Students Take the Easy Way Out: Demand for Feedback Incongruous with the Effort Online Students Exert

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Abstract – The purpose of this qualitative study is to investigate the importance of feedback to students in an English language course at an online university in Korea. This study was carried out with 227 Korean EFL students enrolled in an online Business English course for 15 weeks. The formative assessments included three assignments with two options each: 1) an assignment with multiple-choice questions; 2) an authentic assignment (writing a business letter, creating a dialog with course vocabulary, writing a journal on how to use course content in real-life situations). Students were notified that if they chose the multiple-choice assignment, they would receive their numerical score only, whereas if they completed the authentic assignment the professor would provide personalized feedback to each student. Based on students' choices on the three assignments, an anonymous online questionnaire, and feedback in the fourth course assignment, the data were analyzed. There were two major contradictory findings from this study. First, students overwhelmingly reported that they value the feedback provided by professors and that they also deem it crucial for improving their level of English. Secondly, despite asserting their need for feedback, the large majority of students chose the multiple-choice assignment over the more authentic assessment that guaranteed personalized feedback. This study suggests that while students are adamant about their need for feedback, even adult students will not necessarily make the best decisions for their learning. Thus, professors teaching Korean students online should assign authentic tasks rather than providing assignment options.

*Keywords***:** language learning, online education, assessment, feedback, Korean students

1. INTRODUCTION

In today's higher educational environment, e-learning has come to the forefront, and its presence continues to increase (Gilbert, Morton, & Rowley, 2007). This is true worldwide as well as in Korea, where cyber universities first appeared in 2001 with nine universities offering fully online courses (Korea Council for Online Universities, 2012). Korea currently has 17 cyber universities and approximately 115,000 online students currently enrolled (Korean Educational Statistics Service, 2017), with over 200,000 students having graduated from online universities in Korea since 2001 (Cyber University Information, 2016). Although e-learning offers new ways of delivering learning, many students are accustomed to the traditional face-to-face classroom and are thus more comfortable remaining passive even when taking online courses (Kelly, Ponton, & Rovai, 2007). Furthermore, while most teachers now espouse the belief that courses should be student centered and engage students in constructivist tasks, the reality is that online instructors often continue to teach in a traditional manner that is teacher-

centered because that is what they are comfortable with (Zemsky & Massy, 2004). This is despite the fact that constructivism and cognitive sciences have shown strong evidence that better understanding comes from authentic tasks (Jonassen & Rohrer-Murphy, 1999).

Assessment is important for all learning modalities, but Gouli, Kornilakis, Papanikolau and Grigoriadou (2001) stress that it is even more vital in the online learning environment because assessment itself offers learning opportunities. Online assessment first used multiple-choice items, probably stemming from the fact that it was a way to make online assessment appear similar to that of the traditional classroom (Thissen, 1993). However, such standard forms of assessment that are focused on one right answer are not always valid for assessing all types of learning like synthesis or evaluation (Huff & Sireci, 2001).

"Authentic assessment" has become a common term in the educational arena, and this type of assessment is generally agreed to fulfill two requirements: 1) It is well aligned with the objectives of the learning experience (Torrance, 1995); 2) it mimics real-world activities that students will later need to perform outside the classroom and thus motivates student learning (Darling-Hammond & Snyder, 2000; Herrington, 2002). Today's online students also demand feedback on assessments, and their expectations have increased (Peat & Franklin, 2002; Siew, 2002). Students taking online courses desire feedback that is both timely and of high quality (MacDonald & Twining, 2002).

Despite the accepted importance of authentic assessment in education, the majority of research on online assessment has been centered on computer aided testing and instructors' views of online discussion boards for assessment (Khare & Lam, 2008). Many studies have been done on online learning, particularly as it relates to the design perspective or the instructor's view, but little research has been done on students' perspectives. The research that has been reported has mainly dealt with how students feel about communication, collaboration, and the support they receive from professors (Alexander, 2001). Students studying online need high-level self-management skills (Hurd, 2001) and the aptitude to strategically make good learning choices (Cohen & White, 2008) along with self regulation (Dornyei, 2005). To date, however, there is a dearth of research on students' perspectives on the self-directed nature of online learning.

Thus, the purpose of this study is to investigate the importance of instructor feedback to online university students in Korea as measured by their answers to a questionnaire and their actions when given a choice between traditional assessment with no feedback provided and authentic assessments with personalized feedback from the instructor. This study, based on university students enrolled in an online Business English course, also seeks to garner feedback from online students to understand the reasons behind their decisions and improve the online learning experience.

This study applies a qualitative approach, which allows the researcher to see where the research evolves instead of proceeding with an intended conclusion (Doig, 2005). Research with surveys typically utilizes a quantitative approach, but the survey in this study had open-ended questions as well as closed-ended questions because the survey served not only to provide data for this study but also to illuminate areas for improvements in future online courses as well.

2. LITERATURE REVIEW

2.1. Authentic Assessment through Constructivist Tasks

In the traditional model of instruction, there is strong emphasis on lectures with the teacher at the center, knowledge transmission, and assessment focused on recall of memorized facts (Heinecke, Dawson, & Willis, 2001). In contrast, in constructivist instruction the focus is on personal knowledge construction, which better meets the needs of adult learners (Bostock, 1998; Heinecke et al., 2001). Constructivist learning also allows for greater student autonomy over learning and authentic and contextualized learning and assessments (Heinecke et al., 2001). When learners focus on their own real-world problems or issues, the learning is more authentic, (Matthews-Aydinli, 2007), and Brown, Collins, and Duguid (1989) suggest that authentic assessment should emphasize learning that is focused on the real-world situations in which students will use the learning in the future.

Anderson (2008) asserts that for effective learning, students need to transfer what they have learned and apply it to new contexts. Ally (2004) adds that students also need appropriate feedback administered in a timely fashion on such assessments. While traditional assessment focuses on selecting the right answer, alternate methods of assessment that are more constructivist in nature include short answer questions, projects, portfolios, and other tasks in which students can show their ability (Barootchi & Keshavarz, 2002).

Resnick (1987) asserted that in education *knowing* and *doing* are distinct from each other. Online education has traditionally focused more on *knowing* than *doing*, but by integrating authentic tasks for students, the educational focus can shift to *doing*. Studies have shown that when authentic assessment is incorporated, university students find the learning more meaningful (Herrington & Herrington, 2006; Saari & Leppisaari, 2008). Brookfield (1986) purports that adult learners are most affected by learning experiences from their own life, and thus instructors should create authentic activities based on the learner's prior knowledge, experiences and context.

2.2. Professor's Feedback on Student Assignment

In online learning there are three types of interaction: student to course, student to instructor, and student to student (Moore, 1989). While research has shown that online students do not clearly place importance on student-to-student interactions (Peters, 2003) including research on Korean online students (Brinegar, 2011), online students do strongly value instructor-student interaction (Brinegar, 2011; Perrault, Waldman, & Zhao, 2002; Reisetter, LaPointe, & Korcuska, 2007). Furthermore, in a study of online graduate students LaPointe and Reisetter (2008) found that students are more interested in having interactions with their online instructors than with their peers.

When students are taking courses online, assessments provide a vehicle for learner-instructor interaction. Additionally, Tallent-Runnels et al. (2006) suggest that in order to help students engage deeply, professors may need to give ample feedback to their online students. By providing clear and useful feedback to learners, the instructor can help grow the knowledge and understanding of the learners. Kupcyznski, Ice, Wiesenmayer, and McClusky (2010) studied student perceptions of teaching presence in online education and found that feedback that focused on students' strengths and weaknesses was the most influential factor leading to

success in an online course. Jung, Choi, S.H., and Lee (2002) similarly found that in online courses with Korean adult learners, strong instructor-learner interactions led to increased learning performance as well as student satisfaction.

In a study investigating student and faculty perceptions of effective online assessments, Gaytan and McEwen (2007) found that both preferred having assignments with clear instructions and continual, detailed feedback. Additionally, learner-instructor interactions can affect student performance on tasks as well as how competent students perceive themselves, and receiving positive feedback in a timely manner can have a positive impact on student performance and feelings of competence (Sadler, 1989). Russo and Bensen (2005) purport that formative assessment with feedback can improve student performance as much as individualized tutoring, and sometimes even more. Thus, instructors should assess students' work based on clear criteria and provide useful feedback regarding areas to improve upon in order to increase student learning (Chang, 2009; Mason & Bruning, 1999). Furthermore, the feedback that is most preferred by online students is personalized feedback, as compared to collective feedback (Gallien & Oomen-Early, 2008).

When feedback is based on clear criteria, it pushes students to examine what areas they should improve on and how to make changes (Nicol & MacFarlane-Dick, 2006). In contrast, when students complete a task lacking in authenticity and receive only a score instead of formative feedback, students are not propelled toward focused learning but instead focus on competing with peers for grades (Harlen & Crick, 2003; Nicol & MacFarlane-Dick, 2006).

3. RESEARCH DESIGN

3.1. Research Questions

The primary purpose of this study was to investigate the importance of feedback to online students and to determine how willing students would be to complete a more difficult and time-consuming authentic assignment with the promise of instructor feedback as compared to a multiple-choice assignment on which the only feedback was a numerical score. Specifically, the research questions are as follows:

1) How much importance do online learners place on assignment feedback from professors?
2) How much time will students spend on multiple-choice assignments as compared to more authentic assignments?
3) Presented the choice between two assignment options, will the promise of individualized feedback from the professor result in students choosing the more constructive, real-world tasks or the multiple-choice assignments that offer only a numerical score as feedback?

3.2. Participants and Setting

3.2.1. Participants

The participants in this study were 227 Korean EFL university students who were enrolled an online Business English course at a university in Seoul, South Korea. Out of the 227 students, 189 completed the fourth assignment, which included reflections on the course and

solicited suggestions for improvement; 167 completed the anonymous questionnaire. The majority of students who completed the questionnaire (84%) were under 40 years of age, and 124 (74%) were female. The course included freshmen through senior level students, with 110 (66%) being seniors. Only 35 students (21%) had not already completed a two-year degree or higher. The majority of students (92%) were working during the semester while also studying online. The most common reason for students choosing to take the course was because they thought it would help them at work (70%).

3.2.2. Setting

As part of the course requirements, students watched one 45-minute video lecture per week during which they were taught useful words and phrases for international business settings, cultural tips and expressions, and helpful hints for conducting business in English. The lectures consisted of video lectures, dialogs acted out by foreigners to mimic workplace situations, and online checkup tasks about the weekly content. The professor in the course video lectures was not the same professor running the online course, but the professor who ran the course is also the researcher.

The goal of the course was to ready students for using workplace English in international business settings; thus, assessments were created to support that end, allowing students to have authentic tasks that related to the course content as well as the workplace needs of students. However, as online university students in Korea typically have full-time jobs, they do not always have the time to complete intensive assignments. Thus, for three assignments during the semester students were given two assignment options.

For the first option (Option A), students could simply answer multiple choice questions related to course content. For this option students were informed that no feedback would be given except for a numerical score. The second option (Option B) was constructivist in nature and aspired to allow students to apply what they had learned to their own contexts. It was aimed at providing more real-world practice and would require a greater investment of time. In exchange for the extra effort students were promised personalized feedback from the professor if they chose to complete the more authentic task. It was explained to students that the same credit was available for either option, and a detailed grading rubric was provided for the three Option B assignments so students would know what was required in order to receive high marks. Students were also instructed to time their assignments for both options. After the first assignment was graded, an example assignment of a student who chose Option B was uploaded for students to see. The example also contained the professor's feedback with comments and corrections so that all students would see exactly what kind of feedback they would get if they chose Option B on the next two assignments. This was done to encourage students who may have been unsure about the quality of the feedback they might receive.

For the final assignment, there was only one option. Below are the assignment details:

Assignment 1: Option A consisted of 14 multiple choice questions based on written dialogs similar to those in weeks 1-4 of the course. Option B was to create a dialogue using 40 key words or phrases from weeks 1-4 with a minimum of 300 words. For students not currently working in an English workplace, three possible work scenarios were provided for guidance.

Assignment 2: Option A consisted of 10 multiple choice questions based on the vocabulary

and expressions from the course content covered in weeks 5-7. Option B was to write a formal business letter similar to the ones modeled in weeks 5-7. Students were to write to a new customer introducing their organization and promoting their company's product or service. For students not currently working, a realistic scenario was offered to give guidance.

Assignment 3: Option A consisted of 10 multiple choice questions based on the vocabulary and expressions from the course content. Option B was to write a learning journal including 9 days of reflection on material from weeks 9-12. Students were instructed to write in narrative form, including how they would use what they had learned in the course, what information was most useful to them, anything they found surprising or interesting, and any other comments regarding the course material.

Assignment 4: Students were requested to complete the anonymous questionnaire and also provide written (non-anonymous) feedback about the course and also to explain why they choice Option A or B for each assignment.

3.3 Data Collection Procedures

Students were enrolled in the course for fifteen weeks, and questionnaires were collected online at the end of the semester. The questionnaire consisted of 14 multiple-choice questions and two open-ended questions. The multiple choice questions focused on student demographics and background as well as their feelings about online assignments, focusing on the feedback provided by professors and why students chose either the multiple choice or more authentic options. Additionally, the two open-ended questions were asked in order to let students share their ideas for improving the course and to ask students how they felt about the feedback they received in this Business English course on the authentic assignment choices. Additionally, responses on the final assignment (Assignment 4) were utilized. No statistical analysis was performed on the data, as this study was based on qualitative methods to uncover the learners' perspectives on assignment choices and feedback.

4. RESULTS AND DISCUSSION

4.1. Students' Perceptions Regarding Importance of Assignment Feedback from Professors

According to the anonymous questionnaire, 68 students (40.7%) answered that it was "extremely important" to get feedback from professors and tutors on assignments; 39.5% (66 students) indicated that it was "very important;" and 16.8% (28 students) indicated it was "important." Only 3% (5 students) indicated that it was a "little important" or "not important at all" to receive such feedback. In an open-ended question on Assignment 4, one student also mentioned that it is not sufficient to get feedback from tutors but rather is necessary from professors:

> I think professors' feedback about question is very important. I'd like professor to give feedback to the students directly not by tutor. (K.S.M.)

Several other students also mentioned the importance of feedback, and one mentioned that a problem in some online courses is a complete lack of feedback.

> We'd like to have fast feedbacks from professors. Especially about assignment. Some

professors or tutors never put up the score or any feedbacks… Students always hunger for knowledge, praise and encouragement. (P.H.M.)

In contrast, another student indicated that the onus should not be simply on the professor, suggesting that students need to put in more effort.

Professors teach us but also students have to study and try hard so dear professor don't get stressed out too much to improve all the course becasue [sic] it is also students' obligations to learn what professors teach. (M.K.M.)

On the anonymous questionnaire students were asked what they do with the feedback from tutors or professors after they submit an assignment. While the majority (65.3%) answered that they read the feedback and try to put it to use, a surprising 16.6% (18 students) indicated that they either were not aware that feedback was available or that even if they were aware they do not look at the feedback. Additionally, 18% (30 students) only take a quick look at the feedback on assignments.

In summary, 80.2% of the students in this study placed high importance on feedback given by professors and tutors on course assignments. At the same time, only 65.3% report that they actually read and try to learn from the feedback provided. Thus, there seems to be an incongruity between students' desire for feedback and their lack of impetus to utilize the feedback they receive.
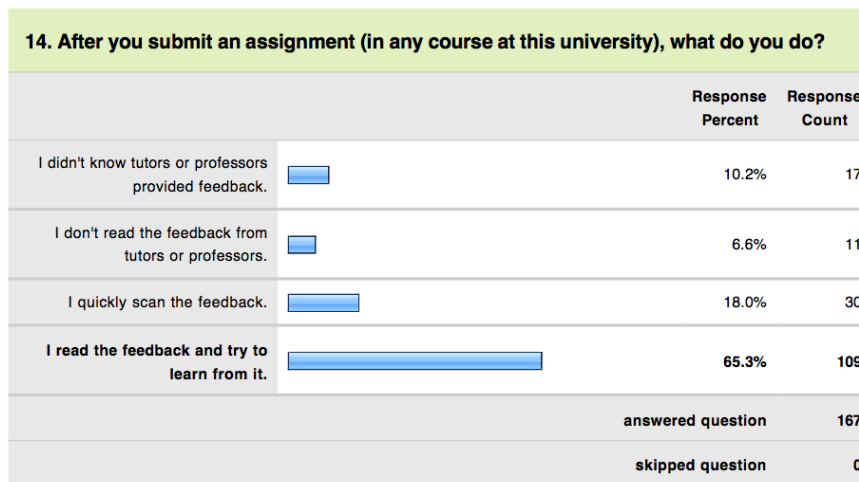
14. After you submit an assignment (in any course at this university), what do you do?		
	Response Percent	Response Count
I didn't know tutors or professors provided feedback.	10.2%	17
I don't read the feedback from tutors or professors.	6.6%	11
I quickly scan the feedback.	18.0%	30
I read the feedback and try to learn from it.	65.3%	109
	answered question	167
	skipped question	0

Figure 1: *Actions of Students after Receiving Feedback*

4.2. Time Spent on Assignments

For the first assignment, the 189 students who completed the multiple choice assignment (Option A) reported an average time of 29.94 minutes spent working on the assignment, whereas the six students who completed the more authentic assignment that would result in the professor's feedback spent on average 5.28 hours completing it, which was a far greater time commitment than Option A.

For the second assignment, the 190 students who chose Option A reported an average of 23.2 minutes spent working on the assignment. In contrast, the six students who completed for Option B reported spending 75 minutes on average, which was three times more than the

multiple choice option.

For the third and final assignment where students had a choice, 186 students completed Option A and reported on average 24.2 minutes spent on the assignment compared to 188 minutes for the three students who completed Option B for the third assignment.

4.3. Why Students Chose Easier Assignments When They Knew Authentic Tasks Result in Useful Feedback from Professor

Out of the 167 students who completed the questionnaire, 117 students (70.1%) answered that they were taking this Business English course because they thought the course would help them at work. Thus, while students had real-world motivation and indeed hoped that they would improve their English skills for use in the workplace, when given the chance to practice such skills and receive personalized feedback, an alarmingly small number of students chose that option. A large number (48.1%) of students chose the multiple choice assignment (Option A) because they thought it would be easier than Option B, while 100 students (64.1%) chose Option A because they thought it would take less time to complete.

> I know it's a poor excuse but it was't [sic] that easy to cocentrate [sic] on the
> assignment doing my fool [sic] time job at the same time. (Student 2)
> I didn't have enough time to do my assignments, because I was busy for my working.
> (Student 3)
> I didn't have much time. If I could, I would prefer the option B. (Student 8)

In addition to a lack of time for completing assignments, 29 students (18.6%) answered that they chose Option A because they thought it would get them a higher score. In an open-ended question several students echoed this sentiment.

> I really wanted to get a feedback but I was afraid to get lower grade on Option B.
> (Student 1)
> I felt that it was going to be very hard and huge work if I chose option B… Also, I
> thought that I would get lower grade if I chose option B, since I wasn't sure that I could
> perfect writing without any grammatical mistakes or something. (Student 7)

Interestingly, the motivations for the students who chose Option B were quite similar to those of the students who chose Option A. While the majority thought that Option A would be easier, three of the ten students who completed Option B indicated in an open-ended question that they did so because it appeared easier, while one student mentioned they thought Option B would make it easier to get a better grade. Thus, whether students chose Option A or B depended greatly on the time required for each option and the likelihood of a high score.

Another interesting finding was that while so few students chose Option B for assignments which would guarantee personalized feedback from the professor, many students indicated in an open-ended question that one way to improve the Business English course would be to increase feedback.

> I think the communication between student and professor is important but it's hard to
> get it. I hope I can get feedback well and get a good communication with people from
> cyber university (Student 7)

I need to get more feedback from professors. (Student 28)

More frequent feedback. (Student 46)

I think it would be nice to receive more feedback. (Student 57)

These findings are somewhat confounding, however, considering that so few students opted to complete assignments that guaranteed them feedback from the professor. Furthermore, of the 10 students who completed Option B, only one chose to complete Option B for all three assignments.

4.4. Implications and Study Limitations

The purpose of this study was to find out how valuable feedback is to online students, as indicated by their words and actions when presented with two options: an authentic assignment that guaranteed personalized feedback from the professor and a multiple-choice assignment that guaranteed no feedback other than a numerical score. Although the study, including the assignments and questionnaire, was created and conducted carefully, the results of the study should be considered with some caution since convenience samples are used in this study. Thus, the results of this study may not be representative of online Korean students in general. Additionally, it is possible that the professor's pedagogical stance and teaching mannerisms could have affected the results of the study. Consequently, a future study should be conducted with a different group of students enrolled in the same course to determine the reliability of the findings. Moreover, it would be of great interest to perform a similar study on online students from another country to ascertain the extent to which culture may play a part in determining the actions and beliefs of students.

In this study the professor assumed that students would want useful feedback on their assignments and thought that receiving personalized feedback was valuable enough to warrant extra effort from students. However, this assumption was seemingly flawed because most students chose the option they thought would take less time. It is possible that a greater number of students would have chosen the authentic assignments had they been less time consuming. Thus, it would be useful for a similar study to be conducted in the future where two assignment options are given- one that is multiple-choice and one that is authentic- in which both options will take approximately the same amount of time for students to complete. Moreover, a study should be conducted in which the multiple-choice assignments are substantially more difficult and time consuming than the authentic tasks since so many students reported choosing the multiple-choice assignment because of time constraints.

It is also important to note that there may be certain cultural idiosyncrasies at work in this scenario with online Korean students. For example, on the surface, students' behaviors seem misaligned with their attitudes and beliefs, in that while they strongly want feedback they do not actually prefer to do subjective assignments that best lend themselves to corrective feedback. However, it is possible that this is a cultural misunderstanding. Perhaps when students say they want "feedback," what they may mean is that they simply want encouraging comments rather than corrective feedback on their work. To further understand this, students could be surveyed about the type of feedback they prefer. Additionally, another study could be employed in which one group of students does only multiple choice assignments and are given encouraging words in exchange for assignment completion, and another group of students does

only authentic assessments and receives corrective feedback. Then both groups of students could rate their satisfaction with the feedback received. This would indicate whether students more highly value individualized correction or whether they are pleased with simply getting positive comments and no correction on their work.

5. CONCLUSION

When describing online learners, Moore (1986) said that they need to be self-directed and have their own learning goals in order to be successful online learners; however, Lee (2003) asserts that although those qualities aid online learning, we cannot assume that those are the natural qualities of adult online learners. The results of this study show that indeed this is the case for online students in Korea. While they are fully aware that they need feedback, when presented the opportunity to do an assignment and get feedback, most students chose the simpler assignment on which they would get no feedback.

Out of the 167 respondents to the anonymous questionnaire, 70.1% (117) answered that they were taking this Business English course to help them at work, whereas only 3.6% (6 students) answered that they took the class because they assumed it would be easy. Thus, it would seem probable that 70% of the students enrolled in the course would choose the assessments that would indeed prepare them for the workplace, as that was their motivation for enrolling in the course. However, this was far from the case, as in reality less than 8% of students chose the authentic assessment option on any of the three assignments in which two options were available.

Another surprise is that while 67.7% (113) of students indicated that they needed to improve their English by getting help from professors and 80.2% (134) said they viewed feedback from professors and tutors as "extremely important" or "very important," students ultimately and overwhelmingly chose the multiple choice assignment over the authentic assignment on which they could get feedback because they thought it would take less time (64.1%); would be easier (48.1%); or would result in a higher grade (18.6%).

It has been suggested that authentic assessment can be hindered if students do not believe that the assessments are indeed related to real-life tasks (Herrington, Oliver, & Reeves, 2002). Thus, it would not have been surprising if the reason that the great majority of students did not choose the authentic tasks was because they felt they were not actually authentic or relevant to their working contexts. However, in the anonymous survey not one of the 156 students who answered the question, including the nine students who wrote an open-ended response, made any sort of comment about the lack of real-life relevance of the three assignments. Likewise, on the fourth assignment where students were invited to give any feedback on the course, no students mentioned that the assignments lacked real-world relevance. For these students, the two main issues guiding their choices were time and grades.

It is clear that online students in Korea do understand the usefulness of getting feedback on their work, and it is equally evident that they think professors need to provide such feedback. At the same time, however, students do not seem willing to put in the effort required to get feedback. While the vast majority of students in this study chose the multiple choice assignment over the authentic assessments, they still indicated on the questionnaire and on the final reflection assignment that they think more feedback is needed; however, one is left to

wonder what they wanted feedback on, considering they chose not to complete the subjective assignments that result in feedback.

There appears to be a strong incongruity between what students know they need in order to improve and the amount of time and effort they are actually willing to put in. While students crave feedback from their professors, they chose the simpler assignments that offered no feedback. Despite this, students still were insistent on the need for feedback in their courses. One student who chose the multiple choice assignments even mentioned that although she did not opt for the assignments with feedback, the mere fact that feedback was available made her like the course.

> Studying on-line isn't easy because usually i can't get feedback but i liked this class because we can get feedback from professor after the assignment (i didn't choose assignment B though.) it would be really helpful!!! (Student 41)

Gibbs (2006) purports that today's students will only study what is assessed; consequently, if we want students to perform authentic tasks, it seems we should not give them any alternatives. Because of the incongruity between what students know they need and the amount of time and effort they are actually willing to put in, the most obvious solution is not to offer any options. Students need feedback, and they know they do, but since they will not make the choice to do an authentic assignment over a multiple choice assignment, professors should simply give students authentic assignments with no other options. It cannot be assumed that online students possess the characteristics necessary for the self-directed nature of e-learning. Thus, if instructors want their online Korean students to benefit from constructivist tasks that have real-world relevance, professors should assume that students will choose to be passive, as in traditional Korean classrooms, unless they are given no other choice. Although autonomy in learning is ideal, Korean students enrolled in online university courses may need stronger guidance in becoming autonomous.

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APPENDIXES

Appendix A: Questionnaire

Thanks for doing this survey. The results from this survey will be analyzed in order to make future courses better and further research about online education in Korea.

1. What is your gender?

[dropdown]

2. How old are you?

[dropdown]

3. What is your class year?

[dropdown]

4. As an online student, how important do you think it is to get feedback from professors and tutors on your assignments?

○ Extremely important

○ Very Important

○ Important

○ A little important

○ Not important at all

5. What is the highest level of education that you have completed?

○ I have completed high school.

○ I have completed a two-year degree.

○ I have completed a four-year undergraduate degree.

○ I have completed a Masters degree.

○ I have a PhD.

6. Were you working this semester?

○ Yes, I was studying and had a job.

○ No, I was a full-time student.

7. Choose the statement below that you MOST agree with.

○ My English does not need to be improved.

○ I need to improve my English, but I can do it on my own without help from others.

○ I need to improve my English, and I need help from my professors.

○ I need to improve my English, but I get help outside of school.

8. How long have you been a cyber student?

[dropdown]

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9. Why are you taking Business English? (Choose all that apply.)

☐ I need this course to graduate.

☐ I thought this course would help me at work.

☐ I want to work with foreigners in the future.

☐ I chose this class because I thought it would be easy.

☐ I chose this class because I prefer classes taught by foreigners.

10. When completing the previous three assignment for this class, which of the following did you refer to? (Choose all that apply.)

☐ Lecture notes (강의록)

☐ I remembered the content from the video lectures.

☐ Korean friend

☐ Foreign friend

☐ Internet

☐ I didn't use anything.

☐ Other

11. Which option did you choose for each assignment?
Option A was multiple choice.
Option 1-B: Writing a dialog
Option 2-B: Writing a business letter
Option 3-B: Writing a learning journal

	A (multiple choice)	B	None
Assignment 1	○	○	○
Assignment 2	○	○	○
Assignment 3	○	○	○

12. If you chose Option A (multiple choice) for any of the three assignments, what was your reason? (Choose all that apply.)
IF YOU DID NOT DO OPTION A, DO NOT ANSWER.

☐ I thought it would be easier.

☐ I thought it would take less time.

☐ I thought I could get a higher grade on Option A than Option B.

☐ I don't need English practice.

Other (please specify)
[   ]

13. 1. If you chose Option B for any assignment, why did you choose that option?
2. How satisfied were you with the feedback you received?

IF YOU DID NOT DO OPTION B, DO NOT ANSWER.

14. After you submit an assignment (in any course at this university), what do you do?

○ I didn't know tutors or professors provided feedback.

○ I don't read the feedback from tutors or professors.

○ I quickly scan the feedback.

○ I read the feedback and try to learn from it.

15. Have you ever studied abroad or lived abroad?

16. Please use the space below for recommendations or suggestions for improving any aspect of the course. (Do NOT include your name.)