely ei koske sinua eikä velvoita sinua mihinkään. Se on erillinen kysely, joka toteutetaan vastapainoksi opettajien vastauksille.

Kyselyyn vastaaminen kestää n. 5-10 minuuttia ja se sisältää sekä monivalinta- että avoimia kysymyksiä. Kysely on avoinna **15.12.2020** asti.

Tutkimukseen osallistuminen on vapaaehtoista ja tutkimukseen osallistumisen saa keskeyttää missä vaiheessa tahansa. Osallistuminen tapahtuu täysin anonymisti. Tarkemmin tietosuojailmoituksesta pääset lukemaan [tästä](#) linkistä.

Tutkimuksesta valmistuu opinnäytetyö. Tutkimuksen tekijänä toimii **Katariina Vornanen**, *kieli- ja viestintätieteiden laitos, Jyväskylän yliopisto*. Tutkimuksen ohjaajana toimii **Päivi Iikkanen**, *Jyväskylän yliopisto*. Tutkimuksen tekijään saa olla yhteydessä tutkimukseen liittyvistä kysymyksistä.

Lämmin kiitos etukäteen kaikille kyselyyn osallistujille ja avustanne tutkimukseni toteuttamiseen!

Ystävällisin terveisin,

Katariina Vornanen
katariina.am.vornanen@student.jyu.fi

1. Osallistun kyselyyn ja hyväksyn antamieni tietojeni hyödyntämisen tässä tutkimuksessa *

- Kyllä

Taustatiedot opettajuudestasi

2. Olen toiminut englannin opettajana lukiossa *

- alle vuoden
 1–5 vuotta
 6–10 vuotta
 11–15 vuotta
 16–20 vuotta
 21–25 vuotta
 26–30 vuotta
 yli 30 vuotta

3. Olen toiminut englannin opettajana kokonaisuudessaan *

(Esim. olen opettanut englantia lukiossa 5 v ja sitä aikaisemmin yläasteella 2 v = yhteensä 7 v TAI olen opettanut englantia vain lukiossa = vastaukseni on sama kuin kysymyksessä kaksi).

- alle vuoden
 1–5 vuotta
 6–10 vuotta
 11–15 vuotta
 16–20 vuotta
 21–25 vuotta
 26–30 vuotta
 yli 30 vuotta

Seuraavat kysymykset koskevat mielipiteitäsi ja käyttämäsi palautteenantotapoja lukion englannin opettajana.

4. Vastaa seuraaviin väittämiin mielestäsi sopivalla vaihtoehdolla *

	vahvasti eri mieltä	eri mieltä	ei eri eikä samaa mieltä	samaa mieltä	vahvasti samaa mieltä
Opettajapalautteella on suuri merkitys oppilaiden motivoimisessa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opettajan valitsemilla palautemuodoilla on merkitys siihen mitä oppilaat tekevät/eivät tee saamallaan palautteella	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opettajapalautteella ja motivaatiolla on selvä suhde toisiinsa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Mitä palautetapaa/palautetapoja käytät pääasiassa omassa palautteenannossasi lukion englannin oppilaiden kirjallisissa tehtävissä (esim. pidemmät tekstintuottotehtävät) *

Voit valita yhden tai useamman.

- Virheiden merkitseminen ilman korjausta (esim. virheellisen artikkelin alleviivaus)
- Virheiden merkitseminen korjaamalla virheelliset sanat (esim. virheellisen artikkelin alleviivaus ja sen korjaaminen kirjoittamalla)
- Vertaisarviointi (parien tai ryhmien keskuudessa)
- Korjausohje (esim. sopesiko tämä verbi paremmin)
- Vihjeen kirjoittaminen (esim. "sanajärjestys?") tekstin marginaaliin virhettä koskevalle riville
- Jokin muu, mikä?

6. Millainen opettajapalaute kirjallisissa tehtävissä tukee mielestäsi eniten oppilaiden motivaatiota? *

7. Oppilaiden tehtävänä on kirjoittaa pidempi kirjoitusteksti. Annat oppilaille palautetta heidän teksteistään. Vaaditko oppilaita yleensä kirjoittamaan teksteistä uudet korjatut versiot palautteesi perusteella? *

Valitse sopiva vaihtoehto ja halutessasi perustele

- Kyllä
- Joskus
- Ei

Seuraavat kysymykset koskevat mielipiteitäsi ja kokemuksiasi oppilaiden motivoimisesta.

8. Vastaa seuraaviin väittämiin mielestäsi sopivalla vaihtoehdolla *


	vahvasti eri mieltä	eri mieltä	ei eri eikä samaa mieltä	samaa mieltä	vahvasti samaa mieltä
Oppilaiden motivaatiolla on selkeä vaikutus oppimiseen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oppilaiden motivaation puute näkyy oppimistuloksissa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oppilaiden motivaatio tukee heidän englannin kirjallisia taitojaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Millaiseksi koet suhteen antamasi palautteen ja oppilaiden motivaation välillä? *

Jos olet kiinnostunut tutkimukseni tuloksista sen valmistuttua loppukeväällä 2021, halutessasi voin tutkimuksen valmistuttua lähettää sinulle linkin sähköpostitse valmiiseen tutkimukseen. Tämän on täysin vapaaehtoista.

APPENDIX 2: STUDENTS' QUESTIONNAIRE

Kandidaatin tutkielma opettajapalautteen merkityksestä lukiolaisten motivoimisessa englannin kirjallisten taitojen parantamiseksi

 Pakolliset kentät merkitään asteriskilla (*) ja ne tulee täyttää lomakkeen viimeistelemiseksi.

Hei!

Tämän tutkimuksen tavoitteena on selvittää opettajapalautteen merkitystä lukion 3. vuosikurssilaisten motivoimisessa englannin kirjallisten taitojen parantamiseksi.

Tutkimukseni koostuu kahdesta kyselystä, joista ensimmäinen, opettajille suunnattu kysely toteutettiin joulukuussa 2020. Tämä **lukion 3. vuosikurssin englannin opiskelijoille** suunnattu kyselyn tarkoituksena on selvittää *lukiolaisten näkemyksiä opettajapalautteen merkityksestä lukion 3. vuosikurssin opiskelijoiden motivoimisessa englannin kirjallisten taitojen parantamiseksi*. Tässä kyselyssä motivaatiolla tarkoitetaan oppimiseen liittyvää halua, käyttäytymisen ohjausta kohti oppimista, omia päämääriä sekä taitojen kehittämistä.

Kyselyyn vastaaminen kestää n. 5-10 minuuttia ja se sisältää pääosin monivalintakysymyksiä. Kysely on avoinna **1.2.2021** asti.

Tutkimukseen osallistuminen on vapaaehtoista ja tutkimukseen osallistumisen saa keskeyttää missä vaiheessa tahansa. Osallistuminen tapahtuu täysin anonyymisti. Tarkemmin tietosuojailmoituksesta pääset lukemaan [tästä](#) linkistä.

Tutkimuksesta valmistuu opinnäytetyö. Tutkimuksen tekijänä toimii **Katariina Vornanen**, *kieli- ja viestintätieteiden laitos, Jyväskylän yliopisto*. Tutkimuksen ohjaajana toimii **Päivi Iikkanen**, *Jyväskylän yliopisto*. Tutkimuksen tekijään saa olla yhteydessä tutkimukseen liittyvistä kysymyksistä.

Lämmin kiitos kaikille kyselyyn osallistujille ja avustanne tutkimukseni toteuttamiseen!

Ystävällisin terveisin,

Katariina Vornanen
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1. Olen lukion 3. vuosikurssin opiskelija. Osallistun kyselyyn ja hyväksyn antamieni tietojeni hyödyntämisen tässä tutkimuksessa *

Kyllä

2. Vastaa seuraaviin väittämiin mielestäsi sopivalla vaihtoehdolla *

	vahvasti eri mieltä	eri mieltä	ei eri eikä samaa mieltä	samaa mieltä	vahvasti samaa mieltä
Opettajan antamalla palautteella on suuri merkitys oppilaiden motivoimisessa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opettajan valitsemilla palautemuodoilla (esim. miten virheet korjataan / millaisia kommentteja tekstistäsi saat) on merkitys siihen mitä oppilaat tekevät/eivät tee saamallaan palautteella	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opettajapalautteella ja motivaatiolla on selvä suhde toisiinsa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Seuraavat kolme kysymystä koskevat mielipiteitäsi siitä, minkä verran opettajien käyttämät palautemuodot tukevat mielestäsi motivaatiotasi.

3. Minkä verran seuraavat palautemuodot (esim. pidemmissä tekstintuottotehtävissä) tukevat mielestäsi motivaatiotasi? *

	ei lainkaan	vähän	jonkin verran	paljon	hyvin paljon
Vertaisarviointi (parien tai ryhmien keskuudessa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Korjausehdotus (esim. sopisiko tämä verbi paremmin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vihjeen kirjoittaminen (esim. "sanajärjestys?") tekstin marginaaliin virhettä koskevalle riville	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virheiden merkitseminen ilman korjausta (esim. virheellisen artikkelin alleviivaus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virheiden merkitseminen korjaamalla virheelliset sanat (esim. virheellisen artikkelin alleviivaus ja sen korjaaminen kirjoittamalla)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Minkä verran seuraavat palautemuodot (esim. pidemmissä tekstintuottotehtävissä) tukevat mielestäsi motivaatiotasi? *

	Ei lainkaan	vähän	jonkin verran	paljon	hyvin paljon
Mahdollisimman yksityiskohtainen ja monipuolinen palaute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kannustava ja positiivinen palaute onnistuneista asioista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selkeä ja ymmärrettävä palaute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yleisiä kommentteja muusta kuin kieliopista ja oikeinkirjoituksesta (esim. tekstin asettelusta, käytetystä sanavalinnoista, genrestä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vinkkejä siitä, miten parantaa tekstiä tulevaisuudessa ja mihin pitää kiinnittää lisää huomiota	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Henkilökohtaisesti annettu palaute tai nauhoitettu suullinen palaute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Onko joitain muita palautetapoja (joita ei ylemmissä kysymyksissä mainittu), jotka mielestäsi tukevat motivaatiotasi?

(Tämä kysymys on vapaaehtoinen)

6. Vastaa seuraaviin väittämiin mielestäsi sopivalla vaihtoehdolla *

	vahvasti eri mieltä	eri mieltä	ei eri eikä samaa mieltä	samaa mieltä	vahvasti samaa mieltä
Motivaatiolla on selkeä vaikutus omaan oppimiseeni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivaation puute näkyy mielestäni oppimistuloksissani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivaatio tukee englannin kirjallisia taitojani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Tehtävänäsi on kirjoittaa uusi korjattu versio kirjoittamastasi tekstistä (esim. kirjoittelimesta) opettajan antaman palautteen perusteella. Koetko, että korjatun version kirjoittaminen palautteen perusteella auttaisi parantamaan/kehittämään englannin kirjallisia taitojasi? *

Valitse sopiva vaihtoehto ja perustele halutessasi (perustelu ei ole pakollinen)

- Kyllä
- Ei
- En osaa sanoa