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## QUESTIONNAIRE [SET 1]

Thinking out of the blog?  
Integrating **class blogs**  
as new-age **assessment**  
and **feedback** tools in  
Malaysian **ESL** courses.



## Dear respondents,

This questionnaire seeks to get some feedback from Malaysian university students and educators on the use of **class blogs** as an alternative form of **assessment** tool and **giving feedback** in Malaysian ESL courses.

There are two (2) parts in this questionnaire. **Part A** seeks to find out your feelings about the different features of blogs. **Part B** aims to obtain specific information on your perceptions of the use of class blogs as a form of assessment and giving feedback in your ESL courses.

It will only take you about 10-15 minutes to complete this questionnaire. Your responses will be very valuable in determining the potential of using class blogs as a form of assessment and giving feedback in future ESL courses in Malaysia. Thus, your sincere responses to this questionnaire are crucial and are very much appreciated. Your identity will remain confidential and all information provided will be used only for research purposes.

**BLOG** — a valuable tool or just a fad? **YOU** decide!

**Thank You.**

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Masters of English as a Second Language  
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**\*Please sign here if you agree to participate:**

\_\_\_\_\_  
(Signature)

Name: \_\_\_\_\_

Institution: \_\_\_\_\_



**Thinking out of the blog? Integrating class blogs as new-age assessment and feedback tools in Malaysian ESL courses.**

**Part A**

Please indicate your feelings about the following aspects of a blog by drawing one of the following emoticons in the respective columns:

**Emoticons:**



= I really like this aspect.



= I dislike this aspect.



= I like this aspect.



= I really hate this aspect.

e.g. Flexible layout choices:



ASPECTS OF A BLOG	YOUR FEELINGS
<i>Flexible layout choices</i>	
<i>Internet-based (accessibility)</i>	
<i>Audio upload feature</i>	
<i>Video upload feature</i>	
<i>Picture upload feature</i>	
<i>Games or other applications upload feature</i>	
<i>Ability to share views with friends</i>	
<i>Ability to share views with the public</i>	
<i>Ability to get feedback from other blog readers</i>	
<i>Freedom of being creative</i>	
<i>Freedom of expression</i>	
<i>Typing instead of writing</i>	
<i>Provide a sense of identity to the blogger</i>	

**Part B**

Please tick the relevant boxes and write your responses in the respective columns.

1) Has class blogging ever been used as a form of learning in any of your English courses?

Yes:

No:

2) Has class blogging ever been used as a form of assessment in any of your English courses?

Yes:

No:

If yes, proceed to (a).

If no, proceed to (b).

a) (i) Do you think class blogs are useful in improving your English language skills? Please provide at least one (1) reason for your answer:

➤ \_\_\_\_\_  
\_\_\_\_\_

(ii) Do you feel class blogging is a more fun and less stressful way of assessing your English language skills? Please provide one (1) reason for your answer:

➤ \_\_\_\_\_

b) Would you like it to be incorporated (used) as a form of assessment in your future English courses?

Yes:

No:

[Please tick at least one (1) relevant reason for your answer. (You may tick more than one reason)]:

(YES) -- Reasons:

(NO) -- Reasons:

*More fun and less stressful:*

*Not interesting and more stressful:*

*I can do the work assigned anywhere using the Internet:*

*I do not have easy access to the Internet:*

*I can get feedback from teachers, friends, and other blog readers:*

*I do not like my work to be read and commented by others:*

3) Do you receive feedback (comment/s) from your English language teacher/s on your assessed blog entries?

Yes:

No:

If yes, proceed to (a).

If no, proceed to (b).

a) (i) Do you find the comment/s received through the class blogs useful in improving your English language skills? Please provide at least one (1) reason for your answer:

➤ \_\_\_\_\_  
\_\_\_\_\_

(ii) Do you **enjoy** getting the feedback through the class blogs? Please provide **one (1)** reason for your answer:

➤ \_\_\_\_\_

b) Would you like to get such feedback from your English language teacher/s through class blogs?

Yes:

No:

[Please tick **at least one (1)** relevant reason for your answer. (You may tick more than one reason)]:

**(YES) -- Reasons:**

**(NO) -- Reasons:**

I will be happy if I can access my teacher's comments on my work anywhere and easy whenever I am connected to the Internet.

I am happy with my teacher's old way of giving feedback on my work and I do not have access to the Internet:

It will be useful to read my teacher's continuous feedback on my work on the blog.

I do not care about my teacher's continuous response to my work on the blog:

I can learn and improve a lot more from my teacher's comments on my work this way:

I do not think I can learn and improve much from my teacher's comments on my work this way:

→ Why is that so?

→ Why is that so?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4) (Do you like) or (would you like) getting **feedback** from your own **course mates** on your posted blog entries on the class blogs? (*peer-assessment*).

Yes:

No:

Please provide **at least one (1)** reason for your answer:

➤ \_\_\_\_\_  
\_\_\_\_\_

5) (Do you like) or (would you like) to **assess your own work** on the class blogs? (*self-assessment*).

Yes:

No:

Please provide **at least one (1)** reason for your answer:

➤ \_\_\_\_\_  
\_\_\_\_\_

6) Would the **presence** or **absence of feedback** on your assessed blog entries affect your motivation to:

(Please tick the box that is relevant to your situation, and then tick 'yes' or 'no')

a) continue to post English blog entries on your own blog after you have completed the course?

**-OR-**

b) open your own blog account to post English blog entries in the future?

Yes:

No:

Please provide **at least one (1)** reason for your answer:

➤ \_\_\_\_\_  
\_\_\_\_\_

~THANK YOU for participating ~



**YOU ROCK!!!**





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## QUESTIONNAIRE [SET 2]

Thinking out of the blog?  
Integrating **class blogs** as  
new-age **assessment** and  
**feedback** tools in  
Malaysian **ESL** courses.





## Dear respondents,

This questionnaire seeks to get some feedback from Malaysian university students and educators on the use of **class blogs** as an alternative form of **assessment** tool and **giving feedback** in Malaysian ESL courses.

There are two (2) parts in this questionnaire. **Part A** seeks to find out your feelings about the different features of blogs. **Part B** aims to obtain specific information on your perceptions of the use of class blogs as a form of assessment and giving feedback in your ESL courses.

It will only take you about 10-15 minutes to complete this questionnaire. Your responses will be very valuable in determining the potential of using class blogs as a form of assessment and giving feedback in future ESL courses in Malaysia. Thus, your sincere responses to this questionnaire are crucial and are very much appreciated. Your identity will remain confidential and all information provided will be used only for research purposes.

**BLOG** — a valuable tool or just a fad? **YOU** decide!

**Thank You.**

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**Thinking out of the blog? Integrating class blogs as new-age assessment and feedback tools in Malaysian ESL courses.**

**Part A**

Please indicate your feelings about the following aspects of a blog by drawing one of the following emoticons in the respective columns:

**Emoticons:**



= I really like this aspect.



= I dislike this aspect.



= I like this aspect.



= I really hate this aspect.

e.g. Flexible layout choices:



ASPECTS OF A BLOG	YOUR FEELINGS
<i>Flexible layout choices</i>	
<i>Internet-based (accessibility)</i>	
<i>Audio upload feature</i>	
<i>Video upload feature</i>	
<i>Picture upload feature</i>	
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<i>Ability to share views with friends</i>	
<i>Ability to share views with the public</i>	
<i>Ability to get feedback from other blog readers</i>	
<i>Freedom of being creative</i>	
<i>Freedom of expression</i>	
<i>Typing instead of writing</i>	
<i>Provide a sense of identity to the blogger</i>	

**Part B**

Please tick the relevant boxes and write your responses in the respective columns.

1) Has class blogging ever been used as a form of learning in any of your English courses?

Yes:

No:

2) Would you like class blogs to be incorporated (used) as a form of assessment in your future English courses?

Yes:

No:

[Please tick **at least one (1)** relevant reason for your answer. (You may tick more than one reason)]:

**(YES) -- Reasons:**

More fun and less stressful:

I can do the work assigned anywhere using the Internet:

I can get feedback from teachers, friends, and other blog readers:

**(NO) -- Reasons:**

Not interesting and more stressful:

I do not have easy access to the Internet:

I do not like my work to be read and commented by others:

3) If class blogs are used in your English courses, would you like to receive feedback (comment/s) from your English language teacher/s on your blog entries?

Yes:

No:

[Please tick **at least one (1)** relevant reason for your answer. (You may tick more than one reason)]:

**(YES) -- Reasons:**

I will be happy if I can access my teacher's comments on my work anywhere and easy whenever I am connected to the Internet.

It will be useful to read my teacher's continuous feedback on my work on the blog.

I can learn and improve a lot more from my teacher's comments on my work this way:

→ Why is that so?

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**(NO) -- Reasons:**

I am happy with my teacher's old way of giving feedback on my work and I do not have access to the Internet:

I do not care about my teacher's continuous response to my work on the blog:

I do not think I can learn and improve much from my teacher's comments on my work this way:

→ Why is that so?

---

---

4) If class blogs are used in your English courses, would you like to get feedback from your own course mates on your posted blog entries? (*peer-assessment*).

Yes:

No:

Please provide at least one (1) reason for your answer:

➤ \_\_\_\_\_  
\_\_\_\_\_

5) If class blogs are used in your English courses, would you like to assess your own work? (*self-assessment*).

Yes:

No:

Please provide at least one (1) reason for your answer:

➤ \_\_\_\_\_  
\_\_\_\_\_

6) Do you think the presence or absence of feedback on your blog entries will affect your motivation to:

(Please tick the box that is relevant to your situation, and then tick 'yes' or 'no')

a) continue to post English blog entries on your own blog after you have completed the course?

-OR-

b) open your own blog account to post English blog entries in the future?

Yes:

No:

Please provide at least one (1) reason for your answer:

\_\_\_\_\_  
\_\_\_\_\_



~THANK YOU for participating~



YOU ROCK!!!





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## QUESTIONNAIRE [SET 3]

Thinking out of the blog?  
Integrating **class blogs**  
as new-age **assessment**  
and **feedback** tools in  
Malaysian **ESL** courses.



## Dear respondents,

This questionnaire seeks to get some feedback from Malaysian university students and educators on the use of **class blogs** as an alternative form of **assessment** tool and **giving feedback** in Malaysian ESL courses.

There are two (2) parts in this questionnaire. **Part A** seeks to find out your feelings about the different features of blogs. **Part B** aims to obtain specific information on your perceptions of the use of class blogs as a form of assessment and giving feedback in your ESL courses.

It will only take you about 10-15 minutes to complete this questionnaire. Your responses will be very valuable in determining the potential of using class blogs as a form of assessment and giving feedback in future ESL courses in Malaysia. Thus, your sincere responses to this questionnaire are crucial and are very much appreciated. Your identity will remain confidential and all information provided will be used only for research purposes.

**BLOG** — a valuable tool or just a fad? **YOU** decide!

**Thank You.**

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**Thinking out of the blog? Integrating class blogs as new-age assessment and feedback tools in Malaysian ESL courses.**

**Part A**

Please indicate your feelings about the following aspects of a blog by drawing one of the following emoticons in the respective columns:

**Emoticons:**



= I really like this aspect.



= I dislike this aspect.



= I like this aspect.



= I really hate this aspect.

e.g. Flexible layout choices:



ASPECTS OF A BLOG	YOUR FEELINGS
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<i>Audio upload feature</i>	
<i>Video upload feature</i>	
<i>Picture upload feature</i>	
<i>Games or other applications upload feature</i>	
<i>Ability to share views with friends</i>	
<i>Ability to share views with the public</i>	
<i>Ability to get feedback from other blog readers</i>	
<i>Freedom of being creative</i>	
<i>Freedom of expression</i>	
<i>Typing instead of writing</i>	
<i>Provide a sense of identity to the blogger</i>	

**Part B**

Please tick the relevant boxes and write your responses in the respective columns.

1) Has class blogging ever been used as a form of learning in any of the English courses you taught?

Yes:

No:

2) Has class blogging ever been used as a form of assessment in any of the English courses you taught?

Yes:

No:

If yes, proceed to (a).

If no, proceed to (b).

a) (i) Do you think class blogs are useful in improving your students' English language skills? Please provide at least one (1) reason for your answer:

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(ii) Do you feel class blogging is a more fun and less stressful way of assessing the English language skills of your students? Please provide one (1) reason for your answer:

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b) Would you like it to be incorporated (used) as a form of assessment in the English courses that you will be teaching in the future?

Yes:

No:

[Please tick at least one (1) relevant reason for your answer. (You may tick more than one reason)]:

**(YES) -- Reasons:**

**(NO) -- Reasons:**

*More fun and less stressful:*

*Not interesting and more stressful:*

*I can check students' work anywhere using the Internet:*

*I do not have easy access to the Internet:*

*The whole class can give feedback to one another:*

*Giving feedback through class blogs is tedious.*

3) Do you provide feedback (comment/s) to your students on their assessed blog entries?

Yes:

No:

If yes, proceed to (a).

If no, proceed to (b).



a) (i) Do you find the comment/s received through the class blogs **useful** in improving your students' English language skills? Please provide **at least one (2)** reasons for your answer:

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b) Would you like to provide such feedback through class blogs to your students in the future?

Yes:

No:

[Please tick **at least one (1)** relevant reason for your answer. (You may tick more than one reason)]:

**(YES) -- Reasons:**

**(NO) -- Reasons:**

*I will be happy if I can access my students' work anywhere and whenever I am connected to the Internet:*

*I am happy with my old way of giving feedback and I do not have easy access to the Internet:*

*It will be useful to provide continuous feedback on my students' work on the blog:*

*It is unnecessary and will be tedious to provide continuous responses on my students' work on the blog:*

*My students can learn and improve a lot more from my feedback this way.*

*I do not think my students can learn and improve much from my feedback this way.*

→ Why is that so?

→ Why is that so?

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4) Would you encourage your students to provide feedback on their **course mates'** work in the class blogs of your English course/s? (*peer-assessment*).

Yes:

No:

Please provide **at least one (1)** reason for your answer:

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5) Would you encourage your students to self-assess their own work in the class blogs of your English course/s? (*self-assessment*).

Yes:

No:

Please provide **at least one (1)** reason for your answer:

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6) Do you think the **presence** or **absence** of your **feedback** on your students' assessed blog entries affect their motivation to: (*Please tick the relevant box, and then tick 'yes' or 'no'*)

a) continue to post English blog entries on their own blogs after they have completed the course?

**-OR-**

b) open their own blog accounts to post English blog entries in the future?

Yes:

No:

Please provide **at least one (1)** reason for your answer:

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~THANK YOU for participating~



**YOU ROCK!!!**





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KUALA LUMPUR

## QUESTIONNAIRE [SET 4]

Thinking out of the blog?  
Integrating **class blogs** as  
new-age **assessment** and  
**feedback** tools in  
Malaysian **ESL** courses.



## Dear respondents,

This questionnaire seeks to get some feedback from Malaysian university students and educators on the use of **class blogs** as an alternative form of **assessment** tool and **giving feedback** in Malaysian ESL courses.

There are two (2) parts in this questionnaire. **Part A** seeks to find out your feelings about the different features of blogs. **Part B** aims to obtain specific information on your perceptions of the use of class blogs as a form of assessment and giving feedback in your ESL courses.

It will only take you about 10-15 minutes to complete this questionnaire. Your responses will be very valuable in determining the potential of using class blogs as a form of assessment and giving feedback in future ESL courses in Malaysia. Thus, your sincere responses to this questionnaire are crucial and are very much appreciated. Your identity will remain confidential and all information provided will be used only for research purposes.

**BLOG** — a valuable tool or just a fad? **YOU** decide!

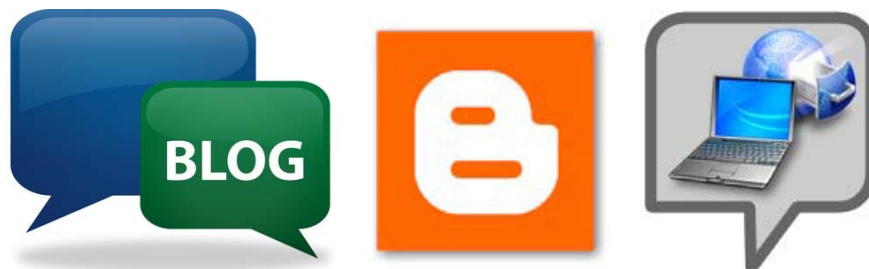
**Thank You.**

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Masters of English as a Second Language  
University of Malaya

**\*Please sign here if you agree to participate:**

\_\_\_\_\_  
(Signature)

Name: \_\_\_\_\_ Institution: \_\_\_\_\_



**Thinking out of the blog? Integrating class blogs as new-age assessment and feedback tools in Malaysian ESL courses.**

**Part A**

Please indicate your feelings about the following aspects of a blog by drawing one of the following emoticons in the respective columns:

**Emoticons:**



= I really like this aspect.




= I dislike this aspect.



= I like this aspect.



= I really hate this aspect.

e.g. Flexible layout choices: 

ASPECTS OF A BLOG	YOUR FEELINGS
<i>Flexible layout choices</i>	
<i>Internet-based (accessibility)</i>	
<i>Audio upload feature</i>	
<i>Video upload feature</i>	
<i>Picture upload feature</i>	
<i>Games or other applications upload feature</i>	
<i>Ability to share views with friends</i>	
<i>Ability to share views with the public</i>	
<i>Ability to get feedback from other blog readers</i>	
<i>Freedom of being creative</i>	
<i>Freedom of expression</i>	
<i>Typing instead of writing</i>	
<i>Provide a sense of identity to the blogger</i>	

**Part B**

Please tick the relevant boxes and write your responses in the respective columns.

- 1) Has class blogging ever been used as a form of learning in any of the English courses you taught?

Yes:

No:

- 2) Would you like class blogs to be incorporated (used) as a form of assessment in the English courses that you will be teaching in the future?

Yes:

No:

[Please tick at least one (1) relevant reason for your answer. (You may tick more than one reason)]:

**(YES) -- Reasons:**

**(NO) -- Reasons:**

More fun and less stressful:

Not interesting and more stressful:

I can check students' work anywhere using the Internet:

I do not have easy access to the Internet:

The whole class can give feedback to one another:

Giving feedback through class blogs is tedious.

- 3) If class blogs are used in your English courses, will you provide feedback (comment/s) to your students on their assessed blog entries?

Yes:

No:

[Please tick at least one (1) relevant reason for your answer. (You may tick more than one reason)]:

**(YES) -- Reasons:**

**(NO) -- Reasons:**

I will be happy if I can access my students' work anywhere and whenever I am connected to the Internet:

I am happy with my old way of giving feedback and I do not have easy access to the Internet:

It will be useful to provide continuous feedback on my students' work on the blog:

It is unnecessary and will be tedious to provide continuous responses on my students' work on the blog:

My students can learn and improve a lot more from my feedback this way.

I do not think my students can learn and improve much from my feedback this way.

→ Why is that so?

\_\_\_\_\_  
\_\_\_\_\_

→ Why is that so?

\_\_\_\_\_  
\_\_\_\_\_

- 4) **If class blogs are used in your English courses, will you encourage your students to provide feedback on their course mates' work in the class blogs of your English course/s? (peer-assessment).**

Please provide **at least one (1)** reason for your answer:

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- 5) **If class blogs are used in your English courses, will you encourage your students to self-assess their own work in the class blogs of your English course/s? (self-assessment).**

Yes:  No:

Please provide **at least one (1)** reason for your answer:

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- 6) **Do you think the presence or absence of your feedback on your students' assessed blog entries will affect their motivation to:** (Please tick the relevant box, and then tick 'yes' or 'no')

a) continue to post English blog entries on their own blogs after they have completed the course?

**-OR-**

b) open their own blog accounts to post English blog entries in the future?

Yes:  No:

Please provide **at least one (1)** reason for your answer:

---

---



~THANK YOU for participating~



**YOU ROCK!!!**



**INTERVIEW SCHEDULE 1 (GROUP 3)**

1. What do you like most about blogs/blogging? Why?
2. What do you think of its potential of use in ESL courses?
3. *So far, can you tell me your experience using class blogs in your English classes?*
4. In your experience, what are the advantages of using class blogs as a form of assessment?
5. In your experience, what are the disadvantages of using class blogs as a form of assessment?
6. In your opinion, what is the appropriate weightage for students' participation in class blogs?
7. How far do you think class blogs could actually be useful in improving students' English language skills?
8. Are you familiar with the Humanistic approach to learning? What relation do you see between using class blogs and the Humanistic approach of language learning?
9. Do you think this form of assessment is less intimidating, that it can actually enhance students' learning? Why?
10. To what extent do you feel that class blogs may be the answer to Malaysian students' reluctance to learn English?
11. As a form of assessment, do you think it is difficult to manage?
12. Do class blogs lessen or increase the marking and paperwork that have to be done? Why?
13. What do you feel about giving feedback through the class blogs?
14. What advantages do you see from allowing students to peer-assess and self-assess their work on the class blogs?
15. What problems do you see from allowing students to peer-assess and self-assess their work on the class blogs?
16. Do you think that class blogs should only be limited as a learning tool, and not as an assessment tool? Why?
17. How essential do you think continuous assessment/ feedback is in students' ESL learning and assessment?



18. How far do you think a class blog can encourage students to continue to learn English upon completion of the ESL course? (assessment for learning)
19. Do you feel that this form of assessment will continue to develop or just a fad at this moment around?

**INTERVIEW SCHEDULE 2 (GROUP 4)**

1. What do you like most about blogs/blogging? Why?
2. What do you think of its potential of use in ESL courses?
3. *What do you understand by class blogs?*
4. In your opinion, what are the advantages do you see from using class blogs as a form of assessment?
5. In your opinion, what are the disadvantages do you see from using class blogs as a form of assessment?
6. In your opinion, if class blogs are integrated as an assessment tool in ESL courses, what is the appropriate weightage for students' participation in class blogs, for example?
7. How far do you think class blogs could actually be useful in improving students' English language skills?
8. Are you familiar with the Humanistic approach to learning? What relation do you see between using class blogs and the Humanistic approach of language learning?
9. Do you think using class blogs as a form of assessment is less intimidating, that it can actually enhance students' learning? Why?

(E.g. If students are given marks based on their participation in the class blogs, i.e. – full marks given if let's say they write at least 10 times on the class blog or more marks if students are more active.)

10. To what extent do you feel that class blogs may be the answer to Malaysian students' reluctance to learn English?
11. As a form of assessment, do you think it will be difficult to manage?
12. Do you think class blogs will lessen or increase the marking and paperwork that have to be done? Why?
13. What do you feel about giving feedback through the class blogs?
14. What advantages do you see from allowing students to peer-assess and self-assess their work on the class blogs?
15. What problems do you see from allowing students to peer-assess and self-assess their work on the class blogs?

16. Do you think that class blogs should only be limited as a learning tool, and not as an assessment tool? Why?
17. How essential do you think continuous feedback is in students' ESL learning and assessment?
18. How far do you think a class blog can encourage students to continue to learn English upon completion of the ESL course? (assessment for learning)
19. Do you feel that this form of assessment will continue to develop or just a fad at this moment around?