Abstract

The thesis deals with the phenomenon of feedback which the teacher provides to upper primary students in lessons and this feedback’s influence on students’ motivation to learn. The feedback is regarded from different points of view: as an assessment of students in lessons and as work with an error. The aim of this work is also to describe the mechanism by which teachers provide feedback to pupils in microsphere of tutorial dialogue at school. The object of the research is primarily the character of this feedback; the thesis tries to answer the question what information students receive about their achievement, whether and how this information affects the students’ motivation in the classroom. Two, respectively three methods have been combined at the empirical part of the research: observation, an audio recording of lessons and explorative technique of semi-structured interview, which was conducted with students from the lessons. In the following research study all manifestations of teacher’s feedback in the teaching situation have been categorized: the method here is the observation of lessons again, an audio recording of the lessons and semi-structured interview. Using the information gathered in the focus discussions with students I try to relate the observed types of teacher’s feedback with students’ motivation to learn.