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**Providing Feedback in English Language Teaching**

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### Z á s a d y p r o v y p r a c o v á n í :

Diplomandka se ve své práci bude zabývat problematikou poskytování zpětné vazby a jejího souladu s cíli aktivit ve výuce anglického jazyka. V teoretické části bude diplomandka diskutovat cíle výuky anglického jazyka jak z obecného, tak z oborově specifického hlediska. V další části práce bude definovat princip souladu mezi cíli aktivit a poskytovanou zpětnou vazbou, popíše typologii a strategie poskytování zpětné vazby učitelem a žákem, včetně pozitivních a negativních dopadů na učení se anglickému jazyku. V praktické části bude studentka na základě požadavku na soulad zpětné vazby s cíli aktivit realizovat akční výzkum ve výuce anglického jazyka.

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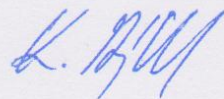
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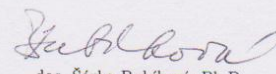
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## **ANNOTATION**

This diploma thesis deals with the issue of feedback provision in the lessons of English. The theoretical part introduces the system of aims, describes associated terminology and emphasizes the importance of interaction with objectives in the learning process. Next, the introduction of feedback follows, which is closely related to previously mentioned interaction. The term is defined and investigated from various points of view, while the alignment of feedback and aims is emphasized. Feedback classification is described and specific aspects of its content are stated. Also, strategies and techniques for feedback provision are suggested. This thesis emphasizes the importance of learners' active participation in feedback provision. The practical part presents an action research, which investigates feedback provision in lessons of English.

## **KEY WORDS**

Facilitator, aims, interaction with objectives, feedback, alignment, learning strategies, formative feedback, self-assessment, scaffolding, action research

## **ANOTACE**

Tato diplomová práce se zabývá problematikou poskytování zpětné vazby ve výuce anglického jazyka. Teoretická část představuje systém cílů, související terminologii a důraz je zde kladen na prospěšnost interakce s dílčími cíli aktivit. Následuje představení dalšího konceptu, který úzce souvisí s již zmíněnou interakcí, a to zpětné vazby. Ta je zde definována a zkoumána z různých úhlů pohledu, přičemž důraz je kladen na její soulad s cíli. Je zde popsána klasifikace zpětné vazby, přičemž jsou uvedeny jednotlivé složky jejího obsahu a jsou také navrženy strategie a techniky jejího poskytování. Žákova aktivní účast ve zpětnovazebném procesu je v této práci považována za nezbytnou. Praktická část prezentuje akční výzkum týkající se poskytování zpětné vazby v hodinách anglického jazyka.

## **KLÍČOVÁ SLOVA**

Učitel jako facilitátor, cíle, interakce s dílčími cíli, zpětná vazba, elaborace, strategie, sebehodnocení, scaffolding, akční výzkum



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## **INTRODUCTION**

Feedback is a powerful tool to use in the learning process and it can influence it either positively or negatively, depending on how it is approached. This diploma thesis, consisting from a theoretical and a practical part, tries to look at the issue from the viewpoint of the interconnection of feedback provision and the system of aims. The theoretical part attempts to present a comprehensive overview of concepts that are necessary to take into consideration when pursuing a path to facilitative feedback provision. The first chapter opens with contemplation about the indispensability of aims in each meaningful human activity. A discussion about teachers as facilitators in the learning process follows, emphasizing essential conditions for fostering learners' self-efficacy and other qualities, to enhance their openness towards feedback and interaction with aims. An overview including terminology and concepts associated with aims is presented and elaborated in the following subchapter about aims in ELT, which is predominantly concerned with the communicative competence.

The next part discusses the management of aims and objectives in practice, suggesting techniques for their manipulation and facilitation of interaction with them in lessons. The paper suggests that feedback is a vital tool for the previously mentioned interaction, as it can provide learners with information about where they stand in connection to their aims. Following chapters introduce the concept of feedback and highlight the importance of its alignment with aims, particularly objectives. Further, individual components of feedback content are described, accompanied by strategies for its provision. Practical issues connected to feedback in ELT, concerning the focus on fluency and accuracy, are mentioned, addressing areas such as praise, correction or scaffolding. The last chapter is devoted to feedback provision by learners, which is seen as pivotal to be cultivated in them, as it is necessary for autonomous learning development.

The practical part of this thesis presents an action research on feedback provision in lessons of English, conducted by the author of this paper. Its intention was to analyse feedback provision, investigate its alignment with objectives and determine action points for intervention. Further, the intervention to address the action points was planned, carried out and evaluated.

# **I. THEORETICAL PART**

## **1. Aims**

This thesis believes that each human activity needs an aim, so that it is directed towards a specific target. Even though it might be correctly claimed that the journey is what matters most, it can be objected that without the aim, the passenger might get easily lost, searching for something to follow. This paper suggests that feedback in alignment with objectives represents the railing, which can direct the passenger, specifically the learner, on his/her way towards the desired aim. This system of progressive fulfilment of objectives and aims is called ‘means-end model’ and is discussed and dealt with throughout the whole thesis (Kalhous, Obst, 2009: 274).

Interestingly, aims have been considered pivotal since long time ago, for example by Ian Comenius, a well-respected 17<sup>th</sup> century pedagogue (Čábalová, 2011: 44). Further, it has been long believed that the absence of a clear aim to follow is likely to cause chaos and might result in unsuccessful learning (Vrána, 1936: 13 in Kalhous, Obst, 2009: 291). On the other hand, it is important to be aware of the fact that an opposite standpoint to this phenomenon exists. The so called ‘encountered model’ does not consider the system of aims and objectives pivotal, as it emphasizes the creative activity through which learners obtain valuable experiences, without having predefined journey towards a specific aim (Kalhous, Obst, 2009: 274; Pasch, 1998: 91). This model probably also has its strengths in some aspects, however, this thesis tries to suggest that having the aims and objectives clearly stated does not necessarily mean neglecting the learners’ creativity and having strictly predefined routes without opportunities to learn authentically.

Before looking at aims from a specific point of view, the first subchapter tries to describe what teachers should be aiming at, in terms of conditions underlying the facilitation of learners’ learning through feedback and interaction with aims. As Petty states, “good teachers are not born, nor are they made by tutors. They make themselves.” (Petty, 2006: 516). This thesis tries to support this claim from a specific point of view, as it believes that if the teacher works on conditions underlying formative feedback provision and on the use of facilitative feedback provision techniques, s/he can become a skilful feedback provider, which can have positive impact on the learning process as a whole.

## 1.1 Teacher

Looking closer at the teacher as a feedback provider, whose behaviour is closely investigated in this paper, a standpoint about his indispensability in educational processes, particularly English language teaching (ELT), needs to be acknowledged. A specialist from the pedagogic field, Robert Marzano claims that, “the teacher is the most important school factor to improve students’ learning” (Marzano et al., 2001 in Pollock, 2012: 4). Thus, it is vital to gain some insight into this human factor’s specific characteristics, which are necessary to be cultivated and aiming at, in order to facilitate and improve the process of learning (not just) English.

The traditional concept of a teacher as the centre point of learning processes, transmitting his/her knowledge to learners, is no longer valid, nor desirable (Ur, 2012: 16, Kasíková, 2010: 41, Thornbury, 2006: 97). Currently, the focus has been shifted more and more from the teacher on learners. Experts agree that rather than importing the knowledge to learners, it is more suitable to offer them a helping hand, so that they are able to come to and create the knowledge themselves (Kasíková, 2010: 41; Meddings, 2009: 140). In order for the learners to be able to create the knowledge or skill themselves, teachers are encouraged to act as role models, who teach and show them what is necessary to manage to fulfil their tasks independently (Council of Europe, 2001: 144). At first, special conditions that underline this teacher-as-a-model system are necessary to be clarified.

Positive classroom climate and rapport, which means an open and harmonious relationship between teachers and students, pose simultaneously a great challenge and ideal conditions for teaching and learning processes (Harmer, 2012: 148; Mareš, Křivohlavý, 1995: 64). In order to cultivate the previously mentioned qualities, learners are suggested to be given more control over their learning (Petty, 2009: 364). At the same time, teachers should cultivate and reinforce learners’ confidence in their capability to learn and succeed, in other words, support learners’ self-efficacy development (Brookhart, 2008: 21). In connection to this, learners should get enough opportunities to express themselves, to develop their identity in terms of ideas, opinions, creativity and so forth, which is likely to contribute to their self-efficacy growth (Harmer, 2007: 109; Petty, 2009: 58; Oxford, 1994: 140).

In such situations, teachers are expected to encourage and help learners but definitely not to ‘take charge’ of their learning, as Harmer emphasizes (2007: 109).

In other words, the teacher is supposed to act as *a facilitator*, who, in a respectful, non-judgemental and sensitive way directs his/her learners to become, as Petty calls them, ‘empowered learners’ (Petty, 2009: 58). Such learners monitor their progress, know what facilitates their learning and, not less importantly, are motivated to move forward (Starý, 2008: 16; Harmer 2012: 148; Petty, 2009: 359). There are obviously other teacher roles, such as the ‘controller’, ‘resource’, etc. that are convenient to be used in other specific situations and teachers should be flexible to implement them (for more detailed overview, see Harmer 2007: 108-110). However, for the purpose of this thesis, which primarily focuses on feedback, the role of the facilitator serves the best function.

In order to pursue the route of becoming a facilitator, it is assumed that the teacher needs to cultivate feedback provision, interaction with aims and objectives and learners’ self-reflective activity, to make the learning process more effective, directing learners to independency and most preferably, to autonomy. This immensely important educational aim is described by Dam as follows:

Learner autonomy is characterized by a readiness to take charge of one’s own learning in the service of one’s needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person. (Dam, 1995 in Sinclair, 2000: 6)

Clearly, to achieve the qualities mentioned previously, a lot of time and effort is necessary to be devoted to training. Teachers should inspire and equip their learners with learning strategies, so that after some time, they are able to manage learning on their own. What is the mission for the teacher then? The first step is to establish appropriate targets, enabling the learners to pursue what they need and/or wish. The following part draws readers’ attention closer to this issue.

## 1.2 Aims - Terminology

To begin, aims are regarded essential prerequisites for not just successful teaching but also learning by many experts (Pollard, 2005: 329; Harmer, 2007: 111; Mešková, 2012: 44; Starý, Laufková, 2016: 43). Various metaphors were established to manifest the indispensability of aims in learning processes. For instance, Petty likens aims to ‘compass directions’, similarly does Harmer, who calls them ‘destinations on our map’ and Starý and Laufková claim that an aim is like ‘the middle point of the target’ (Petty, 2009: 410; Harmer, 2007: 371; Starý, Laufková, 2016: 47). Further, Oxford remarks that the absence of aims affects the learning process adversely, mentioning that learners without aims are like ‘boats without rudders’ (1990: 157). With respect to the previously mentioned statements, aims are supposed to have highly facilitative potential to foster learning, as they can make it more organised and focused. If teachers work with aims and objectives appropriately, they might motivate learners, facilitate monitoring of progress, stimulate learners’ activity and harmonize the whole learning process (Čábalová, 2011: 46).

Nevertheless, it is the terminology associated with aims that poses a slight discrepancy in specialized literature written in English. Some authors call them goals meanwhile others define them similarly and refer to them as aims or targets. Kumari and Srivastava draw attention to the fact that these terms are sometimes used interchangeably (Kumari, Srivastava, 2005: 75). Therefore, it is necessary to clarify them for the scope of this thesis.

### 1.2.1 Aims

In this paper, the term *aim* is referred to as the most general one. Starý and Laufková define aims as <sup>1</sup>“verbal descriptions of what the learners are expected to learn, what knowledge, skills, attitudes are to be the result of their learning” (Starý, Laufková, 2016: 40). This definition clearly implies that aims are not associated with only cognitive sphere, as also skills and attitudes are mentioned.

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<sup>1</sup> “my translation” Vzdělávací cíle jsou slovní popisy toho, co se mají žáci naučit, jaké znalosti, vědomosti, dovednosti, postoje budou mít jako výsledek jejich učení. (Starý, Laufková, 2016: 40)



There is a distinction between three domains: *cognitive*, *affective* and *psychomotor* (Pasch, 1998: 51). These domains cover specific knowledge or skill area to which the aims can be assigned. *Cognitive domain* is associated with the intellectual sphere, including for example knowledge acquisition, assessment or analytic skills and others (Kantorová, Grecmanová, 2008: 116; Pasch, 1998: 51). Despite the fact that this area is usually most emphasised at schools, it is highlighted that in order to develop the learner as a whole, all domains need to be addressed. Kumari and Srivastava encourage planning the aims in this ‘holistic’ way, pointing out that it might result in more interesting, stimulating and unforgettable learning experiences (Kumari, Srivastava, 2005: 75). To complete the domains’ description, *affective domain* is concerned with emotional sphere of learning, which includes not just emotions but also learners’ attitudes, values, etc. (Pasch, 1998: 51). Lastly, *psychomotor domain* is connected to physical activity and coordination of movements. To state an example from ELT, this domain is associated with pronunciation (Kalhous, Obst, 2009: 276).

When formulating the aims, it is emphasized that they should not be worded as a lesson theme or a description of teacher’s activity, which unfortunately often happens (Kalhous, Obst, 2009: 275). Specialised literature draws attention to the acronym SMART, which is advisable to follow when formulating the aims. It suggests that they should be specific, measurable, achievable, realistic, and timed (Harmer, 2007: 371). Petty replaces the word ‘achievable’ with ‘agreed’, which is likely to presuppose the presence of learners in the process of establishing them, a subject to be discussed in subchapter 1.4.1 (Petty, 2009: 411).

Petty claims that these ‘statements of intent’ are of significant importance, as they show the desired destinations, be it in a lesson or a longer time span (Petty, 2009: 410). However, falling into a certain hierarchy, aims are advised to be further specified (Kumari, Srivastava, 2005: 75). As they do not inform enough about specific testable learner’s activity, they are assumed to be insufficient when it comes to checking if they were achieved, which is often not even entirely possible (Starý, Laufková, 2016: 40; Petty, 2009: 410). Thus, having only the aim stated is claimed not to be sufficient for activity choice facilitation or for making a decision if learning was successful (Anderson, Krathwohl, 2001: 20).

From this reason, specialists recommend further analysis of aims to create more specific phenomena, namely objectives, which help with the previously mentioned activities (Pasch, 1998: 44).

### **1.2.2 Objectives**

*Objectives* are defined as “explicit formulations of the ways in which students are expected to be changed by the educative process” (Handbook, 1956: 26 in Anderson, Krathwohl, 2001: 3). As this definition suggests, objectives should help teachers define specific actions that learners need to undergo in order to pursue the aims. Petty likens them to ‘stepping stones’ which direct learners towards aims (Petty, 2009: 412). Thus, clearly, an objective should be closely related and aligned with the aim (Kantorová, Grecmanová, 2008: 113). It is further elaborated that objectives can serve as essential criteria for the assessment of learner’s performance, supposing that they are specific enough and aligned with aims (Kantorová, Grecmanová, 2008: 124).

Objectives are, as well as the aims, recommended to be formulated from learner’s point of view, rather than the teacher’s (Starý, Laufková, 2016: 41). In this way, the teacher can visualize what the learners are supposed to learn, assure if it is in alignment with aims and then devise instructional activities, which should enable the objective attainment. An important aspect that distinguishes objectives from aims is that objectives are likely to take a shorter period of time to achieve (Petty, 2009: 411). Objectives should be practical, as they are supposed to be useful for interaction in lessons, which is a topic to be discussed in subchapter 1.4.2. However, specialists highlight that the objectives should not be confused with instructional activities, which fulfil the function of means to achieve the objectives (Krathwohl, Anderson, 2001: 18).

For the purpose of facilitating the categorization of aims and objectives, various taxonomies have been introduced (Kantorová, Grecmanová, 2008: 117). One of them is shortly described and discussed in the following subchapter.

### **1.2.3 Bloom's Taxonomy**

Bloom's Taxonomy is a facilitative tool that can "help educators clarify and communicate what they intend students to learn as a result of instruction" (Krathwohl, Anderson, 2001: 23). It is stated that the first version of this taxonomy was introduced in 1956 in New York, created by Benjamin S. Bloom and his colleagues. In this thesis, our attention is paid predominantly to its edited version, namely *A Taxonomy for Learning, Teaching, and Assessing, A Revision of Bloom's Taxonomy of Educational Objectives*, which was adjusted by Lorin W. Anderson, David R. Krathwohl and their collaborative team in 2001 (Černá, Kostková in Betáková 2009: 27). Bloom's Taxonomy organizes aims into the following hierarchical categories, according to the complexity of cognitive processes: *Remember, Understand, Apply, Analyse, Evaluate, Create*; and a knowledge type: *Factual, Conceptual, Procedural* and *Metacognitive* (Krathwohl, Anderson, 2001: 5). Pasch points out that aims can be planned in a way that they are linked across various categories, which is more demanding and at the same time more enriching for the learners (Pasch, 1998: 77). Evidently, Bloom's Taxonomy is a very convenient tool for educators not just to realize the possible span of areas to develop but also to find out if their aims, objectives and assessment are in alignment (Krathwohl, Anderson, 2001: 36).

## **1.3 Aims in ELT**

In this section, the aims of ELT are introduced and discussed. Readers' attention is drawn to the communicative competence, probably the most quoted and elaborated aim of language learning and teaching.

### **1.3.1 The Communicative Competence**

The term communicative competence was firstly used by Dell Hymes in 1967, while the first model of it, including *grammatical, sociolinguistic, discourse* and *strategic* competences, was created by Canale and Swain in 1980 (Celce-Murcia, Dörnyei&Thurell, 1995: 7). *Grammatical competence* includes "knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale & Swain, 1980 in Brown, 2007: 219). *Sociolinguistic competence* is described as "the knowledge of the sociocultural rules of language and of discourse" (Brown, 2007: 220).

Further, *discourse competence* is associated with ‘intersentential relationships’ and the ability to “connect sentences into stretches of discourse and to form a meaningful whole out of a series of utterances” (Brown, 2007: 220). The last category, *strategic competence* is described as “the strategies that one uses to compensate for imperfect knowledge of rules – or limiting factors in their application such as fatigue, distraction, and inattention” (Savignon, 1983 in Brown, 2007: 220). Communicative competence models offer detailed overviews of various aspects that learners need to cultivate, so that they improve their skills of speaking, reading, listening, writing and others, in order to be able to communicate effectively (Oxford, 1994: 7).

Importantly, communicative competence does not cover only the language itself but also cultural aspects, which are closely connected to the community speaking the language and if neglected, misunderstandings might occur, notwithstanding the knowledge of the verbal code (Hymes, 1972: 281). Further, concerning the strategic competence, the model suggests that effective language learners should be equipped with strategies that can help them manage possible difficulties, likely to occur in the process of learning the language (Oxford, 1994: 7). This is further elaborated in the part about feedback on process, in subchapter 2.2.1, as it has the potential to develop this competence.

Currently, there is a tendency to fulfil the needs of a language learner in a broader sense, with respect to the globalized world, multicultural society and focus on individuality (Ur, 2012: 5). In connection to this, Aase emphasizes the role of a language as “a means of communication and personal development as well as a tool for learning and thinking, for artistic expression and for building identities” (Aase, 2006: 4). With regards to this, a necessity to pursue language learning and teaching that enables, apart from others, personal growth and cultural awareness is encouraged (Fleming, 2010: 8; Aase, 2006: 10; Council of Europe, 2001: 1). It is *The Common European Framework* (the CEFR) that enables its readers to gain some insight into this issue.

### 1.3.2 The CEFR

The CEFR is a tool that not only provides assessment criteria for language proficiency testing, but it also presents the whole span of competences possible to develop in learners, so that they can get an opportunity to develop also in the previously mentioned phenomena (Ur, 2012: 167). The concept introduces ways to develop the ‘whole human being’ through language learning processes, in a way that learners are not just able to survive, but efficiently utilize the potential of today’s multicultural society with the help of effective means of communication (Council of Europe, 2001: 1). It is not in the scope of this thesis to deal with individual CEFR categories in detail, as it focuses more on the manipulation of aims in lessons. To briefly introduce the concept of communicative competence presented by the CEFR, it includes two groups of competences that are further divided into subgroups as follows:

#### General competences:

- declarative knowledge
- skills and know-how
- existential competence
- ability to learn (Council of Europe, 2001: 101-108)

#### Communicative language competences:

- linguistic competence
- sociolinguistic competence
- pragmatic competence (Council of Europe, 2001: 108-130)

This overview illustrates that language teachers can develop their learners in various areas, associated with the language and communication. Therefore, it is up to them if they accept this challenge and plan the aims, objectives and instructional activities in a way that enables development in all areas. In such a way, learners’ horizons might be, quite possibly, expanded.

As Brown emphasizes, it is important that the aims are planned in a way that encourages learners to develop in all areas of communicative competence:

Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just to accuracy, to authentic language contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world. (Brown, 2007: 79)

Notwithstanding the importance of developing the communicative competence as a whole, teachers should bear in mind that each learner has different needs and preferences. Thus, instruments such as Bloom's taxonomy, the CEFR or other models of communicative competence can help in selecting, organizing and planning the most suitable aims and objectives for particular learners, as they show the whole spectrum of areas to develop.

## **1.4 Aims and Objectives in Practice**

In this part, the main focus is placed on how aims and objectives can be approached in practice.

### **1.4.1 Lesson Planning**

To begin with, planning is regarded an important prerequisite for a successful lesson and it is also an activity that most teachers consider a part of their professional life (Harmer, 2007: 365; Underwood, 1987: 61). As foreshadowed previously, aims and objectives should not be excluded from this process. More importantly, they should be pedestals for the next planning steps. Petty emphasizes that considering and establishing aims and objectives should precede planning of instructional activities (Petty, 2006: 299). Unfortunately, research shows that teachers often do not pay enough attention to these vital tools when planning. For example, Kyriacou states that the planning manual, "specifying objectives → selecting learning activities → specifying the evaluation procedures to be used during the lesson to monitor pupil's progress and learning outcomes", is often not followed, as many teachers spend most of their planning time by thinking about the content (Kyriacou, 2009: 88).

What steps should teachers follow to utilize the full potential of aims and objectives? Firstly, they should be planned with respect to learners' needs and interests, in order to be meaningful for them to work with (Starý, Laufková, 2016: 43; Harmer, 2007: 372).

For this purpose, a *needs analysis* is recommended to be used, as it can help teachers to find out important information about their learners (Petty, 2006: 340).

This might be vital if a syllabus, defined as “a document which resents information on what topics or content are to be covered in a course of study” (Ur, 2012: 185), is not provided by an institution and the teachers are allowed to create the course aims on their own. Further, notwithstanding the fact if the syllabus is provided or not, teachers can utilize the information from the needs analysis when planning objectives and instructional activities, to make them more personalized. Importantly, the previously discussed models of Bloom’s taxonomy and communicative competence can be used to plan the aims and objectives more efficiently, so that their progressive attainment is assured and neglecting of some important areas is avoided.

It is emphasized that learners should be given responsibility to decide about aims together with their teacher, in order to become ‘active agents in their learning’ (Anderson, Krathwohl, 2001: 38; Kirr, 2017: 145; Harmer, 2012: 90). Starý and Laufková suggest that for the sake of training, aims can be at first only modified by the learners, so that they make them more personalized (Starý, Laufková, 2016: 44). However, as mentioned before, an appropriate learner preparation and the teacher available as a prompter are necessary for the procedure of modifying aims, otherwise it could become rather confusing. Teachers should gradually raise learner’s metacognitive awareness concerning (not just) this issue (Oxford, 1990:137). It can be done, for example, through discussions. They might be helpful in developing the understanding of aims and objectives’ importance. Additionally, through this way, learners can get acquainted with how to interact with aims and especially objectives in the learning process (Anderson, Krathwohl, 2001: 61).

#### **1.4.2 Interaction with Aims and Objectives**

Aims and especially objectives can be very effective if they are actively referred to and interacted with during the lessons. The very first condition to manage the interaction is to make the learners aware of them. The aim and objectives for a particular lesson should be clear not just to the teacher but also the learners (Pollard, 2005: 329; Petty, 2009: 67). As Pollock states, having the objective written on the blackboard is not enough. It is with the help of feedback, through which the teacher can refer to and cooperate with objectives throughout the whole lesson, so that the learners know where they are and what they need to do to get closer to the desired ‘destination’ in the form of objective (Pollock, 2012: 21).

Furthermore, learners can be encouraged to self-assess their performance with the help of objective that is, as stated before, considered to be the essential criterion for the task (Kasíková, 2010: 42). Regarding more complex tasks, it is vital to create more elaborated criteria that concern various aspects of learners' performance, as they help to specify what the learner should master in order to be successful in particular areas of the performance (Starý, Laufková, 2016: 50). Hall and Hewings suggest that the clarity of goals and criteria can be supported by letting learners establish their own criteria for specific tasks or even aims for a particular lesson or course, as already suggested before (Hall, Hewings, 2001: 22).

Teachers should be aware of the fact that sometimes the pre-planned objectives do not have to fulfil the best function for a particular lesson. Unexpectedly, a learner might have an interesting experience to share with the class and it is meaningful to pay attention to it or a new structure is used by a learner and the teacher decides to practise it with all, which is called, as Harmer states 'opportunistic teaching' (Harmer, 2007: 366) Lastly, a need for a re-teaching session might occur and the teacher considers it more convenient to do so, instead of following the original plan (Petty, 2006: 329; Pasch, 1998: 92).

To accept the aims and objectives as tools for cooperation, teachers need to make them almost tangible for the learners. Specifically, objectives should be demonstrated as practical tools that learners do not need to be afraid of, as they are present in the lessons to facilitate learning, not to make it more complicated. It is the teacher who can change learners' attitude towards aims, objectives and the assessment question. If learners get acquainted with the concept in an appropriate way, they can become natural parts of their learning. The teacher is encouraged to teach learners, or even better, let them realize, that these seemingly 'uninteresting issues' can be practical and helpful. In the same way, it is necessary for them to realize that feedback is a vital tool to specify what to improve, in order to achieve an objective and thus pursue an aim, which is further discussed in the following chapter.

## **2. Feedback**

Having foreshadowed that feedback represents a vital tool for interaction with the system of aims and objectives, this chapter pays closer attention to feedback characteristics and ways it can be used in the educational process. Before looking at the concept from the specific point of view associated with the management of objectives, it is necessary to introduce feedback and define terms associated with it.



This thesis does not view feedback as only the information about learner's performance, it emphasizes its potential to improve and develop learning. In agreement with this, Pollock asserts that, "feedback is typically characterized as assessment of progress towards a goal, but it is also a cue to seek more information or instruction" (Pollock, 2012: 5). This presupposes the fact that if well delivered, feedback can provide learners with valuable information to improve not just their performance, but also learning in general.

## **2.1 Feedback in Alignment with Aims**

Feedback, which is clearly connected to objectives of the activities and aligned with aims, is beneficial not just in terms of logical and systematic lesson structure, but also in the development of autonomy in learners. It is claimed that learners who are trained to cooperate with feedback message are more likely to manage their own learning, including self-assessment and self-driven growth in the language (Pollard, 2005: 327). Starý and Laufková draw attention to the fact that feedback should inform learners about their performance in connection to objectives, so that they know what specifically needs to be done to achieve them (Starý, Laufková, 2016: 80). In connection to this, Slavík points out that teacher's assessment significantly contributes to the development of learner's self-assessment (Slavík, 1999: 28). Therefore, teachers should pay attention to the way they provide learners with feedback, as it presents a model for their learners' self-assessment.

Feedback should be connected to course or lesson aims and especially to objectives of the activities, as it makes it more specific and more meaningful for the learners (Anderson, Krathwohl, 2001: 252). Moreover, as Dempsey highlights, "feedback given in response to learner goal-driven efforts can affect both a learner's motivation and self-esteem" (Dempsey, 1993: 36). Therefore, it is important for all to be acquainted with the system of aims and objectives and use them as a target. As mentioned before, tools such as Bloom's taxonomy can facilitate the process of manipulating the aims and objectives when planning, in order to tailor them to learners' needs, keep them aligned and varied.

Hattie presents three questions that clearly illustrate what information in connection to aims and objectives feedback should convey. The questions are worded as follows:

- Where am I going? (What are the goals?)
  - How am I going? (What progress is being made towards goals?)
  - Where to next? (What activities need to be undertaken to make better progress?)
- (Hattie, 2011: 4)

The first question ‘*Where am I going?*’ highlights the necessity of learners’ being acquainted with the aims and objectives, so that they always know what their final destination in an activity, lesson, etc., is (Starý, Laufková, 2016: 25). The second question ‘*How am I going?*’ suggests that the teacher and learners should reflect on what has been achieved in relation to an objective or aim, in other words, monitor their progress. Lastly, the third question ‘*Where to next?*’ implies that the process of working with aims is infinite. Once an objective is attained, another should be established and worked on. If a problem occurs, the learner should be encouraged to solve it herself/himself or find a clue in teacher/peer feedback if necessary. In such cases, Starý and Laufková suggest that techniques like scaffolding and questioning are vital to use, in order to gradually teach the learner to find out a solution herself/himself (Starý, Laufková, 2016: 26). These techniques are further discussed in subchapter 2.4.

## **2.2 Feedback Content**

Concerning the facilitative potential of feedback, it depends on what type of information is delivered and how. Thus, in the following part, feedback content is in the center of attention, so that all its important aspects are recognized. Brookhart divides feedback content into the following categories: *Focus, Comparison, Function and Valence, Clarity, Specificity* and *Tone*, which are discussed below and her feedback content table is included in the Appendices section (Brookhart, 2008: 6-7).

### **2.2.1 Focus**

The first aspect of feedback content to be dealt with is focus. As the term suggests, it is concerned with what aspect of learner’s performance is the feedback information about. It can focus on the *task, process, self-regulation* or ‘*self*’ (Hattie, Timperley, 2007: 90). In the following sections, the four previously mentioned feedback levels are discussed individually.

### **Feedback about the task**

Feedback about the task provides learners with information about fulfillment of their task (Hattie, Timperley, 2011: 5). Specifically, it informs them about its correctness, which is called ‘verification’ (Šed’ová, Švaříček, 2012: 113). Feedback about the task is claimed to be important because it serves as a springboard for the next two feedback phases, feedback about the process and self-regulation (Hattie, 2011: 6). These two feedback stages are considered pivotal, as they have potential to improve learning in general, unlike feedback about the task, which can be helpful at the moment of its provision but “may not transfer to other tasks because it is specific to the particular assignment” (Brookhart, 2008: 20). Therefore, feedback provision should not stop at this point and should proceed further to the feedback about the process.

### **Feedback about the process**

Besides verification, learners should be provided with some build-up comments. Such piece of information can indicate what the next phase to be achieved is or what facilitative strategies might be used next time, in order to proceed more smoothly (Hattie, Timperley, 2011: 6). Didactic specialists sometimes call this process ‘elaboration’ (Šed’ová, Švaříček, 2012: 113). In order to be able to provide sufficient elaboration, teachers should be acquainted with various learning strategies to be able to equip their learners with (Lightbown, Spada, 2006: 67). One of the well-known authors associated with this topic is Rebecca Oxford, whose book *Language Learning Strategies: What Every Teacher Should Know (1990)* might be ideal for such purposes. It needs to be emphasized that feedback about the process is exceptionally powerful, as it can cultivate the “learning how to learn skill” and thus suggest that with effort and use of specific strategies, improvement is likely to come (Brookhart, 2008: 20).

Further, this skill is immensely important to be cultivated for the purposes of autonomous and lifelong learning, and thus should be definitely cultivated (Kirk, 2017:145).

### **Feedback about self-regulation**

Self-regulation is defined as “the process students use to monitor and control their own learning” (Brookhart, 2008: 21). Teachers can develop this process through directing learners to monitoring their work and progress.

This is closely related to the interaction with objectives and aims, through which learners' attention is drawn to what they should focus on, and their monitoring can be thus facilitated. As Pollock points out, "when the students interact deliberately with the goal, they self-assess and at once become more focused and engaged in the learning process" (Pollock, 2012: 37), so the incorporation of monitoring is likely to activate learners. Further, supporting learners' self-regulation might have positive effects on their self-efficacy (Brookhart, 2008: 21). Therefore, feedback that encourages learners to think about their performance and to take more control over their learning might have positive effects on their perception of themselves as learners.

### **Feedback about 'self'**

Feedback about 'self' is considered to be harmful, as it is not connected to learners' performance but their personal qualities (Hattie, 2011: 7). Notwithstanding the fact if feedback is related to learners' positive or negative personal qualities, it is viewed as dangerous (Slavík, 1999: 103; Norrish, 1983: 99). Feedback should be viewed as a tool to facilitate learners' ways to aims and not as a tool to judge who is capable and who is not. As Dweck points out, "when stereotypes are evoked, they fill people's minds with distracting thoughts – with secret worries about confirming the stereotypes" (Dweck, 2006: 75). Therefore, teacher's task is not to create the stereotypes but reject them and build learners' self-efficacy and conviction that they can improve if they are willing to and work for it.

To conclude, according to this classification, feedback should address the first three levels, feedback about the task, process and self-regulation. It does not just provide learners with information about correctness of their task, it also pays attention to the processes applied to approach the task and it can direct learners to self-regulation.

Contrastively, the fourth feedback type about the 'self' should not appear in lessons, as it has negative impact on learners' self-efficacy and represents the *fixed mindset*, which is dangerous, as it views learners' performance "as a direct measure of their competence and worth" (Dweck, 2006: 8).

### **2.2.2 Comparison**

Learners' performance can be assessed, either formally or informally, in various ways, depending on what it is compared with.

Specialists in the didactic field claim that comparing learner's performance with specific *criterion* is more appropriate than using *norm-referenced* feedback which "compares a student's performance to the performance of other students" (Brookhart, 2008: 23; Black and William in Pollard, 2005: 325). This approach is likely to cause the division of the class on 'the winners and the losers', which is not beneficial, as it "implies that achievement is something beyond the student's control" (Brookhart, 2008: 21; Slavík, 1999: 34). Division of learners on 'the good' and 'the weak' is closely related to the previously mentioned fixed mindset. In comparison to this, teachers with the *growth-mindset* inform their learners about their performance in connection to objectives and provide them with 'tools to close the gap', which are for example the learning strategies (Dweck, 2006: 203).

To make this overview complete, *self-referenced* feedback, which compares learner's performance with his/her previous performance, cannot be unacknowledged (Brookhart, 2008: 23). Supposedly, it is vital for talking about the processes used to accomplish the task. Further, it is claimed to have positive impact on motivation of 'struggling learners', as it can make their improvement more visible (Brookhart, 2008: 23).

To conclude, there are three possible ways to compare learners' performance with. Criterion-referenced and self-referenced feedback is encouraged, as it can make feedback provision less judgemental, more systematic and learner-friendly. Contrastively, norm-referenced feedback should be avoided, as it does not cultivate the previously mentioned qualities and can cause the division of the class on the winners and the losers.

### **2.2.3 Function and Valence**

Authors of specialized literature coincide in a claim that rather than judgemental feedback, which often undermines learners' self-esteem, it is more appropriate to positively reinforce particular learner's performance qualities and efforts, so that they feel that everybody can contribute to the learning process (Bowen, 1994: 56; Brookhart, 2008: 6; Harmer, 2007: 137). Kyriacou points out that such feedback can cultivate mutual rapport between teachers and learners and might contribute to maintenance of positive classroom climate (Kyriacou, 2009: 44).

In connection to this, Brookhart states two terms – *function* and *valence*. The former emphasizes that feedback should be descriptive rather than evaluative (Brookhart, 2008: 24).

This means that the teacher should observe learners' performance and describe it in comparison to criteria, so that the learner has an opportunity to use feedback to improve before being assigned with a grade (Brookhart, 2008: 25). The latter raises awareness about the fact that feedback should be positive rather than negative. Brookhart explains that positive should be understood in a broader sense, as it means that the feedback information is likely to help the learner to improvement because "just noticing what is wrong without offering suggestions to make it right is not helpful" (Brookhart, 2008: 26). Therefore, it is up to the teachers if they invest their efforts to make their feedback more descriptive and positive, which can go hand in hand.

#### **2.2.4 Clarity**

Pollock highlights the importance of feedback clarity because she claims that clear feedback helps and facilitates the interaction with objectives in lessons, as it delivers information in a suitable way for the learner (Pollock, 2012: 3). Clarity is closely related to the language and level of complexity of thoughts conveyed through feedback. Brookhart emphasizes that teachers should adapt the level of language to convey their feedback and also, they should not use very complex ideas. She further informs that it is not sufficient to assume that feedback message is clear enough, it is necessary to check learners' understanding of it (Brookhart, 2008: 32). This can be done through questioning, discussed in subchapter 2.4.2.

#### **2.2.5 Specificity**

As mentioned previously, feedback should specify not only what has been achieved in connection to an objective, but also what needs to be improved and how to do it, in order to make learners' performance better next time (Burrell and Bupp in Pollard, 2005: 327). Brookhart suggests that suitable means through which the teacher can improve this feedback quality, is a use of descriptive adjectives, feedback message connection to specific criteria and learning strategies that might facilitate the task accomplishment in the future (Brookhart, 2008: 34). Looking closer at feedback specificity, it is possible to notice that it is closely connected to elaboration and criterion-referenced feedback.

#### **2.2.6 Tone**

Learner's individuality plays an important role in this process. Teacher's task is to consider what tone is suitable for particular learners, so that they feel comfortable when being provided with feedback.

The teacher should know his/her learners well to be able to predict what they prefer in a particular situation (Mareš, 1995: 64). For these purposes, monitoring can help to find out learners' preferences concerning the tone of feedback delivery. It is recommended that the teacher should try to put himself/herself in learner's shoes, which might help to determine what is suitable and appropriate for him/her at a given moment (Brookhart, 2008: 11).

Generally, feedback should be delivered in an encouraging tone, indicating that learners are "agents, active learners – the captains of their own ship of learning" (Brookhart, 2008: 34). Feedback provided in this tone might remind learners of their responsibility for learning and might contribute to the development of self-regulation and autonomy (Petty, 2009: 367). Thus, the tone in which feedback message is provided should be well considered, as it can either support or harm their self-efficacy.

It is noticeable that all individual feedback content qualities are closely connected and related to each other. It is likely that paying attention to all of them might foster formative feedback provision, which is discussed further in the following subchapter.

### **2.3 Feedback in Practice**

Many teachers of English would probably agree with the statement that feedback plays an irreplaceable role in the processes of teaching and learning the language. However, some of the teachers would also perhaps admit that they struggle when it comes to delivering feedback in practice. For instance, they might not know when it is the most convenient time or situation to do so, how detailed feedback information should be, or what aspects of learners' speech it should be targeted at. Moreover, research shows that many teachers experience hard times providing feedback when their learners' responses become unexpected, surprising or too creative. In such cases, some teachers rather avoid providing their students with feedback because they simply do not know how to manage the situation (Šed'ová, Švaříček, 2012: 121).

Thus, as the research proves, pupils' learning potential often remains unexploited because of their teachers' insecurities to go beyond the surface, meaning that the teachers feel they can easily lose their control over what the learners say. Clearly, such restrictions are not advantageous in any respect, because learners need a certain level of freedom to express themselves, without being too restricted.

Unfortunately, teachers are not often aware of this restrictive aspect and might unconsciously drown their learners' willingness to share their insights. Nevertheless, there are strategies and techniques that enable teachers to provide quality feedback in any situation, which is discussed in the following part.

It is claimed that feedback can be very powerful if teachers approach and handle it well (Brookhart, 2008: 2). Unfortunately, research shows that learners often do not receive quality and helpful feedback that would specifically inform about their performance and suggest strategies for improvement (Starý, Laufková: 2016: 84). How to provide feedback that facilitates learners' paths to aims and enhances their engagement and motivation? Brookhart emphasizes the so called 'double barrelled approach', which means that feedback should address both, the cognitive and motivational aspects, so that the information provides clues to improve and is provided in a way that is encouraging and enhances learner's self-efficacy (Brookhart, 2008: 2). If an aim to pursue is important for the learner, the motivational potential of feedback provided in alignment with the aim is not likely to be insignificant. Importantly, it should be provided in a way that facilitates taking the steps towards improvement and thus brings the learner closer to his/her aim. For these purposes, *formative feedback* is vital to be used.

Shute describes formative feedback as follows, "[...] information communicated to the learner that is intended to modify his or her thinking or behaviour to improve learning [...] formative feedback should be non-evaluative, supportive, timely, and specific" (Shute, 2008: 153). Learners should be provided with constructive information about their performance, they need both, the *medals*, "information about what they have done well and what is good about it" and the *missions*, "information about what needs improving and how to improve it" (Petty, 2009: 482). Even though it is not always practicable to formulate complete formative feedback, as Petty elaborates, it is important to bear the fact about its importance in mind and try to deliver it whenever possible (Petty, 2009: 67). Significantly, Pollard further remarks that in order for the feedback information to function effectively, "pupils need time to put into practice the suggestions for improvement" (Pollard, 2005: 327).



Generally stated, feedback is suggested to be delivered in time, at the so called ‘teachable moment’, so that the learners are given an opportunity to improve before e.g. being formally tested (Dempsey, 1984: 24; Anderson, Krathwohl, 2001: 101-102). Therefore, teachers should bear this in mind and provide learners with sufficient time for practice. As stated by Brookhart, “feedback isn’t “feedback” unless it can truly feed something. Information delivered too late to be used isn’t helpful” (Brookhart, 2008: 57). This claim indicates that the teacher needs to be attentive to realize when it is the best time to provide his/her learners with feedback, so that it can be utilized before formal testing comes.

### **2.3.1 Praise**

Concerning praise, it should be always well considered in advance. Teachers should assure that it is meaningful and specific, so that the learners really feel they deserve it and take it seriously (Šedřová, Švařiček 2012: 135; Harmer, 2012: 148). Gavora points out that praise words, such as ‘good’ or ‘excellent’, are not sufficient to fulfil the motivational potential of praise (Gavora, 2005: 87).

Dweck further elaborates and suggests to praise learners for the processes they implement, namely ‘strategies, effort or choices’ and to avoid comments representing the fixed mindset, such as praising them for ‘intelligence or talent’, as discussed in the subchapter about comparison (Dweck, 2006: 221). Therefore, the teacher should monitor and provide feedback about the processes, as it is more encouraging and meaningful. Referring to the previous arguments, it is important to bear in mind that positive and negative aspects concerning learner’s performance should be provided at the same time and communicated on a positive note, which brings us to corrective feedback (Neleřovská, 2005: 86-87).

### **2.3.2 Corrective Feedback**

As foreshadowed previously, learners’ performance weaknesses should not be neglected, as there is always great potential for improvement. Corrective feedback is a vital tool to use, but it depends on the way it is implemented. If done well, with care, mutual respect and kindness, learners’ improvement is likely to happen. It is emphasized that feedback should not make learners afraid of making mistakes (Starý, Laufková, 2016: 81). An important topic to be discussed here is the attitude to errors. Underhill’s statement reflects the way erroneous utterances should be seen, he claims that “getting it wrong is part of getting it right” (in Bowen, 1994: 46).

Scrivener and others agree that teachers should not approach errors as if they were something harmful. They consider errors a natural part of learning and state that they are vital for the learning process, as they offer opportunities for learning and further practise (Scrivener, 1994: 109; Oxford, 1994:137; Brown, 2007: 276).

Significantly, not all mistakes should be paid the same attention to. For instance, Norrish distinguishes between errors, mistakes and lapses. Errors are considered to be the most important to deal with, as they mean that the learner has difficulty understanding a new concept. Mistakes happen because learners have not automatized the practised phenomenon yet and lapses happen “due to lack of concentration, shortness of memory, fatigue...” and they do not have to be dedicated such attention (Norrish, 1983: 8). Clearly, the teachers should try to diagnose the errors through careful monitoring. For this purpose, paying attention to learners’ uptake, which means “observable immediate response to corrective feedback on his/her utterances”, might be useful (Lightbown, Spada, 2006: 205).

In order for the corrective feedback to have formative potential, it should be as specific as possible, so that the learner is given suggestions to improve, otherwise s/he can feel frustrated when just being told the mistakes (Shute, 2008: 157). The amount of elaboration is recommended be tailored to individual learners and situations, it should be neither overwhelming, nor lacking in information (Brookhart, 2008: 33). In consonance with this view, the following principles should be respected when delivering corrective feedback:

- Building confidence
- Raising awareness
- Acknowledging achievement and progress (Scrivener, 1994: 109)

### **2.3.3 Fluency vs. Accuracy**

Even though fluency is claimed to usually ‘win over accuracy’ in real life situations, to pursue communicative competence, activities should concentrate on both, accuracy and fluency (Norrish, 1983: 3). Feedback on accuracy and fluency is recommended to be provided differently. Harmer states that during activities targeted at fluency, it should be commented not just on form, but especially the content should not be neglected. Corrective feedback should be provided in a gentle, implicit way, using techniques such as reformulation or recast, while over-correction is suggested to be avoided (Harmer, 2007: 145-146).

However, as Lightbown and Spada postulate, the practices should be always decided with respect to learners' preferences, as different approaches might be preferred by various learners, when it comes to correction in fluency-based activities (Lightbown, Spada, 2006: 191).

Regarding activities on accuracy, learners should be informed about their errors concerning the practised phenomenon, in other words, utterances should be corrected in connection to the objective, as foreshadowed in the alignment section. This can be done through various ways, for example with the help of techniques such as recast, elicitation, clarification request, repetition, etc. (Ur: 2012: 94-95; Meddings, 2009: 61). This classification was further investigated and can be found in my bachelor thesis (Petrová, 2015: 28-31). Clearly, the rules are not to be strictly followed by the teacher in every single situation. It is always vital to consider the priorities of a given activity, to somehow balance feedback on content and form, depending on the objectives.

It is stated that teachers can discuss the way of correction with their learners and find out what way they feel most comfortable with (Harmer, 2007:145; Ur, 2012: 91). As Ur further explains, "we are not necessarily obliged to do exactly as they want – our own professional judgement also counts for something! – but we can certainly gain insights and awareness that can inform classroom decisions" (Ur, 2012: 91). Hence, the teacher can get inspired by learners' comments concerning correction and adjust his/her way of correction accordingly only in some aspects.

To summarize the characteristics of formative feedback, teachers should take into account both, positive and negative aspects of learners' performance. Learners should feel encouraged to continue in learning, which can be either supported or ruined by feedback, depending on its appropriateness. As mentioned earlier, teachers should avoid judgemental comments and stay rather descriptive, always on a positive note, reinforcing performance strengths and suggesting ways to work on weaknesses. Overall, teacher's intention should be to provide learners with such information that can be practically utilised in the future to make their performance more fluent, comprehensible, appropriate and autonomous.

## **2.4 Techniques to Facilitate Feedback Provision**

### **2.4.1 Scaffolding**

Meddings and Thornbury state that the term ‘scaffolding’ was established by Jerome Bruner and it describes “the way that the learning of any skill is co-constructed in the interaction between learner and teacher, whether the teacher is a parent, peer, sibling or actual teacher” (Meddings, 2009: 10). Harmer defines scaffolding as follows: “a kind of supportive framework for the construction of knowledge” (Harmer, 2007: 59). This construction can be built through questioning or suggesting, prompting and commenting on specific points, so that the teacher interacts with the learner accordingly to his/her level, in order to pursue the objective (Lightbown, Spada, 2006: 131). Significantly, Applebee emphasizes that scaffolding requires fulfilment of the following criteria, to function beneficially for both, the learners and teachers.

1. Student ownership of the learning event
2. Appropriateness of the instructional task
3. Structured learning environment
4. Shared responsibility
5. Transfer of control (Applebee, 1986 in Foley, 1994: 101)

Looking closer at the criteria above, their author claims that a learning event should enable learners to participate actively and should be planned in a way that the activities address learners’ needs and interests. Further, he explains that the ‘structured learning environment’ enhances “a natural sequence of thought and language, thus presenting the students with useful strategies and approaches to the task” (Applebee, 1986 in Foley, 1994: 101). Such environment clearly requires the presence of elaboration. The fourth criterion draws readers’ attention to the roles of the participants in the learning process. The learners are encouraged to take greater responsibility, while the teacher should act more as a facilitator rather than the controller, as also highlighted in the first chapter of this thesis. Last but not least, according to Applebee’s fifth principle, the challenge of the instructional activities and learner’s level of responsibility in interaction should gradually grow (Applebee, 1986 in Foley, 1994: 101). As Harmer and Pollard point out, when the learner is able to function without the ‘imaginative scaffolding’, teacher’s help is reduced and eventually stopped (Harmer, 2012: 147; Pollard, 2005: 149). Hence, with the help of scaffolding, the teacher helps learners on their way from dependency to independency and, most desirably, to autonomy.

It is noteworthy that scaffolding is vital also for self-assessment training, as it supports learners' (self) reflection and critical thinking (Petty, 2009: 369, Mešková, 2012: 125). As the teacher acts as a role model for the learners, his/her way of asking questions and critical view might be copied by learners themselves in the future, using these activities as facilitative tools for their self-reflection.

#### **2.4.2 Questioning**

Questioning can be viewed as a form of scaffolding, which is vital to use to direct learners towards an established objective and aim (Kyriacou, 2009: 45). Petty states that teaching by encouraging learners to respond to their teacher's questions is called a 'Socratic method' (Petty, 2009: 202). This way of teaching is considered to be enhancing because it can broaden learners' knowledge, develop critical thinking and support curiosity and engagement (Mareš, Křivohlavý, 1995: 63; Harmer, 2012: 161). Although this technique is not easy to master, it is possible to learn how to apply it appropriately in practice (Petty, 2009: 193).

Research shows that a vast majority of teachers tend to ask *closed questions* just to find out basic factual information and the nature of the questions is thus not challenging enough, as no elaboration is required (Petty, 2009: 202; Kyriacou, 2009: 42-43). According to Lightbown and Spada, such 'display questions' are not to very beneficial, as they "require little cognitive effort on the part of the learner" (Lightbown, Spada, 2006: 130). Gavora argues that closed questions can be useful for information retrieval but, unlike open questions, are not very facilitative in terms of critical thinking development (Gavora, 2005: 81).

Even though *open questions* can be much more beneficial, it depends on their content and formulation (Gavora, 2005: 81). It is suggested that teachers should start by training and preparing questions in advance, so that they can assure their alignment with objectives (Pollard, 2005: 329; Gavora, 2005: 84). This preparation is supposed to facilitate asking questions of wider potential promptly in the classroom. Specialists in the field acknowledge that questions should be comprehensible, short and rather open, as they offer a variety of answers and thus encourage creativity (Nelešovská, 2005: 43; Meddings, 2009: 35). When asking the questions, teachers should be attentive to engage all learners and also, they should not overwhelm them by asking more than one question at a time (Petty, 2009: 194-195).

Questioning can enable and facilitate feedback provision, as it encourages verification and elaboration in an interactional way.

Moreover, through these techniques, teachers can help learners not to divert from the objectives, as they can direct towards them through suitable questions and comments.

## **2.5 Feedback Provided by Learners**

To make the section about feedback provision complete, it is necessary to emphasize that the teacher should not be the only person in the class to provide feedback.

### **2.5.1 Peer-assessment**

Learners, as foreshadowed previously, should be gradually trained to provide feedback on their own and their peers' performance. In this way, the teacher can direct his/her learners to reflection and thus raise their metacognitive awareness (Starý, Laufková, 2016: 27). First of all, it is necessary to make learners acquainted with feedback principles, so that it is appropriate before bringing it into practice (Slavík, 1999:76). This should ensure avoidance of inappropriate judgemental comments, unrelated feedback and so forth. For these purposes, it is recommended that learners begin with written feedback provision, so that they have more time for its formulation. The teacher should emphasize the fact that formative feedback should start with encouraging and positive comments and continue with a suggestion or a question concerning the weaknesses (Starý, Laufková, 2016: 31, 32). Pollock mentions another technique to train feedback provision, with the help of the so called 'turn-and-talk techniques', in which learners provide feedback on their ideas or performance to each other, following clear criteria (Pollock, 2012: 52). She further elaborates on the positive impact of this technique, saying:

When students are given the opportunity to turn-and-talk, they initiate feedback through peer teaching, ask questions that pertain to their own understandings, and gain the confidence to initiate feedback and instruction from the teacher. (Pollock, 2012: 52)

Clearly, peer feedback training needs time, patience and certain rules for the learners to follow, in order to work properly. However, as Pollock states, its facilitative and motivational impact might be soon realized by all participants of the learning process and regarded as a natural part of the lesson (Pollock, 2012: 39).

### 2.5.2 Self-assessment

*Self-assessment* or *self-reflection* is explained as the process of thinking about positive and negative aspects of one's own actions (Křivohlavý, 2015: 62). It is an important activity that every learner should have the opportunity to learn and participate in. Petty emphasizes the fact that self-assessment has formative potential and thus is very convenient to develop in learners (Petty, 2006: 352). However, to fulfil this potential, again, it needs to be approached well. Pollard draws attention to the fact that, similarly as feedback in general, "self-assessment must be related to the task, not the learner. For example, 'What did you find hard, and why?' not 'Who found it hard?' "(Pollard, 2005: 329). Many authors claim that self-assessment is valuable especially because of its potential to develop autonomous learning and stimulate intrinsic motivation and metacognition (Brookhart, 2008: 58; Mešková, 2012: 125; Starý, Laufková, 2016: 27). Therefore, the aim should be to enable learners and encourage them to become, as Petty states, *reflective practitioners*. In ideal case, the learner critically reflects upon his/her performance, devises strategies for improvement, monitors progress and establishes new objectives to pursue the aims with (Petty, 2009: 339).

Self-assessment activity should not be considered a natural part of learner's behaviour and teachers should be aware of the fact that it needs to be practiced (Pollard, 2005: 327). Brookhart states that it is the teacher's responsibility to practise the process of monitoring, assessing and setting objectives with his/her learners (Brookhart, 2008: 60). Moreover, Harris and McCann emphasize that:

If students are encouraged to assess their own work, to think about their own mistakes and to try to correct them, they are more likely to improve than when only the teacher assesses and corrects (Harris, McCann, 1994: 64).

Concerning the reflective training in practice, an important condition is that learners are provided with an objective or criteria, depending on the complexity of the task, so that they know what to focus on. As mentioned previously, learners can also participate in the process of establishing the criteria, after having been trained for it. To facilitate the self-assessment process, the criteria can be organized into a form or a checklist, worded and prepared appropriately for the given level and age of the learners (Petty, 2009: 369; Kasíková, 2012: 102; Starý, Laufková, 2016: 37).

Regarding young learners, the use of graphic symbols reflecting the scale of successful fulfilment of observed phenomena is recommended to use, as it is more comprehensible for them (Starý, Laufková, 2016: 36). Further, learners can be encouraged to establish diaries or portfolios, which can facilitate monitoring of their work and might support intrinsic motivation and self-esteem (Harris, McCann, 1994, 66; Starý, Laufková, 2016: 75). The previously mentioned directive tools can help with activities such as self-assessment, feedback provision or interaction with objectives, notwithstanding the fact if feedback information is to be delivered in a written form or if intended as preparation for oral feedback.

To conclude, directing learners towards self-assessment activity is crucial. It can have positive impact on their autonomous learning, for which it is necessary to be able to establish an aim, suggest steps for its pursuance and self-assess towards individual objectives planned to achieve the aim.



## II. PRACTICAL PART

### 3. Research

The practical part of this diploma thesis presents an action research conducted by a trainee teacher, the author of this paper. The research was carried out in one of the language schools in Pardubice, from the beginning of March to the end of June 2017, while the main aspect for investigation was feedback provision and its connection to objectives.

#### 3.1 Research Aim

An overall aim of this action research is to analyse feedback provision, investigate its alignment with objectives and determine action points. Further, to suggest and carry out modifications to address the action points and evaluate if the modifications contributed to any changes. For the sake of clarity, each phase of the action research was assigned with its own research question to focus on.

Analysis:

- *What are the strengths and weaknesses of feedback provided in lessons? Is feedback aligned with objectives of the activities? What are the problematic areas?*

Planning:

- *What techniques can be used for modification to address the problematic areas?*

Intervention and Reflection:

- *How did the intervention proceed? Did the implementation of techniques contribute to any changes? In what ways?*

Reflection:

- *What are participants' perspectives on the procedures introduced by the action research?*

#### 3.2 Research Population

Firstly, general information regarding the teacher who conducted the action research, the author of this thesis, is stated. From now onwards, the first person "I" is used, as Tracy encourages it by suggesting that it "reminds the reader of the researcher's presence and influence" (Tracy, 2013: 234).

Being 25 years old, my teaching practice is not that far-reaching. Apart from compulsory teaching practice during my studies, I have worked as a tutor of English for learners of various levels, from beginners to upper intermediates, in Pardubice since 2014. The main reason for conducting this research is the fact that after paying attention to feedback theory and conducting a research concerning this topic at a secondary school in my bachelor thesis, I realized its great potential and also possible consequences of poorly delivered feedback. Therefore, gradually, a need for a change in my own feedback provision aroused. I started noticing certain problems concerning my feedback at some points and as I knew that a change would not happen overnight, the action research seemed to be the most suitable procedure to select.

There were six learners participating in this research. Four of them attend individual classes, plus there was a group of two. As the participants were not homogeneous, it is appropriate to state essential information concerning their level of English, approximate age and gender, so that the reader becomes, in a way, acquainted with them. However, specific personal data is avoided, in order to follow the confidentiality principle (Švaříček, Šed'ová, 2007: 45). The first person, referred to as 'learner number one' (L1), is a middle-age woman who attends intermediate individual classes of English that take 60min. She takes one lesson per week. The second learner (L2), a woman in her twenties, is a pre-intermediate learner of English and her lessons are of the same frequency and timespan. It might be noteworthy to state that unlike the rest of the learners, whom I have been teaching approximately three years, this woman started taking the course at the same time the research period started. The third person (L3), a man in his thirties, attends individual elementary English classes, 60min once a week. Next, the fourth participant (L4) is a nine years old girl and attends a 60min beginner lesson once a week. In the previously mentioned group (G), there are two women in their forties, attending 90min lessons of English for upper-intermediates.

### **3.3 Research Methodology and Schedule**

Concerning methodology, the action research was selected, as it intends "to bring about change in some aspect of the teacher's class with subsequent monitoring of the effects of the innovation" (Richards, Lockhart, 1994: 6). In order to achieve the desired change, teachers are supposed to act as 'reflective practitioners', who are prepared to learn from both, positive and negative aspects of their teaching (Petty, 2012: 339; Kumari, Srivastava, 2005: 97).

Conducting an action research, it was advisable to carry out the following phases in cycles:

1. Planning
2. Action
3. Observation
4. Reflection (Richards, Lockhart, 1994: 12)

Before planning the action/intervention, there was a need to analyse feedback provision, in order to be able to determine the action points, which was done in March 2017. Having the action points determined, planning the action, intervention and observation was carried out in cycles from the beginning of April to the end of June. In sum, there were 11 lessons per each learner and the group, apart from L4, with whom it was possible to have just 8 lessons due to her absence and impossibility to have substitute lessons. All in all, the action research was conducted within a span of 52 lessons. At the end of June, the research was formally concluded by holding interviews with learners, who reflected on their experience connected to the action research procedure.

### **3.3.1 Instruments for Data Collection and Analysis**

For the purpose of qualitative data collection, several instruments were worked with, specifically *audio-recordings*, *reflective diary* and *interviews*. The first tool, audio-recordings, enabled me to capture feedback as it really was. The second tool, a reflective diary, was used to reflect on the action research procedures from the teacher's point of view. Lastly, interviews were conducted in order to find out learners' opinions concerning the new way of feedback provision.

For the purposes of analysis, *lesson transcripts*, *lesson plans*, and later also *self-assessment forms* were used, to find out information about feedback alignment with objectives. Samples of these can be found in the Appendices section. In order to analyse and find important sections related to the investigated phenomena, *open coding* was used with all – lesson transcripts, diary entries and interviews. Coding enables to find, classify and categorize specific data important for the research, in a way that given parts of the text are assigned with specific words or more complex phrases, which are subsequently worked with for the analysis purposes (Švaříček, Šed'ová, 2007: 92). Hendl informs that open coding enables the researcher to flexibly broaden the set of codes with further study of the text (Hendl, 2005: 247).

For the sake of clarity, data analysis and interpretation is presented in a chronological order, so that the reader is acquainted with the research phases gradually, in a way they proceeded. From time to time, readers are provided with lesson excerpts, which serve as explicit demonstrations of discussed phenomena.

### **3.4 Feedback Analysis (March)**

The first step of the action research was to analyse feedback provision at the initial stage of the action research, to realize its strengths and weaknesses, in order to be able to proceed further to suggesting, planning and employing alternative techniques. The analysis can be viewed as a sieve, through which all feedback is guided, to retain the action points for further manipulation. Therefore, this part tries to find answers to the following questions:

- *What are the strengths and weaknesses of feedback provided in lessons? Is feedback aligned with objectives of the activities? What are the problematic areas?*

In order to find out specific information concerning feedback provision, the following seven criteria about feedback content were worked with while analysing the lesson transcripts, so that no important aspect of feedback was neglected. They are based on Susan Brookhart's feedback content descriptors, discussed in the theoretical part of this thesis. Individual aspects are convenient to work with, as they represent the essential feedback qualities. Neither of them should be neglected to unveil an overall image of feedback provision. It is necessary to mention that the second category was added for the purpose of this thesis, as it believes that quality feedback consists of teacher feedback and learner's self-assessment.

1. COMPARISON:

Is feedback criterion-referenced, self-referenced or norm-referenced? Is feedback aligned with objectives of the activities?

2. AGENT:

Who is the agent providing feedback? Is it the teacher, learner himself/herself or peers?

3. FOCUS:

Is feedback targeted at learner's performance rather than the learner himself/herself?

4. FUNCTION and VALENCE:

Is feedback descriptive rather than judgemental? Is it provided in a positive way?

5. CLARITY:

Is feedback provided in a way and language that is clear for the learner?

6. SPECIFICITY:

Is feedback information specific enough but not overwhelming?

7. TONE:

Is feedback provided on a positive note?

Exploring feedback with the help of these criteria enabled both, investigating the quality of feedback provision and its alignment with objectives of the activities. Overall, in March, there were 18 lessons, specifically three lessons with L1, five lessons with L2, three lessons with L3, two lessons with L4 and five lessons with the group.

### **3.4.1 Comparison**

The first section is dedicated to comparison, while the primary focus is placed on feedback alignment with objectives. First of all, it is vital to comment on the planning procedure itself, as it can be closely connected to the interaction with aims and objectives in lessons. Each lesson plan included an aim that was supposed to be met at the end of the lesson. Next, there were activities supposed to enhance the aim attainment. However, individual objectives of the activities were not included in my plans, nor were they interacted with. Having no objectives to follow during the lessons seems to influence my feedback, especially its clarity, adversely, as it either focused on many various aspects of learners' performance simultaneously, or was provided in a very vague way, as I did not know what to focus on.

It was found out that norm-referenced feedback was not used in any cases. Further, self-referenced feedback, which compared learners' performances with the previous ones, occurred to emphasize their progress, which seemed to have positive impact on learners' self-efficacy, as their uptake was positive. Next, attention to aims was paid only at the beginning of the lessons. I plainly stated them, so that the learners would know what approximately to expect. Interaction with aims in lessons, or concluding comments concerning their attainment, was not registered.

Thus, it can be assumed that the learners did not attach much importance to aims, as the teacher did not encourage it in any significant way. The following excerpt from the lesson with the group illustrates the previously mentioned misalignment.

G 31/3/17

Lesson aim: At the end of the lesson, the learners will be able to state pros and cons of being on a diet with the use of the following phrases: ‘to gorge on’ ‘to binge on’ and ‘to cut down on something’.

Instructional activity: Discussion about what food people usually binge on.

*L (b): I think people usually binge on chocolate or things like that.*

*L (a): That’s true, but for example I don’t like chocolate and I binge on totally different things... for example coffee, I drink like six cups a day... horrible.*

*L (b): Huh, quite much...*

*T: Yeah, that’s **quite a lot**, ‘L (b)’ you mean **too much coffee... or you should say too many if you mean cups of coffee, is that clear?***

*L (b): Yes yes, I know.*

This example shows that learners’ conversation was interrupted by my corrective feedback, which could have been delivered afterwards, as also recommended for fluency-based activities. Not following the objective, as it was missing in the system, one would assume it will focus on the aim, on what was done well and what might have been done differently. However, my corrective feedback was associated with accuracy, drawing learner’s attention to incorrect utterance associated with uncountable nouns. Even though the learners were encouraged to continue after my interruption, the activity lost its flow. When they finished, they were provided with the following unspecific praise: “*Good job, I really like the way you talked about it*”. This excerpt was selected as an illustration of a problem occurring in all March lessons.

Thus, concentrating on different aspects than intended, ignoring the activity focus and the lesson aim, the logic of my feedback provision was very poor.

As emphasized in specialized literature, the interaction with aims and objectives in lessons is beneficial because it is likely to make the lesson more systematic and focused (Pasch, 1998: 92). Also, as stated in the theoretical part, just stating the aim is not enough (Anderson, Krathwohl, 2001: 20). My March lessons proved that the absence of objectives in the lesson planning activity and lesson interaction negatively influenced the learning process, as it made it unorganized and both, the teacher as well as the learners did not know what to focus on.

Therefore, the integration of objectives in my planning routine, introducing them to learners and interacting with them was viewed necessary, as it might improve the previously mentioned problems.

### **3.4.2 Agent**

The next aspect to be dealt with is the agent. According to lesson transcripts' analysis, the only active feedback provider was the teacher. The learners were not sufficiently encouraged to self-assess or, regarding the group, to provide feedback on each other's work. Moreover, all my March diary entries are concerned only with teacher feedback, which illustrates that I did not pay much attention to learners' self-reflective activity. I am aware of the fact that peer and self-assessment were neglected, as I did not know how to approach and integrate them in my lessons.

Even though there were hints of trying to get learners' opinions on their performance, calling them opportunities for self-reflection would be too optimistic, as they did not provide learners with actual space and encouragement to express their views. Articulated in a form of comments including question tags, such as *"It was good, wasn't it?"*, learners were indirectly forced to respond with an affirmative answer. They reacted with *"uhuh"*, *"yes, it was good"*, or nonverbally. Clearly, the learners were not used to monitoring their work, as they did not know what to focus on, how to self-assess and why to do so.

To further illustrate the inability to direct learners in their self-assessment activity, a role play situation is presented. The learner was supposed to follow and give directions, while distinguishing specific kinds of flowers in English. Each of us had a picture of a maze, one of the pictures included flower beds and the other was empty.

At first, the learner was supposed to follow my directions and to draw a flower bed at the specific place. After this, she gave directions to me and I was supposed to find the specific flower bed. In this way, we swapped our roles after each round. The learner fulfilled all the steps, which was confirmed by drawing the flowerbeds at the given places. The activity was concluded by the following discussion:

L2 31/3/17

**T: It was fine, wasn't it?**

*L: Hm, yes but my instruction was bad.*

**T: Instructions, your instructions weren't bad.**

*L: I can't give instructions.*

**T: And what was good?**

*L: Now I can talk... um... give names to flowers.*

As reflected by this excerpt, the first question indirectly forced the learner to agree with my statement. Looking closer at the learner's reaction, she agrees with the fact that 'it was fine' but at the same time, she complains about having problems with the direction giving, probably suggesting that further practise would be appreciated. Notwithstanding her complaints, an incorrect utterance 'instruction' is corrected, while the lapse is not connected to the activity objective, and thus should not be corrected. Then I disagree with the statement that her instructions were poor, not explaining why. The learner emphasizes her concerns again and probably needs to hear some strategies for improvement or to agree on further practise. Instead of these, I ask her to look at the positive aspects of her performance, ignoring her problem.

This situation illustrates my inappropriate behaviour and necessity for learners' self-assessment training, as they did not know what specifically to assess. Clearly, the absence of objectives caused that learners' self-assessment, regardless of how rarely it occurred, lacked objectivity, because they did not know what their performance should be compared with.

As specialised literature suggests, each participant of the learning process should be enabled both, to receive and provide feedback (Kluger and DeNisi in Hattie, 2011:1).

In terms of 'agent', the way feedback provision was carried out in my lessons was antithetical and might have inhibited learning. There was a clash in my feedback and their perception of their performance, which is likely to be caused by the absence of objectives. Thus, concerning the 'agent' question, major changes needed to be introduced, especially in terms of raising learners' metacognitive awareness and training in the area of self-reflection and objectives. As it is stated, in order to cultivate learners' feedback, there needs to be teacher's formative feedback to serve as a model (Slavík, 1999: 28).



Therefore, on the basis of feedback analysis in terms of agent, fundamental changes needed to be implemented in my feedback provision techniques, in order to cultivate learners' self-assessment.

### 3.4.3 Focus

Looking closer at feedback focus, it was realized that feedback information was related to task, process, self-regulation, and did not focus on the learners themselves. The following sections describe the observed phenomena separately, with the use of example situations, so that the reader can develop better awareness of what feedback focused on.

#### **Feedback about the task:**

Feedback about the task was provided in the form of verification or concise elaboration. Learners' correct utterances were praised with the help of words such as "yes", "perfect", "good job", "correct". Concerning incorrect utterances, corrective techniques included recasts and explicit correction, which can be seen in the first example stated below. L1 was supposed to describe what she did at the weekend. The incorrect plural form of sheep was corrected with a recast. In the same excerpt, explicit correction was used to provide learner with the word 'hoof'.

#### L1 16/3/17

*L: We visited our sheeps and cut their... er... legs.*

*T: Oh, you have **sheep**, that's interesting. And you probably mean you cut their **hooves not legs**.*

*L: Yes, hooves.*

Repetition, the third technique that was used, is illustrated in the excerpt from a lesson with L3. He was supposed to describe objects using suitable adjectives.

#### L3 8/3/17

*L: The bottle is full.*

*T: **Full?***

*L: No... um... empty!*

*T: Good, empty.*

Lastly, the fourth observed technique was metalinguistic feedback. It can be seen in the following excerpt with 'L(b)' from the group. They were supposed to discuss books and films that inspire them.

G 17/3/17

*L(b): Yeah, it was a nice book... also about dogs but I'm not sure if we have it still at home... maybe I throw it away because the kids are too old for it now.*

*T: **You talk about the past, so you need to put throw away also in the past, it's irregular, you know...***

*L(b): Ah... throw threw thrown, so threw away!*

The last example unveils an important aspect to be commented on. It was found out that there was discrepancy between activity focus and teacher's feedback. In the example above, it is possible to notice that the primary focus was on fluency and I provided feedback associated with accuracy. As the theoretical part acknowledges, during activities aimed at fluency, the learner needs to concentrate on what s/he is saying and corrective interruptions might be stressful for him/her. Moreover, the teacher should rather encourage the learner and comment on content. Facing this problem, strategies to avoid this overconcentration on accuracy needed to be planned. Clearly, the presence of objectives in lessons might contribute to improvement of feedback focus as well, as they help the teacher and learners concentrate on a specific point.

### **Feedback about the process**

Although suggestions on further practice or language learning strategies occurred in feedback information, the whole process was quite unorganized. The most significant problem was that the strategies were not usually linked to what was intended to achieve through the activities. Therefore, learners' attention was drawn to different phenomena, which is often undesirable, as it might be confusing for them. Overall, feedback on process was not provided in a very facilitative way because it was either too brief or not clearly connected to objectives of the activities, which were absent but possible to formulate when thinking about the intention of activities. The following examples are presented to better illustrate my previous claims.

The first situation to be presented occurred in a lesson with the group. The learners were supposed to suggest their tips to keep a healthy lifestyle and discuss them.

They were discussing their tips, talking about benefits of drinking tea and L(b) asked L(a) what his favourite tea was. The response was as follows:

G 31/3/17

*L(a): Er... I don't remember the brand...but I drink...how to say sypaný čaj?*

*L(b): Hm... I also don't know.*

*T: **Loose leaf tea**. It could help you to read the information on the boxes in English, I actually learned it this way.*

I interrupted the discussion, provided learners with translation and a strategy for learning vocabulary (underlined). Rather than encouraging learners to use circumlocution in such cases, they were provided with translation and a strategy to learn vocabulary, which was not connected to the activity objective.

Next, it is worth mentioning that my behaviour did not contribute to learners' actual need to use the strategies, as I provided them with vocabulary translation or other utterances whenever they asked for it. This can be seen from the lesson excerpt with L2, who was supposed to ask yes/no questions to find out a country.

L2 31/3/17

*L: Is this country in Europe?*

*T: Yes, it is.*

*L: Are there many... jezera?*

*T: **Lakes**...yes, there are.*

*L: Haupttown Oslo?*

*T: **Its capital city** is Oslo, yes.*

*L: Norway!*

As possible to notice from the excerpt, instead of encouraging the learner in managing the situation on her own, specifically directing her to approximation or explanation of the word 'lake' in English with the use of vocabulary she knows, I provided her with translation. In the second case, instead of using the recast to provide her with the word 'capital city', I could have reinforced the strategy of using her second language, German, to help her when she is lost. If the strategies had been reinforced and praised, the learner might have felt more independent.

As mentioned in the theoretical part, if the teacher helps learners too often and too much, their self-efficacy might be impaired, because the learners can assume they are unable to manage their task without teacher's help (Brookhart, 2008: 21). Feedback about the process is considered to be of pivotal importance, as it fosters learners' metacognition and can improve their learning. This is likely to happen if the teacher approaches process feedback well. It is vital to equip learners with facilitative strategies or suggestions on alternative approaches to their task. Provided that learners are delivered with these strategies, they should have an opportunity to utilize them and realize their potential to improve their learning. As illustrated, my feedback on process did not fulfil the previously mentioned requirements and thus needed to be modified to be more facilitative for the learners.

### **Feedback about self-regulation:**

I realized that the process of self-regulation was closely connected to my feedback provision, especially corrective feedback. I noticed that learners monitored their pronunciation or grammar issues and tried to self-correct the mistakes that I frequently corrected. As an example, a situation from the third lesson with the group is presented.

#### G 17/3/17

<sup>2</sup>*L(b): "I had a great weekend, there was an event /i:vnt/ in the theatre. Ah, už zase!  
Event / i'vent/. Já se to snad nenaučim!"*

Although self-regulation occurred with frequently corrected utterances, the main problem was that learners' attention was fragmented in the same way as mine, focusing on various aspects of their speech, without any prioritized direction. For this purpose, objectives were seen as a possible solution. Further, in terms of self-assessment activity and monitoring, there was an immense potential for improvement, as I did not foster those in any significant and directed way, as discussed previously in the agent section. Furthermore, my excessive help, such as finishing learners' utterances or providing them with translation, apparently did not contribute to autonomy development, which is seen as crucial to be cultivated in learners (Pollard, 2005: 327). Therefore, realizing that self-regulation is the next area necessary to improve, it needed to be addressed in the plan for improvement as well.

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<sup>2</sup> *English translation: Ah, again! Event / i'vent/. I'm not able to remember this one!*

## Feedback about “self”

Regarding feedback about “self”, March lesson revealed that my feedback did not focus on the learners themselves. Notwithstanding the fact if praise or criticism, feedback message was targeted at learners’ performance. To provide the reader with an example, in his third lesson, L3 was supposed to name specific pieces of furniture. When the activity successfully finished, instead of saying “*You are so talented, no mistakes, you were brilliant as always*”, which is not recommended, I said “*Good job, you can name all these pieces of furniture and great that you remember ‘ph, th, kh’ like table, picture*”.

This way of stating feedback reinforces learner’s work and does not concern the learner personally, which is the way it should be done (Dweck, 2006: 221). Thus, as feedback about “self” was not provided, it was consistent with the claims in theory and intervention in this area was not necessary.

### 3.4.4 Function and Valence

Analysing the transcripts from March in terms of function, it was possible to observe that my feedback did not entirely fulfil the quality of descriptive feedback. It provided learners with either general praise words or unsystematic information concerning their performance, probably caused by the previously discussed misalignment of feedback and aims. The central point to make is that the descriptive level of my feedback was low and needed to be modified in order to meet formative feedback requirements. As foreshadowed in the previous part about focus, my feedback included verification or brief elaboration, not connected to the objectives of activities, as they were not worked with. From time to time, I provided learners with strategies, but generally, my feedback was delivered in an unorganised and confusing way. In some cases, it even happened that there was a mismatch in a feedback message, which is illustrated in the following example from a lesson with L3.

L3 1/3/17

Lesson aim: At the end of the lesson, the learner will be able to use phrases for picture description in the context of shopping.

Instructional activity: Describe a picture ‘in the shopping centre’.

T: “*Ok, perfect. Remember, every time you describe a picture, you need to say: he is shopping or she is smiling and there is a shop or there are people, ok? Um...but you know the vocabulary quite well, good job... you used incorrect prepositions, but don’t worry, we will talk about them in the future*”

The first highlighted part suggests that the task was successful, while the second comment suggests that the learner did not manage to fulfil the task, as he struggled to use the essential prerequisites for picture description. Next, an unspecific praising comment concerning vocabulary follows and feedback is completed with an unspecific remark concerning prepositions, which is unrelated to the activity objective.

Moreover, the word 'preposition' was inappropriate for the learner's level of English, so he probably even did not understand to this part. Even though there were specific comments concerning incorrect utterances, the learner was not informed about what specifically was done well and what to do in order to improve the problematic areas. Clearly, this feedback cannot be called formative, similarly as the following situation.

L1 23/3/17

Lesson aim: At the end of the lesson, the learner will be able to talk about herbs, using specific vocabulary.

Instructional activity: What do you think are the advantages of herbs? Talk about them.

T: *"Uhuh, fine... great that you remember the **pronunciation** of 'potatoes', 'cilantro' and also the **difference between 'I'm cold' and 'I have a cold'**."*

Instead of commenting on her ideas and the way the advantages were presented, comments concerning pronunciation and a correct use of the phrase 'I have a cold' are highlighted. There are no suggestions for further improvement, which would have been suitable, as the learner struggled to present her recommendation in a natural way and presented it more like a list of advantages. Therefore, she probably felt that her performance was good, while she failed to meet the main objective. Another problem is that the learner was not acquainted with ways how to summarize in English, so telling her how and practising it at first and then commenting on what might have been done differently would be more meaningful.

Obviously, there was also a need to improve feedback valence, as my feedback messages were not very positive, meaning potentially helpful. I tended to praise learners' utterances a lot even in situations that would require rather suggestions and encouragement for further practise. Also, it is necessary to point out that I was not able to talk about learner performance's weaknesses in a comprehensible manner, so that the learner would know how to work on them.

As discussed in the theoretical part, feedback needs to reinforce positive aspects of learner's performance, gently pinpoint its weaknesses and suggest steps for improvement to be formative, which was not fulfilled in my lessons.

### 3.4.5 Clarity

Concerning feedback message clarity, several problems were already realized and mentioned in the valence, function and comparison sections, supported by examples. These examples indicated also shortcomings in feedback message clarity, as it lacked information concerning strong and weak aspects of learners' performance, as well as possible steps for improvement. Thus, feedback clarity was intended to be improved by the interaction with objectives, through which enable to focus on particular aspect.

In terms of language clarity, my language was adapted to learners' level of English. With beginners, complex feedback messages were delivered in Czech, to minimize misunderstanding. According to learners' uptake, which suggested their understanding, it can be stated that in terms of language my feedback was clear. An excerpt from a lesson with L4 is presented to support my claim.

L4 31/3/17

Lesson aim: At the end of the lesson, the learner will be able to recall days and months.

Instructional activity: Sing a song about days and months.

T: *Well, let's sing the song about days and months.*

<sup>3</sup>L: *Co je month?*

T: *Měsíc.*

L: *Ne ne, to je moon!*

T: *Eh, well, this is the moon (drawing it) but months are, for example, January, February, March... is it clear?*

L: *Aha!*

As hopefully visible from the lesson excerpt, I tried to assure that the learner understands and if not, I tried to clarify my message with the help of examples, non-verbal means or with the help of Czech.

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<sup>3</sup> English translation: L: *What does the month mean?* T: *Měsíc* L: *No, that's not true, it is the moon!*

### 3.4.6 Specificity

Feedback specificity requires particular attention, as the learners were provided with vague feedback that did not suggest any specific steps for improvement. The following examples illustrate the insufficiency regarding feedback specificity.

L4 24/3/17

Lesson aim: At the end of the lesson, the learner will be able to use present continuous to describe what people are wearing.

Instructional activity: Describe what Susie, a girl in your picture, is wearing.

*T: 'L4', tell me, **what is Susie wearing?***

*L: Susie wearing a sweater.*

*T: Uhuh, **Susie is wearing a sweater, what colour is it?***

*L: Pink and blue.*

*T: Ok, now, how about her trousers?*

*L: Yellow.*

*T: Uhuh... and **what is this?***

*L: Boots, brown.*

*T: **Ok, good job 'L4'!***

This excerpt illustrates my incapability to provide the learner with appropriate and corresponding feedback. Clearly, the objective of this activity was not fulfilled, as its intention was to practise present continuous structures. Instead, I started to ask for vocabulary retrieval, such as colours and clothes items. It is noticeable that feedback at the end of the activity was delivered in a form of unspecific praise, not informing the learner about specific positive aspects of her performance, which is seen as not very useful (Harmer, 2012: 148). Again, in such cases, the learners might think they succeeded in everything and thus do not have to work harder, although there is always something to improve. In other words, if the teacher assesses the performance as perfect every time, there is probably nothing more to work on. I was supposed to make specific both, the medal and especially the neglected mission, which might help learners to see improvement in specific aspects and, importantly, realize that there is always something to improve.

### 3.4.7 Tone

In the area of tone, no major problems were anticipated. Even though not very facilitative, my feedback was provided on a positive note and in an encouraging way.



Superlatives concerning learners' performance were used rather excessively, and thus probably did not have much of an impact. At that time, I considered this to be a good way to encourage learners. Later, after realizing the importance of formative feedback, I found out that unspecific praise, delivered even at times when not appropriate, does not help very much. In order for the praise to be effective and taken seriously by the learner, it needs to be specific (Šed'ová, Švaříček 2012: 135). Thus, the concluding statement is that I did not need to change the tone of my feedback but change the provision strategy and its content.

#### **3.4.8 Action Points**

On the basis of feedback analysis, the following action points were determined as most critical to improve.

##### Incorporation of objectives:

The following steps were suggested to address the comparison aspect.

- Incorporate objectives in lesson plans and interact with them in lessons.
- Provide feedback in alignment with objectives.
- Direct learners to self-assessment against the objectives.

##### Formative feedback delivery:

The following steps were suggested to improve the valence and function, focus and specificity of feedback.

- Avoid unspecific praise and overcorrection.
- State specific strengths, weaknesses and suggest how to improve.
- Provide learners with suitable and aligned strategies.

##### Learners' independence and self-assessment activity:

The following steps were suggested to address the problems anticipated in 'the agent' area.

- Do not help learners too much to get their message across.
- Stop translating vocabulary in fluency based activities.
- Ask learners to comment on their performance before providing them with feedback.

The change in feedback provision needed to come gradually, to make it as manageable and meaningful for all participants as possible, and thus the intervention was divided into two phases. In order to start working on modification in the previously mentioned three areas, techniques for intervention were planned and implemented, which is described in the next chapters.

### **3.5 Intervention I (April)**

The primary intention of this part is to answer the following:

- *What techniques can be used for modification to address the problematic areas?*
- *How did the intervention proceed? Did the implementation of techniques contribute to any changes? In what ways?*

In April, special attention was dedicated to objectives and formative feedback provision, to create a better model for learners' self-assessment, as recommended in the theoretical part (Slavík, 1999: 28). Further, the learners started to be asked to gradually self-reflect on their performance in connection to objectives. Unfortunately, there were many absences in April, there were three lessons with L1, one lesson with L2, L4, the group and two lessons with L3, so eight lessons in sum. However, notwithstanding the number of lessons, there were significant findings realized, possible to read about in the next subchapters.

#### **3.5.1 Formative Feedback in Alignment with Objectives:**

The following paragraphs describe what techniques were implemented to improve the previously mentioned phenomena. First of all, in order to be prepared for the lessons, formative feedback provision was practised at home on situations from March, recorded and reflected on, so that its formulation would become clearer, easier and more automatic for me.

Secondly, the lessons started to be planned in a more rigorous way, dedicating extra time for feedback in each activity, so that the learners could be delivered with sufficient feedback, without being too constrained by time. Thirdly, when planning, I paid more attention to Bloom's taxonomy to state clear and specific not just lesson aims, but especially corresponding objectives, to make my feedback related to the specific objectives.

Besides the training outside the classroom, techniques like scaffolding in the form of questioning and prompting was planned to be used in the lessons, in order to stimulate learners' self-reflection in alignment with objectives.

For the sake of training, I pre-planned specific questions for particular activities, so that I could employ them more promptly in lessons. Lastly, a set of strategies that might facilitate particular objectives attainment started to be included in lesson plans, in order to be able to provide learners with aligned elaboration.

Looking closer at formative feedback, the process of implementing the new way of feedback provision was not immediate. However, lesson transcripts' analysis shows that by the end of April, there was a certain shift concerning formative potential of feedback information and its alignment with objectives of activities. The training thus seemed to be worthwhile.

Having the objectives prepared and clearly stated in the plan, it was much easier for me to direct my feedback towards them. Frequent delivery of unspecific praise was substituted by longer clusters of more specific, thoughtfully provided feedback. However, notwithstanding its length, my feedback information was still not as it should be. Even though I knew that in order for feedback to be formative, a medal and a mission need to be present, feedback provision in April showed that I struggled to incorporate the mission. To illustrate this, the following excerpt introduces a situation with L(b) from the group, who was supposed to analyse a complaint concerning food delivery services. She managed to meet the objective and I provided her with the following feedback:

G (L(a) absent) 7/4/17 (F)

Aim: At the end of the lesson, the learners will be able to complain about services in a polite and assertive way, with the use of specific structures.

Objective: Ls identify principles for making a complaint polite and assertive from the text

Instructional activity: Read the complaint about food delivery services, find out its specificities and discuss why it was worded like that.

*T: I really liked the way you analysed the complaint and **commented on various aspects of it... I mean things like formality, appropriateness...** and also, that you **found specific examples in the text.** Good job, 'L(b)'*

There are certain aspects in this situation worth commenting on. The first part in bold shows my effort to make feedback information more specific, giving examples of what was done well to successfully attain the objective. Clearly, I could have been even more specific, but in comparison with feedback in March, when my feedback was very concise, there was a certain level of improvement in terms of specificity and usefulness.

Although the improvement of the medal in the form of specific praise is observable, the mission is not present, suggesting the previously mentioned incompleteness of formative feedback message.

The next excerpt below shows that, if formulated, the missions included elaboration. Thus, after mentioning the weaknesses of learner's performance, alternative strategies were suggested to avoid the problematic issues in the future.

L3 12/4/17 (F)

Aim: At the end of the lesson, the learner will be able to use compensation strategies (circumlocution and approximation) in the context of work.

Objective: L recalls specific professions and describes what people of those professions do, without mentioning the name of the profession.

Instructional activity: (Guessing game) Describe a profession without saying the word and then swap and guess.

<sup>4</sup>*T: Uhuh, well done, **great that you remember to say a doctor, not just doctor. Jinak jste dokázal opravdu dobře popsat tu prodavačku a doktora, jak jste vlastně řekl kde pracují a co k tomu potřebují. Jen příště, až nebudete znát přesně nějaký slovo, zkuste místo toho použít jakoby nějaký obecnější, než se zaseknout a přemýšlet... třeba místo toho koštěte byste mohl říct... a thing for cleaning, ok?***

The learner fulfilled the task quite successfully, the only issue was making long pauses because of the search for vocabulary. I tried to draw his attention to this problem and suggested a strategy to overcome it in the future. Concerning this case, the reader was given all, the specific medal, mission and a strategy for accomplishing the mission.

In order to make the elaboration feedback meaningful, I needed to make learners more aware of strategies they were using to fulfil their tasks and make them acquainted with new ones, which would facilitate the objective attainment in the future. The following lesson excerpt illustrates the way I tried to incorporate discussion about strategies in the lessons. In this activity, L1 was supposed to reflect on her homework, which was reading an article about Hygge, a Danish concept of happiness.

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<sup>4</sup> English translation: *Next time, when searching for a word, try to use a more general one, rather than get stuck and trying to recall it... instead of recalling the broom, you could have said a thing for cleaning, ok?*

L1 27/4/17: (HW)

Objective: L explains the main point of the Hygge

Instructional activity: What is Hygge?

*T: **What helped you** to understand the article?*

*S: It helped me to find some words in dictionary. Then I use them here when I talk about it and I remember it.*

*T: Ok, that's fine that you **learn vocabulary this way**, but remember that **sometimes you don't need to understand every single word, ok?***

*S: Yes, I know it... But I have to say that when I read it for the first time my feeling was very sad because I did not know anything. But for the second time it was better. I know that it works.*

*T: **Great that you know what works**, that's important.*

As the transcript suggests, questioning enabled the revelation of strategies that the learner used to accomplish the task and then she was reinforced in what she used, while foreshadowing an alternative way, which the following activity was concerned with. This is, as mentioned in the theoretical part, vital for the learning process, as it might cultivate learners' self-regulation and metacognitive awareness (Starý, Laufková, 2016: 27).

Concerning the interaction with objectives, I observed that feedback comparison improved, since the objectives were clearly stated in my lesson plans and I could refer to them whenever needed. Additionally, practising feedback provision in alignment with objectives in advance seemed to contribute to focused interaction with them in lessons. Having the targets clearly stated, I managed to suppress the need to overpraise and correct aspects that were not connected to objectives and lesson aims. With regards to this, I gained more time to prepare feedback of better quality and formative potential.

Moreover, specific praise connected to an activity objective seemed to be taken more seriously by the learners, as they, according to my reflective diary, listened attentively to information about what exactly was done well. However, although my feedback started to be aligned with objectives, interaction with them in lessons from learners' side was still not sufficiently developed, which is described more in the following section.

### 3.5.2 Self-reflection Training

Regarding learners' self-reflection activity, which was neglected before, scaffolding in the form of questioning started to be used to enhance and facilitate learners' reflection in connection to objectives. I tried to ask simple, clear and open questions, not to confuse the learners as recommend in specialized literature (Petty, 2009: 195). Clearly, at the beginning of questioning implementation, I needed to check my pre-planned questions and did not always manage to formulate them well enough, as possible to see in the lesson excerpt with L1. Formulation of my questions, however, was gradually getting better, hand in hand with the training.

Concerning learners' self-reflection with the help of questioning, I noticed that most of them were able and willing to reflect on their work. However, it is noteworthy to mention that L1 did not seem to feel comfortable to self-assess, and generally to talk about her performance. For instance, in one of the cases, despite the fact she succeeded in the activity, my diary entry from the particular lesson states the following:

#### L1 13/4/17 (D)

*After she had given clear instructions to dye eggs, seeing the egg properly dyed, I asked her what she thought about her performance and she told me she was not satisfied. It quite surprised me.*

To specify the situation, the learner was supposed to give instructions to dye eggs after she had learned necessary vocabulary, phrases and watched an instructive video. Her performance was really good, as she used the phrases for instructing, such as 'at first', 'then', imperative verb structure and specific vocabulary. Moreover, she skilfully utilised compensation strategies, such as circumlocution. For example, when she struggled to retrieve a word pin, she said a needle instead. Despite this, her answers to my questions were as follows:

#### L1 13/4/17 (S-A)

Aim: At the end of the lesson, the learner will be able to apply specific rules for instruction giving, with the use of imperative and sequence adverbs.

Objective: L uses sequence adverbs in giving instructions to dye Easter eggs.

Instructional activity: Step by step, instruct me to dye an Easter egg, using the marble technique.

*T: Ok, so what do you think about your instructions, they were good, weren't they?*

*L: Yes but...*

*T: You used the phrases like at first, then and so on correctly, you used the vocabulary correctly, you didn't use Czech at all...hm?*

*L: Yes but I think my expressing isn't good.*

*T: Why do you think so?*

*<sup>5</sup>L: Já nevím, já se nemůžu hodnotit, neumím to, jsem hrozná. Nevím, někdy mně to přijde, že to skládám hrozně, nemám z toho moc dobréj pocit, dneska vůbec.*

Drawing attention to my questions, it can be noticed that even though I directed learner's attention to the objective, I did not manage to ask the question without a question tag, suggesting that her performance was successful. This is seen negatively, as it might influence learner's standpoint to his/her performance, as discussed previously. In the second case, instead of asking and finding out what she thinks was positive about her performance, I presented it myself. Although provided in a specific way and connected to the objective, it was the learner who was supposed to reflect on her work. The third question, an open question, was supposed to enable the learner to state why she considered her performance to be weak. Her response illustrates that she struggled not just to self-to assess, but especially to praise herself.

The main problem was that she assessed her performance in terms of level of English and did not focus only on the objective. Afterwards, I explained to her again that she is not supposed to assess her general level of English but just the objective, which was stated before instructions and also before the self-reflection itself.

This situation proved that just informing the learners about the objective before an activity and before self-reflection was not sufficient to make the learners interact with it. Therefore, I realized that for grasping the system, meticulous attention needed to be paid to gradual metacognitive learner training.

A different situation occurred with L4. After reading a story about a caterpillar by Eric Carle and practising necessary phrases, she was supposed to act as the caterpillar.

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<sup>5</sup> English translation: *I don't know, I can't assess myself, I'm not able to do so, it's horrible. I don't know, sometimes it seems to me that I put words together so badly, I don't have a good feeling from it and especially today.*

She was supposed to say that she is hungry, what she would like to eat, in order to become a cocoon and eventually a butterfly. The learner managed to come to the final phase and was using the phrases correctly, but sometimes forgot to say please. The following reflection in Czech proceeded as follows:

L4 7/4/17 (S-A)

Aim: At the end of the lesson, the learner will understand and be able to react to the question ‘What would you like?’, she will be able to ask for food politely, using the phrase ‘I’d like’ and words please and thank you.

Objective: L uses ‘I’d like’ to ask for specific food, saying please and thank you.

Instructional activity: Act like the caterpillar from the story, but remember that you, unlike the caterpillar, can speak. You are hungry and would like to eat the food from the table. Be polite.

<sup>6</sup>T: *Tak jak ti to šlo?*

L: *Super!*

T: *A co jsi přesně zvládla?*

L: *Noo, najedla jsem se, jako hodně jsem se najedla... uh... pak se, no stala se ze mě kukla a teď je ze mě, tádá, krásnej motýl!*

T: *A jak teda anglicky řekneš, že máš hlad a co by sis dala?*

L: *I’m hungry! I’d like a banana!*

T: *Perfect! A... myslíš, že sis o to jídlo říkala slušně?*

L: *Hmm, jako jo.*

T: *Proč?*

S: *No tak řekla jsem please a thank you.*

Although with considerable amount of scaffolding and use of mother tongue, the learner was able to specifically comment on particular aspects of her performance. It is evident that scaffolding in the form of questioning helped to direct learner’s attention towards particular aspects of her performance and importantly, in connection to the objective. A combination of open and closed questions facilitated the process of justification and exemplification of learners’ opinions concerning their performance.

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<sup>6</sup> English translation: T: *How was it? And what specifically did you manage to do?* L: *Well, I ate, got stuffed actually...uh...then I turned into a cocoon and here I am, a beautiful butterfly!* T: *And how do you say that you’re hungry and what you would like to eat in English? And do you think you asked for the food politely?* L: *Yeah, let’s say.* T: *Why?* L: *I said please and thank you)*



The convenience of questioning was recognized in terms of enhancing more detailed self-reflection in connection to objectives, which confirmed the claims mentioned in the theoretical part. Specifically, asking focused questions enabled learners to elaborate on their performance in terms of processes. For example, there were times when learners unveiled strategies to approach their task, we discussed them and I could provide them with some more. This was likely to have positive effects on learners' metacognitive awareness and more thoughtful approach to future tasks.

To summarize the findings from the area of self-reflection, there were three key issues that aroused and were seen as necessary to address. Firstly, knowing that there is a learner who struggles to self-assess, it was important to devise an alternative way of doing so, to alleviate the pressure, likely caused by my questioning. Secondly, there was a need to make learners more aware of how to assess in connection to objectives and to emphasize their importance. Thirdly, the self-reflection activity needed to be done more automatically, in a systematic way. Additionally, I thought about ways to make the whole process more enjoyable for the learners, so that they would see it positively and would be able to self-assess independently of the teacher. Although questioning was immensely helpful at the beginning of the self-reflective training, the next step was to provide learners with opportunity to become more responsible and independent in this process.

### **3.5.3 Conclusion of Intervention I**

To conclude the first intervention phase, the most obvious shift was observed in the area of feedback delivery, as the amount of unspecific praise and overcorrection was reduced by increased focus on formative feedback provision and its alignment with objectives. Conveniently, thanks to avoidance of the two previously mentioned, extra time for monitoring and formative feedback preparation was gained.

Therefore, I found out that home preparation and training were worthwhile. Another notable improvement occurred in feedback delivery in alignment with objectives, which became much easier with the help of detailed and systematic lesson plans, including the objectives and other facilitative notes. Questioning fostered learner's self-reflection in connection to objectives but did not sufficiently support their independent self-assessment activity. Thus, learners' self-reflection and interaction with objectives throughout the lessons required further cultivation.

The learners needed something to follow, so that the individual objectives would be constantly reminded and their importance stressed. For these purposes, measures for modification were planned and implemented, which is discussed in the following section.

### **3.6 Intervention II (May and June)**

The claim that scaffolding in a form of questioning helps with feedback and self-assessment in connection to objectives was confirmed in our April lessons. My next intention was to help learners to become more independent in the assessment process and more aware of the objectives. In this second part of the intervention phase, there were twenty-six lessons, six with L4 and the group and five lessons with each of the rest of the participants.

#### **3.6.1 Self-assessment and Interaction with Objectives**

Before looking at the procedures taken towards previously mentioned intentions, it is worth noting that my English courses were not constrained by pre-defined syllabi and the aims could be thus planned entirely with respect to learners' needs. To encourage learners' involvement, I decided to discuss the upcoming lesson aims with individual learners, as recommended by the specialised literature (Harmer, 2012: 90). In this way, suggestions and adjustments could be made by the learners themselves. This personalised planning step was supposed to make the objectives, tools for pursuing the personal aims, more meaningful for the learners and hopefully increase their attention to them.

L1 and L2 took advantage of this opportunity and suggested what they would like to learn in the next few English lessons, so I created aims with respect to them. L3 and the group did not want to, L3 mentioning that I know what is best for him and the group saying that they need everything.

Concerning L4, there was a decision making activity prepared, as she always likes to choose out of various options and in this way, I could provide her with something meaningful, as she would otherwise want to 'practise animals' all the time.

#### **3.6.2 Self-assessment Form**

In order to direct learners more towards the interaction with objectives, Pollock recommends the use of, as she calls them, 'goal-accountant templates' (Pollock, 2012: 22). Thus, in order to facilitate the interaction with objectives, self-assessment forms were designed and implemented.

As the oral introduction and interaction with objectives were viewed as insufficient in April, written form was supposed to enhance their incorporation in the learning process. Learners' attention was planned to be drawn to gradual steps that have been achieved towards an objective, to aspects necessary to be worked on and to strategies for improvement. In this way, the learners were supposed to be trained in constructive self-assessment and monitoring, to improve their self-regulation. Moreover, this tool was also supposed to offer a helping hand to L1, who struggled to self-assess. It was important to get her acquainted with little steps towards improvement of her general level of English, to change her view on progress. A sample of the assessment form can be found in the Appendices section.

To describe the technicalities, descriptions of individual columns of the self-assessment follow. In the first column, the learners were supposed to write down the activity, to be able to recall it later, and the objective, which served as the essential criterion for assessment. In the second column, the learners were supposed to note to what extent they think their performance was successful in connection to the objective. In the 'strengths' column, the strong aspects of their performance were supposed to be stated, while the 'action points' part was included there for stating its weak aspect and strategies for improvement. As my feedback also suggested 'how to improve' strategies, the learners were invited to add those in their forms too, to broaden their strategy knowledge and portfolio. After each lesson, the learners received copies of their filled-in forms, so that they could store them, refer to them later and monitor their progress. Before implementing the self-assessment form, the learners were acquainted with the terms, they were told how the tool should be used and its convenience was emphasized. For the sake of clarity, apart from the group, this introduction of self-assessment forms proceeded in Czech.

Concerning L4, the whole self-assessment procedure was approached differently, as the adult version of the form was too complicated and too terminology-laden for a child. I decided that after each activity, she could self-assess with a help of graphic symbols, as prompted by Starý and Laufková (2016: 36). At first, she was reminded, in a very simple way, of the activity objective. Further, she was supposed to colour a corresponding smiley (which she later decided to draw herself, as she can draw nicer ones), while her performance's strengths and weaknesses were specified through questioning. Furthermore, the 'strategy talk' was reinforced. With the help of questioning and encouragement, she was trained to devise her own strategies. Her self-assessment sheet sample is also included in the Appendices section.

At the very beginning of self-assessment forms implementation, it was necessary to repeatedly remind the learners of the system, as it was quite complicated for them to learn and get used to. After some time, the process of filling in the forms was automatized.

Concerning L1, who did not like to talk about her strengths, I had to explain several times that ‘10’ in the second column does not mean ‘a native speaker-like-performance’. She kept highlighting that ‘her English has many flaws’. Responding to this that everybody’s English has some, even native speakers’, I stressed the importance of her willingness to improve. The situation was getting better after highlighting that the activities are designed specifically for her needs and that sometimes she is likely to get even the maximum number of points. In this way, she slowly started to realize that the objectives are little steps for improvement of her general level of English. Although she was still very strict with her, she managed to focus not just on the weaknesses, but also the strengths of her performance, which was a significant change. The following excerpt illustrates the shift in her attitude to self-assessment.

L1 (22/5/17) (S-A)

Aim: At the end of the lesson, the learner will be able to carry out instruction giving in the context of recipe description, using specific vocabulary connected to cooking.

Objective: L describes a recipe, using imperative structures of specific verbs and sequence adverbs

Instructional activity: Describe how you prepare your favourite dish.

*S: I think **I was successful, I described how I cook it... just here I noted that I use add and mix too much... like learn more words and use them.***

*T: Uhuh, good job, I would be able to cook it... And concerning the vocabulary, you know what, watch some cooks in English and pay attention what they say...um and then you can play the video without sound and try to describe it on your own.*

*S: Ok, I will try it, thank you.*

There are several self-assessment situations I would like to mention, so that the reader could better see the shift in the procedure as well as the focus on objectives. The first example shows learner’s ability to devise a specific personalized strategy for the problem which occurred.

## L2 (19/5/17) (S-A)

Aim: At the end of the lesson, the learner will be able to carry out a discussion about what food she needs to buy, distinguishing between countable and uncountable nouns and using corresponding quantifiers with the uncountable ones.

Objective: L retrieves an uncountable noun and quantifier combination.

Instructional activity: Assign corresponding quantifiers to individual pictures.

<sup>7</sup>*S: **It was ok**, I remember them because I practise very often... až teda na tu kostku cukru.*

*T: Uhuh...and **do you have any tip to remember a lump of sugar?***

*S: Noo, to se budete smát, napsala jsem si, kdo jí cukr, ten je lump, haha.*

*T: Haha, no **to je super, vidíte, jak se ta čeština taky občas hodí**... díky tomu vlastně i budete vědět, jak se to píše.*

Concerning this particular excerpt, I assume that if the teacher manifests genuine curiosity and interest towards learners' strategies, it might contribute to learners' motivation to devise other personalised strategies in the future. As experts recommend, it is vital to encourage and reinforce learners' effort, in order to support their self-efficacy (Harmer, 2007: 109).

The following excerpt presents the way strategy devising proceeded with the youngest participant. In many cases, questioning proved to be a very helpful technique to direct the learner towards a specific strategy in connection to objectives. Next, it was also necessary to find out if the learner really understands her own strategy suggestion, so that she could really use it in the future.

## L4 25/5/17 (S-A)

Aim: At the end of the lesson, the learner will be able to distinguish between essential verbs connected to senses and use specific adjectives connected to them.

Objective: L retrieves verbs associated with senses

Instructional activity: Match the pictures with verbs

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<sup>7</sup> English translation: S: *apart from the lump of sugar. S: Well, it's funny because I wrote there: The one who eats sugar is a villain (in Czech = lump). T: That's perfect, see, Czech can also sometimes come handy... actually, you can also remember the spelling thanks to that.*

<sup>8</sup>L: *Hmm... taste jako testovat jazykem.*

T: *Good idea! And smell?*

L: *Smell... jakože smůla.*

T: *Myslíš, že by sis jako představila vůni smůly?*

L: *Uhuh*

T: *A umíš si tu vůni takhle vybavit? Do you like it or not?*

L: *I don't like it!*

Even though it could be objected that too much time was spent over the forms in lessons, I do not regard it as useless because it led to improvement in learners' self-assessment activity in connection to objectives, which was one of the action points. Obviously, in the future, learners are expected to self-assess independently of their teacher's or other help.

In relation to this, concerning this action research, the assessment form proved as an effective starting point towards the independent self-assessment. The sheet itself was intended to be used as a tool for the learner training and its use was planned to be gradually eliminated. However, it was realised that two months were not enough to automatize the individual steps of constructive self-assessment in connection to objectives to such level, that the learners would be able to do so without the form. Because of this, the forms were used until the end of the intervention phase.

### **3.6.3 Formative Feedback**

To comment on the development of my formative feedback provision, as the delivery of a specific mission was problematic in April, increased attention was devoted to it. Monitoring of learners' performance from a narrower point of view, not paying attention to all erroneous aspects but focusing only on those associated with objectives, helped me to devise the mission more easily. After gaining a certain level of practice, its provision became easier and more automatic.

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<sup>8</sup> English: L: *Hm... taste like test with your tongue.* L: *like sap.* T: *You think that you'd like imagine the smell of sap?* T: *Eng.: And can you really recall the smell?*

Significantly, the learners seemed to pay attention to my feedback, despite the fact it was delivered after their self-assessment. It proceeded like this intentionally, not to influence their views and to hopefully spur their curiosity about my feedback and its consistency with their self-assessment. The last excerpt from a lesson with the group is presented to illustrate the shift in my formative feedback provision since the beginning of April.

G 2/6/17 (F)

Aim: At the end of the lesson, the learners will be able to incorporate specific language tools for informal conversation in their discussion, such as shortenings and interjections.

Objective: Ls make informal suggestions and react to them appropriately, using interjections.

Instructional activity: (Role-play) Suggest an activity associated with the chosen picture and the other should react accordingly in an informal way, with the use of interjections.

*T: Well, you used the informal phrases, like ‘do you fancy’ and interjections ... trying hard to make it as natural as possible. You correctly made everything shorter... I mean, I’m gonna, gotta... Keep practising it and as you said, try to use it when speaking to someone in English or even just in your head... you know, when you are surprised or disappointed, use the interjections. You’ll see it’ll become automatic soon and your speech will sound more natural.*

This particular lesson excerpt shows that feedback information was aligned with the objective. The learners were provided with a medal, which drew their attention to what specifically was done well. Further, also their efforts were reinforced, which might have positively influenced their self-regulation. Next, learners were provided with suggestions for improvement to make their performance more automatic and make it sound more natural, the mission.

Monitoring learner’s performance from a narrower point of view and concentrating on the objectives contributed to completeness of feedback information. In comparison to feedback provided before the intervention phase, the new way of provision seem to offer the learners with clearer, more specific and facilitative information.

### **3.6.4 Conclusion of Intervention II**

To conclude the second intervention phase, two areas were in the centre of attention, learners’ self-assessment activity in connection to objectives and incorporation of missions in formative feedback provision. In order to support the former, modification of aims according to learners’ preferences was carried out and self-assessment sheets were introduced and implemented. In order to cultivate the latter, increased attention was paid to monitoring learners’ performance, so that the mission would become easier to formulate.

Improvement was possible to observe in both areas. After the two months, learners were able to self-assess against objectives and seemed to view the objectives as natural parts of our lessons. Further, they seemed to enjoy the process of self-assessment and strategy devising. The self-assessment also seemed to help with learners' self-efficacy, including L1 who struggled with it before. Learners started to notice both, strengths and weaknesses of their performance and were confident to discuss them. Regarding the inclusion of mission in my feedback, careful monitoring and increased attention to it helped to automatize it. After training, I learnt to formulate it more promptly, with the help of notes made during the monitoring. All in all, the steps taken in both phases of this action research seem to contribute to feedback provision of higher formative potential and learners' self-assessment, both in alignment with objectives. However, to make the conclusion complete, participants' views of the action research procedures need to be presented, which is done in the following section.

### **3.7 Reflection and Evaluation**

In this part, reader's attention is drawn to participants' subjective views of the action research, trying to address the following questions:

- *What are participants' perspectives on the procedures introduced by the action research?*

#### **3.7.1 Poetic Enquiry**

To illustrate my overall view of this research in a concise way, I decided to create a poetic inquiry, which is described as "a method in which the author extracts key words from the data and strategically truncates these words into poetic structures" (Tracy, 2013: 254). My reflective diary entries, held from the beginning of April to the very end of June, were analysed with the help of coding, a sample of which can be found in the Appendices section. The key notes were pinpointed, transferred into poetic structures and in this way, my subjective view of the action research is presented.

#### **March, the story of a lost feedback provider**

Unorganised,

Plenty of correction done;

Perfect, good job!

Are you paying attention to my praise?

Maybe it is too general.



Focus on grammar all the time,  
Cutting it into pieces might be better.  
Why am I always helping you with vocabulary?  
I'm not a walking dictionary!

**April, building a better tomorrow**

Objectives, you make my feedback more focused!  
Even my praise is getting more specific.  
Instead of providing with vocabulary,  
I ask you to look it up in a dictionary, or explain it.  
Formative feedback, nice to meet you!  
Medals and missions are more powerful than just a medal.  
But... missions, you are troublesome.  
Strategies, I see, you work better when targeting at specific problems.  
Learners, how to make you more focused on objectives as well?

**May and June, improvement – see you soon!**

The assessment form introduced.  
I explained it several times,  
She asked me to explain it again.  
Not the level, the little steps, ok?  
Focus more on the objectives!  
Ok, you seem to grasp it, finally.  
Responsibility, are you appreciated?  
Are you really looking forward to filling in the form?  
Your how-to-improve strategies, WOW, they surprise me!  
She seems to feel more confident now.  
Formative feedback, you are not a stranger anymore.  
Missions, I see, practice makes perfect!  
However time-consuming and complicated,  
Action research, you were definitely worth it!

As my poetic inquiry suggests, conducting the action research was demanding, be it in terms of planning or training procedures in the class.

However, each little step seemed to contribute to gradual improvement in the feedback area, which was desired. Thanks to the action research, I feel more confident in feedback provision, as it became more meaningful, aligned with the objectives and well incorporated in lessons. Once I learnt to provide formative feedback, I feel encouraged to continue in its provision with all my learners in the future. Hopefully, after taking this action research journey, the learner training in terms of interaction with objectives will be much easier.

### **3.7.2 Interviews with Learners**

Interviews with learners were held at the very end of June, after concluding the second intervention. They intended to investigate learners' opinions concerning the procedures associated with the action research. Classified as semi-structured, the interviews enabled a certain level of freedom in discussion, while a list of pre-planned open questions was used to direct the learners towards specific topics (Švaříček, Šed'ová, 2007: 160). The participants were invited to share their insights concerning the new approach, specifically the presence and management of objectives, teacher's feedback and self-assessment. For the purpose of analysis, the interviews were transcribed and assigned with codes to find, organise and compare the key data.

#### **Learner 1**

This learner claims she feels much better about her English after the research because now she, unlike before, notices improvement. She says the system helped her to think more objectively about her English. She no longer assumes her level of English stagnates, as the self-assessment form taught her to focus on the little steps. Concerning self-assessment in general, it used to be her nightmare before, as she absolutely did not know what to say, but now she feels more confident about it and is satisfied that she can do it.

Looking closer at the objectives, the learner acknowledges that they fulfil 'the leach' function for her, as they show what to concentrate on. She admits she can no longer imagine lessons without them. Overall, she states objectives are good to work with, to consider if they were or were not achieved and why.

Concerning feedback about the process and especially the incorporation of strategies in connection to objectives, the learner says she realized that strategies help her to think about the ways she approaches particular activities and how to improve. Now she knows what helps her e.g. to be faster with her reactions, better at listening or vocabulary retrieval. The learner also thinks her English became more fluent, as she realized that it is not necessary to say everything precisely. She mentions that it is pivotal ‘not to get scared at the beginning’ and that the strategies function as tools for this, as they can make the tasks easier in advance.

Asking the learner about feedback delivered by the teacher, the learner prefers when it focuses only on aspects connected to the objectives. Further, she says she likes when the correction is done systematically, in a way that she does not get lost. Also, she appreciated that feedback delivery, including error correction, started to be delivered not during but after the fluency activities, as she needs to focus on her ideas. She admitted that before the action research, when feedback was often delivered during the fluency activities, she did not pay such attention to it, as she would otherwise get lost in her speech.

Self-assessment and the assessment form posed a challenge for her, as she struggled to grasp the system at the beginning, she admits. After practising filling it in and remembering the meaning of individual categories, it became easier and she claims not to have problems with it afterwards. Eventually, the form helped her to understand the whole system better and she would like to continue in the same way.

## **Learner 2**

This learner appreciated the way feedback was delivered, as it helped her to realise what specifically works to improve in various areas. She claims she likes to implement the strategies suggested through feedback. For instance, she started English speaking sessions with her friends, got rid of the barriers and managed to order a dish at a restaurant and bought a ticket in English. She emphasizes it does not matter that she bought a ticket for five people instead of four, that finding the courage to overcome the barriers of fear was most important.

Objectives are seen positively by this learner, explaining that she imagines them like stairs. She emphasizes that no stair can be skipped if she wants to achieve ‘something bigger’. She adds that it is also beneficial to realize how well a particular stair was taken and if unsuccessfully, she thinks about why and devises a strategy to improve.

Thanks to this way of learning, she realized that she is capable of activities which she had considered to be just teacher's task before.

Regarding the use of strategies, she mentions she did not encounter them in the past. She was not used to thinking about how to approach tasks in advance and considers it useful, as it makes the whole task easier.

Further, the learner appreciates that a big part of a lesson was tailored to her needs, as also the aims were modified according to her ideas. She got inspired by the strategies I mentioned and tried to think of similar ones in the next lessons. She says she gets acquainted with totally new things in this way, and she likes it. For example, she explains, she started watching cooking shows in English to learn the verbs and now she watches them just for fun.

Concerning feedback provision, the learner prefers feedback that focuses just on the objectives, stating that she is 'no longer at school'. The learner explains that in this way, she can concentrate on the task and adds that even people who can speak the language well sometimes make mistakes, so 'why to correct everything'. Further, she points out she likes the way we focus on her performance and pay attention to it in detail, as it makes her motivated to do her best.

She was never required to self-assess in the past, so this experience was new for her. She mentions that at the beginning, she was a little bit sceptical. She was afraid that she would not know what to fill in in the form but then she realized that it is not so hard and that it is actually useful to think about her performance like this. Moreover, she claims it is better than just being given feedback from the teacher. In this way, she is able to formulate her own opinion concerning the performance and then she can compare it with teacher's feedback. She summarizes that she has no problems with this system and would like to continue in the same way.

### **Learner 3**

This learner also stated he realized improvement in some areas and that he started noticing it with the help of the self-assessment forms. He often reads them at home because they help him to stay positive about his English, looking at what was done successfully.

He used to feel bad about his English before because he focused only on his weaknesses, which sometimes demotivated him. Now he knows that it is good to focus on both, strong and weak aspects to 'have the whole picture'.

Regarding the objectives, the learner considers them to be very important, as they help him to always know what to focus on. Otherwise, he would not know what exactly he is supposed to do and thus might do and assess something else. Also, during the process of pursuing the objective, he claims he feels what needs further practice.

Strategies to improve in specific aspects help him to remember vocabulary, for example, he often reads food labels to remember vocabulary, he listens to songs to remember some phrases or explains words if he does not remember them. He claims it became easier for him to devise the strategies, since we have started paying more attention to them in the lessons.

Concerning my feedback, he likes the fact that now I inform about specific weaknesses and give tips on how to improve them. However, he admits that lately, he is able to figure out the strategy for improvement usually on his own. When it comes to correction, this learner also prefers when I correct just utterances associated with the objective. In this way, he thinks it is clearer, as he usually makes a lot of various mistakes. If everything was corrected, he states he might get lost and forget about what was intended to practise.

Self-assessment made him feel good because he realized that with the help of the objective, he is able to determine what needs further improvement and what is done well. He admits it is more motivational for him to realize what needs to be worked on harder by himself, rather than if the teacher states it. The beginnings with the form were quite difficult for him but now he likes it, as it facilitates his home preparations. He says he pays attention to both, weak and strong aspects, in order to cultivate the weak ones and not to negotiate and forget the strong ones. He would also like to continue learning in the same way.

#### **Learner 4**

The interview with L4 was held differently, with the help of scaffolding, using example situations through which I tried to find out the child's opinions concerning the observed phenomena.

It is necessary to mention the limitations to this way of conducting the interview, however, even without finding out as much information as with others, interesting insights have been revealed.

Looking closer at feedback, I asked her what could help a struggling boy to learn the song Head, Shoulders, Knees and Toes. She explained that I should encourage the learner to try it one more time and that I should tell him that he is going to make it, encouraging him that his performance was not that bad. These comments might mean that she considers reinforcement very important. She claims she would correct the errors if the learner would say something incorrectly.

She says she would show him how to do it correctly and if he said it incorrectly again, she would tell him to try it slowly, together with her. The last suggestion was to choose a different song which might be better for him. Apparently, this learner thinks correction is important, that the teacher should help the learner and tailor the aims according to his/her needs.

Regarding strategies, I again used the example of a struggling learner. I asked her if there is something which can help him to become better at English. She mentioned that it is useful to listen to and sing English songs and to watch some videos that are funny, like the one about the strange bear they watched at school the other day. This might mean that every learner should find something he likes and enjoy it in English.

Concerning self-assessment, the learner thinks that colouring the smileys is good and she also suggests that I should do it with all learners. I asked her why and she replied that 'to self-assess is also quite difficult'. Therefore, it can be assumed that she thinks it is important to learn to self-assess.

Then I told her that I liked when she informed me about what was good and gave me tips to make it better next time. For example, when taking animals to the doctor to cure them, I behaved inappropriately, on purpose of course, so that she could tell me what needed to be done differently. Then I continued and told her that I also sometimes told her what to improve and how it could be done. Her reaction to this was "hmm, and it was ok", so I hope she likes the system. I finished by asking if she wants to continue learning in the same way and she agreed.

**The group:**

The learners wished to hold the interview together, so they are still distinguished with the help of abbreviations L(a) and L(b).

Regarding the first question about the change, L(a) thinks the lessons are the same as before but now they first self-assess and then they are provided with feedback from me, which is new, because before they just received feedback from me. L(b) proclaims that because of their laziness, they do not do much and that it is why she thinks the shift is not that considerable.

L(b) mentions that if they had applied the strategies to improve, they would have been much better now.

Both learners agree on the fact that when they self-assess and praise specific aspects of their performance in connection to objectives, they feel good about it, as the progress is clearly proved. L(a) says the objectives were useful, as they help to specify, for example, what a discussion with a customer should look like. Then it was easier to do so because they knew what to focus on, she states. L(b) agrees and adds that it might be the objectives that made the lessons more structured.

Looking closer at strategies to improve, the learners like to get inspired by them or devise them themselves. The problem is, L(b) states, she did not use many of them, as she did not prepare for the lessons. L(a) reacts with a claim that she uses them also in the lessons to be more fluent or sound more naturally and L(b) agrees that she actually also uses these in the lessons but that it would be helpful to use them also in preparation stage.

Both learners appreciate that I provide them with feedback regularly, in comparison to the situation before, when I sometimes did not manage to provide them with feedback at all, as the lesson was not that structured and they are very talkative. L(a) says she prefers correction in connection to objectives, unlike L(b) who prefers when the teacher corrects every single mistake. She claims she needs to know all the errors to avoid them in the future.

L(b) points out that in comparison with the situation before the research, she thinks now the lessons are more clearly structured, they know what exactly to focus on and that they are visibly more organized. L(a) holds the same opinion, saying that now she focuses on what is supposed to be filled in the form and puts effort in it.

L(b) states that she likes that they learnt to self-assess according to the objective but she does not need the form for it, as it takes time to fill it in. L(a) said that she thinks it helped her to understand how to self-assess but agrees that now she would be also able to do without it. Both learners would like to continue learning in the same way, but they would prefer to self-assess without the forms because they think they are quite time-consuming.

### **3.7.3 Summary**

All in all, according to the interviews, the new system of feedback provision is seen positively. It was confirmed that learners' self-efficacy was raised, as they now feel more confident to talk about specific strengths and weaknesses of their performance. Moreover, they became more aware of what works for them in specific tasks, so their meta-cognitive awareness in this area was enhanced. Concerning their attitude towards the objectives, their insights reflect that they see them positively, claiming that objectives made the learning process more structured and organised, as they know what to focus on and to put their efforts in. Apart from L(b) from the group, all of them prefer to be delivered with feedback connected only to a particular objective. Self-assessment sheets were seen sceptically at first by L1 and L2, but eventually, after automatizing the process of filling it in, most learners found them helpful and seem to appreciate the responsibility to self-assess, as pinpointed by L3. However, the group, even though they think the interaction with objectives is vital, they prefer to exclude the sheets, claiming that they are too time-consuming. Lastly, concerning the strategy devising in connection to objectives, most of the learners seem to enjoy incorporating strategies in their learning and find them helpful. L(b) from the group nicely emphasized the fact that in order for the strategies to work, they need to be put into practice, implying that she has not utilized their potential fully yet.

## **3.8 Final Evaluation of the Action Points**

In this part, the action points established in March and their fulfilment are evaluated. The first action point was to incorporate objectives in the learning process. This action point seems to be successfully fulfilled, as the objectives became pedestals for feedback and learners' self-assessment in lessons, and thus made feedback more focused and criterion-referenced.

The second action point, to make feedback message more formative, was achieved as well. Feedback specificity improved a lot, as not only verification but especially elaboration was provided.



Learners were delivered with descriptive information about strong and weak aspects of their performance in alignment with objectives, while also provided with strategies for improvement, which was likely to positively influence the valence and function, as the feedback message became more constructive.

In terms of learners' independence and self-assessment activity, improvement was noticed as well. Learners were given more responsibility, as the excessive help from the teacher was reduced and they had to rely more on themselves. Also, they were trained in self-assessment activity in alignment to objectives. In this way, their self-reflection was reinforced. They learnt to focus on both, positive and negative aspects of their performance, which might have contributed to monitoring their progress, and more objective views of their performance. Additionally, they were encouraged to think about alternative ways to approach their tasks in the future. In this way, their self-efficacy was worked on, so that they could feel more capable of learning and progress.

To summarize, all the action points were addressed and positive changes associated with all of them were possible to observe. As previously indicated, feedback provision in connection to objectives was supported by both intervention phases, and the action research can be thus considered fruitful. However, clearly, there are limitations necessary to be pinpointed, which is done in the conclusion.

## **CONCLUSION**

This diploma thesis has investigated the process of feedback provision in lessons of English. The theoretical part attempted to establish essential pillars for facilitative feedback provision in connection to aims and objectives. It was suggested that learners should not perform the passive role of donkeys that blindly follow a carrot (instruction), not knowing where they go and why they go there. In order to become active participants in the learning process, learners need to be acquainted with the aim, consider it important and most preferably interact with it in lessons through self-assessment. Teachers, referred to as facilitators, play a pivotal role in the previously mentioned processes. They are the ones who can provide learners with formative feedback in alignment with objectives and self-assessment training, through which learners' way to aims and autonomy development can be facilitated. Having explored these concepts in the theoretical part, the practical part investigated feedback in actual lessons.

The action research concentrated on feedback provision in alignment with objectives. Feedback analysis unveiled certain action points, which were subsequently addressed through thoroughly planned intervention. The whole process of feedback modification was reflected on and evaluated in the final section. It was found out that the techniques mentioned in the theoretical part, such as questioning or the use of self-assessment sheet, do facilitate the introduction and interaction with objectives. The results suggest that the presence of objectives in lessons make feedback, if delivered well, clearer and the learning process more organized.

Despite the positive results, it is necessary to point out limitations. Clearly, conducting such a small scale research, it is impossible to formulate generalizations. The intervention techniques might work differently with other learners, especially larger groups of them, and could also yield interesting results. Also, there could be some alterations done, such as with the assessment form, which could include both, objectives and aims. In this particular case, only objectives were interacted with through the form, as they were of primary focus, and aim attainment was discussed just orally. Further, more complex criteria could be introduced and worked with. These activities were not included in this action research because of time constraints and the whole demandingness of the research. However, having improved feedback provision in alignment with objectives, a pedestal for the development of the build-up activities was established and can be further cultivated in the future.

## RESUMÉ

Učitel a jeho počínání v hodině je téma, kterým se můžeme zabývat z různých hledisek, přičemž realita nám je schopna nabídnout různé vzorce chování, kolikrát možná nepředvídané a ne úplně v souladu s tím, co je odborníky považováno za prospěšné. S ohledem na zpětnou vazbu mohou vyvstávat problémy, jako například takzvané „nálepkování“, kdy je učitelova zpětná vazba ovlivněna jeho pohledem na žákovu osobu a následné hodnocení má poté tendenci tuto „náleпку“ potvrzovat. Dále také hodnocení žáků samotných, a ne jejich práce, je viděno jako velmi nebezpečné, jelikož to může mít negativní dopady na studentovo vnímání sám/sama sebe a jeho/její schopnost dále se rozvíjet. V této práci čtenář zjistí, čeho konkrétně by se měl učitel v tomto ohledu vyvarovat a jaký postoj naopak zaujmout, aby jeho zpětná vazba byla pro žáky motivující a usnadňovala učení. Diplomová práce se skládá z teoretické a praktické části, přičemž teoretická část poskytuje teoretické podklady k výzkumu v praktické části, které jsou následně popsány.

První kapitola pokrývá problematiku cílů. Nejprve je zde stručně kontrastován pohled na učitele v minulosti a současnosti, poukazující na žáka jako účastníka učebního procesu, který by měl být přizpůsoben jeho potřebám, a žák samotný by měl být veden k monitorování své činnosti a sebereflexi tak, aby byl připraven se v budoucnu efektivně učit sám. Učitel je zde představen jako nezbytný faktor v učebním procesu, podporující žákův rozvoj v různých ohledech, jako je například kritické myšlení, kreativita, nebo dříve zmíněná samostatnost. Je zde zdůrazněno, že učitel svým přístupem má možnost naučit a podporovat žáky v tom, že každý jedinec se může rozvíjet. Je tedy třeba, aby se učitel snažil vytvářet příznivé podmínky pro vhodnou zpětnou vazbu, aby se setkala se správným účinkem. Doporučuje se pěstovat dobré vztahy se žáky a pozitivní klima třídy, kde se žáci nemusí bát otevřeně komunikovat, spontánně vyjadřovat a oceňovat jedinečnost ostatních i svoji, a také přijímat a poskytovat zpětnou vazbu.

Následující část definuje cíle v obecné rovině a terminologii s nimi spojenou. Popisuje rozdělení cílů do jednotlivých domén: kognitivní, afektivní a psychomotorické. Je zde vysvětleno, že cíle je dobré plánovat tak, aby zasahovaly do různých domén a tak holisticky rozvíjely žákovy kompetence. Důležitost obecných dílčích cílů je zde spatřena především v tom, že určují hlavní směr, kterým se žák potřebuje ubírat. Dílčí cíle jsou chápány jako základní kritéria pro hodnocení a jsou definovány jako cíle jednotlivých kroků (aktivit),

kterým se žák v hodinách věnuje a tak se postupně přibližuje k obecnějšímu cíli. Jako velmi užitečná se zde jeví interakce s dílčími cíli v hodině, je ovšem potřeba s nimi žáky nejprve seznámit, k čemuž je zapotřebí vhodnými způsoby zvyšovat jejich povědomí o této problematice.

Následuje popsání nástroje, který může samotné plánování a práci s cíli usnadnit a zdokonalit, tzv. „Bloomova taxonomie vzdělávacích cílů“. Ta rozděluje cíle do hierarchicky řazených kategorií podle náročnosti kognitivních úkonů a druhu znalosti. Tento nástroj je shledáván jako užitečný i pro učitele anglického jazyka, jehož cíle jsou specifikovány v nadcházející části.

Nadcházející část se zabývá především komunikační kompetencí, která definuje a popisuje kompetence potřebné k úspěšnému osvojení cizího jazyka. Je zde zdůrazněno, že komunikační kompetence nezahrnuje pouze kompetence z hlediska jazykového, které jsou důležité pro dorozumění se v daném jazyce, ale např. i kulturního, kterému by v dnešní globalizované společnosti mělo být věnováno více pozornosti, jelikož umožňuje hlubší porozumění v interakci odlišných kultur. Rozsah komunikační kompetence je dále indikován v podkapitole věnující se CEFRu (Společnému evropskému referenčnímu rámci), který jednak definuje jazykové úrovně, ale zároveň také detailně popisuje jednotlivé kompetence, které je u žáků potřeba rozvíjet v rámci výuky jazyků.

Poslední oddíl v kapitole o cílech se věnuje jejich manipulaci v praxi, do čehož spadá plánování a interakce v hodinách. Při plánování cílů má učitel dbát na to, aby byl žák rozvíjen holisticky a zároveň aby vyšel vstříc jeho přáním a potřebám, které mohou být zjištěny díky jejich analýze. V hodinách pak cíle nemají být zamlčeny, ale doporučuje se s nimi spolupracovat skrze zpětnou vazbu, což je rozvedeno v dalším oddíle.

Následující část práce je věnována zpětné vazbě a jejímu souladu jak s obecnými, tak především s dílčími cíli, čehož může být využito pro již zmíněnou interakci. Tento soulad přispívá ke smysluplnosti a provázanosti jednotlivých aktivit probíhajících v hodině a má pozitivní dopad na proces učení. Je zde zdůrazněno, že zpětná vazba by měla informovat o tom, kde se žáci nachází, kam směřují a jak mohou postupovat dál. Neměla by tedy poskytovat pouhou verifikaci, ale měla by zahrnovat i elaboraci, která blíže informuje o procesu dosahování cíle a může obsahovat i pomocné učební strategie. Dále je pozornost

věnována tomu, co by měla zpětnovazebná informace obsahovat a jakým způsobem být žákům poskytnuta, tak aby se zvýšil její formativní potenciál.

Je zde zmíněno, že žákům se většinou nedostává formativní zpětné vazby, která je charakterizována jako informace seznamující žáka jak s pozitivními, tak i s negativními aspekty práce. Existují určité techniky, které učitel může použít, aby se naučil poskytovat formativní zpětnou vazbu ve spojení s cíli. Tyto techniky, jako například „scaffolding“, jsou zde popsány a je poukázáno na jejich pozitivní dopady v souvislosti jak souladu cílů a zpětné vazby, tak i na poskytování formativní zpětné vazby. Tyto techniky také napomáhají procvičování žákovy sebereflexe, kdy je pomocí otázek podpořeno sebehodnocení v souvislosti s daným cílem.

Poslední oddíl teoretické části se týká problematiky poskytování zpětné vazby žákem samotným, a to jak na jeho vlastní práci, tak na práci spolužáků. Je zde popsáno, jak lze tuto dovednost procvičovat, co je potřeba zdůraznit a také to, jak se žáci mohou postupně podílet na plánování a tvorbě kritérií pro hodnocení a sebehodnocení, což může přispět k rozvoji autonomie.

Praktická část prezentuje akční výzkum, probíhající od března do konce června roku 2017, kterého se zúčastnilo šest žáků. Jeho záměrem bylo analyzovat zpětnou vazbu v hodinách anglického jazyka, zjistit zda je v souladu s dílčími cíli aktivit, navrhnout a uskutečnit intervenci a zhodnotit její přínos. Sběr dat pro analýzu umožnily audio-nahrávky a reflektivní deník. K analýze přepisů hodin a reflektivního deníku bylo použito otevřené kódování a také plány hodin, které pomáhaly zjišťovat soulad zpětné vazby a cílů.

Analýza odhalila tři hlavní akční body pro intervenci: formativní poskytování zpětné vazby, zahrnutí dílčích cílů do učebního procesu a rozvoj žákovy samostatnosti a sebehodnocení. Ukázalo se totiž, že zpětná vazba před intervencí byla poskytována vágně, jednoslovná chvála žáků byla normou a to i v případech, kdy by bývalo potřeba navrhnout kroky ke zlepšení. Dílčí cíle aktivit nebyly používány a častá korektivní zpětná vazba se tak týkala různých aspektů, což bylo pro žáky pravděpodobně zmatečné a demotivující. Učební strategie se v hodinách sice objevovaly, ale ne v souladu s daným záměrem aktivity, což bylo přisuzováno právě nepřítomnosti dílčích cílů. Žákovo sebehodnocení nebylo ze strany učitele nijak výrazně podporováno a z vyhodnocených dat bylo zřejmé, že žáci ani neví, jak na to.

Následně byla tedy naplánována intervence, přičemž první fáze usilovala o rozvoj formativní zpětné vazby v souladu s dílčími cíli a postupný rozvoj žákovy sebereflexe ve spojení s danými cíli. Pro tyto účely bylo potřeba upravit plány hodin a také zahájit trénink poskytování formativní zpětné vazby tak, aby žáci byli včas informováni o silných i slabých stránkách svého výkonu, byly jim navrženy strategie pro zlepšení, a to vše v souladu s dílčím cílem aktivity. Žákova interakce s dílčími cíli měla být podpořena pokládáním návodných otázek.

Ukázalo se, že soulad a formativní potenciál zpětné vazby se díky dříve zmíněným krokům posílil. Zaměření na dílčí cíl zpětnou vazbu zpřesnilo, především pochvala se stala konkrétnější a korektivní zpětná vazba se už nezaměřovala na různé nedostatky, ale jen na ty související s cílem aktivity. Nedostačující posun byl shledán v poskytování tzv. mise, která žáka upozorňuje na nedostatek v dané aktivitě a má ho nasměrovat k dalšímu pokroku. Jako další a poměrně signifikantní problém se jevil sebehodnocení ve spojení s dílčími cíli, kdy byli žáci závislí na pokládaných otázkách a stále zatím zcela nepochopili, jak a vzhledem k čemu mají svůj výkon hodnotit.

Druhá fáze intervence se proto zaměřila na dříve zmíněné oblasti. K tomu, aby se žáci více seznámili s dílčími cíli a jejich sebehodnocení mohlo být v souladu a více strukturované, byly představeny sebehodnotící listy. Do nich si žáci zaznamenávali název a cíl aktivity, na kolik si myslí, že dílčí cíl splnili, přičemž měli upřesnit silné a slabé stránky a navrhnout strategie pro zlepšení. K častější a snazší formulaci již zmíněné mise bylo zahájeno zvýšené monitorování žákovy aktivity v tomto směru a psaní poznámek. Obě techniky se po určité době ukázaly jako efektivní, i přes počáteční nesnáze s pochopením a zautomatizováním si způsobu vyplňování hodnotících listů.

V poslední části byly reflektovány náhledy účastníků na celý průběh akčního výzkumu a především na nový způsob poskytování zpětné vazby. Reflexe výzkumu z pohledu učitele byla utvořena pomocí analýzy reflektivního deníku, díky čemuž mohla vzniknout tzv. poetic enquiry, což je v podstatě báseň zahrnující nejkritičtější a nejfrekventovanější vhledy z deníku. Dále pak byly vedeny polostrukturované rozhovory se žáky, které odhalily jejich náhledy na nový způsob poskytování zpětné vazby. Z této žákovské reflexe výzkumu je zřetelné, že nový přístup k managementu zpětné vazby byl brán pozitivně a že by rádi pokračovali ve stejném duchu i nadále.

V závěru jsou poté shrnuty hlavní poznatky, finální zhodnocení práce, je zde také poukázáno na limitace výzkumu a jsou navrženy alternativní kroky. Práce je doplněna soupisem použité literatury a přílohami.

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Appendix A – Lesson excerpts with codes

2.6. 2017 L2 (1:27-5:03)

INTRO T: Ok, let's get started... so, last time you told me you might try to cook something according to English recipes, did you try something?

L: Um, uhuh, I tried one recipe from Donal Skehan, pasta carbonara.

T: Wow, really? How was it? (Q) to show curiosity

L: It was very very easy, just four ingredients.

T: Just four? And did you like it? (Q) to show curiosity

L: Yes, it was very fresh. I was very promised.

T: Hmm...you probably mean surprised, like: Wow, it's really tasty!  
Ver. EC explicit+corr.

L: Oh, yes, surprised.  
LUP+

T: How did you cook it?

L: I just mixed egg, parmesan and pancetta... and spaghetti.

INSTR. T: Uhuh, so it's healthier because you don't use cream... Ok, so tell me how to do it, step by step.  
\*comment on content

L: First you boil the water... Then I cook pancetta. Then I put olive oil in pan, pancetta and fry and then you add egg, mix it... and it's ready.

T: Aha, cool, I might try it.  
\*comment on content

L: Donal Skehan, I like his English very much.

T: Really? So you prefer Irish English then.

L: Yes, other were very fast and Deliciously Ella I don't understand her.

(F) T: I see, interesting. Great that you managed to cook it. What helped you to understand the recipe?  
P reinforcement Tone, modal (Q) STR discussion

L: No tak musela jsem si to pustit vickrát... než jsem vlastně zjistila že boiling water je jako vařící voda, to mi dalo celkem zabrat, haha... A nejdřív jsem jen tak stála a zkoušela to odhadovat a pak jsem se už koukala a stopovala si to... no a sepsala jsem si recept. Jako na poprvý bych to fakt neuvařila.  
L description of STD to learn

T: Uhuh, super, že jste si to takhle rozdělila na víc fází a zkusila to nejdřív bez toho videa jen poslouchat... A skvělý, že jste si přišla na to, že vám pomáhá si to pustit vickrát za sebou, stopovat si to a psát si jakoby poznámky vlastně, abyste si napsala ten postup.  
STD reinforcement: (E) on process  
L describe again

L4 9.6. 2017 (45:06-51:32)

INSTR.

T: Ok, so now we have this lion here... do you want to be the friend and the doctor again?

L: Yes, now elephant the doctor! Paw?

ACTIVITY

T: Ok... Oh, ouch, help me please!

L: Oh, lion, what's the problem?

T: Can you see my paw? It hurts so much.

L: Oh, don't worry, I take you... I'll take you to the doctor.

T: Ok, thank you so my friend.

L: Hello, what's the problem?

T: Hello, my paw hurts me so much...

L: Oh, yes.

T: No no no, the left one...

L: Ok. Sleep! Já pak zatroubim jako na chobot, jo?

T: Uhuh. [silence – surgery is going on]

L: Toot, your paw is ok!

T: Perfect, hm, it's much better, thank you so much doctor, goodbye!

L: Goodbye!

SA form

T: Ok "L1", which one?

L: This one!

T: A proč? <sup>Q to make SA specific</sup>

L: No protože jsme všem pomohly... jako s tím co je bolelo.

T: Uhuh, u všech jsme zjistily, co přesně je bolí, takže zvířecí části těla znáš. A co přesně teda umíš anglicky říct, abys mohla pomáhat, až bude potřeba? <sup>Ver. ⊕ about T</sup> <sup>Q to make SA more specific</sup>

L: Hmm... What's the problem? Don't worry, I'll take you to the doctor.

ⓕ

T: Uhuh, perfect... a je super, jak se to snažíš říkat přirozeně v tý angličtině "L1"... Víš co, zkus doma ještě pomoci nějakým plyšákům a příště sem jednoho přines a předvedeš mi to, jo? <sup>Elab. descr. ; Tone+ ; aligned ⊕</sup>

## Appendix B – List of codes (lesson excerpts)

### **Feedback** (no F, teacher feedback TF, peer feedback PF)

(Focus: Task, Process, Self-reg., Tone +/-, Valence +/-)

- Verification (Ver.):
  1. Corrective F (CF) overcorrection, misalignment (~~CF/Obj~~), on Fluency/Accuracy (voc.translation, helping too much, comment on content), explicit corr., metacog. F, recast, repetition, elicitation
  2. Praise – one word P., general P, reinforcement, overpraise, specific P
- Elaboration (Elab.): function descr./eval., overwhelming, (un)clear, no mission, (un)specific mission (what to improve, challenge), medal+mission, L active agent, exemplification, mismatch in F/Aim/Obj., criterion-ref., self-ref., strategy to improve L/T (STR. to learn, compensation STR), STR appreciation, STR reinforcement

### **Aims, Objectives** (Aim, Obj.)

Not mentioned, no interaction with, explanation, misalignment of F/Obj/Str, aligned F/Obj/Str, little steps, clearly stated, problems to understand it (L), no problem with, important (L)

### **Self-assessment** (SA)

No SA, Segative aspects (too critical), problems with SA (level not performance), positive aspects, misunderstanding, misaligned SA, SA form (SAF) +/-, SAF explanation, SAF problems with understanding, SAF problems with filling it in, SAF (helpful), STR(creative), confident, automatic, monitoring, self-efficacy +/-

### **Scaffolding/Questioning** (Scaf., Q)

Question tag (QT), restricting, misleading, closed question (CQ), prompting, Open Q (OQ), Q to make SA specific, STR. discussion, helpful, flow, to show curiosity, direct to Obj., to support SA

### **Learner's uptake** (LUP)

+/-, disagreement with T, no verbal response, disagreement, misunderstanding, +responsibility, asking for clarification, willingness to find out more, curiosity



Appendix C – Reflective diary entry with codes

(L4) 9.6.2017

Today's lesson went really well.  
Again, I participated in some of the activities and it really seems to make the learner take them more seriously than the ones I don't participate in. Even with self-assessment, she took it very seriously and when I asked her to assess my performance, she managed to do so quite specifically with the help of my Qs. Concerning my F, I think it was ok because I managed to provide her with mission (to improve the pronunciation of countries she had problems with, while she invented her own strategies for practice, which is great.) She listened attentively to my F, which might have been supported by my previous curiosity about her F/SA.

Appendix D – Self assessment form samples

12.5.2017

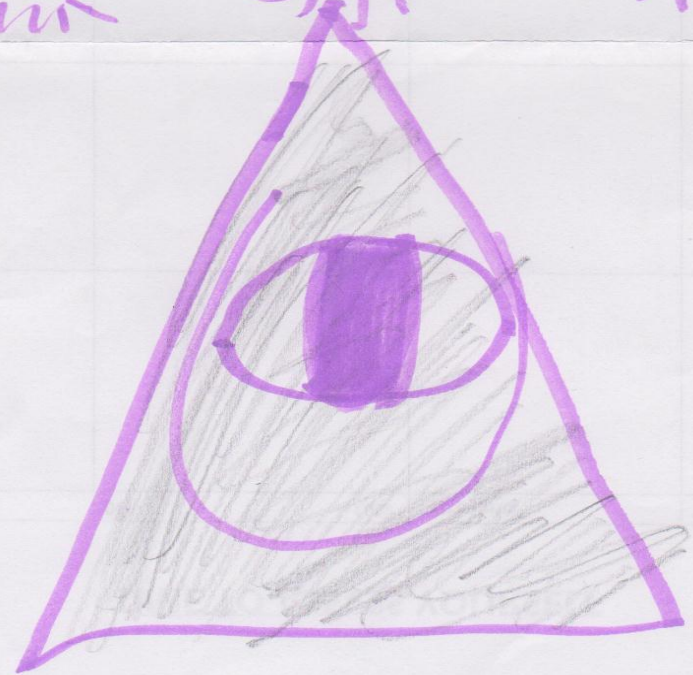
(2)

TIME TO ASSESS YOURSELF

Activity + objective	0☹ → 10☺	"Strengths"	"Action points"
<p>Povídání o výletě na Doubravku</p> <p>opakování slovíček a gramatických jevů z minulých hodin (jídlo, čas)</p>	7	<p>☑ slovíčka (jídlo) → bez problému</p> <p>čas - <del>pravě</del> správně použil minulého času</p> <p>☑ opisování slovíčk<sup>nezná</sup>m</p>	<p>čas - neplest si was a will!</p> <p>Si: třeba ve všech časech; představ si sama sebe - stědání času</p>
<p>počítatelná x nepočítatelná podst. jm. (jídlo)</p> <p>určit poč. x nepoč. podst. jm. (jídlo) + význam</p>	9	<p>Správně použil a, an, some</p> <p>Význam - nevěděla jsem jen ž (víno, ananas)</p>	<p>- neplest si hroznové víno (grapes) s grepem (greppfruit)</p> <p>Si: zajít do obchodu a to co vidím pojmenovat v AJ; <del>EX</del></p>
<p>mluvení o jídle a lidech, kteří ho kupují</p> <p>slovní zásoba, aktivní použití, spontánní reakce, kritické myšlení</p>	10	<p>procvičení slovíček spojených s jídlem mi nedělalo problém</p> <p>správně (objektivně) jsem usoudila svůj názor, rychlá reakce</p>	<p>Připomenout si ONCE a WEEK</p>
<p>Situace v restauraci host x číšník, použil frazi z minulého di my</p>	10	<p>objednála jsem si, požádala o účet a rozloučila jsem se použitím správných zdvořilých frází</p>	<p>místo oh používat well</p>

5.5. 2017

(L4)



## Appendix E – Interview questions

### Interview

#### ➤ ZMĚNA

Zaznamenal/a jste nějaké změny před a po výzkumu?

- a) Učitel (způsob výuky)
- b) Žák (způsob učení se)

#### ➤ ZPĚTNÁ VAZBA, CÍLE

Spolupracovali jsme s cíli, jaký na ně máte názor?

- a) Zpětná vazba/oprava chyb týkající se cíle/zaměřující se na všechno
- b) Jaký názor máte na hodnotící list? Jak se Vám s ním pracovalo?

#### ➤ SEBEHODNOCENÍ

Jaký postoj máte k sebehodnocení, které jste v hodinách pravidelně prováděl/a?

- a) Jaké pro Vás bylo mluvit o slabých a silných stránkách svého výkonu?
- b) Jak nahlížíte na strategie?

#### ➤ CELKOVÉ ZHODNOCENÍ

Jaký máte celkový názor na nový systém těch zmíněných aktivit v hodinách?

- a) Napadá Vás něco, co by se dalo změnit?
- b) Chtěl/a byste takto pokračovat i nadále?

Appendix F – Interview samples with codes

L1

**Zaznamenala jste nějaké změny před a po výzkumu?** Asi si myslím, že jsem se rozmluvila, ty <sup>DIFFICULTIES AT THE BEGINNING</sup> začátky byly takový těžký a teď myslím, že mluvím plynulec... že se mi vybavují ty slovíčka. <sup>L1 FEELS BETTER ABOUT HER ENG.</sup>

A že to má nějakou hlavu a patu.

**Pokud srovnáte způsob mojí výuky před a po výzkumu, vidíte nějaký rozdíl?** Když jste <sup>THINKING ABOUT Obj. ATTAINMENT</sup> začala po mě chtít, abych se začala hodnotit, tak jsem se začala zamýšlet nad tím cílem a jestli <sup>NOTICING PROGRESS</sup> jsem schopná ho dokončit... tak asi jako spíš to zamyslet se a uvědomovat si ten pokrok, kterej <sup>PROBLEMS WITH SA</sup> by tam měl bejt... protože já se neumím ohodnotit, to jste viděla, ale to jak jste mi vysvětlila, jak <sup>EXPLANATION HELPED</sup> je to míněný, tak jsem si, myslím, trochu uvědomila ten pokrok, to splnění toho cíle a uvědomit si <sup>IMPROVEMENT OF SA</sup> jestli byl splněn a jak vlastně.

L2

**Tady jak jsme používali ten hodnotící list, tady jste vlastně měla tu aktivitu, kterou jsme pak hodnotily podle jejího cíle, jaký na to máte názor?** Ty dílčí cíle, já jsem to brala tak, že <sup>Obj. IMPORTANT FOR AIM ATTAINMENT</sup> každé cíl má několik schodů a žádný schod se nedá přeskočit, protože pak dojdete k cíli a <sup>STEPS TOWARDS PROGRESS NECESSARY</sup> zjistíte, že to někde jakoby chybí, takže si myslím, že téma postupněma krůčkama... že prostě jinak to nejde.

**Jak vidíte opravování, měl by učitel opravovat všechno nebo jen to, co souvisí s tím cílem?** <sup>F IN ALIGNMENT WITH Obj. +</sup> Myslím si, že spíš to, co souvisí s cílem, že jako nejsem ve škole. Toho jsme si užili dost ve škole a teď jako tím, že už to nedělám pro ty učitele, ale pro sebe, tak mi vyhovuje, že se pak jako <sup>PERSONALLY IMP.</sup> komplexně zhodnotí ta činnost. Myslím si, že i spousta lidí, co umí dobře jazyk neřeknou <sup>+- OF AN ACT. ↔ Obj.</sup> vždycky všechno dobře a nevím, proč bych se měla <sup>ERRORS ARE OK</sup> stydět a být opravována za každou chybu, když potom komplexně z toho mám daleko větší radost, protože tam těch chyb tolik nebylo a <sup>F IN ALIGNMENT = CLEARER</sup> hlavně by mi to i narušovalo myšlenky, já mám v hlavě... prostě nějak přemejšlím a brzdilo by <sup>F ON EVERYTHING = OVERWELT.</sup> mě to.

L3

**Dobře, zmínil jste cíl aktivity, je pro vás důležité ten cíl znát?**

Pro mě je rozhodně důležitý znát cíl té dané aktivity, abych věděl, čeho zhruba se mám držet, <sup>Obj. IMPORTANT</sup> abych tam nedával něco, co tam nemá být a spíš se vlastně nevzdaloval. Díky tomu vždycky vím <sup>TARGET +</sup> na co se soustředit. <sup>Obj. FOCUS</sup>

L3

Když se podíváte na to, jak vás hodnotím já. Preferujete, když opravuju chyby týkající se jen toho cíle nebo všechny nedostatky?

Spíš mi vyhovuje, když teda máme nějakou tu aktivitu a ten určitý cíl, tak je pro mě lepší, když mě opravujete v té dané oblasti, kterou potřebujeme, abych si zapamatoval... aby těch informací nebylo najednou tolik, lepší je, si myslím, aspoň pro mě, že jakoby vstřebávám líp, když v tom daném cíli opravujeme jen ty chyby v dané oblasti, abych si to líp zapamatoval... asi bych nebyl schopnej, protože vím, že dělám spoustu chyb, zapamatovat si úplně všechny. A taky bych pak vlastně mohl zapomenout na ten cíl nebo víte, jak to myslím... Pak se zase probírá dál třeba nějaký jiný téma... tak tam se může opravit to, co jsem udělal předtím špatně, něco dalšího

L4

Co myslíš, že pomáhá? Třeba my jsme se dneska koukali, ono je to hrozná sranda, co tam dělá ten divnej medvěd... a tak jsme se u toho mohli zasmát, tak jsme se u toho celá třída zasmáli.

Třeba i to Head, shoulders, knees and toes.

A „L4“, řekla bys mu třeba, kdyby mu to head, shoulders nešlo, kdyby to řekl přeházeně a nerozuměl tomu... opravila bys ho nebo bys ho pochválila a nechala ho to dělat špatně? Spíš opravila. To head... tak zkus něco říct.

Třeba by zpíval head, nose and knees and toes.

Tak bys mu ukázala.

No a on by to měl zase špatně. Co bys udělala?

Tak ať si to zkusí pomalu, pomalu ať si to zkusí třeba head... sh...

G

Zaznamenaly jste nějakou změnu před a po výzkumu?

(L(b)) Mně ty hodiny jako od počátku výzkumu přišly jako takové jasně strukturované... s nějakým jasným cílem, takové jako pevněji uchopené bych řekla. Z vaší strany je to jinak vedený bych řekla.

(L(a)) No, mně taky. To že jsme se soustředily na to, taky co pak budeme vyplňovat. Jinak jsme pořád mluvily, poslouchaly, procvičovaly... dělaly jsme to co předtím, akorát ta zpětná vazba, myslím, jakože byla jako i od nás, předtím jen od vás. Myslím, jako že jsme třeba mluvily a vy jste nám řekla, co bylo blbě a teď už jsme se musely zamyslet i my nad tím, jak jsme to vnímaly.

## Appendix G – Lesson plan

7/4/17 GROUP (90min lesson)

<b>Aim:</b> <i>At the end of the lesson, the Ls will be able to make a complaint in a polite and assertive way, with the use of predetermined principles.</i>	
1. What does it mean "to make a complaint?" (5min)	<b>Q:</b> <ul style="list-style-type: none"> <li>• Do you remember the last time you made a complaint?</li> <li>• What did you complain about?</li> <li>• Was it easy for you?</li> </ul>
<b>Obj.:</b> <i>Ls describe the act of making a complaint</i>	
2. A complaint letter analysis (15min)	<ul style="list-style-type: none"> <li>• If you look at (the highlighted parts) why do you think he put it like that?</li> <li>• What helped you to find the parts including the specific language?</li> </ul>
<b>Obj.:</b> <i>Ls identify principles for making a complaint polite and assertive from the text</i>	
<b>S:</b> <ul style="list-style-type: none"> <li>✓ Skimming, use colors to highlight, focus on verb forms</li> </ul>	
3. Make the following statements more polite and assertive (10min)	
<b>Obj.:</b> <i>Ls reformulate the statements with the use of the previously discovered principles</i>	
<b>S:</b> <ul style="list-style-type: none"> <li>✓ Imagine the real life situation, feel it and think of clear reasons for why you make the complaint</li> </ul>	
4. Video "Dealing With Angry Customers" (15min)	<ul style="list-style-type: none"> <li>• If you consider the tone the woman used, would you change it?</li> <li>• What do you think about the way the woman is addressing the man?</li> <li>• What could she say to be more indirect?</li> <li>• How would state the problems in a more polite but assertive way?</li> </ul>
<b>Obj.:</b> <i>Ls identify inappropriate behavior and suggest modification</i>	
5. Role play: Perform the situation from the video, but in an appropriate way (L(a) =customer) (20min)	<ul style="list-style-type: none"> <li>• How do you think you managed it?</li> <li>• What helped you to stay calm?</li> </ul>
<b>Obj.:</b> <i>Ls put the suggested modification into practice and assess how it went</i>	
<b>S:</b> <ul style="list-style-type: none"> <li>✓ Before: Imagine yourself in the same situation, behaving appropriately, and "play it in your mind"</li> </ul>	
6. Role play: Perform the situations you mentioned at the beginning and perform them in a polite and assertive way (L(b) = starts as a customer) (20min)	
<b>Obj.:</b> <i>Ls demonstrate how the principles work in practice, assess how it went and suggest alterations</i>	

Appendix H – Brookhart’s Feedback Content Table (2008, 104-105)

Feedback Content	
Focus	<ul style="list-style-type: none"> <li>• Focus on “joint productive activity” (Dalton, 1998)—work done collaboratively with other students (fosters language development as well as learning) that leads to a product, so there is some concrete work to discuss.</li> <li>• Focus on the product and the activity that produced it.</li> </ul>
Comparison	<ul style="list-style-type: none"> <li>• Make comparisons criterion-referenced (compare student work to standards).</li> <li>• Make comparisons self-referenced as appropriate (point out improvement).</li> </ul>
Function and Valence	<ul style="list-style-type: none"> <li>• Be descriptive.</li> </ul>
Clarity	<ul style="list-style-type: none"> <li>• Use student’s first language as well as English for feedback, if possible.</li> <li>• Repeat.</li> <li>• Speak slowly.</li> <li>• Use simple vocabulary; explain important terms.</li> <li>• Use routines.</li> </ul>

(continued)

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Figure 7.2 Feedback Choices for English Language Learners (Continued)

Feedback Content	
Specificity	<ul style="list-style-type: none"> <li>• Connect feedback to knowledge and skills the student already has.</li> <li>• Connect feedback to real life (home, community) contexts.</li> <li>• Ask students to explain their reasoning.</li> <li>• Ask students to paraphrase feedback.</li> </ul>
Tone	<ul style="list-style-type: none"> <li>• Be responsive and supportive.</li> <li>• Listen to students and respond immediately with lesson adjustments related to feedback conversations.</li> </ul>