Trabalho de projecto apresentado para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Didáctica do Inglês realizado sob a orientação científica de Professora Doutora Ana Alexandre Gonçalves de Veloso e Matos e Mestre Vanessa Boutefeu.
Dedication

To:

My late mother Tchala who I still remember with infinite love and longing, especially when even being seriously ill, she mother had to decide for the last time in her life, for me to leave Quilengues and meet her uncle Mule Muteque in Benguela to keep on with my studies;

My wife Maria Rosaria Tchinguelessi Mukuambi for being able to manage alone with our children during my absences, and for supporting the hard life of having a student husband;

My late god parents Mauricio Kauhungu and Augusta Natchivole, who supported me while attending secondary school, with the great love of a god son;


My brothers and friends, Jambito, Latão, Chingue, Manel, Ioquessa, Fito, Nelo Mbalavandi, Pai Bongo, Pai Iano, Levis and Kito with my long and sincere friendship.

To all of you, with great love!
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Thank you all very much!
Improving Learners’ Motivation through Feedback in English Language Teaching and Learning at Polytechnic School in Benguela, Angola

Correia Domingos Kole Mukuambi

Abstract

Currently, it is widely perceived among the English as a Foreign Language (EFL) teaching professionals, that motivation is a central factor for success in language learning. This work aims to examine and raise teachers’ awareness about the role of assessment and feedback in the process of language teaching and learning at polytechnic school in Benguela to develop and/or enhance their students’ motivation for learning. Hence the paper defines and discusses the key terms and, the techniques and strategies for an effective feedback provision in the context under study. It also collects data through the use of interview and questionnaire methods, and suggests the assessment and feedback types to be implemented at polytechnic school in Benguela.

Key words: Assessment; Feedback; Motivation; ELT in Angola

Resumo

Já é do conhecimento amplo entre profissionais de ensino de Inglês como língua estrangeira que a motivação é um factor preponderante. O objectivo deste trabalho é principalmente examinar e elevar o conhecimento dos professores sobre o papel e efeito da avaliação no processo de ensino e aprendizagem da língua no Instituto Médio Politécnico de Benguela para desenvolver e/ou melhor a motivação dos estudantes para aprender a língua. Desta feita, este trabalho define e discute termos chaves do mesmo, e as técnicas e estratégias a aplicar para que as avaliações tenham um efeito positivo no ensino, recolher os dados com ajuda de dois métodos, que são entrevista e questionário, e finalmente sugerir tipos de avaliações para serem implementadas no ensino de Inglês no Instituto Médio Politécnico Benguela.

Palavras-chave: Avaliação; Feedback; Motivação; Ensino de Inglês em Angola;
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INTRODUCTION

Currently teachers and academics integrate assessment within the language teaching and learning system. It is undeniable that for assessment to play a beneficial role in this system teachers need to be constantly equipped with different techniques and strategies adequate to the context they teach in so that they (teachers) can assess and provide feedback constructively to enhance motivation and learning. Since motivation functions as a trigger for different human behaviours, it acts like the wheels that help people to achieve any kind of goal in their lives. That is to say, for humans to perform any activity or task, even self-assigned ones, there has to be some kind of motivation. This also occurs in the process of language teaching and learning. The idea above is strengthened by Dornyei (2005:65) who contends that “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement”. Thus, without motivation it is likely that little or no learning takes place in the classroom.

Therefore, in this work we will be dealing with assessment feedback at polytechnic school in Benguela in order to enhance the students’ motivation. As Hattie & Timperley (2011:81) assert: “Feedback is one of the most powerful influences on learning achievement, but this impact can be either positive or negative”. For this reason the paper will involve researching and improving methodologies teachers might be using whilst assessing learners from this institution, mainly focusing on how teachers should assess and provide learners with feedback that can help to support the learning process and improve their students’ attainments. Thus this should also develop learners’ motivation towards the lessons since it is contended that effective feedback is a powerful source for students to maintain or develop motivation for learning.

1. Background and Context

As said above, it is common knowledge that motivation is a crucial factor which positively or negatively influences any kind of learning. During my 15 years of experience as a teacher of English as a foreign language (EFL) in Benguela, and currently at the polytechnic school (Instituto Médio Politécnico de Benguela) in the same city, I have observed that the vast majority of the students from this school cannot cope effectively with the feedback they receive from assessment and consequently they...
get demotivated in their learning. Therefore, and keeping in mind what I have mentioned above that the way teachers assess and provide feedback to learners may affect the process of language teaching and learning, this paper will discuss assessment focusing on types of assessment and techniques and strategies teachers use to provide feedback to their learners. In other words, to explore and improve the means with which the English language teaching professionals at polytechnic schools assess their learners and also help them provide more constructive feedback by suggesting some more appropriate techniques and strategies for assessing and giving feedback related to the nature of the courses taught at polytechnic school as well as to the type of learners.

There are two polytechnic schools in Benguela province, one in Benguela and another one in Lobito. Each of these schools receives over 200 new learners each new school year coming from many different first cycle secondary schools (Escolas do Primeiro Ciclo do Ensino Secundario) in the country who, in two academic years, are expected to gain enough competence to communicate in English. Before moving to issues related to the characteristics of learners, let us look at the difference between second cycle secondary schools (Escolas do Segundo Ciclo do Ensino Secundario) and Polytechnic schools; in both school systems students are expected to leave these schools with grade 12 at the end of three years of schooling. The main difference is that the main goal of secondary schools is to equip students with a vast range of knowledge which will enable them to join university. In other words, the aim of these schools is to prepare students to take any kind of course at a university level; they do not deal with professional courses. On the other hand, the main goal of Polytechnic schools is to train students in a variety of different professional and work areas. That is, these schools aim to have their students professionally qualified at the end of the three years. The second difference concerns the length of time students are exposed to a foreign language in these institutions. At Secondary schools, students have English throughout the three years they spend in these schools whereas students from Polytechnic schools study English during the first two years only. For a better understanding see Table 1 below.
Table 1: Curriculum difference between secondary and polytechnic schools in Angola

Another aspect to mention here is that in Angola learners start studying one of the foreign languages in the syllabus, French and English, at first cycle schools; and these schools receive students from primary schools at grade 6. Therefore, they start first cycle schools at grade 7 and leave them at grade 9. This means students have learned one of the two foreign languages for three years before joining polytechnic schools. When they come to these schools for the first time, they have the right to keep on with the same foreign language or choose another one from the two to be part of their curriculum. This is done without testing their language proficiency because they are meant to have learned enough in the previous level. In addition, a large number of students usually want to attend the English classes. Thus, these learners enter polytechnic schools with mixed language abilities. In other words, the language level of the vast majority ranges from A1 to B1 of the Common European Framework of Reference (CEFR) levels. They only have three lessons, each lasting 45 minutes, a week (one hour and thirty-five minutes of English per week), making a total of five hours and fifty minutes a month. In terms of age, the learners are also heterogeneous as their ages range from 16 to 23 years old.

Due to the nature of the professional courses they take in this institution, most of the students are expected to work with technical matters in multinational companies in their future lives; this means that they will have foreign co-workers and, as a consequence, in this context usually English functions as international language. This is one of the reasons the education stakeholders in Angola have institutionalised English as one of the two (French and English) foreign languages to be taught at public schools (see the introduction of Appendix 1). In addition, from the programmes (see page 6 of Appendix 1) it can be seen that one of the objectives of the educational policymakers is to encourage teachers from polytechnic schools to apply assessment for learning in their teaching. As a result of this need, it is very important that this paper investigates new
techniques and strategies for giving assessment feedback as well as developing already existing ones. This is necessary so that teachers can maintain the positive attitude of their students towards the language as well as towards their classes through assessment and provide quality feedback in their classrooms to develop or enhance motivation for further learning.

As far as the English language teachers are concerned, it is important to state that Angola is a Portuguese-speaking country where English is not spoken in every domain. Thus, those who possess a certain experience of the language may become teachers of English even without having any kind of training in English Language Teaching (ELT). In other words, not every person who teaches English in Benguela has in fact been trained to do so.

This being the case, you can find non-trained teachers of English working in every secondary school in Benguela, and this situation is no different in the polytechnic school in Benguela which is the focus of my research. As an example, the two polytechnic schools in Benguela have five non-trained teachers in a population of eleven teachers. This is another reason why it becomes necessary to research and write about assessment, feedback and motivation so that this work can serve as a reminder for the trained teachers and can support non-trained teachers with new material on assessment. The aim here is to help them to improve the methodologies they apply in assessing and providing feedback to students since this work, which will be made available to them, will start with a literature review on the understanding of what assessment, feedback and motivation are and then propose some new techniques for providing feedback.

So far, we have looked at the background and context whereby we have tried to show the reasons why I have decided to work on this topic, stating the main goal of the polytechnic schools and describing the basic characteristics of the learners and teachers, and the length of time learners are formally exposed to English per week and month.
CHAPTER I: LITERATURE REVIEW

1.1 Defining Assessment

The process of gathering useful information about language teaching and learning in any English Language Teaching (ELT) context is broadly known as assessment, but it includes other different terms that teachers are urged to learn the concepts of so that language teaching can reach the goals set in these contexts. For a clear understanding of the assertion above it is worth considering the following quotation:

Assessment terminology has become a minefield because it often obscures distinctions between concepts, which in turn affects classroom practices. Understanding assessment concepts is key to assessment literacy, and teachers who are assessment illiterate can have a negative effect on the quality of education and on of students’ learning. (Popham 2009)

Thus, our starting point in this chapter is the definition of terms, taking into account that teachers working at polytechnic schools in Benguela generally limit assessment to traditional testing which is based on grading their students’ papers and nothing else. Scanlan (2003) cited in Djihadi (2010) says that “to many teachers (and students) assessment simply means giving students tests and assigning them grades”. She adds that such a conception not only limits but is also limiting i.e. it fails to consider both the usefulness of the assessment and its benefit in teaching and learning process. Then, what is meant by assessment?

In general terms, assessment can be seen as thinking carefully about someone or something else in order to construct an opinion about them, and the result of such reflection can be qualitative or quantitative. That is, judgments of the value or performance of somebody or something else, or by determining how far the number representing this value or performance is enough or not to accomplish a certain purpose.

In teaching the term can be understood as a means of gathering information through which the educational community (the education department, the school, parents, teachers, students themselves and others) learn about the quality of the teaching and learning process, and/or measure how far a group of learners have acquired enough knowledge and skills to satisfy the assigned objectives.

Our perception of assessment is strengthened by the understanding of the following experts. Lindsay & Knight (2006:121) define assessment as “the process of analysing and measuring the students’ knowledge of the language and ability to
communicate”. In the same line of thought, Hedge (2000:376) affirms that assessment is concerned with the whole process of monitoring or keeping track of the learners’ progress. Richards & Schmidt (2002:35) look at the term as “a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence”. Bachman (2004) cited in Ketabi & Ketabi (2014:435) asserts that assessment is the collection of information about something that one is interested in, according to procedures that are systematic and substantially grounded, and the outcome of assessments can be presented as a score or by verbal comments. In addition Huhta (2008) also cited in Ketabi & Ketabi (2014:435) refers to assessment as “all kind of procedures used to assess individuals (e.g. informal observations, tests, self-assessments, quizzes, interviews)”. Huhta (2008) says that when teachers decide to assess students, questions like When to assess? How to assess? What and why to assess? come into our mind, though the first two questions are more frequent than the what and why questions. Such a reality may not be true for every context, but that is the common situation of polytechnic schools in Benguela (see below).

According to Ketabi & Ketabi (2014:435-6), this is due to the fact that teachers very often set dates for assessment and also try to find principles or procedures by which the assessment will be conducted; but the what and why questions are usually left behind, because the answer for what is obvious for teachers, since they are normally aware of what their learners are expected to learn. But the situation is different with the why question; here either teachers already know the answer or they rarely reflect on the reason for their assessments. Ketabi & Ketabi (2014) stress the importance of the why question since it gives the decisions to make about the results of such assessment.

The assertion above can be illustrated with my context by saying that no teacher assesses his/her students without setting a date in advance for its implementation (when question), and most of the teachers understand that stating criteria and procedures (how question) by which the assessment will be carried out sounds like reinventing the wheel since both teacher and learners share the same picture of what the assessment classroom environment is like (the use of a pen, institutional paper, and teacher or teachers monitoring the classroom). And teachers also seem to perceive that it is pointless for them to think about what to assess since it is believed that teachers and their learners are already aware of what has been covered during the lessons. This is due to the fact that assessments in this context are typically summative
(summative assessment will be discussed below). The same can be said for considerations on the reasons for assessing: no teacher bothers to reflect on why to assess because it is assumed that learners and teachers know the purpose of assessment, that is, to measure learners’ attainments and to encode the outcomes in scores usually ranging from zero to twenty. Hence it is necessary to educate teachers in my context in assessment to make them more aware and more assessment literate.

So far, we have defined assessment in a broad sense so let us now focus on its narrower sense by considering some types of assessment.

### 1.1.2 Formative Assessment vs. Summative Assessment

Formative assessment, also termed assessment for learning (AFL), and sometimes also referred to as learning-oriented assessment (LOA), is an act through which teachers collect information that can help them to enhance the whole process of language learning and teaching. It is contended that “AFL allows teachers to find out, quickly which students are and are not making progress, and to devise ways to help those in need so they become successful learners” (Pearson ELT, nd:1). Hedge (2000:384) asserts that formative assessment is the act of collecting useful information to support students’ language learning. The same view is shared by another expert in the field Boraie (2012) who asserts that formative assessments are those types of assessment carried out by teachers while students are learning and which they use to adjust their classroom teaching practices, and which students use to improve their performance as needed. She contrasts formative assessment with summative assessment by stating that the aim of formative assessment is to enhance students’ learning, and not for grading or judging students’ achievement of learning outcomes whereas summative assessments “are used to make decisions about students’ learning and to measure the extent of their achievement of the instructional program learning outcomes” (Boraie, 2012). Furthermore she highlights that the difference between the pair of terms does not rely on the tools to be used but on the purpose of the assessment.

Another distinction between formative and summative assessment comes from Brown (2004) cited in Ketabi & Ketabi (2014:436) who affirms that summative assessments are the summary of what students have learnt in a given course and they are usually applied at the end of semesters, terms or courses. These types of assessments seek to know whether the objectives have been achieved or not, but they give no feedback or any suggestion for improving performance. Ketabi & Ketabi (2014:437) emphasize that any kind of assessment that in the learners’ view is only aimed at
gathering scores with no further feedback can be summative even if teachers have primarily designed assessment to facilitate learning and teaching. Lewy (1990) cited in Ketabi & Ketabi (2014:437) asserts that it is difficult to provide a straightforward definition of formative assessment since it occurs alongside the teaching process i.e. it can also be carried out during a semester or a lesson, and its purpose is to support the process of learning and teaching through the provision of appropriate feedback. In addition Lewy (1990) and Nitko (1993) cited in Ketabi & Ketabi (2014:437) list two purposes of formative assessment; the first is choosing or adapting learning procedures, and the second is related to the selection of the best solutions for improving weak points in learning and teaching. In the same line of thought, Gattulo (2000) cited in Ketabi & Ketabi (2014:437) characterizes formative assessments according to the following features: (1) it is an ongoing multiphase process i.e. it is carried out on a day-to-day basis through teacher-learner interaction; (2) it provides feedback for immediate action; and (3) it aims to adapt teaching activities in order to improve the learning process and its outcomes.

The above features provide a clear distinction between formative and summative assessments, and Hedge (2000:377) also provides the useful illustration below on the difference between formative and summative assessments.

<table>
<thead>
<tr>
<th><strong>Formative assessment</strong></th>
<th><strong>Summative assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>is prepared and carried out by the class teacher as a routine part of teaching and learning</td>
<td>is not necessarily prepared and carried out by the class teacher</td>
</tr>
<tr>
<td>is specifically related to what has been taught, i.e. content is in harmony with what has been taught</td>
<td>does not necessarily relate immediately to what has been taught</td>
</tr>
<tr>
<td>the information from assessment is used diagnostically; it is focused on the individual learner’s specific strengths and weaknesses, needs, etc.</td>
<td>the judgment about a learner’s performance is likely to feed into record-keeping and be used for administrating purposes, e.g. checking standards and targets is frequently externally imposed, e.g. by an institution or a ministry of education.</td>
</tr>
</tbody>
</table>

Table 2: Some distinguishing features of formative and summative assessment
Reflecting on Hedge’s table, it is reasonable to say that there are other aspects that in my view should be included in the same table, such as: (1) formative assessment is an integral part of the teaching and learning system, that is, it is not necessarily prepared beforehand, but can take place at any moment of teaching whereas summative assessment is necessarily prepared beforehand with time and procedures clearly stated; (2) the main interest of formative assessment is to positively influence both teachers and learners’ roles whereas the main beneficiaries of summative assessment are often the institutions; (3) formative assessment does not only deal with the items already covered but also can enlighten students on how to improve their learning strategies and/or learning style to enhance future learning; (4) formative assessment enables students to track their own learning and thus envisage success whereas summative assessment only informs learners on how much they have learned about the items covered; and (5) formative assessment aims to promote a special rapport between teacher and learners and therefore enhances their motivation whereas summative assessment is more likely to develop in some learners a negative attitude toward assessment and teachers. In addition, it is believed that formative assessment “provides feedback which leads to pupils recognizing their next steps and how to take them; it is underpinned by confidence that every student can improve” (Assessment Reform Group, 1999).

From the above discussion one can get a clear understanding of what assessment is by summarizing it as the act of measuring students’ language ability at a given level of learning and/or the regulation of the whole process of language teaching and learning. And the distinction between formative assessment and summative assessment is also clear as long as we understand that although both terms seek to gain information about language teaching and learning proficiency, their main difference resides in the purpose. Hence, this work also aims to enlighten teachers from polytechnic schools in Benguela about the different roles of the two types of assessments, so that they will be able to enhance the whole process of language teaching and learning. Let us now focus on another common pair of terms in relation to assessment.

1.1.3 Formal assessments vs. Informal Assessments

The terms formal and informal provide the obvious clue to understanding the dichotomy between formal assessments and informal assessments. That is, the term ‘formal’ generally connotes suitability or legal ways of doing things. In other words, it connotes performing activities through defined principles; thus, it is easy for us to figure
out that the term ‘formal’ is related to standard principles or procedures which teachers base their views on whenever they assess learners whereas the term ‘informal’ denotes no rules or principles to follow, and therefore informal assessments are those whereby teachers do not necessarily follow standard principles but rather their learners’ needs perceived while teaching. That is, in informal assessments teachers are able to assess linguistic and non-linguistic features. Brown (2004) cited in Ketabi and Ketabi (2014:437) reinforces the idea by asserting that formal assessments “are systematically planned and designed to get information about students’ achievements in predetermined time”.

Harris & McCann (1994:5) distinguish between formal assessments and informal assessments by defining the latter as the means of collecting information about learners’ performance in natural classroom environments without time constraints or any other standard test criteria. Another researcher, Colorado (2007), terms informal assessments authentic or alternative assessments which permit teachers to track the ongoing progress of learners in a balanced way while, in contrast, formal assessments measure learners’ knowledge, performance or proficiency at a particular stage of learning at a specific time in a year. He stresses that by using informal assessments teachers have greater chances of perceiving specific problems of their learners and can adapt instruction/teaching, and thus be able to intervene earlier. However, he says the subjective level in these kinds of assessment is high. For example, in a heterogeneous language ability class, teachers may decide to ascertain how far their learners are understanding the path of the lesson and pose questions (informal assessment); if teachers do not direct such questions to particular learners in accord with their language ability levels, such questions are likely to be answered by the same learners, i.e. those self-confident learners or those who are not afraid of taking risk. Therefore in these kinds of assessments, be they written or oral tasks, the key point to avoid subjectivity is to ensure that all students are being assessed according to their own individual language ability level.

It is really difficult to avoid subjectivity in this kind of assessment, but teachers can minimize the degree of subjectivity if: (a) the aim of informal assessments is to detect the learners’ actual progress and difficulties; (b) from the outcomes teachers manage to overcome the problems that hinders their learners’ success; (c) from the outcomes teachers direct learners to their own actual problems and provide strategies for self or peer correction; (d) teachers do not include the outcomes in summative marks, i.e.
if the outcomes from informal assessments do not influence the pass mark. This is because “the main aim of informal assessment is not collecting scores but rather gathering pieces of evidence about students’ knowledge” (Ketabi & Ketabi, 2014:436).

In Colorado’s (2007) assertion about informal assessment we find two words (authentic and alternative) which are viewed as key terms - authentic because they take place right when learners are performing classroom activities, the intention being that teachers assess their learners naturally, and alternative because they can be unpredictable and unplanned.

Obviously for some teachers, as appears to be in my context, it may sound odd having unplanned assessments; but unplanned assessments are of essential importance in language teaching since apart from allowing teachers to assess linguistic aspects, they also enable teachers to assess paralinguistic factors (attitude, needs or motivation) naturally. Spratt, Pulverness & Williams (2011:106-7) clarify that unplanned or informal assessment involves teachers in observing learners or particular learners to find out more about their level, attitude or learner characteristics. They illustrate that from group works, for example, teachers can obtain information about learners’ fluency and by involving learners in project work they can perceive how motivated their learners are.

Teachers should pay special attention to what has been discussed above in order not to confuse the concepts of informal assessments and formative assessments although the goal of both formative assessments and informal assessments is to find out useful information for improving both the teaching and learning strategies. That is, both of them are assessment for learning but, actually the difference is that formative assessment can be formal or informal assessment i.e. when it is formal assessment, it has to be prepared in advance, that is, some of the conditions under which the assessment will be carried out are determined by the teacher beforehand. On the contrary, informal assessments are not always planned. They are applied whenever it is necessary while teaching and in a natural classroom environment.

1.1.4 Implicit assessments vs. Explicit assessments

There are times that in the process of language teaching, teachers and learners can hardly separate assessment from teaching. That is, while teaching, a teacher asks questions and learners answer without perceiving that assessment is taking place. From the outcomes of this continuous interaction, s/he adapts and readapts the teaching techniques or strategies throughout the lesson. This situation is termed implicit
assessment. Obviously, the opposite, which is when teacher and learners are aware of the assessment, is termed explicit assessment. The following quote from Bachman & Palmer (2010) cited in Ketabi and Ketabi (2014) illustrates the above idea well:

Sometimes the distinction between teaching and assessing is not well defined. In a classroom condition, a teacher teaches, conducts assessment, and decides based on the outcomes, and then s/he starts teaching based on the decision made and assesses the students. Students are not aware that the teacher is assessing them continuously, and the teacher may not call this procedure an assessment. Meanwhile this kind of assessment can help learning and teaching. When the learners (and sometimes even the teacher!) are not aware of the assessment, implicit assessment is taking place. (Ketabi & Ketabi, 2014:437)

The difficulties that students and teachers face in distinguishing between teaching and assessment can be illustrated by saying that very often we have experienced a similar situation whereby we ask students to perform a task during the lesson, which is basically aimed to check their understanding. The first feedback that we generally obtain from the students is their worry about whether they do it on a separate piece of paper or not. If they do not worry, it is because they did not notice that they are being assessed. And what is also interesting to refer to is that if the teacher allows them to work out the activity/task on a separate piece of paper then they make every effort to do the task because for learners any classroom assessment counts for their final average mark. But if the teacher tells them to use their notebooks then few students will fully engage with the activity because they find no reason to concentrate or spend their time performing the task. In other words, they find no correlation between the effort they make with the outcome. Said in another way, students lack motivation for formative assessments. Summative assessments are the ones which motivate students to perform a classroom activity. Probably this occurs because both teachers and learners in my context disregard the importance of assessment for learning. Hence, this work also intends to inform about the usefulness of formative assessments.

We have stated above that assessments, mainly formative ones, enhance the learning and teaching process. To make this real, learners and teachers need to obtain useful information about the path and pace of their language teaching and learning. In other words, learners need to acquire vital information to regulate their learning toward the predefined goals while, on the other hand, teachers also have to obtain crucial information from learners to ascertain the effectiveness of their teaching activities. This
mutual support of essential information passing between teacher and learners which serves as the basis for each of them to adjust their roles in this process is known as feedback, which will be dealt with in the following section.

1.2 Defining Feedback

Feedback in teaching can be understood as the provision of real (actual) and important information about the current language teaching and learning. Such information also influences the teacher’s and learners’ actions in the future. Wang (2006:42) claims that “feedback is the information about current performance that can be used to improve future performance”. He adds that such information is about both teachers and students; teachers obtain it from students to improve teaching and students from teachers to enhance learning. Another concept of feedback is from Hattie & Timperley (2011) who assert that;

(…) effective feedback must answer the three major questions asked by teacher and/or student: where am I going? (What are the goals?), how am I going? (What progress is being made toward the goal?), where to next? (What activities need to be undertaken to make better progress?). (Hattie & Timperley, 2011:86)

It is now clearer from the quotation above that a feedback provider or teacher detects what learners already know, and sheds light on how to overcome problems that are hindering learners from achieving the goal. Another understanding of feedback is from Richards & Schmidt (2002) who argue that it is:

any information that provides information on the result of behaviour. (…) In teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons. (Richards & Schmidt, 2002:199)

Reflecting on the assertion above, it can be seen that it views the term from two different perspectives, that is, first in a broader sense and secondly, specifically to language teaching. With regard to the feedback source, Richard & Schmidt provide a more complete reflection than the one from Wang (2006) since they do not limit feedback providers to teacher and learner but they extend it to other people and entities. This way of thinking is strengthened by Juwan et al (2004:3) who contend that “the provision of feedback information is not the sole province of the teacher”. Furthermore they exemplify their view saying that peers usually provide feedback. For instance, in group work contexts students generate their own feedback while engaging in and performing a school work. In addition Kouritzin & Vizard (1999:17) claim that “feedback is conceptualized as information provided by an agent (e.g. teacher, peer,
book, parent, self, experience) regarding aspects of one’s performance or understanding”.

We think that the concept of feedback is now clear enough so let us now contrast it with correction since the two concepts are generally confused in my context.

**1.2.1 Feedback vs. Correction**

First, let us briefly define what corrective feedback (CF) is since the terms are usually combined. Thus, Jimenez (2013:1) says that “corrective feedback is information given to learners regarding linguistic errors they have made” and Li (2013) explains that “corrective feedback (CF) refers to teacher and peer responses to learners’ erroneous second language (L2) production”. In addition, Long (1996) cited in Uzum (2010:20) defines it as “information following an error produced by the language learner. In this regard, corrective feedback is either implicit in the form of recast or explicit which is provided in the form of metalinguistic information such as explanation of a rule”. In this work, CF is perceived as any information resulting from learners’ output which imparts teacher and learner with knowledge about their achievements in both language teaching and learning; therefore here, the terms feedback and CF are sometimes used interchangeably. So how does correction differ from feedback?

It is not an easy task to provide a straightforward difference between feedback and correction since both terms deal with language correctness and usage. It is under this perspective that some researchers e.g. Bitchener, Young & Cameron (2005), Ding (2012), Russell (2009), Rezaei *et al* (2011), Samar & Shayestefar (2009) and others fused the two terms into one which is corrective feedback, but Makino (1993:338) compares error correction and error feedback, asserting that “error feedback is error detection, and while it is designed to promote correction it is not correction in itself. Correction is viewed as describing the hoped-for result of feedback on errors”. He adds that error feedback refers to teachers’ suggestions or tips provided to learners in order to encourage them for self-correction.

From the above statement one can easily understand that feedback is the trigger for correction. In other words, teachers decide on correcting due to the judgements made on how well students have performed the given learning activities or assessment tools. Learners may engage in peer or self-correction under the information that they get from their teachers.
It can be said that in my context very often correction stands for both terms since the term feedback is hardly mentioned among teachers. This is probably due to the one of the following reasons: either the teachers are not aware of what feedback is or they disregard the role of feedback in language teaching. The activity that most teachers generally perform and that can be understood as feedback is their way of justifying learners’ achievements i.e. when teachers provide the right answers to the assessments to the whole class.

After defining and reflecting on what feedback is, by contrasting it with correction, let us now focus on feedback categories.

1.3 Types of feedback

Garcia (2005:11) categorizes teacher feedback into two types: pedagogic feedback and interactional feedback. According to this researcher, pedagogic feedback is “the acknowledgement or comment made by the teacher, with the purpose of correcting or evaluating students’ performance”. And interactional feedback is the comment that teachers make with the aim of enhancing the learner’s linguistic production. She adds that this kind of feedback comprises utterances expressing agreement, disagreement or acknowledgement. For example, in the conversations below, in (i) the teacher provides pedagogic feedback and in (ii) he provides interactional feedback:

(i)

Learner: we are two brothers at home, my sister study computer sciences in Luanda
Teacher: my sister study!...
Learner: yes… teacher.
Teacher: eh! Isn’t it third person singular? Can you say it correctly?
Learner : oh! Yes!.. studies, my sister studies…

(ii)

Learner: Teacher, last Sunday we went to seaside Baia-azul I liked very much.
Teacher: oh! Really? So you are suggesting Baia-azul …
Learner: yes, teacher. It's very much nice.
Teacher: Ok, good, I see.
Learner: teacher, we go there tomorrow?
Teacher: oh! Yes, I think so, but tell me more about …
It can be seen that in (i) the teacher’s aim is to draw the learner’s attention to the failure and see if he/she can mend it, whereas in (ii) the teacher’s aim is to sustain the conversation and try to keep the flow going with the learner in order to practise fluency.

1.3.1 Formative Feedback

Chen (2009:162) defines formative feedback as the vital means through which teachers can inform students how learning is progressing. He affirms that it is a constructive feedback provided to students in an attempt to enhance their learning. Furthermore he adds that feedback is linked to deep learning which he calls “feedforward”, meaning that formative feedback is an ongoing activity that understands and instructs about learners errors, leading them to better understanding in the future. Kouritzin & Vizard (1999:16) assert that formative feedback is a process-oriented activity and its role is to assist students through their learning process. In the same way of thinking Shute (2007:1) and Shute (2010:154) define formative feedback as the information transmitted to learners and from learners to teachers intended to adjust their thinking or behaviour for the purpose of enhancing learning.

According to Shute (2010:158) there are two main ways of providing formative feedback which are verification and elaboration, which Shute (2007:3) also terms directive and facilitative feedback. In verification teachers generally limit feedback information to whether an answer is correct or not whereas in elaboration teachers have more variation e.g. they can address themselves to the topic, the response, discuss the particular error(s), give worked examples, or provide guidance in a kindly way. That is, in a sentence where the main concern of the teacher is the form, for example in the following: Teacher, I don’t understand why my partner don’t agrees with me, in verification feedback the teacher may simply limit his corrective feedback by underlining or verbally highlighting the wrong part of the utterance (don’t agrees), and if the sentence is produced orally and the teacher also wants to provide spoken feedback, he may simply repeat the whole sentence but highlighting the wrong utterance by changing his/her voice tone. In elaboration feedback the teacher provides further details to the learner explaining why the utterance is wrong. For example, this could be by reminding the learner of the grammatical rule about the third person singular in negative sentences and asking the student to provide similar examples to check their understanding.
From this perception it is reasonable to state that formative feedback is a pivotal aspect in the process of language learning and teaching since both teachers and learners use it as a gauge to regulate or adapt their main roles throughout the process of language teaching and learning. In other words, formative feedback is feed in (supporting the current learning) and feed forward (portraying the next steps in learning). Hence it is crucial that polytechnic school teachers in Benguela use formative feedback to enhance learners’ motivation. Let us now focus on some types or strategies of formative feedback.

1.3.1.1 Timely feedback

Timely feedback means feedback should be provided within a short time following the occasion that a certain learning activity and/or assessment task took place. It is contended that this strategy is more effective than delayed feedback. Chen (2009:163) comments that students generally find timely feedback far more useful than delayed comments. That is, students need appropriate feedback on performance to benefit from courses. Students need help in assessing existing knowledge and competence. So in class students need timely feedback to recall and reflect on what they have learned, what they still need to know, and how to assess themselves.

1.3.1.2 Face-to-face feedback

What face-to-face means here is that teachers can use both verbal and non-verbal feedback. As Chen (2009:163) mentions, verbal feedback can be in form of comments to refer to their learners’ performance by way of praising or directing learning tasks or activities. In this strategy the expressions below are some of the most common. Good, very good, congratulations, well done, you summarized the text better than last time, I hope to see a perfect performance from you next time, excellent, and so on. Harmer (2007:139) stresses that teachers responding to learners’ written tasks also use comments to praise and a recommendation procedure is also used depending on which stage of writing a learner is at. Non-verbal feedback is also used, for instance teachers can directly comment on learners’ work, be it in written or spoken form, by simply using paralinguistic features. All this gives teachers the great possibility of interacting with their learners and thus able to provide further explanation on how to do things better, and consequently the learners’ level of understanding is more likely high.
1.3.1.3 One-to-one feedback

One-to-one feedback differs from face-to-face feedback in a way that face-to-face can be in front of the whole class but one-to-one is more private. The main aim of this strategy is “to encourage the student with their work and provide agreed targets and actions” (Chen 2009:164). Additionally, she contends that like in face-to-face feedback, here the teacher and the learner have a chance to make a dialogue, and the discussions between them are constructive taking into account the previous lessons and connecting both old and new experiences. We understand that this is one of the best strategies for teachers to provide effective constructive feedback at polytechnic school in Benguela since both the teacher and the learner can expose their concerns more explicitly. In other words, the learner has the chance of privately posing all of his/her learning constraints using all possible communicative strategies, while on the other hand the teacher also has the opportunity of providing feedback which is specific to the learner.

1.3.1.4 Comments, grades and scores

This strategy is typically used for written tasks whereby teachers comment on the types of errors and frequently without providing the correct form, expecting that learners can do it on their own (self-correction). Teachers also frequently provide grades or scores for their learners’ written tasks and/or activities in order to inform them about the degree of their performance in such activities/tasks, from which both teachers and learners make judgements on how to improve their roles in the language learning process.

Before we turn to another strategy let us stress that this is also one of the most important strategies to apply in my context since it detects the problems and also shows learners how to overcome such problems. What is more, our learners enjoy having their papers graded (see 1.1.4).

1.3.1.5 Peer feedback

Peer response, as Gedera (nd:16) also terms it, involves commenting on each other’s work and Richards & Schmidt (2002:389) affirm that peer feedback is also conceived as peer review or peer editing and it is an activity whereby learners receive feedback on their writing from other learners; that is learners read each other drafts and provide comments or suggestions. Peer feedback can be applied in both written and spoken activities; for example learners may exchange ideas after a role play or
presentation, or after reading a draft of a narrative text. Peer feedback is good and effective for both feedback provider and recipient. For my context, among other benefits from peer feedback we should mention the following: first, in peer feedback learners are more likely to use the target language; second, it encourages learners to recall and compare their past experiences with the current learning challenges; third, it enables the learners’ capability of thinking critically; fourth, it enables learners to be good self-evaluators promoting their autonomy; and fifth, it gives learners the chance of practising the four language skills almost like in the real world. For example by swapping some of their written tasks they practise the four language skills (reading, writing, speaking and listening) and also improve their interactional skills. Lundstrom & Baker (2009:30) contend that peer feedback “gives students practice with a range of skills important in development of language and writing ability, such as meaningful interaction with peers, a greater exposure to ideas, and new perspectives on the writing process”.

1.3.1.6 Self-feedback

Makino (1993:338) comments that there are times when learners detect some of their own failures and they can also correct some of them as long as other people like teachers or classmates provide them with cues or hints about them. In addition, he emphasizes that those learners who can correct their own errors are activating their linguistic knowledge. Thus learners are active agents in the process of language learning and can in some circumstances monitor their own learning as long as the opportunity is provided. Like in peer feedback this strategy may create in learners the sense of developing the attitude of independent learners which can make them feel they are included in the objectives of the assessments. Woytek (2005) states that sharing learning goals with students by involving them in the assessment process means students learn to take responsibility for their own learning; and this feeling of accountability and control may increase the students intrinsic motivation to learn and can heighten success.

1.3.2 Summative feedback

As was previously mentioned in section 1.1, the main difference between formative and summative assessment is found in their purpose, and the same applies to the difference between formative and summative feedback. That is to say, while the main goal of formative feedback is assisting language learners with strategies to ease their learning process and equip teachers with useful information under which they adjust their teaching, summative feedback is concerned with the final achievement of
the general linguistic competence attained in a semester, school year or course and which ideally depicts students’ readiness, or that they have enough linguistic competence, to join a learning group, course or any other activity that requires a certain language level ability.

The outcomes of summative feedback are usually presented in the form of grades or scores without any further comments. In other words, summative feedback is the information about learners’ achievements resulting from summative assessments, and which serves as a reference point that informs learners, teacher, school administration, parents, educational departments and others about how much a given learner was able to learn from a chapter, a term, a school year or course without worrying about the possible reasons that limited some learners’ achievements nor about how to improve them. Anderson (2011:27) asserts that “summative” feedback, a category that includes corrective feedback, only informs learners about the accuracy of their performance, and “formative” feedback, a broader category that involves any feedback that provides information that aids in improving future performance”. A practical example of summative feedback is the final average mark (média final), one of the criteria used for the selection of new students at polytechnic schools in Benguela at the beginning of every school year. That is, according to the institution vacancies in a given school year, the applicants are selected from their final score obtained in the previous level. Such selection starts from the highest mark to the lower one.

It is crucial to emphasise that summative feedback is the most frequent in the context under study in this paper. There are nine summative assessments in every subject during a school year, three for each term. They are compulsory; if a teacher fails to apply one of them, there is a need for him/her to report the reasons to the school administration since the pass mark results from their average. And this obviously does not help much in the development of the whole teaching and learning process. Shute (2007:7) states that “feedback is significantly more effective when it provides details of how to improve the answer, rather than when it just indicates whether the student’s work is correct or not”. Additionally, Williams (1997) cited in Shute (2007:7) also claims that “feedback lacking specificity may cause students to view it as useless and/or frustrating”.

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Therefore this paper aims to inform polytechnic school teachers in Benguela about the different types of feedback in order to heighten their learners’ motivation toward the lessons.

1.4 Techniques for feedback provision in the EFL classroom

In attempting to provide students with effective feedback, teachers can use different and varied techniques and strategies that are widely accepted in the teaching community and which are based on Lyster & Ranta’s (1997) categorization and taxonomy.

In this work we have selected eight different types of corrective feedback to focus on, by first differentiating explicit and implicit techniques. Explicit as its name suggests stands for the kind of feedback whereby teachers clearly show the error and provide the correct version whereas implicit feedback occurs when teachers indicate that there is an error but do not show it or provide the correct form, expecting learners themselves to detect and correct the incorrect utterance. Ellis (2009:9) contends that in explicit techniques teachers show clearly that an error has occurred and provide the correct form. As Bitchener, Young & Cameron state:

Direct or explicit feedback occurs when the teacher identifies an error and provides the correct form, while indirect strategies refer to situations when the teacher indicates that an error has been made but does not provide a correction, thereby leaving the student to diagnose and correct it. (Bitchener, Young & Cameron, 2005:193)

1.4.1 Clarification

This technique is also known as clarification request, where the teacher or corrector shows that he/she did not understand what the learner has said, and is normally characterized by the use of sentences like: Excuse me? What do you mean by...? Pardon? I’m sorry? Clarification is normally used in spoken feedback but sometimes also occurs in written feedback. For instance in my context, it is common to find comments like What do you mean... on learners’ written work. Suzuki (nd:9) says that this type can overcome problems related to comprehension, accuracy or both. Clarification is categorized as implicit feedback because the teacher does not indicate the error or its nature and does not correct it. Ellis (2009:9) also terms it ‘clarification request’ and says that “the corrector indicates that he/she has not understood what the
learner has written or said”. For example, the conversation between teacher and learner below illustrates how generally teachers apply this technique in spoken feedback:

Learner: I not stand teacher
Teacher: sorry?
Learner: oh! Sorry, I not understand
Teacher: Ah, ok you don’t …
Learner: yes teacher, I don’t understand

Ellis (2009:9) provides a very useful list of feedback techniques in which he defines them and illustrates each definition with an example (see appendix II).

1.4.2 Elicitation

In this technique, teachers generally repeat the correct part of a learner’s utterance raising their voice as a signal for a learner to realize the failure and complete it. It is contended that the main purpose of this technique is to persuade learners to self-correct and it can be carried out through the following strategies: requesting students to reformulate “the ill-formed utterance”; use of open questions, and “the use of strategic pauses to allow a learner to complete an utterance” (Rezaei, Mozaffari & Hatef, 2011:24).

1.4.3 Metalinguistic feedback

As the term suggests metalinguistic feedback is the use of words or phrases in the provision of feedback i.e. verbal codes. With this technique teachers explicitly comment on the types of errors although they may not provide the correct form, but they direct learners on how to overcome the problems or errors. As mentioned above in 1.3.1.4, metalinguistic feedback is typically applied in written tasks/activities. From this understanding, one can easily infer that metalinguistic feedback is essential for EFL contexts; thus it is also effective for polytechnic school in Benguela. It provides learners with vital information which will improve their awareness of the current learning state, which also will make them modify their learning styles,strategies in order to improve the achievements and consequently enhance their motivation.

1.4.4 Repetition

Suzuki (nd:10) says that with repetition teachers repeat the incorrect part of the utterance adjusting their intonation so as to highlight the error. This is a similar technique to elicitation but in repetition the incorrect part is repeated. Rezaei, Mozaffari & Hatef (2011:24) assert that repetition is “less communicatively intrusive in
comparison to explicit error correction or metalinguistic feedback and hence falls at the implicit extreme on the continuum of corrective feedback”. They add that this feedback is simply characterized by the teacher’s repetition of the “ill-formed part of the student’s utterance” and generally with an intonation change.

**1.4.5 Use of comments, grades and scores**

As referred to above comments are part of metalinguistic feedback and they generally point out the strengths and weaknesses of the learners’ work and also provide information on how to overcome the problem. Comments differ from grades and scores because they are process oriented-strategies whereas grades and scores are product-oriented strategies. That is, scores and grades belong to the implicit corrective feedback category as they do not focus on errors nor on their correction but on the measurement of students’ attainment. Thus, they are less effective in the context of assessment for learning. The quotation below illustrates the difference in usefulness that can be drawn between comments and grades and scores:

(...) comments not only indicate the strengths and weaknesses of the student’s writing but they may also assist students in monitoring their own progress and identifying specific language areas to develop further. (...) Assessment procedures which only yield scores or grades do not adequately fulfil the needs of classroom-based assessment. (Hedge 2000:385)

It was mentioned in the Introduction (see p.1) that we have heterogeneous classes in terms of language ability level but the vast majority of polytechnic school students in Benguela are beginners. This factor leads us to state that the more explicit a feedback technique is, the more effective it will be for our learners. Lyster (1998), and Loewen & Philip (2006) cited in Ding (2012:86) claim that the corrective intentions of implicit techniques were reported to be easily unnoticed by learners.

After looking at the types of feedback provision, let us now focus on the third strand of our research which is motivation.

**1.5 Defining Motivation**

Motivation is a complex issue to define due to its multidisciplinary nature. Keblawi (2009:23) affirms that it is a complex task to conceptualize motivation due to the considerable number of different disciplines it involves understanding its different facets. Dornyei (2000 & 2001) cited in Keblawi (2009:23) clarifies that “the complexity of the concept of motivation resides in its endeavours to explain individuals’ actions and behaviour which cannot be accounted for by one panaceic [sic] approach”. Thus, its
definition is generally conceptualized into different theories, such as the self-determination theory and goal theory.

1.5.1 Self-determination theory

According to Deci, Connell & Ryan (2000) cited in Keblawi (2009:32), self-determination theory is also termed autonomy and they identify two types of motivation which are known as intrinsic motivation and extrinsic motivation. The former is related to your inner motive that makes you perform an activity aimed to achieve internal satisfaction, such as a satisfaction of curiosity, pleasure or for enjoyment purposes. On the other hand extrinsic motivation as the term itself suggests is driven by external elements like parents, teachers, classmates, job and so forth. This kind of motivation aims to satisfy explicit objectives such as obtaining high grades, praise, and other tangible benefits. It is contended that in language learning learners who are intrinsically motivated are likely to enhance their motivation toward learning better than those who are extrinsically motivated. Zoghi & Ma Lmeer (2013:1) assert that “all effective language learning environments have an unquestionable dependence on the existence of intrinsic motivation in language learners”. Dornyei (1998) suggests three sub-types of intrinsic motivation:

(a) to learn (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one’s curiosity and exploring the world); (b) toward achievement (engaging in an activity for the satisfaction of surpassing oneself, copying with challenges and accomplishing or creating something); and (c) to experience stimulation (engaging in an activity to experience pleasant sensations) … several studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement. (Dornyei, 1998:121)

Dornyei (1998:121) emphasizes that extrinsic motivation has traditionally been understood as a factor that can undermine intrinsic motivation, but some studies have shown that if extrinsic rewards are sufficiently powerful they can be combined with or lead to intrinsic motivation. This view can be illustrated with what has been happening in the context we teach in. From my own experience of nearly ten years of teaching, I have noticed learners who first decide to learn English due to some external rewards but afterwards some of them change this attitude. For example, it is common to hear from learners expressions like: “Teacher, I want to learn English because I like listening to American slow music and I want to understand the message” [Professor, quero aprender Inglês porque gosto muito de ouvir slows Americanos, quero também saber o que dizem] or “I just want to learn English to overcome the difficulties that I have been
facing with this subject at school” [So quero aprender Inglês para superar os problemas que tenho com essa disciplina na escola].

Before tackling the second theory, let us consider other terms within the scope of self-determination theory.

### 1.5.1.1 Amotivation vs. Demotivation

Deci & Ryan (2000:237) postulate that “Amotivation or helplessness is the situation in which learners lack the intention to behave. They see no relation between the efforts they make and the outcomes they get”. In other words, a state of no motivation at all and it occurs when learners have neither intrinsic nor extrinsic motivation. On the contrary Spratt, Pulverness & Williams (2011:54) briefly say that demotivation is the situation in which learners lose their motivation. Let us emphasize here that the main source for learners’ demotivation is the whole environment in which the language learning is being carried out. Keblawi (2009:45) states that in language learning demotivation is concerned with external contextual factors such as didactic materials, teachers, teaching techniques, and methods that learners might perceive as negative. He adds that learners’ attitude toward the target language may also diminish or lead to a total loss of their motivation.

### 1.5.2 Goal orientation theory

It is claimed that goals are essential for studying motivation but in its turn, defining a goal is another complex issue. Thus, it is also split into two theories which are goal setting theory and goal orientation theory. Keblawi (2009:35) affirms that “Goals are fundamental to the study of motivation but the definition of goal is not spared any complexity”. Even with these difficulties that the concept presents, we understand the term as the reason or purpose that makes people act and provides means for actions. Dornyei (1998:120) says that “a ‘goal’ (...) is seen as the engine to fire the action and provide the direction in which to act. Thus, in goal theories the cognitive perceptions of goal properties are seen as the basis of motivational process”. Furthermore he summarizes the circumstances in which goals correlate with learners’ performance as follows:

(a) they direct attention and effort towards goal-relevant activities at the expense of actions that are not relevant; (b) they regulate effort expenditure in that people adjust their effort to the difficulty level required by task; (c) they encourage age persistence until the goal is accomplished; (d) they
promote the search for relevant action plans or task strategies. (Dornyei, 1998:120)

1.5.3 Goal setting theory

Dornyei (1998:120) explains that according to goal setting theory, “human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice”. He stresses that there are two dimensions in which goals are differentiated - the degree of difficulty and their specificity. According to this theory the more difficult and specific the goal is, the more attainable it is. In other words, it can be difficult to achieve the goal but if the purpose of reaching this goal and the strategies to use are clearly detailed and reasonable enough in the eyes of the performers, then the expectation of attaining this goal is high, and therefore people double their effort. If the goal is difficult but unjustifiable or specific but easily achievable, performers realize it is pointless forcing themselves. For example in my context, there are a lot of learners who enthusiastically have chosen English as their foreign language subject because it is an international language. If from these learners’ perspectives, teachers do not support the challenge of learning a second language, they may fall into despair and stop making any effort to learn. That is to say, learners find no clear learning strategies, and thus the goal becomes unreachable.

As Moss & Feldman (2003:1) affirm, motivation is the reason “why people decide to do something, how long they are willing to sustain the activity [and] how hard they are going to pursue it”, and Dornyei (1998:117) states that “researchers seem to agree that motivation is responsible for determining human behaviour by energising it and giving it direction”. On one hand this strengthens our view about the pivotal role of motivation in language learners and on the other supports our preoccupation with the teachers’ adoption and usage of formative assessments at polytechnic school in Benguela in order to enhance learners’ motivation toward their lessons. The quotation below sums up our reflection about the crucial role of motivation in EFL classrooms. Javid, Al-asmani & Faroog (2012:284) posit that motivation “is a key factor for successful second language (L2) or foreign language (FL) learning and it also determines the level of learners’ positive, active and personal engagement in the process of target language learning”.

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In the section above we have defined motivation and discussed some theories about it. We are now ready to focus on the impact of assessment feedback on EFL learners’ motivation.

1.6 The Impact of Assessment Feedback on EFL Learners’ Motivation

We have shown above that both assessments and feedback provision can improve students’ motivation. The question is in which circumstances do assessments really enhance students’ motivation?

Hughes, Okumoto & Crawford (2010:4) stress that “assessment is strongly linked to motivation. Learners are motivated both by external reward such as grades - extrinsic motivation - and by personal development in the subject or discipline - intrinsic motivation (…)”. Then it is obvious that the basic goal of formative assessment, which is to support the whole process of language learning and teaching, answers the above question. This is, firstly, by providing learners with useful feedback which, in other words, is imparting information to learners that will help them to track their learning; and secondly by encouraging learners to adapt and/or adopt new strategies which will enable them to adjust their learning and be able to overcome their weaknesses and improve the strengths. Teachers must develop in their learners a positive attitude toward assessments and therefore improve the motivation. This also makes learners believe that their long-term goal in language learning is achievable, and again all these situations finally help students to improve their performance in lessons and thus the motivation as well. Finally, Stiggins (2005:19) postulates that:

(…) what begins to grow in them is a sense of hopefulness and an expectation of more success in the future. This in turn fuels enthusiasm and the motivation to try hard, which fuels even more success. The basis of this upward spiral is the evidence of their own achievement, which students receive from their teachers based on ongoing classroom assessments. Thus classroom assessment information is the essential fuel that powers the learning system for students. (Stiggins, 2005:19)

Thus, assessments only improve language learners’ motivation if associated with constructive feedback. That is, assessments motivate students if the information from them serves as a means which enables them to envisage success in their learning. We agree with Haroldson (2011) when he says that “Formative assessment is a way to increase student learning while encouraging students to become effective learners. In the process of developing deep understanding and reasoning, clear learning goals and effective communication shift the motivation for learning to the student”.
Briefly, assessment feedback enhances learners’ motivation when: (1) both the learning goals and assessment purposes are clearly stated from the students’ perspective; (2) it develops learners’ awareness about self-learning reflection; (3) it provides suitable conditions for learners to confide their learning successes and/or drawbacks to their teachers; (4) it encourages learners to take responsibility for learning; and (5) it boosts a regular discussion between teachers and learners about the environment in which the learning and teaching is being carried out.

In this chapter, we have reflected on assessment by providing its definition; we have also looked at what feedback is and have discussed the differences that can be drawn between formative feedback and summative feedback. We also mentioned the techniques that teachers can use when providing feedback to their learners and finally we addressed the concept of motivation and the impact that assessment feedback plays on EFL learners’ motivation.

We will now look at how assessment, feedback and motivation are perceived by students and teachers in the context under study.
CHAPTER II: RESEARCH METHODOLOGY

2.1 Methodology

In this work we have used a quantitative method, a questionnaire, and a qualitative method, an interview, to collect data. We conducted a survey with students in order to have an overall idea of what they think about the assessment criteria applied by their teachers at Polytechnic school in Benguela. This includes their attitude toward the kind of feedback they receive. We also interviewed teachers to investigate their knowledge and beliefs on assessments and also to be aware of the techniques and strategies they apply to provide feedback to enhance their students’ motivation.

2.2 Participants

To accomplish the goal of this paper, we conducted a survey with students and teachers from the institution of our focus. Thus, we carried out a questionnaire with 108 students from a population of 211 students and we interviewed the only five teachers of English from this school.

2.3 Period of study

The collection of the data was carried out over a period of four weeks. First we conducted the questionnaire with students in a week in April 2014; then we had to interrupt our activity due to the population census that took place in Angola during the whole of May. Therefore, it was only possible to interview the teachers in the first three weeks of June, a month later.

2.4 Methods

2.4.1 Interview with the teachers

Let us stress here that we used a semi-structured interview because the main purpose with this tool was to promote a relatively informal dialogue between the interviewer and the interviewees, expecting to collect every possible detail from the interviewees. Thus, the guide paper of the interview contained sixteen questions (see appendix III) and we spent thirty minutes with each interviewee on average. To ease our task with note taking we also used an Olympus Digital Voice Recorder ws-811 to record the conversations.
2.4.2 Questionnaires for the students

It was mentioned above while describing the participants in 2.2 that we have selected a reasonable number of students as our sample to work with. Since we found difficult to survey all the students (over two hundred) from the morning shift and distributed over nine classes, a selection had to be made. Therefore, from them we have grouped 108 students through the use of a raffle, twelve from each class. To accomplish the goal of this activity we used the following procedure: (1) we mixed small pieces of papers in a bag numbered from 1 to 26, albeit we did not find the same number of students in every room; (2) we asked students to pick a paper from the bag; (3) we selected them from the numbers they chose i.e. in some rooms or classes we selected students with odd numbers and in others those with even numbers; (4) we joined the 36 selected students from three classes together in one room and distributed the questionnaires. Finally, we told the students to read the questionnaire carefully before they started to answer the questions and then we provided clarification of any problem/doubts they found. This procedure was repeated three times until all 108 selected students had done the questionnaire (see appendix IV).

Let us stress here that for the students to understand the questionnaire better, it was translated into Portuguese, the first language (L1) of the vast majority of the students. The whole process was carried out in approximately two hours in every three classes of thirty-six students each.

2.2 Results

As mentioned above, this section depicts the findings obtained from the two methods used for the collection of data i.e. it first shows the results from the interview with the teachers and secondly the results gathered from the questionnaire for students.

2.2.1 Interview with the teachers

The conversation with the teachers was carried out with the guidance of 16 questions (see appendix III), and we spent approximately thirty minutes with each interviewee. The results are presented as follow:

Q1) Aim: to know about the teachers’ experience and their educational background
Table 3: Teachers’ educational background and experience

It can be seen from table 3 that in terms of time teachers possess a long experience of teaching. That is, four teachers have been teaching English for more than 5 years but only two of them are trained as ELT teachers.

Q2) Aim: to find out whether teachers have ever attended seminars about assessments, feedback and/or motivation

Table 4: Teachers’ refreshment about language teaching assessments

It can be seen from table 4 that none of the teachers have ever attended a seminar about assessment.

Q3) Aim: to check whether teachers have any remarkable experiences related to assessments and/or motivation throughout their career

Table 5: Teachers’ remarkable memories in teaching

Table 5 shows that four teachers keep some memories, albeit none of them are directly related to assessments or motivation. One respondent could not remember any interesting aspect at the moment of the interview.

Question 4, aimed to hear from the teachers about what has astonished them. One teacher pointed to the fact of having dealt with learners who have never attended English lessons in their previous schools. According to the teacher, these learners could not even greet in English but they decided to join English classes in grade 10. On the other hand, another respondent reported an amazing situation which is the fact of having had three “good” students in the two last years (10 and 11 grades). The respondent says that those students could even interact with the teacher in English which is not common at school, and currently they joined have the ELT course at university.
Q5) Aim: to know about learners’ motivation from the teachers’ perspective

<table>
<thead>
<tr>
<th>Respondents</th>
<th>high</th>
<th>low</th>
<th>up &amp; down</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>01</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>

Table 6: Teachers’ awareness of their students’ level of motivation

Table 6 shows that two teachers view their students’ motivation as low and the other two see it as fluctuating. Only one of the respondents considers the students’ motivation as high.

Q6) Aim: to know about learners’ motivation stability from the teachers’ perspective

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FOR BETTER</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>FOR WORSE</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

Table 7: Teachers’ opinion about the level of students’ motivation stability

Table 7 portrays that the students’ motivation is unstable and it is generally negative, i.e. three respondents said that students are likely to lose their motivation at school.

Q7) Aim: to find out if the students’ motivation instability is frequent

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 8: The frequency of students’ motivation instability

According to table 6 students motivation at polytechnic school varies frequently.

Q8) Aim: to find out the basic reasons of the students demotivation frequency from their teachers’ views.

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>lack of enough background in the target language</th>
<th>not keeping with the same teachers in both (10th &amp; 11th) grades</th>
<th>low marks from the assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 9: Causes of students’ demotivation

Table 9 portrays the following: two teachers think that students’ demotivation frequency derives from the lack of enough background in the target language, two
teachers pointed to negative feedback from the assessments. And one respondent claimed the fact of students having different teachers in both grades as the reason for such demotivation.

Q9) Aim: to know the strategies teachers use the most to overcome the problem with un/amotivated or demotivated learners

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>group works</th>
<th>marking every task, including homework</th>
<th>talking to students in order to find out the reasons</th>
<th>no answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 10: Teachers’ strategies to deal with un/amotivated or demotivated students

Table 10 shows that two teachers generally grade their students’ tasks, one teacher uses group works. One teacher generally talks to students, and another teacher did not answer the question.

Q10) Aim: to know about teachers’ techniques used for the feedback provision

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>asking students to repeat the correct form (reading and speaking)</th>
<th>underlining the errors and put the correct form on the body (written)</th>
<th>correcting at the end of conversation (speaking)</th>
<th>praising students who perform well</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 11: Techniques/strategies teachers use in the provision of feedback

Table 11 shows that most of the teachers use repetition and praising i.e. three teachers generally use repetition, and two teachers usually praise students who perform well.

Q11) Aim: to know about the teachers’ awareness about the importance of feedback in learners’ motivation

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 12: Teachers’ awareness about the influence of feedback in motivation

It can be seen from table 12 that all the five respondents answered the question positively, showing they are aware of the importance of feedback to motivation.

Q12) Aim: to hear from teachers’ comments about the influence of feedback on learners’ motivation
Unfortunately, among the five respondents only one teacher could provide such further details, stating that “providing feedback makes learners think that teachers are interested in their learning”.

Q13) Aim: to know about the more effective feedback techniques to improve learners’ motivation from the teachers’ perspective.

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>students should correct themselves</th>
<th>point out the students failures and remind them of the lessons where the issue was covered</th>
<th>no answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 13: Strategies that teachers suggest for improving students’ motivation

Table 13 shows that one respondent suggests the implementation of self-correction, and another teacher points to the use of comments (see 1.3.1.4) in Chapter I. Three respondents did not answer the question.

Q13 (a, b) Aim: to ascertain whether teachers manage to apply the techniques they believe are helpful for students’ motivation

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>YES</th>
<th>NO</th>
<th>NO ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 14: Teachers’ opinion about the use of feedback techniques to enhance motivation

As can be seen from table 14, three teachers agree that they make an effort in using some strategies to enhance the students’ motivation. One teacher does not, and another teacher did not answer the question. Concerning the commenting that they should make on their own answers, two teachers indicated the following: one teacher pointed to the lack of time, and another teacher claims the large classes as the factor that makes teachers unable to provide effective feedback. And one of them did not provide further information.

Q14) Aim: to ascertain whether students’ repeated failures is really one of the sources of learners’ demotivation/amotivation

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>YES</th>
<th>NO</th>
<th>TO SOME EXTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 15: Teachers opinion about the impact of repeated failures on motivation
Table 15 shows that four teachers responded positively and another one did not totally agree with the assertion.

Q15) Aim: to know if teachers are in favour of adopting new feedback techniques to improve learners’ motivation

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 16: Teachers’ opinion about the adoption of new feedback techniques

Table 16 clearly shows that all the teachers are in favour of acquiring new techniques and/or strategies in order to provide their learners with effective feedback.

Q16) Aim: to find out if teachers agree with the idea that they should share the assessments’ purpose with the learners

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>YES</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 17: Teachers’ opinion about the ways of dealing with assessments

Table 17 depicts that two teachers agree with the idea, but the other three do not.

This finding ends the presentation of the data gathered from the interview with the teachers. All these results will be discussed further in the next chapter. We now turn to the presentation of the results obtained from the questionnaire for students.

2.2.2 Questionnaire for students

The questionnaire comprised 10 questions and was given to 108 students from both grades 10 and 11, the two grades at polytechnic schools in Angola which have a foreign language as a school subject.

Q1) Aim: to have an overall idea about the age ranges by which students can be grouped

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>AGE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>15 – 18 %</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>19 – 23 %</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>over 23 %</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 18: Students’ age group

Table 18 illustrates that the age group of the majority of our students goes from fifteen to eighteen years old. In other words, nearly 65 per cent of students are young...
learners under the age of 19. About 34 per cent belong to the group from 19 to 23 years old, and only one respondent was over 23.

Q2) Aim: to identify students according to their gender

<table>
<thead>
<tr>
<th>Respondents</th>
<th>masculine</th>
<th>%</th>
<th>feminine</th>
<th>%</th>
<th>no answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>63</td>
<td>58,3</td>
<td>43</td>
<td>39,8</td>
<td>02</td>
<td>1,9</td>
</tr>
</tbody>
</table>

Table 19: students’ gender

Table 19 shows that most of the students at polytechnic schools, nearly 60 per cent, are boys while girl students correspond to about 40 per cent. Two respondents did not answer the question.

Q3) Aim: to find out what made students choose English as their foreign language subject

<table>
<thead>
<tr>
<th>Respondents</th>
<th>internal language</th>
<th>%</th>
<th>job/studies</th>
<th>%</th>
<th>like it</th>
<th>%</th>
<th>easier than French</th>
<th>%</th>
<th>Parents’ sake</th>
<th>%</th>
<th>no answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>15</td>
<td>13,9</td>
<td>18</td>
<td>16,7</td>
<td>55</td>
<td>50,9</td>
<td>3</td>
<td>2,7</td>
<td>10</td>
<td>9,3</td>
<td>7</td>
<td>6,5</td>
</tr>
</tbody>
</table>

Table 20: Reasons for students to choose English as the foreign language subject

Table 20 shows that most of the students, about 50 per cent chose English because they like it. Approximately 17 per cent because of job or study reasons, nearly 14 per cent chose English due to the fact of it being an international language, about 9 per cent of the respondents chose English for their parents’ sake, very few students, about 3 per cent, chose English because they thought it was easier than French. Nearly 7 per cent of the respondents did not answer the question.

Q4) Aim: to be aware of the students’ current attitude toward their lessons

<table>
<thead>
<tr>
<th>Respondents</th>
<th>interesting</th>
<th>%</th>
<th>Boring</th>
<th>%</th>
<th>easy to follow</th>
<th>%</th>
<th>difficult to understand</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>63</td>
<td>58,3</td>
<td>45</td>
<td>41,7</td>
<td>37</td>
<td>34,3</td>
<td>71</td>
<td>65,7</td>
</tr>
<tr>
<td>Respondents</td>
<td>appropriate for your level</td>
<td>%</td>
<td>inappropriate for your level</td>
<td>%</td>
<td>below the level</td>
<td>%</td>
<td>no answer</td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>42</td>
<td>38,9</td>
<td>48</td>
<td>44,4</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>16,7</td>
</tr>
</tbody>
</table>

Table 21: students’ attitude toward English lessons

Table 21 is basically divided into three criteria, and in the first criteria it shows that many students, nearly 60 per cent find their lessons interesting. About 42 per cent of the respondents see their lessons as boring. In the second criteria, the table shows that nearly all the students, about 70 per cent, consider the lessons to be difficult to
understand. The third criteria shows that nearly 50% of the students say that the lessons are inappropriate to their level, while nearly 40% say they are appropriate. Eighteen students, that is nearly 20 per cent, did not answer the question.

Q5) Aim: to know about the students’ attitude after receiving the feedback from their assessments

<table>
<thead>
<tr>
<th>Respondents</th>
<th>proud</th>
<th>%</th>
<th>Satisfied</th>
<th>%</th>
<th>fed up</th>
<th>%</th>
<th>encouraged</th>
<th>%</th>
<th>guilty</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>17</td>
<td>15,7</td>
<td>12</td>
<td>11,1</td>
<td>53</td>
<td>49,1</td>
<td>18</td>
<td>16,7</td>
<td>08</td>
<td>7,4</td>
</tr>
</tbody>
</table>

Table 22: Students’ attitude after receiving the feedback

Table 22 tells us that a great number of students, approximately 50 per cent, fall into despair after the feedback. Eighteen students which is nearly 17 per cent of the respondents feel encouraged. Some few of them, about 16 per cent, feel proud and only eight respondents, about 7 per cent, feel guilty.

Q6) Aim: to have an overall idea about the most frequent techniques that teachers use in the provision of feedback from the students’ perspective

<table>
<thead>
<tr>
<th>Respondents</th>
<th>cross the errors in red and grade it</th>
<th>%</th>
<th>shows the kind of errors and grades it</th>
<th>%</th>
<th>shows the errors and ask students to correct them then grades it</th>
<th>%</th>
<th>points up the strengths and weaknesses of the task and grades it</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>54</td>
<td>50</td>
<td>45</td>
<td>41,7</td>
<td>12</td>
<td>11,1</td>
<td>6</td>
<td>5,6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Comments showing how to improve and grades it</th>
<th>%</th>
<th>student does not care about the teacher’ comment</th>
<th>%</th>
<th>sometimes calls students and talks to them privately</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>8</td>
<td>7,4</td>
<td>2</td>
<td>1,9</td>
<td>2</td>
<td>1,9</td>
</tr>
</tbody>
</table>

Table 23: The most used techniques in the provision of feedback

Table 23 shows that the majority of the students, i.e. 50 per cent, said that their teachers cross out the errors in red and mark the works. Forty-five students, about 42 per cent said that teachers indicate the errors and grade the works. Only two students, nearly 2 per cent, said that sometimes their teachers talk to them privately.

Q7) Aim: to know about the ways that teachers use the most to provide immediate feedback to students’ speaking tasks from the learners’ perspective
Respondents when the answer is correct the teacher says nothing and asks another student % when the answer is correct, the teacher says alright, very good… and asks another question % when the answer is not correct the teacher says wrong and asks another student %

<table>
<thead>
<tr>
<th>Respondents</th>
<th>STRATEGIES</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>45</td>
<td>41,7</td>
<td>63</td>
<td>58,3</td>
</tr>
<tr>
<td>Respondents</td>
<td>when the answer is not correct the teacher says ok, good idea but let’s listen to another… %</td>
<td>when it is not correct the teacher always says ok, and asks for another opinion %</td>
<td>the teacher uses thumb (upward for correct, downward for incorrect and horizontal for half correct). %</td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>23</td>
<td>21,3</td>
<td>11</td>
<td>10,2</td>
</tr>
</tbody>
</table>

Table 24: the mode in which teachers generally give immediate feedback to their students’ output

Table 24 is also divided into two criteria; the first criterion is about how teachers react to the correct answers and the second one is about how teachers react to the students’ errors. Thus, in the first criterion the table shows that 63 students, almost 60 per cent, said that when the answer is correct teachers praise the students and ask another question. And in the second criterion the vast majority of the students, approximately 65 per cent, said that if the answer is incorrect teachers say nothing and just ask another student.

Q8) Aim: to know about the learners’ preferences regarding feedback provision for written tasks.

Respondents without crossing out the errors in red but graded % with the errors crossed out in red and graded % underlining the errors and shown how to improve them and graded %

<table>
<thead>
<tr>
<th>Respondents</th>
<th>STUDENTS PREFERENCES</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>16</td>
<td>14,8</td>
<td>31</td>
<td>28,7</td>
</tr>
<tr>
<td>Respondents</td>
<td>stressing the strong and weak points of the task and given the opportunity to overcome the errors before the teacher grades it %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>09</td>
<td>8,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 25: learners’ preferences of feedback types

Table 25 shows that most of the students, about 48 per cent, prefer their teachers to underline the errors and indicate or direct them on how to overcome such errors. Thirty-one students, about 30 per cent, also prefer their teachers to indicate error and grade the work. Few students, only about 8 per cent, would like their teachers to
stress the strong and weak points of their works and also be given the opportunity to overcome the problem.

Q8 ii) Aim: to find out whether students like confiding in their teachers or not.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>99</td>
<td>91,7</td>
<td>09</td>
<td>8,3</td>
</tr>
</tbody>
</table>

Table 26: Students’ attitude about sharing their personal learning difficulties to the teachers

Table 26 shows that almost all the students, over 90 per cent, would like to confide in their teachers. Only nine respondents, about 8 per cent, responded negatively.

Q9) Aim: to know if students have been practising peer-correction in their lessons.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
<th>Sometimes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>21</td>
<td>19,4</td>
<td>81</td>
<td>75</td>
<td>6</td>
<td>5,6</td>
</tr>
</tbody>
</table>

Table 27: Students’ answers about the frequency of peer-correction in the classroom

Table 27 shows that most of the students, 75 per cent, answered negatively. Twenty-one students, about 19 per cent, said yes. Six students, nearly 6 percent, said sometimes.

Q10) Aim: students to self-evaluate their own motivation for English lessons.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>High</th>
<th>%</th>
<th>Up and down</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>18</td>
<td>16,7</td>
<td>58</td>
<td>53,7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Low</th>
<th>%</th>
<th>No motivation at all</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>24</td>
<td>22,2</td>
<td>8</td>
<td>7,4</td>
</tr>
</tbody>
</table>

Table 28: students’ self-evaluation of their current motivation

Table 28 shows that a lot of students, over 50 per cent consider their motivation as unstable (fluctuating). Just over 20 per cent think their motivation is low. Eighteen respondents, nearly 17 per cent, consider themselves as highly motivated. Eight students, approximately 7 per cent, say they are totally demotivated or unmotivated.

Having presented above the raw data gathered through the use of the interview and the questionnaire, we will now move on to the analysis and discussion of the data.
CHAPTER III: ANALYSIS AND DISCUSSION

The main concern of the preceding chapter was the research methodology. Its main purpose was to provide the description of the methods applied in the process of data collection, presenting the results obtained through the use of both instruments, interview with the teachers and questionnaire for students. In turn, the main purpose of this chapter is to discuss and reflect on the data, aiming to prove our hypothesis as to how to minimise the problem encountered at polytechnic schools in Benguela, which is that the vast majority of students from this school cannot cope with the feedback they receive from the assessment and consequently they get demotivated in their learning. For us to achieve the goal, the chapter is split into two sections. The first section examines and discusses the results obtained from the interview with the teachers, and the second one analysis and discusses the results from the questionnaire for students.

3.1 Interview with the teachers

Despite the fact of table 3 displaying that most of the teachers have over five years experience, the truth is that three of them are not trained as such. And in addition, table 4 shows that no one has ever attended a seminar on assessments. This reality makes us infer that their long experience of teaching is not enough for them to acquire and implement new approaches about assessment feedback in English language teaching. That is to say, many teachers in this context assess and provide feedback in accordance with what they remember from their own experiences as learners. Based on this account it is reasonable to conclude that assessment and feedback are likely to be more harmful than beneficial since it is believed that traditional assessment styles do not help teachers much to improve the whole language learning process.

Focussing on the results from question five (table 6), it can be said that among other reasons, the learners’ low motivation and/or its instability derives from the learners’ feeling of hopelessness about achieving the final goal, and from the lack of learners’ engagement in the process of language learning. As referred to in Chapter I, the element which can help learners overcome all these deficiencies is formative assessments. This is because they split the main goal into attainable sub goals, and assist learners with techniques and/or strategies that help them to believe in their own capabilities to learn a second language which in turn increases their hope for success and therefore enhances their motivation.
We could see from table 9 that the interviewed teachers point to the learners’ lack of preparation in the target language from the previous levels and the low marks that students get in their assessments as the main causes for learners’ demotivation. We understand that the fact of not having enough background and the negative results from the assessments have the same source, which is the lack of the essential information or assistance to improve i.e. teachers do not provide their learners with constructive assessment feedback. It is contended that “teachers using formative assessment approaches and techniques are better prepared to meet diverse students’ needs through differentiation and adaption of teaching to raise levels of student achievement and achieve a greater equity of student outcomes” (Centre for Educational Research and Innovation, nd:1).

Considering the data from table 10 about the strategies that teachers use to overcome the problem of demotivation, and adding the details obtained during the conversation from the respondents’ non-verbal communication features (facial expression), it can be concluded that teachers in my context lack awareness about the strategies and techniques for feedback provision to enhance learning and consequently improve their learners’ motivation. During the interview we could realize that teachers did not feel confident enough while stating such techniques/strategies. This view is substantiated with the data from table 13 where it can be seen that three of the respondents did not even dare to express their opinion. It is true that teachers should not be blamed for such reality; the point is that due to the lack of enough information about assessments and feedback in EFL classrooms in this context, it seems that teachers find no reason for worrying about how to deal with unmotivated or demotivated learners since English is taught as if it were any other school subject.

Regarding the strategies that teachers indicated, we think that they can be relevant to the context if well applied. For example marking can only be beneficial if it is turned into a kind of assessment for learning, that is, if teachers continuously equip learners who achieve negative scores with the essential information on how to overcome their limitations and if teachers do not confine their marking to the mere act of providing scores. Also it helps if they assist learners who achieve positive outcomes with information that make them maintain their performance. On the other hand, group works may help learners who are too reluctant to express themselves in a large group (whole classroom). For example when learners exchange information on how to solve a
task in a group/pair work, they practise speaking, and while making notes of such solutions probably discussing the form of some vocabulary items they practise both writing and speaking. One of the interviewees said that group work helps a lot because it allows teachers to join weak learners with the strong ones, which gives a chance to learners who are afraid of exposing their worries to the whole class or to the teacher for several reasons to do it privately with their classmates.

From table 11, we can see that repetition and praising are the techniques most used at polytechnic school in Benguela. We understand that these techniques are frequently used in this context because they are typically innate to the educator/instructor in any educational environment i.e. people can acquire and use them effortlessly/unconsciously. For example, parents and/or care-takers also use these techniques and motherese is the practical example to illustrate this conclusion. In other words, teachers rely on these techniques because there is a lack of information for teachers to acquire knowledge about effective assessment feedback provision. Again this situation is similar to the discussion above where we stated that teachers assess and provide feedback due to their own experience as learners.

Regarding the usefulness of these techniques for the context under study, our view is that because repetition is good for teaching accuracy and our learners are beginners, then repetition is one of the effective techniques for this context. The problem is that this technique is only effective in speaking and reading (pronunciation) activities. Praising is also a good strategy for this context, but depending on how learners will perceive such praise, praise can be harmful instead of helping. Said in another way, this technique depends very much on the learners’ level of maturity, mainly on the age factor. An example of how praise can be more harmful than helpful is given below.

In 1984, a director of a former secondary school known as 10 de Fevereiro received an old man with his grandson aiming to enrol his grandson in grade 5. As soon as the director saw the little boy’s certificate from grade 4 he started asking the old man questions about his grandson’s age, the previous school, and overpraised the good marks of the little boy. At the end of the school year the little boy failed (did not pass to grade 6); interviewed about the cause of his failure, the boy proudly answered: “I have already studied a lot and I am still young, that is what our director said when my grandfather enrolled me.” This story tries to show that because of the exaggerated or
probably unnecessary praise the boy did not make the required effort with his studies. Therefore, we understand that praise is suitable for our context since the students are young learners, but teachers should mind very much about what and in which circumstances they praise their learners. Moreover teachers should also care about how often they praise their learners, because too much praising may relax students.

Table 12 shows that all the respondents are aware of the positive influence that feedback can play in learners’ motivation. But on the contrary teachers do not enrich the ways in which they provide feedback to their learners. The most probable reason for this is the following: teachers are unable to develop feedback techniques because there are no motives to do so. This way of thinking is strengthened by the feedback we got from question 12 which shows that among five interviewees only one was able to comment on the influence of feedback in learners’ motivation. This undoubtedly illustrates that teachers still ignore the role of feedback in learners’ motivation.

Looking at table 13, again it can be seen that most of the interviewees disregard what researchers believe to be effective in assessment feedback to improve learners’ motivation. One respondent explicitly suggested self-correction and another one implicitly also suggested the same technique. That is, when the respondent says ‘indicate where the learners went wrong then show in which lessons the issue was covered’, we can infer that by showing learners where the solution is, the teacher is suggesting that they can themselves correct their failures.

Our focus in table 14 is about the reasons like the *lack of time* and *large classes* pointed out by the respondents as the cause that hinders polytechnic school teachers in Benguela to assist their learners with feedback that can help them to improve their motivation. We understand that these factors are only true for our context because teachers cannot diversify their techniques or strategies on feedback provision due to the already stated reasons such as the lack of opportunities for teachers to adopt and/or adapt new techniques for the provision of effective assessment feedback, and also because of the fact that the vast majority of the teachers are not trained as teachers of English.

The data from table 15 leads us to conclude that teachers from polytechnic school in Benguela urgently need to be informed about new approaches to assessments and feedback provision to heighten students’ motivation. And the information from table 16 makes us realize that teachers are aware of the existing gap between the
feedback techniques in use and the maintenance of their learners’ motivation for lessons; the biggest problem is that there is no means for them to overcome or at least to minimize such a gap.

Table 17 made us understand that teachers believe in not sharing the goals of assessments with their learners because they think this may limit the learners’ effort for their studies. This situation does not worry any teacher as long as they agree that learners also need to share the responsibility of their own learning. And this is only possible if the learners are aware of the essential aspects among all the important issues to be covered in teaching. In other words, they can only be aware of what is crucial in learning if teachers share the learning goals as well as the assessment goals with their learners. One expert in the field, McMillan (2000:10), asserts that “in order for assessment to be considered fair and ethical, students must know the format of the assessments before lessons begin; they must know what will be tested, how it will be graded, scoring criteria, exemplars, and example of performance”.

This quotation ends the discussion and analysis of the data collected from the interviews with the teachers and allows us to focus on the second section of this chapter, but before tackling the issue that follows, let us sum up what we could grasp from the interviews by saying that polytechnic school teachers lack the basic information about the varied approaches to giving feedback on assessments to improve the learners’ motivation. Thus, providing these teachers with the information and knowledge about different types of assessments, feedback provision and motivation is a way of equipping teachers with pivotal knowledge that will support them and enhance the whole language learning and teaching process.

### 3.2 Questionnaire for students

The previous section tried to reflect on the information gathered from the interview with the teachers. Below we consider the evidence found through the use of the questionnaire for students. Therefore, the starting point is the data obtained from table 18 through which we have concluded that students from polytechnic school form a group which is seen as potentially good as far as second language acquisition is concerned. It is claimed that in second language acquisition, younger learners are considered as potentially good compared to children since they are seen as mature enough to work out language structures both in first language (L1) and in second language (L2), that is they are able to constructively compare aspects from their L1 with
the ones from the target language. As Rueda & García (1996) cited in Hen & Kaya (2014:82) assert:

the constructivist approach does not conceive of teachers as transmitting knowledge to learners, rather it assumes that students use several strategies to grasp new information through analyzing data to detect patterns, forming and testing hypotheses, and integrating new knowledge with previous understanding.

We included Q2) to know about the learners’ gender taking into account the possible friendship bias since, from my own experience as a teacher of English, it is common in the context I teach in to see learners choosing themselves in accordance with their sex, mainly during pair or group works. But it can be seen from the data that there is no such probability for the situation that we are concerned about to occur frequently since there is a great disproportion in number between boys and girls. And from table 20 we concluded that most of the learners have chosen English because they like it. This is very important and, as discussed in Chapter I, the understanding is that many learners enter the school intrinsically motivated, and the other learners are those who are extrinsically motivated. Very few learners join their lessons for the first time unmotivated.

The meaning to be drawn from table 21 is that most of the learners fall in despair and lose their motivation; probably because soon they realize that the lessons do not answer their prior goals. And this is hypothesized by many learners (see table 21) who consider that their lessons are difficult to understand. Another aspect that interests us to comment on is the fact of having an acceptable number of respondents who did not answer the question. Basing the reflection on some features of human behaviour, we would say that they avoided telling the truth probably because they thought, mistakenly, that they would harm their teachers’ sensibilities.

From table 22 we could grasp that learners fall in despair because teachers do not provide them with the opportunity of tracking their own learning. In other words, teachers do not apply the formative assessment approaches which among others defend that teachers should share the assessment goals with learners to enhance their achievement and motivation. As mentioned in Chapter I, teachers in my reality seem not to worry about the aim of assessments, assuming that both teachers and learners are already aware of the purpose of assessments; and also many teachers in this context still believe that they should hide the assessments objectives from their learners, which is
now viewed as a blunder in language teaching and learning. Guskey (2003) cited in Woytek (nd:7) contends that “Some teachers mistakenly believe that they must keep their assessments secret”. He goes on to say that “clouded in ambiguity” learners face difficulties achieving the uncertain targets, and this turns achievement into a guessing game.

The data from table 23 leads us to affirm that as far as feedback in formative assessment is concerned, teachers in my context do not provide feedback as such; what they do the most is simply locate the learners’ errors and grade the papers (see section 1.2 for further details about feedback provision). And the information from table 24 made us understand that the over use of praise in the classrooms may be ineffective due to the following reasons: first by praising students who do things well teachers may unwillingly forget those learners who really need their help; second, teachers may make some learners (those who do not usually succeed) lose their self-esteem; and third, teachers may also influence the successful learners to create a negative attitude of feeling themselves to be the best in the classroom and mistreating or undermining their classmates’ outcomes. It can also be seen from the table that if learners go wrong, teachers provide no feedback other than just confirming the wrongness of the structure. That is, teachers do not equip their learners with useful information to improve their further learning.

We concluded that the data from table 25 ascertains the importance of assessment feedback in language teaching and learning. That is to say, we could prove that our learners are always eager to be informed about where they are, how well/bad are they doing, and about what to do to overcome their problems. Even in different social contexts, people generally seek for justification of every unpleasant situation. As someone once said “any loss in life needs a clear and convincing explanation, even with the death of a relative the more clear its causes are the less despair it causes”.

The findings gathered from Q8 ii) lead us to conclude that students are in favour of sharing their personal feelings, beliefs and/or difficulties in language learning with their teachers. The main problem is that teachers do not apply one-to-one techniques in the provision of feedback to students. We also understand that our learners did not mention one-to-one as their favourite because they have never experienced it. If that is not the case, in the universe of more than a hundred respondents, at least one would have mentioned it since almost all respondents prefer this technique.
From table 27 we understood that peer feedback is not frequent in classrooms because there is a lack of information about its usefulness in feedback provision (see 1.3.1.5 for further details about peer feedback). The findings from table 28, which end the discussion and analysis of the data, led us to conclude that it is necessary to provide polytechnic school teachers with essential information about the role of different types of assessment as well as of feedback provision so that they can heighten their learners’ achievements and thus enhance their motivation.

We have analysed and discussed the findings collected with the use of both interviews and questionnaires, so let us now turn to the proposed suggestions on how to improve the problems that hampers learners’ motivation in our context.
CHAPTER IV: PROPOSAL FOR IMPLEMENTATION OF NEW ASSESSMENT AND FEEDBACK PRACTICES TO IMPROVE MOTIVATION

The above discussion was split into three chapters. The first chapter was about the review of literature which covered the definition and reflection on the following terms: assessment, feedback and motivation and showed how they are linked. The second chapter focused on the research methodology while the third addressed the analysis and discussion of the data obtained during the research. Based on the theory and the information acquired about the current situation in the context under study, this chapter proposes some types of assessment and feedback provision and provides a rationale for their use by polytechnic school teachers of English in Benguela in order to improve their learners’ motivation. It is therefore proposed that teachers adopt:

1 Formative assessments

As mentioned above, the type of assessment most used by polytechnic school teachers of English in Benguela is summative assessment and this makes them face difficulties in maintaining and/or improving their learners’ motivation for lessons. To improve the situation teachers should implement new assessment policies such as formative assessment which due to its nature is also termed assessment for learning. We believe that assessment for learning will help teachers in the following ways:

(1) Formative assessments will raise teachers’ awareness about what causes learners’ demotivation toward English lessons. That is, by knowing the reasons for students’ demotivation, teachers can endeavour to gather suitable strategies or techniques to sort out the problem; (2) polytechnic school learners lack enough background in the target language, a fact that makes them face difficulties during the lessons, which often leads learners to a state of frustration. The use of formative assessments enables teachers to assist these learners with specific information during the course of the lesson or term that will help them to enhance their achievements and so improve their attitude towards the lessons; (3) formative assessments can overcome the problem of learners’ despair that generally occurs after they receive the results from the assessments since teachers can clarify the scores obtained and provide instructions on how to overcome the problems; (4) formative assessments make teachers track and direct their learners’ development which in turn will help learners to envisage their success or lack of success; (5) formative assessment will make teachers adapt their teaching techniques/strategies to their learners’ real needs; (7) the assessment in use
usually discomforts learners due to its main purpose (see summative assessment), whereas formative assessment will yield a special rapport between teacher and learner and also between learners and assessments. That is, by teachers supporting learners with strategies that will help them to improve their achievements in learning, learners create a positive attitude toward their teachers. And when learners perceive the real goal of formative assessment they will realize its utility in their learning process.

2 Feedback techniques

As mentioned while analysing the data, teachers at polytechnic schools lack strategies and techniques for providing effective feedback to our learners so in order to improve the language teaching and learning process, this section suggests some techniques that fit this context better and explains why this is so.

a) Repetition

Most of the polytechnic school learners cannot interact in English for more than a minute due to the basic problems they present in the target language. Thus repetition will make our learners acquire and practise simple structures in the target language such as vocabulary and grammatical structures with the verb ‘to be’, since it is believed that any language learner starts with gathering and practising vocabulary items. From this perspective, vocabulary is understood as one of the linguistic aspects that our learners should start with. By way of example, the material in use (the course book) in the context under study starts with the description of some technical equipment through the use of (WH + BE) structures. So expressions like what’s number x in English or what’s that in English? Or else where’s the gauge? are common in our lessons. In addition, repetition enables our learners to quickly grasp and produce new structures in the target language and obviously this positively influences their motivation as they can feel they are progressing and can communicate however simply in the language.

b) Elicitation

Due to the lack of opportunity for learners to practise English outside the classrooms our learners are likely to easily forget some linguistic structures and vocabulary learned in the previous lessons. Thus, the use of elicitation by teachers will enable learners to: (1) recall the form or content of what they have learned previously; (2) attempt to draw comparisons in order to overcome new challenges in the target language which leads to deep learning; (3) engage in what is being done in the lessons
since it will promote a kind of competition among learners (who knows what/who knows more); (4) get more satisfaction from finding the answer by themselves which increases motivation; and (5) from the teacher’s point of view, it will make teachers speak less and thus provide learners with more chance of practising the target language.

c) Clarification request

The vast majority of our learners are reluctant to speak English due to their low language ability level. Thus this technique will (1) persuade learners to make an effort to provide further elaboration on expressions viewed by their teachers as not clear enough in their first version; (2) help learners to have an idea of real world conversations, since clarification request is not only used in the classroom; and (3) improve learners’ fluency in the target language, since the main goal of this feedback technique is comprehension.

d) Metalinguistic feedback

Polytechnic school teachers generally use marks/scores in the provision of feedback without any further details on how to improve future performance, which in a way frustrates many of our learners; the metalinguistic feedback technique will enable teachers to use several linguistic feedback strategies. That is to say, metalinguistic feedback will help teachers to: (1) be able to explicitly comment on learners’ errors providing learners with useful clues to detect the errors and themselves overcome the problems, which will also heighten learners self-esteem; and (2) it will allow teachers to praise the successful learners and also acknowledge the effort of the unsuccessful ones in order to maintain their self-confidence and thus improve motivation for learning.

e) Paralinguistic feedback

As also mentioned in this paper, our learners cannot communicate well or easily in the target language. Therefore, as they frequently face difficulties in understanding verbal instruction or information, the use of paralinguistic feedback will: (1) facilitate the expected interaction between teachers and learners in the classroom; and (2) make it easier for teachers to direct and/or support the learning by showing learners how well or badly they are doing in a certain learning activity or task through the use of non-verbal communication such as facial expressions, finger work, body movement and so forth.

Let us stress here that most of the above techniques function better in this context if teachers apply them explicitly. That is, those techniques will only attain their
objectives if teachers directly point out the errors and provide specific instructions on how to improve them.

3 Strategies for providing feedback

The term strategy here is viewed as the activity and circumstances in which the above techniques are dealt with, so *timely, face-to-face, one-to-one, self* and *peer feedback* are the strategies that we teachers at polytechnic school in Benguela use the least but, on the other hand, they are perceived as particularly relevant for our context for the following reasons:

a) Timely feedback

Most of our learners consider their lessons as difficult to follow which often makes them turn off. Timely feedback is an essential strategy for teachers to overcome or at least diminish this problem for the following reasons: (1) it enables teachers to provide students with the necessary information while the input is still in short term memory, or working memory as Richards and Schmidt (2002) also term it; (2) timely feedback enables teachers to tackle the specific and current problems of their learners; and (3) with timely feedback teachers will shorten the length of time that learners have to wait for them to know how well they perform in the assessments and also be instructed on how to overcome their insufficiencies.

b) Face-to-face and one-to-one feedback

As mentioned in this work, our learners’ ability in the target language is low and also we have heterogeneous classes in terms of language ability. As a result, these strategies are perceived to be effective because: (1) learners can use the clarification request technique to understand the feedback better; (2) teachers can use both verbal and non-verbal communication to make themselves more intelligible; (3) teachers have the opportunity for providing specific feedback to a particular learner which makes it more productive than if it was general (to the whole class); and (4) learners also have the chance of exploring new strategies for language learning and confiding their difficulties to the teacher which will raise teachers’ awareness of what generally demotivates their learners. And what is more is that in this work, one-to-one feedback was pointed to by many learners as their preferred form of feedback.
c) Self and Peer feedback

These strategies are not sufficiently explored or exploited at present in the context under study, and we understand that this can be one of the reasons why students get bored with their lessons because: (1) they do not have the opportunity of checking their current ability in the target language; and (2) learners do not have the chance of feeling themselves capable of doing things on their own; in other words, they do not feel autonomous. And from the teaching perspective, these strategies will help teachers to: (1) observe their learners’ abilities to interact in the target language; (2) enable them to assess some aspects related to paralinguistic factors, such as attitude and motivation, which in turn will make teachers find strategies or techniques to improve the problem. And in addition, while learners provide feedback to each other, they have the opportunity of practising the linguistic knowledge learned from the previous lessons and thus develop their ability of interacting in the target language. Moreover, learners’ self-feedback provision further develops in learners the habit of working independently.

So far the proposal has been designed but one could wonder how it will reach and be perceived by its target audience. As mentioned earlier, as motivation is the key point for human actions, the answer to the above preoccupation seems to be clear enough. Currently, teachers are highly motivated to adapt or adopt new techniques and strategies to enhance the whole language teaching and learning process (see table 15), and as a result this attitude will facilitate the whole process of its implementation. Additionally, being the Coordinator for English before joining the Masters course, I used to discuss the learners’ motivation with the Head of the institution. This implies that the institution itself is also aware of the problem.

And how will the purpose reach its main audience? As mentioned in the Introduction, a sample of this paper will be made available at school for teachers to read. And in addition, we will take the opportunity to meet the teachers during the coordination meetings, which are held every fifteen days, and where gradually we intend to discuss and provide further explanation on the usefulness of some of the items described here. These will be selected previously. Concerning the learners, we also predict the same attitude as the one from the teachers. That is, learners are also ready to be informed about the effective strategies that can help them to enhance their learning (see table 24). And the most important aspect to consider is that teachers be receptive
enough for the implementation of this proposal, since in teaching learners generally follow their tutor’s instructions.
CONCLUSIONS

Any research work aims to reach a certain purpose. The objective of this paper was to overcome the problem of un/demotivation that learners at polytechnic school in Benguela have been facing so far. It was hypothesized that by providing polytechnic school teachers in Benguela with new approaches to assessment feedback, it would enable them to overcome or at least minimize the current problem of learners’ un/demotivation towards their lessons.

In order to attain the goal, this paper was split into four chapters. The first one dealt with the literature review, whereby firstly we tried to provide a general idea of what assessment is, and also discussed the two different types of assessment. Secondly, we reflected on the term feedback, focusing on the different types of feedback, and different techniques and strategies for feedback provision. And thirdly we looked at what motivation is, by categorizing it into two different theories (goal orientation theory and goal setting theory). Chapter II aimed to collect and present the current understanding of the topic under discussion from the teachers’ perspective as well as from the students’ with the use of interviews and a questionnaire respectively. Chapter III discussed and analysed the data obtained through the use of the above-mentioned instruments. And finally chapter IV proposed that teachers start to use formative assessments, and it also suggested some techniques and strategies for teachers to provide their learners with constructive feedback in order to improve the whole language teaching and learning process at this school and hence enhance and/or develop students’ motivation.

As mentioned above, in order to test the hypothesis, we used an interview with the teachers and a questionnaire for students so that we could get the gist of what teachers and learners think about assessment feedback and its impact on learners’ motivation. Thus, from the interview we could conclude that: (1) teachers do not have enough information about assessments nor about the impact of assessment on learners’ motivation; (2) teachers are also little informed about what feedback is nor about its role in language teaching and learning; (3) the feedback techniques most used at polytechnic school are repetition and praise; and (4) teachers are ready for adopting and/or adapting new techniques and strategies for feedback provision in order to improve their learners’ motivation. From the questionnaire, we could grasp and conclude that (1) most of the learners are really un/demotivated; (2) most of the learners currently feel without hope to
achieve their learning goals; (3) learners are eager to be informed about what to do in order to overcome the difficulties they face with their learning and therefore heighten the motivation to learn.

In the light of the above conclusions we are led to believe that this work is likely to positively influence the teaching and learning of English at polytechnic schools in Benguela and will therefore improve the polytechnic students’ future work prospects.
BIBLIOGRAPHY


Appendix 1: Syllabus for English subject at polytechnic schools in Angola
Programa de Inglês

No contexto escolar, a educação linguística assume um papel relevante na formação integral dos alunos, não apenas no que diz respeito aos processos de aquisição dos saberes curriculares, como também na construção de uma educação para a cidadania.
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I. INTRODUÇÃO

A aprendizagem de uma língua estrangeira é uma experiência de comunicação, abertura e interacção social, cultural e tecnológica do aluno, que possibilita a descoberta e valorização de povos de diferentes comunidades. Tal facto, permite um alargamento dos horizontes culturais e sociais, bem como, um enriquecimento da personalidade.

Dado a língua inglesa ser uma das línguas mais faladas da ONU, logo, a mais internacional, é fundamental o seu ensino/aprendizagem. Visto Angola ser um dos países membros da Comunidade de Desenvolvimento dos Países da África Austral (SADC), cuja língua de trabalho é o inglês, o seu ensino/aprendizagem é de extrema importância neste país.

A proposta de programa que se apresenta abrange uma diversidade de cursos, pressupondo um ensino flexível, definido em função das finalidades da formação dos alunos aos quais se destina. Pretende-se fornecer aos alunos um bom nível de competência linguística, não só de carácter geral, mas principalmente da sua área de estudos.
II. APRESENTAÇÃO DO PROGRAMA

1. Finalidades

- Assegurar a aquisição e sistematização de competências essenciais para a comunicação em língua inglesa.
- Proporcionar o contacto com as várias culturas em que a língua inglesa é utilizada.
- Promover hábitos de estudo e competências de aprendizagem.
- Fomentar uma educação intercultural crítica e participativa, assumindo-se a diversidade cultural como fonte de riqueza identitária.

2. Objectivos Gerais

- Desenvolver a consciência do seu universo sociocultural e da forma como este se relaciona com os universos socioculturais dos outros.
- Desenvolver capacidades de comunicação intercultural.
- Alargar conhecimentos acerca dos universos socioculturais dos países de expressão inglesa.
- Desenvolver atitudes e valores cívicos e éticos favoráveis à compreensão e convivência intercultural.

3. Visão Geral dos Conteúdos/Temas

- Os conteúdos programáticos encontram-se organizados em cinco unidades, quatro subordinadas a um tema e uma de linguagem específica. Todas as unidades englobam determinados conteúdos gramaticais. Os temas propostos são atuais por forma a motivar e cativar os jovens para o estudo da língua inglesa. Os temas de linguagem específica devem estar de acordo com a área do curso.
• Unidade 1: Desporto (Sports)
• Unidade 2: Entretenimento (Leisure)
• Unidade 3: Meio Ambiente (Environment)
• Unidade 4: Cultura Africana e factos históricos (African Culture and Historical Events)
• Unidade 5: Tema Específico (English for specific purposes)

4. Sugestões Metodológicas Gerais

• Adequar o processo de ensino/aprendizagem à situação e necessidades dos alunos.
• Atender às necessidades individuais.
• Promover o desenvolvimento equilibrado das quatro competências: ouvir, falar, ler e escrever.
• Preparar o aluno para o uso da língua inglesa em apropriação progressiva das regras do sistema e do funcionamento, num crescendo de adequação e fluência.

5. Carga Horária

• Esta proposta de programa está concebida para uma carga horária de três horas semanais. Estando distribuídas no sistema de uma mais duas, num total de 75 horas/ano.

6. Recursos

• Consulta de materiais de referência (dicionários, enciclopédias, CD ROMs).
• Consulta de textos mediáticos.
• Utilização de materiais multimédia.
• Seleção de informação de vários suportes: internet.
7. Avaliação

- A avaliação deverá ser contínua, formativa e sistemática, utilizada-se para o efeito fichas de trabalho, testes, trabalhos de grupo e trabalhos individuais.
- Deverá ter-se em atenção a participação, o trabalho realizado e o progresso dos alunos.
- A avaliação deverá ter lugar no final de cada período lectivo.

8. Competências a desenvolver

- Desenvolver competências de comunicação.
- Consolidar, sistematizar e aprofundar os conhecimentos sobre a estrutura e o funcionamento da língua inglesa.
- Usar a língua inglesa de forma fluente, correcta e adequada.
- Desenvolver competências a nível linguístico, discursivo, comunicativo e textual.
- Desenvolver a capacidade de utilizar dicionários, enciclopédias e gramáticas.
- Aplicar os conhecimentos adquiridos em situações da vida profissional.
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- Discussão Indicada
- (No, since 890)
- Present Perfect Tenue
- Gramática

- Materiais
- Conhecer as modalidades
- Desenvolver Informações Sociais
- Desenvolver os Vídeos
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**Observação:**
- 15 horas
- **Referências**

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**Enfase:**
- **Referências**

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**Observação:**
- 15 horas
- **Referências**

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**Enfase:**
- **Referências**

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**Observação:**
- 15 horas
- **Referências**
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|       | "Dia das Mensagens."

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<td>Identificar e explicitar de expressão.</td>
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<td>Terceiro consenso com os participantes.</td>
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<td>Redefinindo o planejamento.</td>
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<td>Terceiro consenso com os participantes.</td>
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<td>Confirmar o conhecimento adquirido.</td>
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</tbody>
</table>

**Collectors**

**Observações:**

- No processo da pesquisa e de explicitação de expressão. 
- Confirmar o conhecimento adquirido.
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V. SITES NA INTERNET

- Teachnet: [http://teachnet.org](http://teachnet.org)
- Education World: [http://www.education-world.com](http://www.education-world.com)
- Netlearn Languages: [http://www.nlh.co.uk](http://www.nlh.co.uk)
REPÚBLICA DE ANGOLA

Ministério da Educação

Programa de Inglês

11ª Classe
No contexto escolar, a educação linguística assume um papel relevante na formação integral dos alunos, não apenas no que diz respeito aos processos de aquisição dos saberes curriculares, como também na construção de uma educação para a cidadania.
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II. Apresentação do programa
   1. Finalidades
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III. Desenvolvimento do Programa
     1. Objectivos
     2. Conteúdos
     3. Gestão
     4. Sugestões Metodológicas
IV. Bibliografia
V. Sites na Internet
I. **INTRODUÇÃO**

A aprendizagem de uma língua estrangeira é uma experiência de comunicação, abertura e interacção social, cultural e tecnológica do aluno, que possibilita a descoberta e valorização de povos de diferentes comunidades. Tal facto, permite um alargamento dos horizontes culturais e sociais, bem como, um enriquecimento da personalidade.

Dado a língua inglesa ser uma das línguas mais faladas da ONU, logo, a mais internacional, é fundamental o seu ensino/aprendizagem. Visto Angola ser um dos países membros da Comunidade de Desenvolvimento dos Países da África Austral (SADC), cuja língua de trabalho é o inglês, o seu ensino/aprendizagem é de extrema importância neste país.

A proposta de programa que se apresenta abrange uma diversidade de cursos, pressupondo um ensino flexível, definido em função das finalidades da formação dos alunos aos quais se destina. Pretende-se fornecer aos alunos um bom nível de competência linguística, não só de carácter geral, mas principalmente da sua área de estudos.
II. APRESENTAÇÃO DO PROGRAMA

1. Finalidades

- Assegurar a aquisição e sistematização de competências essenciais para a comunicação em língua inglesa.
- Proporcionar o contacto com as várias culturas em que a língua inglesa é utilizada.
- Promover hábitos de estudo e competências de aprendizagem.
- Fomentar uma educação intercultural crítica e participativa, assumindo-se a diversidade cultural como fonte de riqueza identitária.

2. Objectivos Gerais

- Desenvolver a consciência do seu universo sociocultural e da forma como este se relaciona com os universos socioculturais dos outros.
- Desenvolver capacidades de comunicação intercultural.
- Alargar conhecimentos acerca dos universos socioculturais dos países de expressão inglesa.
- Desenvolver atitudes e valores cívicos e éticos favoráveis à compreensão e convivência intercultural.

3. Visão Geral dos Conteúdos/Temas

- Os conteúdos programáticos encontram-se organizados em cinco unidades, quatro subordinadas a um tema e uma de linguagem específica. Todas as unidades englobam determinados conteúdos gramaticais. Os temas propostos são actuais por forma a motivar e cativar os jovens para o estudo da língua inglesa. Os temas de linguagem específica devem estar de acordo com a área do curso.
4. Sugestões Metodológicas Gerais

- Adequar o processo de ensino/aprendizagem à situação e necessidades dos alunos.
- Atender às necessidades individuais.
- Promover o desenvolvimento equilibrado das quatro competências: ouvir, falar, ler e escrever.
- Preparar o aluno para o uso da língua inglesa em apropriação progressiva das regras do sistema e do funcionamento, num crescendo de adequação e fluência.

5. Carga Horária

- Esta proposta de programa está concebida para uma carga horária de três horas semanais. Estando distribuídas no sistema de uma mais duas, num total de 75 horas/ano.

6. Recursos

- Consulta de materiais de referência (dicionários, enciclopédias, CD ROMs).
- Consulta de textos mediáticos.
- Utilização de materiais multimédia.
- Seleção de informação de vários suportes: internet.
7. Avaliação

- A avaliação deverá ser contínua, formativa e sistemática, utilizando-se para o efeito fichas de trabalho, testes, trabalhos de grupo e trabalhos individuais.
- Deverá ter-se em atenção a participação, o trabalho realizado e o progresso dos alunos.
- A avaliação deverá ter lugar no final de cada período lectivo.

8. Competências a desenvolver

- Desenvolver competências de comunicação.
- Consolidar, sistematizar e aprofundar os conhecimentos sobre a estrutura e o funcionamento da língua inglesa.
- Usar a língua inglesa de forma fluente, correcta e adequada.
- Desenvolver competências a nível linguístico, discursivo, comunicativo e textual.
- Desenvolver a capacidade de utilizar dicionários, enciclopédias e gramáticas.
- Aplicar os conhecimentos adquiridos em situações da vida profissional.
<table>
<thead>
<tr>
<th><strong>Tarefas de Pesquisa em Grupo</strong></th>
<th><strong>Conhecimentos</strong></th>
<th><strong>Competências</strong></th>
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<td>Avaliação dos processos de ensino</td>
<td>Treinamento de voluntários</td>
<td>Conhecimento da área da educação e ensino</td>
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<td>Responder a questões</td>
<td>Análise</td>
<td>Ser capaz de responder</td>
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<td>Redação de composições</td>
<td>CV e currículo de preenseitamento</td>
<td>O mundo do ensino</td>
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<td>&quot;Las emas&quot;</td>
<td>Currículo e currículo de ensino</td>
<td>Desenvolver habilidades de escrita</td>
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<td>&quot;Faça a sua (conclusão)&quot;</td>
<td>Qualidade do ensino</td>
<td>Gestionar o sistema de ensino</td>
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<td>Carta de apresentação</td>
<td>Jornada de trabalho</td>
<td>Conhecer o sistema de ensino</td>
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Committee:
- Secretaria do curso XX
- Setor de apoio XX
- Secretaria do curso XX
- Setor de apoio XX
- Técnico de curso XX
- Professor associado XX

Title page: "Curso XX (Programa)"
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</table>

*Unidade 5: Tema específico (English for specific purposes)*
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- Education World: http://www.education-world.com
- Netlearn Languages: http://www.nll.co.uk

<table>
<thead>
<tr>
<th>Corrective feedback strategy</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recast</td>
<td>The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical).</td>
<td>L: I went there two times. T: You’ve been. You’ve been there twice as a group?</td>
</tr>
<tr>
<td>2. Repetition</td>
<td>The corrector repeats the learner utterance highlighting the error by means of emphatic stress.</td>
<td>L: I will showed you. T: I will SHOVED you. L: I’ll show you.</td>
</tr>
<tr>
<td>3. Clarification request</td>
<td>The corrector indicates that he/she has not understood what the learner said.</td>
<td>L: What do you spend with your wife? T: What?</td>
</tr>
<tr>
<td>4. Explicit correction</td>
<td>The corrector indicates an error has been committed, identifies the error and provides the correction.</td>
<td>L: On May. T: Not on May, In May. We say, &quot;It will start in May.&quot;</td>
</tr>
<tr>
<td>5. Elicitation</td>
<td>The corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it.</td>
<td>L: I’ll come if it will not rain. T: I’ll come if it ......?</td>
</tr>
<tr>
<td>6. Paralinguistic signal</td>
<td>The corrector uses a gesture or facial expression to indicate that the learner has made an error.</td>
<td>L: Yesterday I go cinema. T: (gestures with right forefinger over left shoulder to indicate past)</td>
</tr>
</tbody>
</table>

The teacher has to select both the particular strategy to use in response to a learner error and the specific linguistic devices for realizing that strategy. This calls for considerable pragmatic and pragmalinguistic competence, and it is likely that teachers
Appendix 3: Interview with the teachers

### INTERVIEW WITH THE TEACHERS

<table>
<thead>
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<th>Intended duration</th>
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<td>Date:</td>
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<tr>
<td>School:</td>
<td>Finishing time:</td>
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<tr>
<td></td>
<td>Actual duration:</td>
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</table>

1) - When and how did you become a teacher of English?

1– 5 years ago [ ] more than 5 years ago [ ] trained in ELT [ ] non-trained in ELT [ ]

2) - Have you ever attended any refreshment course in ELT? - If yes can you tell me a bit about it?

Yes [ ] No, never [ ] about assessment [ ] Yes, but not about assessment [ ]

3) - Throughout your experience as a teacher of English have you got any remarkable memories?

Yes [ ] No [ ]

4) - “Briefly” would you like to share it?

____________________________________________________________________________________

5) - Currently how would you evaluate your students’ motivation?

High [ ] Low [ ] Up and Down [ ]

6) - Do you think that your students’ motivation has changed since the beginning of the school year? Yes [ ] No [ ]

a) - If it has changed, has it changed for better or worse?

better [ ] worse [ ] don’t know [ ]

7) - From your experience as a teacher at polytechnic do the negative changes in learners’ motivation happen frequently? Yes [ ] No [ ]

8) - Briefly from your teaching experience what do you think might be/is the reason for learners/some learners’ motivation?

____________________________________________________________________________________

9) - Most teachers have faced problems related to motivation in their teaching.

How do you usually deal with unmotivated/demotivated learners?

____________________________________________________________________________________
10) - How do you generally provide feedback on your students’ tasks and activities?
   a) – speaking
   ___________________________________________________________
   b) – writing
   ___________________________________________________________

11) - Would you agree that the way we provide feedback to our learners influences their motivation?
    Yes [ ] No [ ]

12) - Why/why not?
    ___________________________________________________________

13) - How could teachers provide feedback on assessments to improve their learners’ motivation?
    ___________________________________________________________
    a) And do you think that we teachers at polytechnic schools apply these techniques or strategies?
       Yes [ ] No [ ]
    b) If no, why not?
       _________________________________________________________

14) - Do you agree with the assertion that students’ repeated failure can be the source of their demotivation?
    Yes [ ] No [ ]

15) - Are you in favour of adopting new feedback techniques to improve learners’ motivation?
    Yes [ ] No [ ]

16) - From your experience, what do you think should teachers keep the assessments for their students secret?
    Yes [ ] No [ ]

   Thank you very much!!
Appendix 4: Questionnaire for students (English and Portuguese versions)

QUESTIONNAIRE FOR THE STUDENTS

Dear Learner!

I am conducting research about the Impact of Assessment Feedback on Motivation at Polytechnic Institutes in Benguela, for my Masters degree in English Language Teaching (ELT) course at FCSH (Faculdade de Ciências Sociais e Humanas) Universidade Nova de Lisboa. I would like mainly to find out from the learner’s perspective, the basic reasons why some learners seem to get demotivated learning English as soon as they receive feedback from their first assessment. Thus, please tell me the truth and I assure you in advance that I will treat the information in a secure and confidential way. You also can see that the questionnaire is anonymous and no identification details are included.

PS: The truth will help me to reach my goal and my goal will help us to start solving issues concerning demotivation of English language learners at polytechnic schools in Benguela.

1) - Each box represents an age group; please tick (x) one that corresponds to you.
   a) 15 – 18
   b) 19 – 23
   c) more than 23

2) - Tick the box to indicate your gender. a)- male
   b)- female

3) - In not more than five lines, tell us why have you chosen to study English at a Polytechnic Institute?


4) - How do you evaluate your English lessons? [tick one box in each pair]
   i. a) interesting
   b) boring
   ii. a) easy to follow
   b) difficult to understand
   iii. a) appropriate for your level
   b) above your level
   c) below your level

5) How do you normally feel after receiving feedback on assigned classroom tasks, activities or tests from your teacher? a)- proud
   b)- satisfied
   c)- fed up
   d)- encouraged
   e)- guilty

6) How do you generally receive feedback on written tasks/tests from your teacher?
   i. tick the two your teacher uses most frequently.
   a) My teacher generally crosses out the mistakes and grades the work
   b) My teacher generally shows the kind of errors I have made and grades it
   c) My teacher points out the errors and asks me to correct them before he/she provides the final mark
   d) My teacher always shows the strong and weak points and grades the work
e) I generally learn from the tasks/tests because my teacher always comments showing how to do things better. □

f) I never care about what my teacher writes. I just look at the mark and that is all. □

g) My teacher sometimes calls me aside and asks why I could not get certain tasks or activities right. □

ii. Any other way: 

7) How does your teacher generally react to your positive or negative answers in the classroom? (tick those that apply to your teacher)
   a) If the answer is correct, my teacher says nothing and asks another question. □
   b) If the answer is correct my teacher always says one of the following words; Very good! Great! That’s it! Clever boy/girl! Well done! □
   c) If the answer is not correct, my teacher says it is wrong and asks another student. □
   d) If the answer is not correct, my teacher says, “Ok… good idea but let’s listen to …” □
   e) If the answer is wrong, my teacher always says, “Ok, you are almost there”, or something like that and asks for another opinion. □
   f) I generally realize if the answer is correct, wrong or half correct from the teacher’s thumb. That is, if the thumb is upward the answer is correct, if it is downward then it is wrong and if it is horizontal it is half correct. □

8) How would you like to have feedback on your tasks, activities or tests?
   i. I would like to have my tasks, activities or tests:
      a) Graded without the mistakes crossed out in red. □
      b) Graded with the mistakes crossed out in red. □
      c) Graded and showing where I went wrong and indicating how to overcome the problem. □
      d) With the strong and weak points pointed out, the opportunity to correct/improve what is wrong before grading it. □
      e) Other: 

ii. I would like to talk to my teacher individually about my work.
   Yes □ No □

9) Have you ever swapped your exercises or tasks with your partner (classmate) in order to correct them?
   a) Yes □ b) No □ c) Sometimes □

10) How would you evaluate your current motivation (the strong desire to learn) compared to the time when you joined the polytechnic institute?
   a) High □ b) Up and down □ c) Low □ d) No motivation at all □

Thank you for being honest!
QUESTIONARIO PARA ESTUDANTES

Estou a levar a cabo uma investigação sobre o impacto dos resultados da avaliação na motivação dos alunos no Instituto Médio Politécnico de Benguela, para o meu curso de mestrado na FCSH (Faculdade de Ciências Sociais e Humanas) Universidade Nova de Lisboa. Gostaria muito de saber a partir do ponto de vista dos alunos, sobre as reais causas que fazem com que alguns alunos pareçam desmotivados a aprender Inglês tão logo recebam os primeiros resultados das suas avaliações. Por esta razão, por favor diz a verdade e desde já garanto-lhe que tratarei a sua informação com maior sigilo e confidencialidade. Também já podes ver que este questionário é anónimo e não inclui detalhes de identificação do inquirido.

OBS: a sua verdade ajuda-me-a a alcançar o meu objectivo e o meu objectivo ajudar-nos-á a começar resolver assuntos relacionados com a desmotivação dos alunos na aprendizagem da língua Inglês no Instituto Médio Politécnico de Benguela.

1) Cada quadrado representa uma faixa etária; assinale com um visto (x) o quadrado que corresponder a sua idade
   a) 15-18 □ b) 19-23 □ c) mais de 23 □

2) Marque com um (x) o quadrado que indica o seu gênero. a)- masculino □
   b)- feminino □

3) Em menos de seis linhas, diga-nos porque é que escolheu estudar Inglês como sua língua estrangeira no politecnico?

4) Como é que avalia as suas aulas de Inglês? [assinale um quadrado em cada par]
   i. a) interessantes □ b) aborrecedoras □
   ii. a) fácil de seguir □ b) difícil entender □
   iii. a) apropriadas ao meu nível □ b) acima do meu nível □
   c) abaixo do meu nível □

5) Como é que geralmente sente-se depois de receber os resultados de correção dos seus trabalhos durante as aulas ou provas?
   a)- orgulhoso □ b)- satisfeito □
   c)- aborrecido □ d)- encorajado □
   e)- culpado □
6)- Como é que geralmente recebe os resultados de correção dos seus trabalhos exercícios?

i. Assinale dois que o seu professor usa com maior frequência.
   a) normalmente o meu professor rica os erros e atribui nota ao trabalho.  
   b) o meu professor normalmente mostra os tipos de erros que cometi e atribui nota ao trabalho.
   c) o meu professor indica os erros e pede-me para corrigi-los antes de atribuir a nota final.
   d) o meu professor sempre diz os pontos mais fracos e fortes dos meus trabalhos antes de atribuir a nota.
   e) geralmente aprendo com os trabalhos escolares/provas porque o meu professor sempre faz comentários que orientam como posso melhorar as coisas.
   f) eu nunca me preocupo com o que o meu professor escreve nos meus trabalhos/provas. Vejo somente a nota e é tudo.
   g) às vezes, o meu professor chama-me a parte procura saber porque é que não consegui acertar o exercício ou uma atividade qualquer da sala.

ii. Mais alguma forma diferente:

7)- Como é que geralmente o seu professor reage às suas respostas nejam elas positivas ou negativas na sala (assinale aquelas que correspondem ao seu professor).

   a) se a resposta for certa, o meu professor não diz nada e faz outra pergunta.
   b) se a resposta for certa, o meu professor sempre diz uma das seguintes palavras: Very good! Great! That’s it! Clever boy/girl! Well done!
   c) se for uma resposta errada, o meu professor diz que está errado e pergunta outro aluno.
   d) se for uma resposta errada, o meu professor diz. “Ok... boa ideia mas vamos ouvir também do/da ...”
   e) se for uma resposta errada, o meu professor sempre diz, “Ok, está quase certo(a)”, ou algo similar e procura outra opinião.
   f) geralmente dou conta se a resposta é correta, errada ou meia certa à partir do polegar do meu professor. Isto é, se o polegar estiver na posição vertical a resposta é certa, se estiver virado a baixo então a resposta é errada e se for horizontal então é meia certa.

8) Como é que gostarias que os seus trabalhos ou provas fossem corrigidas?

   i. Eu gostaria de receber os resultados dos meus exercícios, trabalhos ou provas:
a) com nota atribuída sem riscar os erros a vermelho □
b) com nota atribuída e com os erros riscados a vermelho □
c) com nota atribuída mas indicar os erros e explicar como posso superar os mesmos □
d) com os pontos fortes e fracos indicados e com a oportunidade corrigir ou melhorar o que está errado antes do professor atribuir nota. □
e) outros: ____________________________

ii. Eu gostaria de falar individualmente com o meu professor sobre o meu desempenho na língua.
Sim □ Não □

9) Já alguma vez trocou exercícios ou qualquer outro trabalho escolar com os colegas para os corrigir?
   a) Sim □ b) Não □

10) Como é que avalia a sua actual motivação (a maior vontade de aprender) comparada com a dos seus primeiros momentos no instituto politécnico?
   a) alta □ b) instável □ c) Baixa □ d) já não há motivação □

Thank you very much for being honest! / Muito obrigado pela sua honestidade!